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A Qualitative Case Studying Collaboration Use to Improve Listening Instruction in Taiwanese Secondary Schools

Pearl Chang
Walden University

Walden University

COLLEGE OF EDUCATION

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Pearl Chang

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Dr. Michael Brunn, University Reviewer, Education Faculty

Chief Academic Officer

Eric Riedel, Ph.D.

Walden University
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Abstract

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Taiwanese Secondary Schools

by

Pearl Chang

MA, National Taiwan Normal University, 2003

BS, National Taiwan Normal University, 1982

Proposal Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Education

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February 2018

Abstract

Taiwan English teachers in secondary schools are facing a new challenge of having to teach listening comprehension skills to their students. Many instructors are not equipped to deliver adequate listening instruction although listening comprehension has become a benchmark for senior high students aspiring to enter a tertiary institution and earn a college degree. Instructors, students, parents, administrators, and members of the Ministry of Education agree that there is a need to meet the demands of the National English Curriculum Standards. Weimar's approach of learner-centered teaching served as the conceptual foundation for this study since the focus was on ways teachers could work collaboratively to learn evidence-based strategies for teaching listening comprehension skills. Guided by 4 research questions, the study investigated the perspectives of 4 teacher-participants at a Northern District Senior High regarding the process of teaching listening comprehension. In this qualitative study, an inductive analysis was used to define themes and concepts to discern any patterns and relationships connected with the data collected: interviews, classroom observation and unobtrusive measures. The findings showed that teacher-led peer coaching, via collegial collaboration, led to the building of teaching communities and more effective use of evidence-based strategies for improving the teaching of listening comprehension. This improved teacher pedagogy may lead to a positive social change whereby teachers have skills for teaching listening comprehension and students are better prepared for further schooling. Components of the project also can be used by other school districts and educational organizations where the administration can use the model to further advance similar workforce capacity in teaching L2 learners listening instruction.

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Dedication

This study is dedicated to my family who made great sacrifices and contributions to my strength as a researcher, practitioner, and scholar. I also dedicate this study to my colleagues and institution; may you always reach your goals.

Acknowledgments

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Section 1: The Problem

Listening plays a major part in second language acquisition. Talebinejad and

Akhgar (2015) asserted that among the four skills in second language acquisition (SLA),

listening is used more frequently than the others. Listening is a fundamental component

of being able to interact with others. Chang (2012), Chen (2015), Chou (2015), Li (2012),

and Liang (2012) showed that over the last 20 years, the teaching of listening in the

Taiwanese secondary school system has been seriously overlooked. With new and greater

understanding of the extent to which listening comprehension influences students'

academic learning and real-life communication ability, secondary schools across Taiwan

are examining how listening is being managed in today's classrooms (Chou, 2015).

Historically, listening has not always been given the same degree of importance

as the skills of speaking, reading, and writing in SLA. Nunan (1997) called listening a

"Cinderella Skill," as Cinderella did not have a voice in the classic fairytale and was a

passive listener. Many students today do not have listening skills and are passive in their

response to listening (Nunan, 1997, as cited in Talebinejad & Akhgar, 2015). However,

researchers have shown listening skills are increasingly impacting students' learning on

the other three language skills (Bozorgian 2012; Talebinejad & Akhgar, 2015).

Lynch (2009) and Cross (2011; 2015) identified the significant changes that are

needed to improve teaching practices in listening comprehension; teachers should

carefully take care of the changes of teaching practices in listening comprehension. The

teacher needs to identify and define the specific strategies and skills to be

developed. Next, the teacher must acquire the knowledge and skills to implement the

teaching of listening strategies. There is the need of setting Self-Access Center (SAC) tasks to develop learner-center listening learning. Although teachers are encouraged to teach autonomous learning, a lot of teachers still teach in a traditional way. Many have only a minimal understanding of how to use a learner-centered approach when teaching the skill of listening. According to Guan (2015), teachers are unable to change how they teach and just continue to teach in traditional ways. The teacher identifies the steps to help guide and structure learners' individual or collaborative listening to improve learners' listening ability (Cross, 2015; Lynch, 2009).

I investigated the four aspects of language acquisition: (a) teachers' perspectives about listening comprehension skills, (b) teachers' thoughts about learner-centered approach in teaching listening, (c) the teachers' opinions of listening strategies implemented in teaching English as Foreign Language (EFL) classrooms, and (d) the steps that may be taken to improve listening instruction in the future. To bring about significant improvement in listening levels in the classroom, teachers need more and greater exposure to appropriate teaching approaches and pedagogical skills to help them better understand what is needed to get their students more engaged in listening comprehension.

As is the case with many other countries in Asia, English is the most sought after and most tested in Taiwanese universities (Chou, 2015). As of 2015, listening has become a benchmark for senior high students to enter college (Chern, 2015). Because of the high-stakes testing, the Taiwan SLA program is largely focused on the teaching of reading and writing with little attention given to listening comprehension skills over the

last two decades (Chang, 2012). According to Chou (2015), the teaching of English in high schools has largely been focused on translation of target texts to native language, and according to Li (2012), the focus is on grammar drills and vocabulary. Neither Chou nor Li mentioned the presence of listening as a classroom focus in English classrooms. This suggests that the Taiwanese testing system supports teaching communication skills in SLA, but does not place emphasis on listening (Chang, 2012). Listening instruction is considered an essential and important skill in language learning (Talebinejad & Akhgar, 2015); however, a test-oriented approach is taken in Taiwanese English listening classes and teaching listening comprehension has been neglected (Liao, 2014; Tu, 2012).

Taiwan English teachers in secondary schools are not well prepared to teach listening comprehension skills to their students (Chang, 2012; Chou 2015). Liao and Yeldham (2015) and (Yeh, 2015) studied listening instruction in Taiwan secondary education and indicated the main factors that influence teachers' preparedness in listening instruction are: (a) the time constraints (given time to reading and writing instruction), (b) lack of knowledge of material design in mix-abilities class, and (c) pedagogical skills to improve students' listening comprehension.

Given the shortcomings of current listening instruction within the Taiwanese EFL secondary programs, there is a need to bring about change in how listening skills should be taught (Chang, 2012; Liang, 2012). The teaching of listening strategies (cognitive, meta-cognitive, and socioaffective strategies) will improve learners' listening ability and listening comprehension (Graham & Santos, 2015; Rahimirad & Shams, 2014; Yeldham & Gruba, 2014). A learner-centered approach allows students to do more discovery

learning and to engage in learning with peers so that they can intuitively understand how to listen and comprehend (Siegel, 2014; Walker, 2014). Students must be able to communicate with listening texts, collaboratively and cooperatively share their ideas, and analyze the information to make inferences (Yeh, 2015). A theoretical approach dealing with learner-centered teaching is appropriate for a study on improving the teaching of listening comprehension because learner-centered teaching approach focuses more on the process of learning by using communication and collaboration (Shehadeh, 2012).

Weimer's (2013) theory of learner-centered teaching (LCT) is an approach that encourages learners to deal with difficult and complicated work. LCT includes explicit learning skills instruction and use collaboration to get students engaged in learning. The LCT classroom empowers students by giving learners some control over their learning process and promotes students' reflection and takes care of what learners are learning. The LCT classroom is a learning community. In the community, learners and the teacher share the learning agenda. Learners who have been actively exposed to cognitive, meta-cognitive, and social strategies for listening tasks perform the tasks better (Weimer, 2013).

In an effort to expand the knowledge and understanding of teachers' attitude and insights in EFL listening instruction and listening comprehension, I used a qualitative method to approach data collection including face-to-face interviews, classroom observation, and reflections in teaching practices at Northern District Senior High (NDSH). The results emerging from the study may be able to suggest pedagogical implications that assist teachers in teaching listening comprehension and improving

student listening abilities. It is hoped that the findings gleaned from this study will provide information that may be beneficial for the stakeholders (i.e., students, English teachers, the administration of the district, Ministry of Education) involved in teachers' preparedness in teaching listening in the Taiwanese secondary system.

Definition of the Problem

As of 2019, a listening comprehension component will be added to the curriculum for senior high students according to a National English Curriculum Standard (Ministry of Education, 2016). This has become a significant issue due to the fact that there is no well-defined listening comprehension program at NDSH; yet, listening comprehension will be a required course for all 10th-12th graders. This gap in practice has led to the present study.

NDSH is a rural comprehensive senior high school located in in the north of Taiwan near the capital city, Taipei. The school population is approximately 1600 students in Grades 10 through 12 and is divided into two educational programs, that is, vocational and academic. While all the 10th graders receive a standard curriculum, 11th grade students must choose to enter either vocational or academic senior high program to complete their final 2 years.

As many instructors today are not equipped to deliver adequate listening instruction, both teachers and administrators alike are asking themselves what can be done to improve listening instruction. Apart from NDSH, high schools teachers from several other districts also have expressed their need for better listening instruction (EERC, 2014). Scholars agreed that listening is at the heart of language because listening

greatly impacts students' learning on the other three language skills (Bozorgian, 2012; Kruita, 2012; Talebinejad & Akhgar, 2015). However, listening has largely remained a 'Cinderella' Skill in SLA (Nunan, 1997), that is, ignored at the expense of the other three skills. Many students today lack good listening skills.

Rationale

The teaching of English in the Taiwanese secondary has, until recently, almost entirely been based on reading and writing skills due to nature of the high-stakes testing which has always focused on these two skills. For the most part, the tests consisted of translating target texts from English to Chinese (Mandarin) where listening was not required. As a result, the teaching of listening among secondary ESL instructors in Taiwan has long been neglected despite the widely held view that listening comprehension is an essential and important skill in language acquisition (Liao, 2014), Tu, 2012). Given the addition of a listening component to these high-stake exams, the teaching of listening has now become an important language skill for which many teachers are inadequately prepared.

The need for such a study is evidenced from a number of stake-holders, not the least of which are the instructors themselves. In their 2014 report, English Education Research Center observed that many in-service teachers did not know how to go about the teaching of listening, lacking strategies, important concepts and adequate materials. In 2014, in the presentations of listening instruction held by EERC, the reflections of lead teachers from district schools showed that most faculty did not know how to go about teaching listening with a more student-centered approach and they believed that teaching

listening was a new challenge for them (Appendix I: Summary of Personal Communication, 2014). The National Academy for Educational Research Center (NAERC, 2016) has made its concern known by requesting that new approaches to listening instruction be implemented.

The question is, what can and needs to be done in order to bring about the changes needed to equip secondary EFL instructors with the means to deliver adequate and competent listening instruction to their students? I sought to respond to the question by investigating the current attitudes and understandings of the instructors concerned in order to propose a system wide solution for a sound and effective listening instruction program for the Taiwanese secondary system.

Without proper listening instruction, it is difficult if not impossible to improve one's listening skills (Zhang, 2015). This is an important point as listening plays an important role for the success in real-life communication and education. As a result, the purpose of this study was to explore teachers' attitude and insights with regards to listening instruction and to discern what the teachers identify as components a strong listening comprehension program.

Evidence of the Problem at the Local Level

The Taiwanese high-stakes testing system has supported communicational skills in SLA, but has not placed emphasis on listening comprehension in the process of SLA (Liang, 2012). Over the past 2 decades, the components of English College Entrance Examination (ECEE) had been focusing on such aspects as:

- discrete grammar points

- vocabulary tests

- reading comprehension tests

- Chinese-to-English translations

- 100-120-word compositions. (Chou, 2015)

There are a number of reasons why the Joint Board of College Recruitment Commission (JBCRC) is implementing the Test of English Listening Comprehension (TELC) nationally. First, they seek to formally include a listening component in the high school English program (heretofore absent). Secondly, they wish to reduce the current gap between the actual real-life communicative abilities of students' reading and listening skills. Finally, an improved and enhanced English language program, due to the all-around benefits of listening, will help provide high school English education with a better scope in globalization that presently is highlighted at Taiwanese higher education (College Entrance Examination Centre [CEEC], 2012a).

TELC is treated as a summative assessment, serving as a tool to examine the unevenness between students' reading ability and communicative skills. The Ministry of Education of Taiwan (MOE) initially put emphasis on assessing students' ability to understand a range of day-to-day communications in SLA (CEEC, 2012a; Chang, 2012; Liang, 2012; Yu, 2011). As of the implementation of TELC in 2015, TELC became a benchmark that greatly has influenced senior high students' academic learning to enter college (Chou, 2015). Chou (2015) stated MOE is hoping this new listening comprehension requirement for senior high students will help promote better communicative skills in Taiwanese secondary English education, which in turn is hoped

to result in senior high school students having greater interests in SLA as well and developing positive attitudes towards learning and more learner independence.

NDSH is a suburban comprehensive school with both vocational and academic curricula in the northern part of Taiwan. Most of the students come from blue-collar families. Based on the yearly Basic Achievement Test for entering senior high schools, their English language proficiency is usually below the lower-immediate level (Tsai, 2014). Coupled with the frequent lack of teachers' preparedness in listening instruction from Taiwanese educators and researchers (Chou, 2015; Yeh, 2015), the administration and teachers of NDSH now need to rethink about what type of teacher preparedness is needed in teaching listening that is beneficial to support teachers' best practices and improve students' listening ability (personal communication, 2014; Tsai, 2014).

Two of the school's most important members (the Principal P and Lead Teacher L, pseudonyms) are aware that listening has become now a critical criterion for students being able to enter the college of their choice. P and L stated that there is a real need to help the English teachers improve their ability to teach listening as a real-life communication skill for their students to make the kind of progress needed to meet the new standards. According to the pretest of TELC in the academic year 2014, the overall listening competency was below expected levels. Dr. T, who is an academic consultant for NDSH and who worked closely with the principal, and Ms. L analyzed the data and interpreted the findings and expressed concerns of the results based on the pretest of TELC (Tsai, 2014). This team interpreted the findings expressed concerns of the results based on the pretest of TELC.

The data were used to help teachers understand students' strengths and weaknesses to implement new and better teaching strategies in listening instruction to improve students' listening comprehension. The results of Tsai's (2014) investigation of the TELC showed the student average TELC score was around 60% (23.72/40) and the proficiency levels were varied. From the findings resulting from this review of data, Dr. T suggested that the school implement differentiated listening instruction and monitor the progress of students by using learning portfolios to find the strength and weakness of each student's listening comprehension.

Apart from NDSH, high school teachers in different districts have expressed their need for better listening instruction and have stated that teaching listening is needed in Taiwanese secondary schools. From May to August of 2014, English Education Resource Center (EERC, the MOE's ESL arm for in-service training at the senior high school level) held listening presentations across Taiwan. The teachers attending these professional development sessions were asked to complete a survey with ten statements and two semi-structured questions about listening instruction (EERC, 2014). According to the report of EERC (2014), teachers stated that they had come to a better understanding of why and how to teach listening comprehension after attending presentations about listening by the teacher trainer. These teachers also stated that most faculty did not know how to go about teaching listening with a more student-centered approach and they believed that teaching listening was a new challenge for them (Appendix: I, Teacher 1, personal communication, May 20, 2014; Teacher 2, personal communication, July 29, 2014; Teacher 3, personal communication, May 20, 2014;

Teacher 4, personal communication, May 11, 2014; Teacher 5, personal communication, May 9, 2014; Teacher 6, personal communication, August 6, 2014).

English teachers are being given more opportunities to voice their concerns. Thirteen English teachers from five different districts together in a meeting held at the National Academy for Educational Research Center (NAERC, Taipei in January, 2015). They stated the same concerns as those teachers in NDSH and other districts mentioned previously (NAERC, 2015). All teachers suggested that new approaches of listening instruction should be implemented in senior high schools. Their perceptions in listening instruction are consistent with the current studies examining how listening instruction has been conducted in the Taiwanese secondary system.

Most school districts do not offer clearly written comprehension curriculum for listening (Chang & Lu, 2012; Chou, 2015). Chen (2015) observed improving students' listening skills is essential especially now although listening comprehension has become a benchmark for senior high students to reach college education. Listening instruction has been overlooked in English language learning at Taiwanese secondary levels, which brings about the weakness of students in their listening comprehension (Li, 2015).

Evidence of the Problem from the Professional Literature

Listening has long been neglected in SLA (Bozorgian, 2012; Sigel, 2014; Talebinejad & Akhgar, 2015). Over the last 50 years, studies have been regularly conducted on how and when people communicate. In one of the more recent studies, it was found that of the total time people spend on communication, "listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% "(Mendelsohn 1994,

cited in Szczpaniak, Pathan, & Soomro, 2013, p. 207). Kurita (2012) stated, "Listening comprehension is at the heart of language learning" (p.30).

Scholars and teachers agree that listening is a very important skill; for an L2 learner, listening is the toughest language skill to learn. (Kruita, 2012). An L2 learner falls short of developing listening proficiency even when learning over extended periods of time because listening involves a special mindset which incorporates aptitudes that go beyond the basic acquisition of language (Gilakjani & Ahmadi, 2011; Goh & Hu 2014; Rost, 2014; Takahashi, 2012). These aptitudes consist of: (a) auditory discrimination (e.g. words with same sound but with different meanings), (b) vocabulary range and depth (speed of aural word recognition), (c) meta-cognitive awareness (e.g. awareness of the difficulty in the process of listening tasks), (d) pragmatic awareness (i.e. the recognition of the differences in interactional styles and appropriate social actions when communicating with others), and (e) resilience (i.e. the distinguishing between high and low levels of stress in listening comprehension; Gilakjani & Ahmadi, 2011).

The actual task of listening in a foreign language is quite difficult and wrought with a range of problems. Underwood (1989; as cited in Gilakjani & Ahmadi, 2011) identified seven obstacles that L2 learners find challenging. The first problem is that listeners cannot control the speed at which the text is delivered which is in the hands of the speaker or, often, the recording. Similarly, L2 listeners cannot readily have words or text repeated when and as often as they may need or want. Another issue is that of vocabulary, particularly for new words. Listening texts are often graded more on a basis of length than vocabulary. If an L2 listener has a modest vocabulary, trying to understand

a text with a lot of new or unfamiliar words can be discouraging or frustrating even for the simplest of listening tasks.

Another obstacle for L2 listeners is the difficulty of identifying signals the speaker uses. Whereas common discourse markers such as *then, now,* and *next* are helpful, they are not the only means available to the speaker to reiterate or change direction. Fluctuations in speech, intonation and the use of pauses are other tactics that may cause L2 listeners difficulty.

Lack of contextual knowledge can also be a problem as the listener may find it difficult to relate to the topic or grasp anything but the main idea and little of the detail. Then there is the actual physical demand of what it means to listen in second language. Listening is no longer viewed as a passive skill, but an active one. Active listening requires considerable effort consequently; attention may be difficult for the L2 listener to sustain. The last obstacle for L2 listeners has nothing to do with the text but is a result of their own learning habits. If the listener is used to understanding every single word or having things repeated, he or she may be subject to frustration, blocking or other responses which can make the act of listening stressful (Gilakjani & Ahmadi, 2011).

While it is acknowledged that lexical and syntactical features contribute significantly towards making listening comprehension the toughest of SLA skills (Su & Liu, 2012), other issues may play a role as well which have not been clearly identified. Su and Liu (2012) noted that it is imperative that the listening materials the teachers select should try, as much as possible, to reflect their students' interests and backgrounds. What is more, teachers should design their activities incrementally, by having an

introductory element (prelistening), a practice component (while-listening) and a reflective opportunity (postlistening). Through prelistening, during-listening and postlistening activities, teachers should design listening activities step by step (Graham & Santos, 2011; Su & Liu, 2012). Su and Liu emphasized that teachers should help learners to acknowledge their listening difficulties or weakness. Such metacognitive instruction provides empirical support for the efficacy of listening instruction and listening comprehension (Al-Alwan, Asassfeh, & Al-Shboul, 2013; Bozorgian, 2012; Goh & Hu, 2014; Zeng, 2014).

However, in many EFL/ESL English language classes, English language education tends to be very product-oriented because listening comprehension has been based on passive learning. The aim of English language learning in SLA has been focused on getting correct answers from the listening comprehension questions rather serve as a tool for learning and communication (Siegel, 2014). Kurita (2012) noted that the limited objective of just getting the right answer to comprehension questions does not in itself constitute or equate with real and meaningful listening comprehension and their control in the process of listening. The listening test-like strategies that the teachers routinely teach has been found to be considerably inadequate to meet the demands of proficient English speakers and listeners (Liang, 2012). Students are taught test-oriented skills to get clues from listening questions to quickly get correct answers rather than taught the skill of listening for communicative purposes.

Such a product-oriented approach may be fine for a teacher whose focus is to get high scores, but wrong for a teacher who wants to improve the listening comprehension

ability of his or her students. The solution for finding appropriate approaches towards

listening comprehension is to look at listening instruction as a process rather a product.

The product-oriented approach focuses on questions and answers without giving any

background information for students that helps students predict the topic or analyze the

information. The process-oriented approach emphasizes listening strategy instruction

embedded with bottom-up and top-down approaches (Hammad, 2015; Hamouda 2013).

Bottom-up approach helps learners to get acquainted with the key vocabulary, patterns

and sentence structures before students are exposed to listening text. On the other hand,

top-down approach provides background through visual aids or discussions for learners

to do prediction, to get the main idea and key information (Hammad, 2015). It is crucial

teachers become acutely aware of the complexity of the listening process. From the

perspectives of the top-down and bottom-up, teachers change the approach (lecture

presentation) used in SLA if they wish to improve their students' listening

comprehension (Szczpaniak et al., 2013).

Definition of Terms

Listening: The International Listening Association (ILA, 1996, cited in Bond,

2012) described listening as a universal process whereby people gather and information,

then deconstruct or reconstruct to derive meaning, and give response to spoken or

messages with gestures or body language and then finally, respond either verbally or

nonverbally through the mediums of gesture and body language.

High-stakes Exam: High stake exams are, alas, a double-edged sword: their

purpose is not just for the measuring of academic achievement as they are also used

punitively (resulting in handing down sanctions and decreasing funding) and as well as affecting teacher and administrative salaries and bonuses. Unlike low-stake exams, high-stake exams are used for accountability which extends beyond the confines of the academic institution and into the public domain. School and districts use high-stake exams to decide which schools or districts students can attend. Local governments and school administrators attempt to use such exams as a tool to ensure that students are placed in appropriate schools and receive proper teaching and education (The Glossary of Education Reform, 2014)

Learner-centered Teaching: Learner-centered teaching is an approach to teaching that helps passive learners become active ones and become more responsible for their own learning (Weimer, 2013). Learner-centered teaching highly values the person in learning.

Collective Capacity: According to Many (2012), collective capacity refers to a group of teachers with dedicated and protected time during the regular school day to reflect on their practices.

Professional Learning Communities: Professional learning communities consist of groups of locally organized instructors who have common and agreed upon objectives and who meet on a regular basis to collectively find means to meet their objectives. These communities allow the teachers to share their expertise to improve their practices and students' academic performance. (The Glossary of Education Reform, 2014).

Coteaching: The Curry School of Education (2012) described coteaching as two instructors that share the same students (class), but not the same expertise. McKenna and

Walpole (2008) noted that another strategy to consider is that of coaching which is based on recognized theory or research; good coaching can be demonstrated, practiced, and offers valuable feedback to the teachers.

Significance of the Study

Most researchers of listening comprehension have focused on the learners' perspectives rather than the teachers' perspectives. Teachers have not seen listening as a skill to be taught explicitly (Yildim, 2015). The present study provided the data needed to understand the challenges and strategies associated with listening instruction from the perspective of teachers in a school to improve students' listening comprehension. Once the needs (i.e. strategies, methods, and tactics) of high school teachers were identified, school and district administrators could then move on to ensuring that training and content match those needs and make sure that appropriate and effective training resources are provided (Zhou, 2014).

It remains to be a fact today that the traditional format of presenting and lecturing remain to be the dominant form of delivery among senior high school teachers despite the demands and requests by policy makers and teacher educators alike for language instructors to adopt more interactive and student-centered approaches in their classes (Chen, 2015; Liao, 2015). Tu (2012) stated listening instruction in Taiwanese senior high English classrooms was very teacher-directed. Liao (2015) argued that a lack of training in listening comprehension has caused nonunderstanding of what is said in English language learning, which in turn leads to a breakdown on SLA. While examining the scenario of SLA in the Taiwanese secondary system, Chou (2015) suggested that in the

absence of (formal) listening instruction for L2 learners, listening instruction would likely lead to inconsistencies between teaching, learning and evaluation in the language curricula. To ensure the best support for Taiwanese senior high school students, learners should be provided with communicative tasks which are appropriate for their level and which meet the ESL objectives of the senior high school program.

Kurita (2012) stated that listening is at the core skill of SLA. Because listening as a skill is being tested in the national college entrance exam in Taiwan, teachers need to reconsider how they are teaching listening as a skill in the classroom (Chen, 2015; Chou, 2015). For L2 learners, the development of listening comprehension ability would enable their success in SLA and increase their comprehensive input (Bozorgian, 2012). It is worth examining how listening is now taught in the English language classes and how teachers' practices in listening instruction can be improved upon. I investigated teachers' attitudes and perspectives regarding listening comprehension with hopes that useful insights will be gained into the most effective way to address the teaching of listening comprehension.

Multiple researchers have made suggestions for implementing listening strategies and the meta-cognitive process in English listening classrooms (Al-Alwan, Asassfeh, & Al-Shboul, 2013; Isaacs, 2012; Malik, Sarudin, Muhamad, & Ibrahim, 2013; Rahimirad & Shams; 2014; Rahimi & Abedi, 2014; Yeldham & Gruba, 2014). Chang and Lu (2012), Liang (2012), Liao (2014), Yu (2011), and Yeh (2015) all expressed that the result of the TELC on learning would lead to a reduction of the current gap between the curriculum and assessment which, in turn should result in deeper learning. Without the

requisite changes in listening instruction, it is highly unlikely that there will be a positive impact on how English is being taught in the senior high schools of today and tomorrow.

Li (2012) indicated that learning English is no longer just learning to imitate English. She also went further to say students needed to understand the diversity of English in order to foster a cross-cultural reflection, analysis and development of communication skills. CEEC (2012a) reported that listening instruction serves to reduce the current gap between curriculum and assessment.

As a consequence of the findings of current studies in listening instruction and test of English listening comprehension in college entrance examination (CEEC, 2012a; Chang, 2012; Chou 2015; Li, 2012; Yeh, 2015), the results of this study should benefit all three of the major stakeholders: students, teachers and the administrators. By providing insight into the strategies and methods for improving student listening comprehension skills, the findings from this study may lead to improving real-life communications and academic opportunity for students. Teachers will be given opportunities to incorporate English listening comprehension skills into formal English courses to reduce the current gap between students' reading and listening skills. Because globalization is one of the target objectives at the university level, administrators of English language programs in the Taiwanese secondary system hope that improving listening comprehension skills will contribute towards making globalization a reality. It is hoped the findings might bring the change of listening instruction in the local school and serve as reference toward an appropriate professional program beneficial to the needs of students, teachers, and senior high schools of different districts.

Research Questions

The purpose of this study was to explore teachers' attitudes and insights with regards to listening instruction and to discern what constitutes a strong listening comprehensive program. I investigated the four aspects of language acquisition: (a) teachers' perspectives about listening comprehension skills, (b) teachers' thoughts about learner-centered approach in teaching listening, (c) the teachers' opinions of listening strategies implemented in teaching English as Foreign Language (EFL) classrooms, and (d) the steps that may be taken to improve listening instruction in the future. To bring about significant improvement in listening levels in the classroom, teachers need more and greater exposure to appropriate teaching approaches and pedagogical skills to help them better understand what is needed to get their students more engaged in listening comprehension (Chern, 2015).

The research questions were:

RQ1. What are secondary school teacher's perceptions about listening comprehension skills?

RQ2. What are teachers' thoughts about implementing learned-centered teaching approach to improve students' listening comprehension?

RQ3. What are teachers' opinions about teaching listening strategies in EFL listening classrooms?

RQ4. What are the approaches teachers have found most effective in engaging secondary school students in listening comprehension in EFL listening classrooms?

Conceptual Framework

Although teachers are encouraged to teach autonomous learning (via self-centered teaching theory and strategies), many teachers in the Taiwanese secondary system continue to teach in more traditional ways (Li, 2012; Liao, 2014). Due to their lack of exposure on how to actively and engagingly teach communication skills in teaching English as a second language, many teachers are not equipped to deliver adequate listening instruction. Administrators in NDSH try to make up for this short-coming listening instruction by adding a new technique here or a different assignment there.

To inculcate the awareness about the changes of teachers' listening practices, Weimer's (2013) pedagogical approach of learner-centered teaching is the focus of the conceptual work of the research. Learner-centered teaching, however, provides a more comprehensive and pedagogically sound way of bringing about teaching (Weimer, 2013). According to Guan (2015), Nadeem (2013) stated that "although teachers are taught a variety of instructional methods, the approaches that are considered best practice are learner-centered" (p. 115). In a learner-centered classroom, the role of the teacher is to create an environment where "learners are active" and the teacher provides "unlimited potential for individual development" (Nadeem, 2013, p. 114).

The conceptual framework is based on Weiner's student-centered approach where the same principal is applied to the learning environment of the teachers involved in the study, that is, they become the students. The research questions are designed to ask the participating instructors to (a) reflect on what they are learning and how; (b) not only encourage but promote collaboration to facilitate learning and (c) become active learners,

that is, engaging in direct and explicit activities that allow them to think, analyze, discuss (argue and defend) what can and should be done to improve their own teacher strategies for listening.

Learner Centered Teaching

Belabbas (2015) pointed out learners often intentionally use language learning strategies to improve the progress of listening comprehension for L2. And those language learning strategies consist of steps, techniques, learning behavior and specific action. Strategies are essential for developing communicative skills (Belabbas, 2015). The use of strategies may facilitate learner's language learning since the strategies may assist the learner in sorting, retrieving and using the new language (Belabbas, 2015). Belabbas (2015) noted that learners who use learning strategies are more directly involved in the development of their communication abilities and are more self-directed as learners.

The learner-centered teaching approach promotes learner autonomy and learners can succeed in SLA, inside and outside the classroom (Belabbas, 2015). The learner-centered teaching approach emphasizes learner training that uses varied strategies that help build up learners' study skills and develop autonomy (Belabbas, 2015). Shehadeh (2012) also showed that in learner-centered instruction (LCI) in SLA. Educators are working in an academic environment where students are at the heart of all aspects of the teaching-learning paradigm. In the study, teachers' thoughts about the implementation of a learned-centered teaching approach to improve students' listening comprehension are a major focus of the investigation.

Shehadeh went on to argue that LCI is a teaching in which takes much of (a) learners' participation in setting goals and objectives, (b) students' learning styles and preference, (c) learners' responsibilities for their own learning, and (d) learners' engagement in shaping what they learn and how they coconstruct knowledge. Through student-student and teacher-student interaction, pair and group work, and collaborative learning, LCI promotes students' active learning and teachers' best practices.

Weimer's Learner-centered Teaching Approach

Weimer (2013) set out five key changes to practices in the classroom that support LCI and learning by making it more accessible. The five key concepts include: (a) the Balance of Power, (b) the Function of Content, (c) the Role of Teacher, (d) the Responsibility for Learning, and (e) the Purpose and Process of Evaluation. In the following paragraphs, the concepts are explained explicitly.

The balance of power. Weimer (2013) pointed out that learner centered-teaching involves sharing power with students. LCT encourages students to be more actively involved in the process of learning. LCT also encourages teachers to give students chances to make decisions in some controlled course activities and assignments. Teachers allow students to create certain course policies and evaluation activities. For example, with regards to course content, teachers could offer a list of potential topics from which students select the ones they are most interested in. For developing students' autonomous learning, teachers can let students decide/identify the content of the review session. Students select those assignments that most appeal to them from the teacher's list. The

teacher always encourages students' independence and the students' involvement in making decisions about their own learning (Shehadeh, 2012).

The function of content. Weimer (2013) drew attention to the negative consequences of the teachers' traditional assumption that more materials covered in the instruction will be better to build up students' ability. Weimer argued that it is easy for teachers to fall into the trap of thinking that if some content is good, not more must be better. On the contrary, Weimer went on to say, teaching everything without core concept instruction does not equate with learning effectively. She called upon teachers to rethink the role of content. She pointed out that in student-centered courses the content serves two distinct functions: one, to establish a sound knowledge foundation and, two, to enhance the learning skills of the students. Accordingly, the curriculum and classes should be planned while taking students' needs into account. The learning objectives of content should have a coherent link to the language ability of the students. They should be only what content will be covered (Weimer, 2013).

Weimar (2013) emphasized that those teachers who practice learner-centered instruction tended to adopt instructional strategies which would more likely produce deep and long-term learning. The focus should be on language skills. With the language skills, the students will be capable of personalizing and applying for their learning to real-life situations. To meet the present and future needs of their diverse students, teachers can best attend by creating listening materials, adapting and tailoring the teaching methodology to help students develop those language skills needed in their environment (Belabbas, 2015).

Weimer (2013) demonstrated that teachers encourage students to build up their self-direct learning strategies outside the English classes so that they may become autonomous learners. In doing so, teachers are reasonable to make amends for the limits of class time and to increase the chances for successful language learning. Teachers encourage students to take responsibility for their own learning inside and outside the classroom by becoming less passive and more actively involved in their learning.

The role of teacher. The reallocation of power between students and teachers brings about a change in the role of the teacher. Burns, Pierson, and Reddy (2014) stated that classroom observations reflected the characteristics of the teacher as a facilitator: (a) the teacher plans instructional experiences for students, (b) the teacher circulates among groups and assists students as needed, (c) the teacher interacts students on a more intimate, small group level, and (d) the teacher prompts students to learn and help one another. The teacher acts as a facilitator, not an authority, and students are the focus of attention is in the classroom. The teacher becomes a partner in the learning process who focuses on ways to facilitate the process. Moreover, the teacher is willing and able to step aside. Students are responsible to take the lead (Burns et al., 2014).

The responsibility for learning. To get students to accept responsibility for learning, teachers should start from building appropriate class climates that enhance student responsibility and autonomy (Weimer, 2013). To achieve this, teachers should first try to involve students as much as possible in the process of setting the conditions for learning (Weimer, 2013). For example, teachers and students should work together to agree on a list of appropriate class policies and practices. In learner-centered approaches,

learners reflect how they construct knowledge, and then learning is achieved because of learners' active engagement in varied tasks and activities (Kain, 2003, cited in Nadeem, 2013).

At the core of the view of learner-centeredness, Ahmad (2016) stated that the students have their own viable knowledge base, independent of but no less valid than what educators try to provide. Students can be as teachers, who can take responsibility of their learning. Bruner's theoretical framework relates to the constructivist's view that learning rests on learners' discovery and independence and classroom activities.

Based on Bruner's (1973) theory, learning is a process where students need to communicate and interact with others to build up their new concepts based on their established knowledge. Bruner believed that autonomous learning lies at the heart of effective education. Through negotiating the curriculum, students start to discover new guidelines of their own learning, and then self-direct learning happens. In the process of negotiating the curriculum, teachers plan their instruction deliberately. Teachers invite students to share their opinion about the content they are expecting to learn. Students will build up a real engagement and involvement in their learning. Thus, learning is achieved (Bruner 1973, as cited in Amineh & Asl, 2015).

According to Ahmad (2016), knowledge is to be constructed by students gathering and synthesizing information and using inquiry, communication, as well as critical and creative thinking skills in order to integrate the information. Coupled with the view of constructivism, Vygotsky (1986), everything is learned on two levels: (a) learning should be through interaction with others, and then integrated into the

individual's mentality; and (b) the potential for cognitive development falls into the zone of proximal development (ZPD). In the ZPD, Vygotsky indicated that if only the less competent learners can be guided by the more capable ones, they can develop their ability and reach their potential level (Eun, 2011). From the point of view of constructivism, collaborative and cooperative learning (e.g. pair work, group work, and role-play) engages students in learning (Shehadeh, 2012).

The purpose and process of evaluation. The last area of the five key changes to practice mentioned by Weimer (2013) is evaluation. Weimer's new role of evaluation means not only to generate grades but most importantly to promote learning using formative feedback. Weimer agreed that grades are important because it a very effective tool to differentiate the level at which students have mastered the material. However, grades do not measure learning equally: they cannot measure high order thinking nor can they measure whether students can remember those facts or apply those skills outside of the classroom. To develop a sense of awareness of the learning process in students, Weimer suggested that evaluation activities be included to develop self- and peer-assessment skills.

Bondie, Gaughran, and Zusho (2014) argued teachers who can make best use of peer conferencing help students correct their assignments and discuss with students their learning outcomes to provide appropriate learning materials and proper interventions that meet the needs of students. The ability to access the quality of one's learning as well as the work of others is a skill beneficial to deep learning. The kind of ability makes students more aware of themselves as learners. Students become more responsible for the

decisions they make for their learning. Weimer (2013) viewed evaluation as the harness used for motivating students to do things for points, instead of a stress that blocks learning.

Weimer (2013) discussed why and how students and faculty are not willing to try nontraditional teaching approaches. Following that, she talked about why and how to overcome the resistance. Weimer explained the reasons for the resistance of LCT. LCT is very threatening for teachers and students. Teachers feel they lose their power and authority because students are involved in content development potentially. Students are afraid they are not able to respond to the learning—relying on themselves more than their teachers. The rules are changed in LCT class. She argued the issue further. Because the administrations are keen on the scores of students' achievement test and quality control of their performance outcome, learner-center teaching approach is hard for teachers to implement in their practices. Weimer pointed out the important keys to overcoming the difficulties: (a) frequent and explicit communication, (b) encouragement, and (c) constructive feedback.

Smith and Hains (2012) noted that growing demands on teaching effect towards getting high scores in performance test and budget restrictions (learner-centered pedagogies traditionally associated with smaller class sizes) that make the incorporation of leaner-centered pedagogies difficult. Smith and Hains stated the lack of buy-in to leaner-centered teaching can be just as strong among students as it can be among teachers, particularly for those students whose learning experience has always been teacher-centered. They find it difficult to assume the new responsibilities for learning that

come with learner-centered teaching (Smith & Hains, 2012). Weimer (2013) pointed out students initially resist the change from teacher-directed teaching to learner-centered engagement because students are required to take personal responsibility in their learning.

Weimer (2013) suggested that the real goal of instructors is not to focus on the outcome (grades or product) but on the learning experience itself. Smith and Hain (2012) found that they got a deeper understanding of classroom content and academic theory and practices. Smith and Hain showed that the confidence levels of the teacher and seven undergraduate students increased after a 12-day student-developed course. Smith and Hain indicated that educators involved in learner-centered classes need to be comfortable with ambiguity and flexibility because learner-centered classes are viewed as the learning process.

Weimer (2013) stated that the successful implementation of improvement of learner-centered teaching depends on the teachers' ability to address and manage three important areas: (a) how teachers deal with resistance from students who are reluctant to become more active learners (as well as for teachers who are reluctant to change from a teacher-centered approach to a more student-centered approach), (b) how teachers implement the developmental processes which should enable passive students to become autonomous learners, and (c) how teachers reflect upon their experiences and thoughts toward instructional improvement tasks.

Students' responsibility for their learning and teachers' facilitation of self-direct learning are two of the three key elements of active learning on listening comprehension. The other lies on real interactions and communications between students and students as

well as students and the teacher. Weimer (2013) provided the supportive theory for the study.

The conceptual framework for this is based on Weiner's learner-centered teaching approach with the (slight) difference that teachers in the study are now the 'students' and no longer the 'teacher'. This strategy, coupled with the principles of andragogy, has helped in the design of the study as well the research questions. I used Weiner's student-centered learning approach as conceptual work as guidelines to examine teachers' attitudes and insights of listening instruction. I examined teachers' attitude and insights into the pedagogy and best practices needed to develop a strong listening comprehension program. Teachers shared their practices and subsequently provoked their abilities to internalize their instructional practices fully based on a comprehensive view of each student through collaboration among teachers. The qualitative methods were used to collect data include face-to-face interviews, collegial collaboration, classroom observation, and reflections in teaching practices. These data collection methods provided an opportunity for dialogue and talking points between the participants to ultimately address the question of how to better teach listening comprehension.

Review of the Literature

I investigated teacher insights regarding pedagogy and best practices of listening instruction. This analysis of the literature concentrates on the steps involved in teaching listening and how it links to a learner centered approach. These searches of the literature (a) explored the difficulties and challenges for implanting a LCT approach in instructing listening skills at Taiwanese secondary system, (b) provided research-based listening

instructional design and strategies that facilitate student listening comprehension, and (c)

explicated the importance of meta-cognition in autonomous listening learning and

listening comprehension.

EBSCO Host and a variety of databases such as SAGE Premier and Educational

Research Complete were the main resource of the online literature searches. The

following search terms were used to access the literature: *cognitive strategies, affective*

strategies, metacognitive strategies, learner training, autonomous learning, and

constructivism. Many of the primary sources are peer-reviewed articles within the last

five years. A few secondary print sources were used for examining the foundational work,

which relates to learning strategies and learning and teaching with constructivist

perspective.

Difficulties and Challenges of Listening Instruction at Taiwanese Secondary System

Taiwanese senior high English teachers have difficulties and challenges in

implementing effective listening instruction. Researchers showed listening instruction is a

new challenge for teachers (Chou, 2015; Huang, 2012; Liang, 2012; Liao, 2014; Tu, 2012;

Yeh, 2015). Yeh (2015) investigated 189 Taiwanese senior high teachers' and 448

students' perspectives in English listening instruction. The results of the study showed

that English listening instruction practices were greatly influenced by three main factors:

first, time constraints (given the previous priority to reading and writing and the absence

of clear and meaningful curricular guidelines); second, students have low levels of

motivation and negative attitudes toward learning English listening if teachers are

teaching listening test-oriented; third, it is difficult for teachers to do effective teaching

because the preparation of good English listening materials and assessments for mixed ability classes is so time-consuming.

Time constraint. Chang and Lu (2012) reported that 75.1% of the participating faculty stated that they did listening activities for less than 10 minutes embedded in their weekly reading instruction, and 17.6% said that they conducted listening activities for 10-30 minutes a week. In other words, over 92.7% had been doing English listening activities for less than 30 minutes a week. The same scenario of listening instruction in the southern part of Taiwan was indicated in Chou's (2015) study. "Two-thirds of the participants (n = 353; 59.3%) revealed that English listening was not taught at all" (p. 201).

Test-oriented and passive listening. Students have been exposed to only passive listening activities in the Taiwanese secondary level (Yeh, 2015). Students have seldom had the opportunity to fully engage themselves in the process of listening to learn (Huang, 2012). For the express purpose of teaching listening comprehension, most teachers usually begin with having the students listen directly to the text without any introductory activities to develop a background for students to enable them to discuss the ideas or to develop listening strategies, and pay attention to their listening skills acquisition (Chou 2015). Liang (2012) observed that the three most common practices among instructors when teaching listening consisted of (a) using CDs of recorded written text (originally intended for reading), (b) practicing listening comprehension by repeated use of exercises (with little or no variation), and (c) listening for test-taking practice for the sole purpose of passing listening test but not for developing communicative listening skills. This

evidence indicated schools need to change their listening instruction to prepare their students for real-life communication.

Materials preparation. Insufficient time may prevent teachers from providing listening assessments in class. According to Chang and Lu (2012), who studied 193 senior high school teacher respondents and listening materials used for teaching English listening, 161 respondents use English textbooks, 146 respondents used English magazines, and 57 respondents used their self-designed teaching materials. Many teachers did not provide listening instruction whatsoever (forcing motivated students to fend for themselves by listening to English programs such as *English Studio in Classroom and International Community Radio* in Taiwan on their own; Tu, 2012). In Liao's (2014) study, four out of 36 conducted textbook-based listening activities (using readings of textbooks instead of authentic listening materials) to train and check students' listening comprehension in general English class. This kind of listening instruction without listening strategies and skills acquisitions is not beneficial to real-life communications in SLA (Sigel, 2014).

Researchers of the local site also stated teachers' pedagogical know-how is the key to improve students' listening ability. Teachers in senior high schools did not have the proper pedagogical know-how to effectively teach listening (Chou, 2015; Tu, 2012). As a result, the improvement of English teachers' ability becomes very significant to the change of listening practice in the Taiwanese senior high schools to improve students' listening ability.

Findings given in Tu's (2012) survey (in her questionnaire-survey among 371

junior college students in her seven classes) reported that the subjects expressed their dissatisfaction about the way they learned listening in senior high schools. In some instances, students only listened to the CD of reading text and then were given a weekly paper test from the English programs provided by local English magazines. In other instances, the teacher only taught their students how to take test taking skills for listening but not for communicative purposes, but rather how to get clues from listening questions to quickly get correct answers.

In Chou's (2015) study, 198 of 590, students (33.6%) reported that they did not get supportive guiding in listening comprehension. Most of the time, they practiced listening comprehension independently. In the class, they were asked to listen to the CDs from the textbook or those materials from English language-learning magazines. The remaining students (n=39; 6.6%) claimed that the teacher focused on answering listening test items in listening instruction.

The statistics report in 2012 and 2013 showed the scores of TELC test takes in northern and central Taiwan were significantly higher than that in southern Taiwan. CEEC (2014b) officially reported the significant evidence since the first administration of TELC in 2012. The finding reflected a fact that listening has not been taught in many of the high schools. Educators and parents are worried that even good schools have had little or no opportunity to learn the mechanics and approaches to developing their students' listening skills (Yeh, 2015). Yu (2011) showed that the level of listening instruction varied significantly among districts of different areas with some being very good while others were found to be very weak. Huang (2012) investigated the current English

listening instruction at senior high schools in central Taiwan (among 232 English teachers from 21 senior high schools; 119 subjects in urban areas, while 113 from the suburbs). The results showed that there were significant differences in listening activities, teaching methods and range of listening materials between urban and suburban schools' in teaching listening.

While there may be many problems regarding listening comprehension for English language learners, Yildrim (2015) suggested that new insights and strategies may evolve if the teacher's own perceptions about listening instruction are investigated. He targeted his study on the problems of learners' listening comprehension regarding the teachers' perspective of 67 in service and 81 preservice English teachers. Yildrim researched specific listening comprehension problems that learners encountered and helped teachers address effective listening strategies for students to improve listening comprehension. Yildrim suggested this would make future English language teachers more alert of the process of listening instruction and teachers could become better able to prepare for these problems. Yildrim went on to say that most studies on EFL listening comprehension are conducted from the perspective of the learner and comparatively few from the perspective of the teacher. Consequently, Yildrim suggested that similar studies regarding teacher perspective be done in other contexts.

Historically, listening has been considered a passive activity, requiring little or no effort on the part of the listener. However, Szczpaniak, Pathan, and Soomro (2013) stated educators nowadays consider listening comprehension an important skill instead of a subskill for L2 learners. Integration of approaches has been shown to be beneficial to the

teaching of listening skills. Vandergrift and Tafaghodtari (2010) found that integrative approaches (combing top-down with bottom-up approaches) for intermediate L2 learners in learning French produced gains in the students' listening scores. Rost (2011) noted that the use of an integrated approach brought about improvements in listening instruction and learning by focusing on prelistening tasks, listening for main ideas or details, and follow-up spoken exercises. Vandergrift (2012) stated that the improvement of the faculty of metacognition not only helps learners be aware their learning process, but also strengthens their response to their learning tasks.

Before approaching a listening task, learners are encouraged to discuss the topic and make predictions about what potential content (perhaps from a picture or the title of the listening). Students should have a moment to consider which listening strategies are most suitable for completing the task and to distribute their attention accordingly (Cross, 2015; Rahimi & Abedi, 2014). The direct-method approach (guided question-and-answer exchanges), the grammar approach (pattern matching in close listening tests) and the audio-lingual method (repetitive pattern drills) are no longer considered appropriate methodologies for the teaching of listening (Chou, 2015).

Research-Based Listening Instructional Design and Strategies

The NDSH believed that new approaches are needed in the teaching of listening comprehension (Chern, 2015; Chou, 2015). Teachers must create an environment to develop their students' micro skills of listening comprehension with cognitive, socio-affective and meta-cognitive strategies (Rahimirad & Shams, 2014). Among these, metacognitive strategies are thought of as the most primary ones in developing learners'

listening comprehension (Cross, 2015). Graham (2015), Rahimirad and Shams (2014), and Yeldham and Gruba (2014b) asserted that the direct teaching listening strategies will improve learners' listening ability and listening comprehension. As a consequence of being taught how to use various strategies (i.e., cognitive, meta-cognitive and social strategies) actively as the learners' approach listening tasks, the students' listening comprehension should improve considerable.

Cognitive strategies. Yeldam and Gruba (2104) identify cognitive strategies which can be employed in teachers' instructional approach which includes being able to guess the meaning of text, being able to understand what the speaker will say next and trying to mentally visualize what is being said. **(**Yeldham & Gruba, 2014b). Rahimirad and Shams (2014) noted that bottom-up and top-down are the two subsuming cognitive approaches in listening. In the bottom-up process, the learners decode the range of sounds that form words. Following that, these words form phrases, and then those phrases make up sentences. Next, the sentences go on to build a complete text. At the end of the listening process, the listeners construct the meaning of the spoken language. As to supra-segmental phonemes such as stress, rhythm, and intonation, learners can be trained through strategic activities that require them to distinguish between two or more sounds or tell the differences between rising and falling tones.

Top-down process is related to interpreting meaning using schemata (Graham & Santos, 2013) or structures of knowledge in the mind. Nunan (1997) stated the background knowledge might facilitate L2 learners' intention to grasp the incoming information that has a real connection with the familiar with the new. A lack of sufficient

or adequate prior knowledge can seriously hamper a listener's efforts to comprehend content through listening (Bond, 2012). Currently, interactive theory suggests combing bottom-up with top-down strategies to listening comprehension is necessary (Rahimirad & Shams, 2014).

Contemporary listening instruction currently subcategorizes listening activities into three sequential activities (pre, while-, and postlistening tasks, Gilakjani & Ahmadi, 2011). Pre-listening activities are used for brainstorming the likely content of topic and providing needed vocabulary for the listening text/material, whereas while-listening activities are generated for monitoring the strategies used for listening comprehension. Gilakjani and Ahmadi (2011) recommended prelistening activities for senior high school students could be describing pictures related to listening text which may be provide possible ideas or suggestions, predicting or speculating in the form of a class discussion. In the while-listening stage, the activities should be designed to facilitate the learner's information gathering ability as well as self-monitoring of his own listening ability (Szczpaniak, Pathan, & Soomro, 2013). Only one listening strategy should be taught at a time in any one activity. Gilakjani and Ahmadi asserted that some critical principles are noted for listening strategy training in the while-listening activities. With regard to strategy training, the basic principle is usually one activity for one strategy. In this way, students can get more chances of practicing the particular strategy. Later on, new strategies can be progressively implemented and gradually integrated with previously learned strategies. Owing to the various controlled practice constantly integrated in listening instruction, students will improve their listening comprehension skills step by

step (Gilakjani & Ahmadi, 2011).

Finally, postlistening activities are used as a tool for evaluating students' listening comprehension outcomes (Gilakjan & Ahmadi, 2011). They include activities for evaluation, comprehension and production. Post activities are an extension of something done in the two previous stages. In the case of less effective learners, the teacher should spend time drawing attention to parts of the listening text, which are significant for completing the task. At this moment, the teacher stops to discuss the important points with learners (Gilakjan & Ahmadi, 2011). Gilakjan and Ahmadi (2011) stated that well-organized postlistening activities offer students the chance to connect their own personal ideas and experiences with what they have heard and learned previously. These activities should also promote their ability to think critically, to interpret, and to reflect upon what they hear and understand (Gilakjan & Ahmadi, 2011). Based on Gilakjani and Ahmadi's perspective in listening instruction, Table 1 lists the essential skills and strategies embedded within an interactive approach (bottom-up and top-down strategies) among the three main categories of listening instruction which help ensure listening proficiency.

Table 1

Three Main Categories of Listening Instruction

Prelistening Activities	While-listening Activities	Postlistening activities
(a) Readiness activities ➤ Providing prior knowledge ➤ Teaching significant new words of text ➤ Looking at the picture for prediction ➤ Asking proactive questions ➤ Introducing background acknowledge (b) Guidance activities ➤ Giving specific aspects of language input ➤ Offering tasks or/tasks to do with the text ➤ Instructing the values and purpose of the strategies ➤ Showing ways to use the strategies ➤ Monitoring listening strategies	Verification activities ➤ Interpreting the speaker's verbal message and nonverbal cues. ➤ focusing students' attention on the speaker's organizational patterns ➤ Revision/Retrieval activities ➤ Encouraging student's critical reactions and personal responses to the speaker's ideas and use of language.	(a) Evaluation activities ➤ Developing students' self-evaluation (b) Comprehension Activities ➤ Helping students check their understanding, interpreting the text (c) Production activities ➤ Promoting students' oral ability through personalization and practice of the listening resource
Tasks for Use ● describing pictures ● making list of possible ideas or suggestion ● completing part of a chart predicting ● speculating in a form of class discussion reading an extract of text which is relevant ● planning drill activities that model the same structure or vocabulary	**Tasks for Use** ● arranging items in pattern, ● following a route ● doing chart completion (select specific information to complete the table) ● using listing ● doing gap-filling ● responding multiple-choice questions ● telling true/false ● searching for specific clues to meaning ● listening for a gist ● noting down key words ● working out the main ideas of the text ● answering comprehension questions ● playing Cue Card: The activity is set for a pair work activity (Where student A and student B have the same worksheet and some information items are missing).	**Tasks for Use** ● doing problem-solving discussion-making (such as, Mini-PBL) ● performing role-play, written work for presentation ● interpreting the listening (such as, critical thinking) ● using rubrics/criteria for self-assessment

Note: Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learner's English

listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*,

2(5), 977-988.

Socioaffective strategies. Rather than teaching to the test, teachers should adopt a more communicative method including collaborative social strategies (structuring more varied, vivid, and interesting lessons) to overcome deficiencies and support the student's interpretation of the listening text (Gilakjani & Ahmadi, 2011). Socioaffective strategies consist of interacting with peers or management, which facilitates listening comprehension. This can manifest as asking a question, reducing learners' anxiety, establishing collaboration with classmates, and controlling stress (Robeeca, 1998; also cited in Belabbas, 2015).

Metacognitive strategies. Aside from cognitive strategies and socio-affective strategies, metacognitive processes underlie successful L2 listening (Rahimi & Abedi, 2014). Metacognitive strategies include conscious management and regulation over a period of learning a process. From the learning process, students learn how to do planning, how to concentrate on listening, and how to monitor their listening comprehension. The term *metacognition* was conceived by Flavell (1979), an American psychologist in the 1970s. Vandergrift (2012) stated that the improvement of metacognition could help learners notify their learning process and their interest in learning tasks.

In the process of monitoring listening comprehension, learners separate the listening process into three stages. Before approaching the listening task, they initially make predictions about the forthcoming text. After that, the audience begins to select appropriate strategies needed for completing the listening tasks. While doing the listening task, they keep or adapt their learning strategies to obtain new information. They would

immediately seek remedies for facilitating comprehension once there was any ineffectiveness of these policies arising. At the time the listeners finish the listening tasks, they can evaluate the effectiveness of the listening strategies and skills used in listening comprehension (Su, 2013). Su (2013) also stated when learners could apply the metacognitive theories to the second language listening, the students may become more active participants. Self-regulated learning ability may thus improve. Meanwhile, students' motivation may increase. Students' metacognitive awareness in listening has a critical connection with their adoption of appropriate strategies and how they get the ideal allocation of resources.

Vandergrift (2010) investigated the change in meta-cognitive knowledge of 47 university level students receiving one lesson a week of listening strategy instruction over a 13-week term. Vandergrift noted that group differences (the experimental group and the control group) showed significant progress concerning the growth in meta-cognitive knowledge about listening over time. The results showed that the less skilled listeners in the experimental group produced greater growth in metacognitive awareness. Rahimi and Abedi (2014) also conducted a study with 371 high-school participants, investigating the correlation between listening self-efficacy and the awareness of metacognition in listening strategies. Their results revealed meta-cognitive awareness had a significant impact on L2 listening self-efficacy.

Meta-Cognition in Autonomous Listening Instruction and Listening Comprehension

Metacognition plays a significant role in each phase (pre-while-post) of listening comprehension. A combination of researchersdemonstrated that instructional strategies

contribute significantly metacognitive knowledge (Al-Alwan, Asassfeh, & Al-Shboul 2013; Bozorgian, 2012; Goh & Hu, 2014; Zeng, 2014). Al-Alwan et al. (2013) stated metacognitive strategies should be employed to manage the overall listening process. These strategies help learners identify both their learning style preferences and needs. These policies are beneficial to planning L2 tasks. More than that, students understand how to gather and organize materials. Students can arrange suitable study space and plan sufficient time for the learning. They keep a watchful eye on mistakes; they evaluate one's degree of success after task completion; they assess the success of the learning strategies employed through their metacognitive approaches. (Asassfeh & Al-Shboul, 2013)

Students of wide age range should benefit teaching which embodied these metacognitive skills as the efficiency of the instruction would have a positive impact and increase the learner's awareness of how to listen better. Bozorgian (2012) looked at 28, high-basic level of Iranian EFL students taking part in a strategy-based approach to listening. This approach incorporated the following features. Students were encouraged to use advanced organization. They use focused attention, care strategy and self-management to control their listening comprehension. Bozorgian's study was conducted over four listening sessions with the goal of improving the students listening comprehension of IELTS listening tests. Upon reviewing pre and posttest results, the findings showed that the weaker level students demonstrated more progress than their stronger level counterparts. These results reinforce the belief that metacognition-enhanced instruction positively impacts a learner's ability to listen.

Zeng (2014) established a strong link between metacognitive awareness and the performance listening tests of 1044 EFL students in China. Zeng attributed the 15% in performance to their metacognitive knowledge in listening. The results of these two studies parallel the findings of other disciplines examining the impact of metacognition in listening comprehension.

In a study of 113 ESL Chinese students, Goh and Hu (2014) queried the participants about their own awareness of the listening strategies they used and their perceived degrees of difficulty and anxiety upon completion of a lesson based on listening. With the help of data collected from the Metacognitive Awareness Listening Questionnaire (MALQ) following and IELTS listening test, they determined that the students' 22% performance variance could be attributed to their metacognitive awareness. Guo (2012) established yet another positive impact of metacognition, that of how it relates to motivation and autonomous listening behavior. In that study of 60 non-English major students, he found that the greater metacognition of the student, the greater the motivation and ability to learn autonomously.

Lynch (2009) and Guo (2012) stated that self-access learning center is a new learning approach to build up an independent learning in SLA. Both Lynch and Guo asserted that foreign language autonomy would be related to learning ability that impacts significantly on the EFL learning outcomes. Bozorgian (2014) indicated that the students good at using meta-cognitive strategies require better planning and initiative ability. Meta-cognitive strategies equip learners with stronger autonomous learning capacity and help learners get better results of learning outcomes. Students use meta-cognitive

strategies less skillfully, who usually, have poor independent learning ability. Poor foreign language competence and performance arise from students' passive attitude when doing listening comprehension (Guo, 2012).

Implications

Because of the high-stakes testing, the Taiwan SLA program has largely focused on the teaching of reading and writing. Little attention has been given to the Taiwan SLA program to listening comprehension skills over the last 2 decades (Chang, 2012). Because of the lack of the experiences in listening practices, Taiwan English teachers in secondary schools are not well prepared to teach listening comprehension skills to their students (Chang, 2012; Chou 2015). Results of this case study about listening instruction may have implications for positive social change in schools. Findings from this study may indicate the need for the implementation and sustainment of PLCs to prepare teachers for listening instruction in their buildings and continual professional development to encourage new techniques that engage the learning in the listening comprehension process. Gulamhussen (2013) noted the practice preparation should not merely describe a skill to teachers, as traditional workshops do (listening to lectures without hands-on practice), because only 10 percent of teachers can transfer the skill to practice. An appropriate school-based project of professional learning may provide the support to change the listening instruction in local schools. The implementation of a learner-centered teaching approach with the collegial cooperative approach is needed in a professional program to obtain the anticipated improvement in TELC achievement test and real-life communication skills.

Summary

The teaching of listening has not figured prominently in classroom practice. In Chang and Lu's study (2012), 97% of the teachers surveyed hoped the in-service training program of MOE would cover the topic of how to design English listening activities. Consequently, the Ministry of Education (MOE), teachers, and administrators have been seeking approaches and solutions to help prepare both teachers and students face the challenges of improving listening comprehension ability among EFL high school students (Yu, 2011). The question of how to prepare teachers to deliver effective listening instruction effectively is now a real and major concern (Liang, 2012). Now that listening as a skill is being tested in the national college entrance exam(s), teachers no longer have the option to ignore the teaching of listening as a skill in the classroom.

In Section 2, I describe the qualitative research design of the study, the instrumentation, and research sample. Qualitative data with face-to-face interviews, classroom observations, teaching protocols and reflections collected in the study show the listening practice between the participants. Following that is the discussions of data collection and analysis procedures. The limitations of the study are outlined afterward. Finally, an analysis of the results of the research and deliverable project is presented. indings of the research suggest the administration of the school how to map out a way to provide successful professional learning among the teachers.

Section 2: The Methodology

Introduction

The focus of this study was to assess the effectiveness of current listening instruction. Recent studies of Chang (2012) and Chou (2015) indicated English teachers in secondary schools are not well prepared to teach listening comprehension skills to their students. Coupled with the frequent lack of teachers' preparedness in listening instruction from Taiwanese educators and researchers (Chou, 2015; Yeh, 2015), the administration and teachers of NDSH considered teaching listening is needed and that it is beneficial to support teachers' best practices to improve students' listening ability. Teacher attitudes toward and insights of listening comprehension, therefore, were explored to discern what teachers identified as strong listening comprehension techniques. In Section 2, the connections between the problem and the research question and the connection between research and the evaluation design are discussed. Four research questions were used to guide this investigation in identifying the means used by teachers in the process of delivering listening comprehension instruction.

Qualitative Research Design and Approach

In 2019, listening comprehension will be - for the first time - a required course for senior high students according to the National English Curriculum Standard (Ministry of Education, 2017). The problem is that there is no well-defined listening comprehension program at NDSH, despite the ministry requirement that 10th -12th graders must take the course. Due to the recent, but unsatisfactory findings, resulting from students' listening proficiency test scores below the lower-immediate level: four out of 10 failed to meet the

required national standard; one-third did not attain average achievement scores (Tsai, 2014) and the perceived lack of teachers' experience in teaching listening, the administration at NDSH decided it was essential to prepare teachers' ability in listening instruction to improve students' listening comprehension. Given that listening is the most frequently used language skill and a key to being able to interact with others (Talebinejad & Akhgar, 2015), listening should be a fundamental component of the ESL classroom. Yildirim (2015) noted most of studies in listening instruction focus on the learners' perspective while research on the teacher's perspective is quite limited. Yildirim suggested further listening instruction research on teacher perspective in other contexts. This study sought to investigate teacher perspectives and attitudes about listening instruction.

The qualitative research questions that guided the study are:

RQ1. What are secondary school teacher's perceptions about listening comprehension skills?

RQ2. What are teachers' thoughts about implementing learned-centered teaching approach to improve students' listening comprehension?

RQ3. What are teachers' opinions about teaching listening strategies in EFL classrooms?

RQ4. What are the approaches teachers have found most effective in engaging secondary school students in listening comprehension in EFL classrooms?

A exploratory case study research approach was used to find answers to the aforementioned research questions. At its most basic level, qualitative research is

"typically used to answer questions about the complex nature of phenomenon, often with the purpose of describing and understanding phenomena from the participant point of view" (Leedey & Ormond, 2001, p.191). This is in sharp contrast with quantitative research where the researcher's main intent is to "answer questions about relationships among measured variables with the purpose of explaining, predicting and controlling phenomena" (Leedy & Ormond, 2001, p.191). The information gained from interviews, observations, and reviewed documents in this study served to provide an in-depth understanding of the on-going processes used in teaching listening comprehension skills at the case study site.

Description of Research Design Used in the Project Study

Because I sought to investigate the thoughts, the ideas, the opinions, and the perspectives of the participating teachers in listening instruction at NDSH, I used an exploratory case study design instead of other common approaches such as ethnography, phenomenological research and grounded theory. Yin (2013) noted that the goal of a case study used by the researcher is not for generating theories and not for enumerating frequencies. Yin categorized case studies as being explanatory, exploratory or descriptive and stated the purpose of each. Explanatory case studies are used as a link combining program implementation with program effectiveness in which the researcher seeks to answer a question. This kind of research gives illustrations of the presumed causal links in real-life interventions that are too complicated for the survey or experimental strategies (Yin, 2013). Differently, the exploratory case study is used to explore the responses that

have no clear, single set of outcomes. The third category is descriptive case studies which are used to describe a phenomenon in a real-life context. (Yin, 2013)

Merriam (2009) argued that an exploratory case study emphasizes context rather than specific variables - an exploratory case study seeks to discover rather than confirm. Taking into consideration the options within qualitative research domain as described, the exploratory case study was determined to be the most appropriate as I limited my investigation to examining the teaching of listening by examining (a) teachers' attitudes about listening comprehension in skills, (b) teachers' thoughts about learner-centered approach in teaching listening, (c) the teachers' opinion of listening strategies implemented in teaching EFL classrooms, and (d) the steps that may be taken to improve listening instruction in the future.

In addition to case studies, there are other common approaches to qualitative research. Those include ethnography, phenomenological research, and grounded theory. (Lodico et al., 2010). Ethnographic studies are used to investigate rituals and customs, focusing on how a larger society can influence the interactions of a cultural group. Phenomenological studies are grounded in the understanding of human, lived experiences, stressing the importance of individual experiences from the perspectives of the participants. Unlike phenomenological and ethnographic studies, the grounded theory approach data are used to develop theories that could later provide the foundation for generalizable studies. (Lodico et al., 2010)

An exploratory case study was used to answer the research questions in the hope that its finding would spark interest in the perspectives of the teacher-participants at

NDSH regarding the process of listening. I investigated one site (the English language faculty at NDSH). Through this study, the stakeholders (teachers and the administration) may better understand how English teachers' attitudes and perspectives on listening impact their teaching of listening. The administration might get a better understanding of the challenges and obstacles that appear during the implementation of a new teaching approach initiative. Based on the findings of the case study, a professional development program in Taiwanese senior high is designed to provide school-based PLC with listening training to consistently implement LCT listening instruction at local school communities. The NDSH is able to identify the type of teacher preparedness that can impact the sustainability of their best practices in teaching listening to improve students' listening ability for real-life communication, as well as academic learning.

Yin (2013) identified three main qualitative collection techniques: interviews, observations, and document review. All three approaches were used in my effort to find answers to the research questions. For instance, I used individual interviews and focus group discussions for getting in-depth ideas, insights and perspectives of the teacher participants about teaching listening. These interviews allowed me to explore and verify the real-time scenarios of listening instruction in EFL classrooms. In addition to interviews and focus groups, I used observations as a data collection strategy. Observation is an effective tool used to observe how people act and how things look in the context of the environment where the study takes place (Fraenkel et al., 2012). As a result of classroom observations, I was able to obtain a clearer understanding of how teachers taught and how students learned in listening comprehension. The document

reviews provided rich information about the data collected in the program of NDSH. The unobtrusive measures provided rich information about the data (memo, files, student achievement reports, course outlines and report of teacher reflection) collected in the program. They showed how peers modeled each other in-classroom observation.

<div align="center">**Participants**</div>

In qualitative research, researchers select the participants that they believe will provide the data they need (Fraenkel et al., 2012). A common sampling strategy in qualitative research is purposeful sampling which can be described as intentionally selecting individuals or sites in which a researcher can learn or understand the central phenomenon (Creswell, 2012). Creswell (2012) stated purposeful sampling is different from convenience sampling. Convenience sampling is where a group of individuals are readily available because the researcher can collect data from a nearby locality, speedily and cost effectively. Purposeful sampling was applied to this case study in NDSH because it sought to implement a new approach within a certain group who had the knowledge in the field and were familiar with the topic.

Setting for Selecting Participants and Access

The setting for this exploratory case study was the NDSH, a suburban comprehensive secondary school in the north of Taiwan which delivers both vocational and academic curricula. Most of the students come from blue collar families where English is not usually spoken or used (apart from the classroom) and, as a result, their English language proficiency in the yearly Basic Achievement Test (used for entering senior high schools) is usually below the lower-intermediate level (Tsai, 2014). The

school population of NDSH (around 1600 students in grades 10 through 12) is evenly divided between the two programs (vocational or academic senior high programs). While all the 10th graders receive the same curriculum, 11th grade students must choose to enter either the vocational or the academic program based on their intentions and interest.

Criteria for Selecting Participants

The target population of this study was four NDSH English teachers (one in 10th grade, two in 11th grade and one in 12th grade). Four of the English teachers have been teaching for 10-15 years, two for 3-5 years, and all of whom are female. The one male is a novice. All the English teachers are local Taiwanese and they all have attained a master's degree in English literature, English linguistics or Teaching English as a Second Language of other Language (TESOL).

Criteria for the selection of teacher participants were based on a number of factors. First, teacher participants had to confirm that they received a learner-centered instruction program at NDSH by the Letter of Participant Invitation (Appendix D) and expressed their willingness to join group discussions and individual interviews in the study. Secondly, they had to confirm they have continued implementing the new approach in their teaching practice. The participants also had to express their willingness to express their views openly and honestly concerning their implementing a new approach in listening instruction. Finally, three of seven original volunteers dropped out because they chose not to continue with the study.

Justifying the Number of the Participants

Because identifying enough teacher participants is a potential limitation for an exploratory case study, three to four participants were needed to "establish depth through both within-and among-case analysis" (Creswell, 2012, p.66). To examine the data within a specific context – that is, NDSH - a limited number of instructors were selected for this study.

Procedure for Gaining Access to Participants

Establishing a positive, trusting rapport with the teacher participants is imperative in a study such as this one. Otherwise, the subjects might be unwilling to provide open and honest views, especially during interviews (Merriam, 2009). Prior to commencing the study at NDSH, I obtained permission from the gatekeeper (the principal). Before accessing the site, I e-mailed the gatekeeper first to confirm the permission to proceed. Later, I scheduled a semi-informal visit to get to know the participants and to ensure their intention to join the study. Following that was a second e-mail enclosing the consent documents (Appendices B and C) for the gatekeeper of NDSH and the teacher participants. Hatch (2002) stated that gaining the support of the principal makes access to the participants and data much easier and makes a stronger welcome for the researcher. Strategies for developing positive relationships included the following: (a) scheduling a visit to the gatekeeper and teacher participants to get permission (Appendices B and C) to conduct the study, (b) sending e-mails prior scheduling the meetings with the teacher participants in the study in order to confirm time and date, (c) selecting a private environment in which the participants would feel comfortable, and (d) initiating meetings

(ice-breakers) with informal conversation to help put them at ease.

Establishing Researcher-Participants Relationship

When initiating interviews, it is essential for the researcher to explain the purpose of the study (Appendix C & D) and the interview as early in the process as possible. Out of courtesy, I expressed my personal appreciation before obtaining signed informed consent. I told the subjects the length of individual interviews would last for 30-45 minutes and group interviews would last between 45-60 minutes. I used a wide range of active listening strategies (i.e. paying close attention, using positive and supportive body language, responding when required, deferring judgment) and focused on verbal and non-verbal language responses   I tried to understand their feelings and respect the views of the participants. I paraphrased what I heard in my own words to identify the facts and understand their concerns. I deliberately gave pauses at key points for emphasis. I asked probing questions to draw the person out and get more in-depth information. I had to adhere to interview conventions, especially those relating to time (Croswell, 2012; Merriam 2009; Yin, 2013). I employed all the above strategies to establish a positive relationship with interviewees.

Measures of the Ethics of Participants' Protection

Beneficence, justice and respect of persons are the three significant criteria in conducting all doctoral capstones (i.e., dissertations, doctoral projects) based on the standards of expedited IRB reviews by Walden University. Researchers are responsible to minimize possible harms and fairly distribute benefits and burdens of research. In addition, researchers need to acknowledge participants' autonomy and take responsibility

for protecting those with diminished autonomy. (Standards of Appreciation for Research Ethics Review, Walden University, 2015)

As a researcher, it is critical to protect the ethical rights of the participating faculty (Hyett, Kenny, & Dickenson-Swift, 2014). Ethics is no less important in the academic arena than it is in the business world or the medical profession. It is important that all concerned parties are properly informed of the ethical measures undertaken.

This case study research required a great deal from the participants, including their time, their trust in me and their active engagement in the study. To start with, I gave a clear explanation of the purpose of the study. I clarified that any information during the interview would be omitted from the analysis if revelations of the content of the interviews would in any way prove or might be harmful to the participating teachers (Creswell, 2007).

The participating faculty were given a Participant Consent Form (Appendix D, p.242), I ensured the teacher participants could opt out at any point if they no longer wished to remain in the project. Also, to protect the confidentiality of the teacher participants and to keep track of the data, each participant was assigned a pseudonym (Teacher C, Teacher H, Teacher J, and Teacher S), Consequently, I made every effort to ensure that participants remained anonymous and the collected data was kept confidential.

All participants were informed of their rights to read the summary transcript of their interview for final approval and before its inclusion in the study. The procedure for data analysis was divided into four phases. For protecting the confidentiality of the teacher participants and to keep track of the data, each participant was assigned a

pseudonym (Teacher C, Teacher H, Teacher J, and Teacher S). Soon after data collection

the interview analysis was done in four phases: (a) recorded interviews transcribed, (b)

summary of the data e-mailed to the participants to check and verify, (c) transcripts

checked for accuracy and the data analyzed for further coding, and (d) the analysis sent to

participants again for a review.

In the Letter of Cooperation from a Research Partner (Appendix C), I made the

statement that the data collected would remain entirely confidential and would not be

provided to anyone outside of the students' supervising or staff without permission from

the Walden University IRB. The data were stored in a locked file cabinet to which only I

have a key. Once the transcriptions were completed, I erased the audio recordings to

maintain confidentiality of the participants. All teacher participants were informed that,

regardless of the results of the study, this study would not be used to evaluate nor impact

in any way the employment conditions of the participating instructors.

Data Collection

In using a qualitative research approach, the researcher hopes to obtain an in-

depth understanding and insights of a site or on-going process of an activity or event by

using interviews, observations and document review (Yin, 2013). Quantitative method

researchers, on the other hand, obtain numerical data from a larger sample population and

transform collected data into useable statistics to generalize results (Creswell, 2012). This

study is focused on teachers' perspectives about teaching listening instruction, instead of

collecting numerical data to generalize the data as useable statistics. Consequently, it has

been determined that a qualitative study is more appropriate than a quantitative method for the purposes of this study.

Identifying and Justifying the Data for Collection

There are many suggested ways to collect data during research. Creswell (2012) broke down the nature of qualitative forms of data collection into four basic types: interviews, observations, documents and audio-video materials. Yin (2013) stated that the interviews of the purposeful sample are used to draw out the perceptions of the group (one site; one school). In the project study, interviews, classroom observations and documents are the data for collection.

Fontana and Frey (2000) described interviews as "one of the most powerful ways in which we try to understand our fellow human beings" (p. 645, also cited in Creswell, 2012, p. 46). In this project study, interviews and a focus group were used to investigate teachers' insights about teaching listening. One focus group discussion and four individual interviews were conducted in April 2017. Interview protocols helped establish a framework which enabled me to better understand teachers' perceptions about listening instruction, their opinions about the implementation of a learner-centered teaching approach to listening, and their thoughts about the tools and tactics that might help teachers to improve their listening instruction.

In April 2017, I conducted four classroom observations at NDSH to get more information about teachers' implementation of listening comprehension. The classroom observations allowed me to confirm whether or not what the teacher participants said in their reflections matched what they did in the classroom. A classroom observation

protocol (Appendix H) was used to observe teachers' delivery and students' learning in the listening classroom. Each component of the Sheltered Instruction Observation Protocol (SIOP, Center for Applied Linguistics, 2008) served as a rubric to assess teachers' practices in listening design, teaching strategies, the implementation of learner-centered teaching approach, and lesson delivery. The protocol covers the case's context in instruction and documentations.

To manage interviews and observations in a timely manner, I scheduled dates and time according to participant availability for doing observations and interviews. During the interview, I listened and monitored my own non-verbal behaviors to avoid leading the participants' response. Participants do observe the interviewer and get cues from his/her nonverbal behavior (Creswell, 2012). In maintaining and monitoring my nonverbal behaviors, I was avoiding desired response bias. In the process of classroom observations, I acted as an observer paying attention to the pedagogy that teachers used in their teaching and how they engaged their students in listening comprehension.

Identifying Data Collection Instruments

According to Yin (2013), case study research has no routine formula to follow and is one of the most difficult methods of research. Yin suggested that interviews be considered as guided conversations. Interviews should not be treated as high-structured queries (Creswell, 2012). The study puts an emphasis on a qualitative approach, focusing on individual and focus group interviews with the participating teachers. These individual and collective interviews were the fundamental source of the primary data. Interview

protocols were an effective instrument and explained how and when I did interviews for data collection.

One-to-one and focus-group interviewing (Appendix E) share common procedures. Both contain three parts. The first part, the opening phase, has two purposes: (a) to welcome and introduce the interviews and (b) to explain how the interviews will be conducted (including rules, meaning and context). The second part, the middle phase, is where the interviewer asks the participants questions and allows them the time they need to respond. The third is the final part, the closing phase. The interviewer signals that the interview is ending. The participants are given a last chance to do self-expression and share their concerns. (Fraenkel et al., 2012)

Interviews. In-depth interviews are one-to-one encounters in which the interviewer makes use of a semistructured set of questions to guide the discussion. The questions for the semi-structured individual interviews focus on three outcomes of faculty participation:

- Teacher participant's perspectives and change in teaching listening (e.g. How have your views on teaching listening skills and strategies changed after receiving the school-based professional program?)

- Teacher participants' learning (e.g. What tools developed in listening instruction program benefited you the most?)

- Teacher participants' reaction to colleagues' unwillingness to implement a new approach and students' negative habits in interactive learner-centered listening (e.g. What have you learned from your peer-conversations that

has contributed to your understanding of how to deal with listening skills

and strategies to engage students' learning?)

Fraenkel et al. (2012) demonstrated that content validity concerns the degree to which discussion questions logically appears to measure an intended variable. Experts look at the content and format of the instrument and judge whether interview questions are appropriate (Fraenkel et al., 2012). Three expert teachers of EERC have previously implemented listening instruction and educational research. These teachers reviewed the individual and group interview questions to check if these were appropriate to answer the research questions. During the interviews, I utilized clarifying questions such as: 'Do you mean.?', 'If I understand correctly …', 'Can you give me an example?' to verify or confirm the interviewee's position.

Focus group interviews. Hatch (2002) suggested that qualitative researchers might find that focus group discussions serve to get some insights into how to construct individual interviews. The purpose of the focus group sessions was two-fold. One was to explore participants' perceptions of the barriers and the other was to provide me with insights about context related perceptions of how to teach listening. This information combined with information from other data sources (i.e. teachers' protocol, reflection journal, and documents) offered the sources that were used to refine the one-on-one teacher interview protocol and then to collect more targeted information for answering the research questions.

Merriam (2009) stated the participants of focus group interviews should be the people who have knowledge of the topic. According to Kreger's (2008) study, the ideas

shared in the group interviews and the comments made during the interviews served to provide a group perspective different from the information gained by one-on-one interviews with much broader multiple-aspects. Nevertheless, focus-group interviews can be stressful when participants share their real feelings on sensitive topics publicly (Krueger, 2008; Merriam, 2009). This can affect the output data. The interviewer must ensure that the answers the participants give are the honest opinions (Yin, 2013).

To relieve participant stress, I conducted a focus group discussion in which I provided the participating teachers with rules for the meeting (Appendix E, p.250). The teacher participants were told that all responses are valued. During the discussion, they can be open, honest and specific when discussing their own experiences; there is no right or wrong answers. I told the participating teachers that it was appropriate to disagree with the opinions of others, but it was improper to be disagreeable.

In Ho's (2006) study, focus group interviews were criticized in qualitative research methods with their validity and reliability. The argument is: not all participants can get involved with the topic. The members' viewpoints are not heard from different aspects (as cited in Kitzinger, 1994a; Morgan, 1997). The researcher might not offer a neutral perspective (Krueger &Casey 2000; Morgan, 1997). Focus groups are not considered as being as scientific a method in doing research (Krueger & Casey 2000; Litosseliti, 2003).

However, Ho (2006) found "the focus group interview is a valuable research tool" in ESL classroom studies (p. 14). Ho examined the effectives of focus group interviews with the participants between 13 and15 from different ESL classes. Prior to the

interviews, she explained the interviewing process, and that helped her subjects be free to talk and ask questions. Although those participants lacked prior experience in this focus group interview, they were positive to reflect their opinion enthusiastically and spontaneously when responding to the topic (Ho, 2006).

Like Ho, in this study I conducted focus group interviews oriented to the topics: (a) teacher reactions to teacher training, (b) teacher responsibility and commitments, (c) teacher interest in collaborative work, and (d) teacher' barrier in listening practices (Appendix D). Group interactions were grounded on a list of topic questions pertaining to the main influencing factors about listening instruction pedagogy and teachers' collective capacity (Appendix E). Because the participants were volunteers in the listening professional program and knew each other quite well, I trusted they were willing to share their opinions. For the convenience of fluent and comfortable expression, I decided that the interviews would be conducted both in English and Chinese. The interviews were recorded. Most important of all, I avoided asking sensitive questions (i.e. employment and teacher evaluation) in the discussion to ensure all the participants were free to express themselves without any embarrassment.

Classroom observations. Classroom observation sessions provided me another opportunity for data collection as I sought to understand the participants' points of view in their practices (Hatch, 2002). I visited the school in March 2017, after IRB approval (#03-21-0308723). I got the permission to access and conduct classroom observation related to learning and teaching from the gatekeeper (the principal of NDSH). The

observations were viewed as significant data providing researchers' opportunities for sense-making and data comparison (Creswell, 2012).

Documents. I collected a wide range of official documents and used those to supplement data obtained from participant classroom observations and interviews. Official documents were produced by organizational employees for record-keeping and dissemination (for example, memo, files and student achievement reports, and course outline).

As the researcher of the present research, I collected and analyzed all the data. The data selected were derived from interviews with semi-structured questions and classroom observations supplemented with teacher reflection and official documents (i.e. unobtrusive measures—course outline, students' achievement tests).

Types of Data Used to Collect Information to Answer Research Questions

Individual interviews allowed the teachers to overcome their reluctance to voice nonconforming opinions in a focus-group. Individual interviews especially can avoid the shortcomings that some teachers might have experienced. For instance, teachers may have been hesitant to express their thoughts if they believed their views were different from those of other participants. (Jamshed, 2014)

One-to-one meetings allowed for longer opportunities to talk about personal perspectives and allowed the interviewer to cover topics in more depth. The teacher's interview protocol (Appendix E) guided me on how to do interviewing appropriately. First, I began with an introduction to assess the participants. Following that, I started interviewing by having the prepared semi-structured questions which served to get in-

depth data to answer research questions. Finally, I compared what individuals had said in the focus group with what the teacher participants had responded in the individual interviews.

The focus group data gave me some insight into the individual teacher's thoughts about collegial capacity and confidence in their pedagogy. During the focus group discussions, the participants can be open, honest and specific to share and talk about their different experiences. Focus group discussions provide different aspects of issues that may not be noted in individual interviews. (Krueger, 2008)

One-to-one individual interviews and face-to-face group discussions are both in-the-moment and free of technological distractions. These interviews are the primary means of collecting teacher's reflections regarding any changes in their pedagogy and appreciation of how to teach listening. These opportunities, allowed teachers be aware of the benefits that collaboration brings in teaching and learning.

Identifying Each Source of Data

According to Fraenkel et al. (2012), focus groups generally last one to two hours and are comprised of four to eight people brought together to think about a series of questions (five to six questions). Merriam (2009) stated many researchers suggest the participants be between six to 10 participants, preferably people who are unknown to each other. The purposeful sampling of this study included four English teachers who know the most about the topic. The focus group participants in the case study knew each other. They all were colleagues, teaching English at NDSH.

Focus group interview protocol. A qualitative researcher uses focus group

discussions to understand how people *feel* and what they *think* about a program, service or issue (Kruger, 2008). To get more information about how collegial collaboration helps develop teachers' perceptions of their preparedness to teach listening at secondary EFL classrooms, a focus group discussion before individual interviews played an important role. The reflective sessions using focus-group interviews for the participating teachers in this study was four-fold: (a) to share their journal of lesson unit teaching and portfolio, (b) to give their observation of students' performance tasks, (c) to provide their findings in self-assessment reflection of student's learning, and (d) to provide collegial feedback to the activities used in the teacher training program (e.g. co-teaching and co-planning, data analysis discussion) and tools (e.g. journal writing, checklists in classroom observation) in teachers' practice.

The focus group interview protocol (Appendix E) of the present study included: (a) the introduction with icebreaker question and ground rules, (b) discussion guide, and (c) post-discussion comment sheet. Ground rules were used in the initial stage, which showed the participants with clear guidance (Appendix E) during focus group discussions. Then, the discussion guide provided a means to control the flow of questions. Krueger (2008) demonstrated that the discussion guide usually consisted of between nine and twelve questions. The focus-group interviews protocol of this study contained nine discussion questions (Appendix E). I wrote margin notes in the guide through each stage of the discussion. Meanwhile, I offered probe questions between main questions to identify and clarify the ideas from different aspects. The procedure allowed further investigation and information of some responses from the teacher participants. Finally,

the post-discussion comment sheet (Appendix E) was viewed as a tool for closure to draw

participants' feedback in the focus group session.

One-to-one interview protocol. For the individual interview protocol (Appendix

E), I prepared an interview guide that served as a checklist during the interview to get the

information of the demographics of the participants and to make sure the participants

understood the purpose of the study. In the interview protocol, I covered all the topics

related to the research questions. The design of the interview protocol allowed me to be

more systematic in the process of data collection. I was free to explore, probe, and ask the

semi-structured questions that had been predetermined. The interview protocol helped me

carefully plan how best to use the limited time available in interviewing. The teacher

participants were asked to state their perceptions and insights, and their practices in

teaching listening deeply.

Roussin and Zimmerman's study (2014) found that reflection served as one of the

most frequently used tools in education for teacher evaluations, classroom observations,

peer-reviews, and the context of coaching. For teachers, constructive interpretations are

the key measures of quality instruction (Roussin & Zimmerman, 2014). When reflection

is used skillfully, the culture of the educational environment initiates engagement in

inquiry-based dialogues between teachers. How teachers receive feedback from their

peers is more important than how they give feedback to others (Gebhard, 2012).

"Feedback is just the beginning of a conversation that explores and improves

practice" (Roussin & Zimmerman, 2014, p.38). Weimer (2013) emphasized the

importance of developing a sense of awareness of the learning process in learners (the

same as teacher-learners). The ability to accurately access the quality of one's work, as well as that of others, is a skill useful in deep learning, making learners more aware of themselves as learners, and more responsible for the decisions they make about learning (Weimer, 2013).

Classroom observation protocol. The Sheltered Instruction Observation Protocol (SIOP) (SIOP**,** Center for Applied Linguistics, 2008) was a tool used to get the data of teachers' practices at NDSH. SIOP is a highly reliable and valid instrument (Fidelman, Louguit, & Short, 2012). For teachers, the SIOP Model can be an effective tool that helps teachers frame curricular content concepts. Teachers can make use of appropriate strategies and techniques to help students grasp the newly acquired information. (Kareva1 & Echevarria, 2013). The use of SIOP in classroom observations has shown its significance in teachers' practice with L2 learners (Fidelman et al., 2012; Kareva1& Echevarria, 2013). SIOP consists of 30 features of instruction categorized into eight components—Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice and Application, Lesson Delivery, and Review and Assessment (Appendix H).

Unobtrusive measures. The types of documents mentioned previously in this section are official documents in the school. Unobtrusive measures are publicly available data, including student achievement data, course outlines, or documents that demonstrate teacher training program such as agendas, minutes, and memorandums (Hatch, 2002). The data sources used in this study were attainable at NDSH.

Accordingly, teacher training program agendas, the organizer of the timeline of

teacher learning program set in the academic year (Sep. 2014-June 2015) at NDSH, and

the report of TELC (the year 2015 and 2016 for College Entrance Admission) were

referenced as secondary sources examined for this study. The data provided the evidence

of teachers' practice where the participating teachers could reflect upon what they have

observed concerning students' strengths and weaknesses in listening comprehension.

Aside from official documents, personal documents provided a rich source of information

as well (i.e. participating teachers' reflective journal on listening practices). Meanwhile,

the findings resulting from TELC of NDSH allowed me a chance to compare teachers'

practices and performance of the students when implementing new approaches in

listening instruction. These sources were beneficial for me to more deeply examine the

results of the qualitative data collection and answer some of the remaining questions in

the research.

How and When Data Were Collected, Recorded, and Generated

A significant degree of relevant information gathered during the research was

obtained through the medium of interviews of which there were two kinds: one-to-one

and focus group interviews. The former ranged from 30-40 minutes and provided the

personal thoughts and insights of the participants. The latter, the focus group sessions

were, understandably, longer lasting between 45-60 minutes and provided me with a

broader, collective sense of what the participants felt and understood. The post-discussion

comment sheet (Appendix E) was viewed as a tool for closure to draw participants'

feedback in the focus group session. The one-to-one sessions were conducted after the

focus group session was held in the stages of data collection of the project study. After

group discussion groups and individual interviews were completed. Classroom

observations were conducted.

Interviews were conducted at their schools for the participating teachers. The

consulting room was the place for conducting interviews because the place was quiet and

allowed for privacy with no interruption from faculty or students during interviewing.

The interview protocol was designed to address the research questions. I used a digital

voice recorder to record their responses for transcription. To obtain sufficient information

and data, the process of collecting the data took over two months (March 2017-April

2017). The participants received the questions (Appendix E) prior to being interviewed.

During the interviews, the participants' answers were obtained using predetermined semi-

structured questions and probing questions. To keep the participants from answering only

the questions that what I have provided ahead of interviews, I offered probe questions

between main questions to identify and clarify the ideas from different aspects during the

interviewing. I also asked more questions when I saw the data I got was not sufficient to

answer the research questions. The procedure allowed further investigation and

information of some responses from the teacher participants. In addition, I clarified the

data by paraphrasing what I had heard and listened to ensure what participants meant

during the interviews.

Each data of group discussions and individual interviews had been transcribed, I

wrote a summary and had the participants review it to ensure the information I had

collected was what the four teacher participants intended. All the four teacher participants

confirmed that the summary of findings adequately and accurately represented their perspectives. After the participants had commented on the accuracy of the summaries, I obtained their approval to use the data in the study. Later, I did classroom observation. Classroom observation protocol was used to collect of its level of teachers' implementation of learner-centered teaching approach in listening instruction.

All of the collects data were saved under a locked password on my computer. I had a permanent record of the interviews for review once they had taken place. To maintain confidentiality of the data collected, no teacher or school names were used (thus preserving the identity of those involved) as the collected data are for research purposes only and not to be shared with others. Finally, to obtain access to course outlines and teachers' reflection, I collected the data through unobtrusive measures. Once the data were collected completely, they were organized and indexed into categories, such as EFL student achievement data, professional program plan, teachers' reflection, and interview transcripts and protocols.

Systems for Keeping Track of Data

Hard copies (transcripts) of the recordings of the interviews and the observation protocols were stored after data collection. Pseudonyms were used to protect the identification of the names of all participants. Pseudonyms were used for the school name and the members of the professional program such as Faculty Member 1, 2, 3, and so on. Unobtrusive data (i.e., the students' achievement data and selected samples for analyzing) were collected with hard copies as back up.

To avoid data from spiraling into overwhelms; I systematically used directory structures to keep relevant files together, which helped me find corresponding data and output files easily and effectively. In addition, I split large data sets into smaller relevant ones (i.e. research logs and reflective journals were in their own data set). I did all data manipulation in colored code.

The Role of the Researcher

According to Merriam (2009), my role as the researcher made me an instrument. I was an observer, seeking to explore the strengths and weaknesses of the English teachers at NDSH. I sought to identify how they were able to develop their ability to prepare better for listening instruction and how the school was able to support teachers to substantially improve students' listening comprehension. While a researcher acts as an instrument, he or she can develop skills of interviewing. Interviews can enhance the depth and quality of the data (Xu & Stir, 2012). Xu and Stir (2012) noted that a researcher should ensure information gathered during the interviews is analyzed rigorously by asking both open and closed questions. Afterwards, the transcripts were interpreted and developed in relation to the conceptual work and pertinent information relating to the target study.

Berger (2015) argued that "no research is free of the biases, assumptions, and personality of the researcher" (p.229). For case study researchers, it is all but impossible to not be intimately involved (Berger, 2015). As the researcher of this study, I had to restrict myself to content analysis. I made deliberate efforts collecting data in my role as an instrument to investigate the perspectives and insights of listening instruction from the

participating teachers. I worked to conduct the research with unbiased perspective.

I had to be very objective. During interviewing, I treated participants with respect to promote their willingness to express their thoughts freely and avoid their exploitation. Although I encouraged the interviewees to express their thoughts and perceptions, I was careful not to intervene with my own personal opinions to their responses. One way of doing so was to not ask leading questions. Instead, I asked questions that mirrored the respondents' language. Berger (2015) noted that to equalize the research relationship, researchers must develop reciprocity (independence) with participants.

As the Executive Secretary for EERC for the last seven years, I have developed a wide range of professional relationships among instructors, administrator and district boards (among them NDSH). In the secondary system, the position I occupy has nothing to do with the administration of the school. The administrators of local district schools report to the Department of Education of local government in each county or city. I belong to the administration of in-service department of the Ministry of Education. My role did not bring about the threat of administrative power or supervision of the teachers involved.

Data Analysis

As is the case in most academic research, researchers need to assess their qualitative data analysis (Creswell, 2012). Qualitative researchers are required to understand how to make sense of data so that they can bring together sufficient evidence that enables them to adequately respond to the research questions. For a qualitative method researcher, it is critical to systematically involve labeling concepts, themes,

events, and topical markers in the coding stage (Yin, 2013) because data analysis creates

links to common ideas and themes (Creswell, 2012). According to Creswell (2012),

researchers can retrieve and check the data units with the common subject throughout the

information of their interviews if they have proper preparations for the following purpose

of synthesis and coding. No software program was used in the process of data analysis.

Data analysis was conducted all by me. The present study was sought to investigate

teachers' practice regarding the teaching of listening comprehension. To create the codes,

I looked over literature for concepts that supported the problem at NDSH. Xu and Storr

(2012) explained that the codes used should mirror the context of the study instead of the

extant theory.

How and When the Data Were Analyzed

The data analysis started in early 2017 (upon completion of data collection in

April, 2017). The coding structure was divided into two main categories: teachers'

perceptions in listening practices and the tactics for preparing teachers' ability in listening

instruction. The process of gathering data was divided into two parts: document

collection and information based on the teachers' practice (current pedagogy being used).

Both individual interviews and focus group interviews were conducted. Individual

interviews sought to get personal inside voices, whereas focus group interviews

emphasized information from different aspects.

Document collection. For document collection, unobtrusive measures were

examined, including: (a) course outline and meeting minutes, and (b) students'

achievement test scores - Test of English Listening Comprehension (TELC). The outlines

and minutes of teacher learning communities provide the framework and the content of how the teacher community operated. Students' achievement test scores on TELC are sought to provide evidence of students' progress in listening comprehension. TELC is part of the College Entrance Examination, which is a requirement for Taiwanese senior high school students for university application (Chou, 2015; Tsai, 2014).

Teacher practice information. Merriam (2009) stated "the much preferred way to analyze data in a qualitative study is to do it simultaneously with data collection" (p. 171). The data of teacher practice information included classroom observations, focus group discussions and one-to-one interviews. A classroom observation protocol (Appendix H) was used to observe teachers' delivery and students' learning in listening classroom. Each component of the SIOP was a referential of teacher practices, such as listening design, strategies teaching, the implementation of learner-centered teaching approach and lesson activity.

After I have completed the focus group discussions, I reviewed the focus group data for recurring themes related to collegial collaboration and teachers' practices to discern questions that were used for the one-to-one-interviews. The topics that were presented in the focus group discussions included (a) teacher reactions to teacher training activities regarding teacher collaboration, (b) teacher responsibility and commitments to working in a group, and(c) teachers' barriers in listening practices.

Following the focus group interviews, one-to-one interviews were used to get in-depth information about the teacher's perspectives in implementing a learner-centered teaching approach in listening. The topics that were presented consisted of (a) teacher

reflection of learner-centered teaching approach, (b) the most beneficial listening

activities and learning strategies teachers use in the classroom, (c) students' engagement

in listening comprehension, and (d) tools and tactics helpful to teachers' preparedness to

teach listening instruction.

To get teacher practice information, the procedure of the data analysis for face-

to-face interviews followed the steps listed below.

1. I transcribed the interview data into a Microsoft Word document and
   stored the information in an appropriate file.

2. I constantly compared collected data to identify common categories and
   emerging patterns.

3. I marked the paragraphs or sentences as they fit into tentative themes.

4. I constructed a list of coding categories in alphabetical order before
   numbering for tracing.

5. I went back to compare all the coding data against the other information
   and sources; some original categories might be shifted to a subcategory.

6. I organized and refined the themes and categories.

7. I summarized key information and findings to answer research questions.

8. I reproduced a copy and put the original in a safe place with a private
   password.

Subcategories were created from the data collected from one-on-one interviews

and focus group interviews. These subcategories identified information on teachers'

instruction (techniques and strategies among others), teacher learning communities, and

students' engagement for interactive and autonomous learning. I was the only person dealing with the analysis of the data. A constant comparative review enabled me to carefully identify all the data. To ensure there were no distractive categories, interpretations or misunderstandings of the evidence, I carefully identified the themes and codes attentively. To ensure the credibility of the data analysis, I constantly compared and contrasted the data to prevent any incorrect compilation of the data. After a personal review of the analysis, the counselor of NDSH, Dr. T (H. K. University, Taiwan), looked at the findings to ensure that the analysis is accurate. Dr. T did not provide any input. He acted only as an expert to ensure what I had seen and what the study had found reflected the data accurately. He also signed a confidentiality agreement (Appendix G) after he had completed the review. Because no discrepancy was found, that information did not need any further review and analysis to identify the reasons for the lack of agreement.

Evidence of Quality and Procedures for Accuracy and Credibility

Leading methodology experts have agreed that establishing the validity for qualitative research is not the same as that of quantitative research (Creswell, 2012; Merriam, 2002). Fraenkel et al. (2012) noted that quantitative research uses a more deductive methodology and a hypothesis, whereas qualitative research requires the researcher directly to be involved in the process using an inductive approach. As a qualitative approach researcher, Zainal (2007) pointed out qualitative case study research is often "dismissed as useful only as an exploratory tool" (p.3).

Multiple strategies were used to improve construct validity, external validity and reliability (Hyett et al., 2014). Zainal (2007) has pointed out two weaknesses of

qualitative case study research. He stated that one of the disadvantages of this methodology is accuracy and the disposition, which results in a biased interpretation of the data. The other is small samplings that bring about the deficiency of generalization.

To establish the validation of the qualitative study, member checking and triangulation and auditing should be used to determine the accuracy and credibility of the findings in the project study (Creswell, 2012). In this study, member checking asked the interviewed participants to check the accuracy of the account, for instance, summaries of the transcripts of the interviews and group discussions. Triangulation was used to corroborate evidence from different individuals among different data sources such as observational field notes and interviews, methods of data collection, descriptions and themes in the study. Auditing was conducted thorough review of the project study by an expert outside the project to communicate the evaluation of the study. (Creswell, 2012)

Member checking. Member checking is an instrument primarily used in qualitative methodology. According to Creswell (2012) and Merriam (2009), validation (Appendix F) processes for qualitative studies must set up the procedures. In this study, I sent a summary to the interview participants right after the transcriptions of interviews were completed. After that, I completed the data analysis of classroom observation protocol and then sent the summary of field notes back for participants review to ensure what I understood was that the participant meant to say. This also allowed the participants to verify the data. Member checking is a quality control process (Harper & Cole, 2012). Using member checking, I sought to improve the accuracy, credibility, and validity of the data.

Triangulation and auditing. Triangulation is used to compare the unobtrusive measures with interviews, observations notes and teacher reflections to verify findings or to discover discrepancies (Merriam, 2009). In this study, interviews, classroom observations, and school documents provided data for comparison. Also, Yin (2013) suggested that researchers (should) invite a third-party consultant to review codes and themes. The feedback provided by the peer is intended to ensure that the research reflects the information of the collected data (Yin, 2013). According to Lewis (2009), peer review should be ongoing throughout the research so that the researcher is able to ensure credibility. Thus, a researcher can "avoid problems that would be difficult to correct later" (Lewis, 2009, p.12). Consequently, a peer-review by the counselor (Dr. T) at NDSH was used to establish the accuracy and credibility of the project study.

Procedures for Dealing with Discrepant Cases

Discrepancies of the findings need to be considered. Miller (2000) stated that in qualitative study, discrepancy is always a concern due to slanted information at times consciously or unconsciously provided by the participants. Thus, discrepant data need to be rigorously examined to reflect the validity of the study (Lewis, 2009). In the event of vague or discordant responses from the participants during focus group discussions, I asked probing and follow-up questions in individual interviews to make sure that the information reflected the participants' perspectives. To avoid focusing on one viewpoint,

different opinions and voices were re-examined by comparing the unobtrusive measures with interviews, observation notes and teacher reflections. Member checking and triangulation are tools constantly used to compare the collected data and to verify

findings or to discover discrepancies (Creswell, 2012). Moreover, a peer-review of an

expert ongoing throughout the research ensures what I had seen and what the

project study had found reflected the data accurately. In doing so, I was able to

check if there were any contradictory, variant, or disconfirming data that could

potentially alter the project study. Finally, no discrepancy was found. This is in keeping

with the study of Creswell and Miller (2000) that stated researchers must note any

discrepancies and inform their audience of any discrepancy (as cited in Lewis, 2009).

Data Analysis Results

To gain a greater understanding of how teachers' perceptions and attitudes affect

the instruction listening comprehension in Taiwanese senior high schools, data collected

via interviews, classroom observations, and official documents were analyzed. After IRB

approval was received, I initiated the data collection procedure and stages for data

collection, set up situations for group discussions as well as face-to-face interviews and

unobtrusive measures (such as document reviews: minutes, course outline, and students'

achievement tests). The teacher participants were selected based on the criteria identified

in Appendix D and e-mails were sent to all possible participants inviting them to

voluntarily participate in the study. A time was set with the principal to collect the

consent forms from the teachers that were willing to participate. Soon thereafter I

scheduled times for interviews and classroom observations. These meetings were

scheduled based on participants' time and availability. The data were collected over the

course of 3 weeks.

Review the Process of Data Collection

After I had completed the focus group discussions, I immediately reviewed the focus group data to look for recurring themes related to teacher practice. Merriam (2009) proposed that "the much preferred way to analyze data in a qualitative study is to do it simultaneously with data collection" (p. 171). With that in mind, I discerned questions that were used for the one-to-one-interviews.

A well-organized procedure was set up for data analysis. First, I uploaded the data into a separate folder in a disk and the computer. Then, I coded the data into categories and levels in the first round of coding. Following that, I reexamined the data and then coded the data in the second-cycle coding for each interview question. A summary of interview data was written for group discussions. Finally, I sent the summary to the teacher participants to verify the accuracy before I collected the data of classroom observations and individual interviews.

A classroom observation protocol (Appendix H) was used to observe teachers' delivery and students' engagement during the listening classes. I audited four classroom observations and took field notes. I got permission from SIOP@cal.org and used the SIOP for my checklists while doing classroom observation. SIOP is a researched based lesson delivery model. There are eight components to SIOP along with 30 features such as listening design, strategies teaching, the implementation of learner-centered teaching approach and lesson activity and so forth. It was viewed as a referential tool of observing teacher practices. One week after I completed the data analysis of classroom observation

protocol, I sent the summary of field notes to the participants for review to ensure the credibility and they verified the data.

Afterwards, one-to-one interviews were used to get in-depth information about the teacher's perspectives in implementing a learner-centered teaching approach in listening. Following the procedure of group discussion analysis, coding was used to organize the individual interview data for further analysis. Through member checking, I asked the teacher participants to comment on the summary of the emergent perspectives. Once they confirmed the accuracy of the transcripts, open coding was utilized to analyze the data. Miles, Huberman, and Saldana (2014) indicated open coding was helpful to identify patterns and themes emerging from the data. The data were color coded and used to construct the themes (data with the commonalities or sharing with similar patterns). As triangulation for credibility and reliability was completed (interviews, classroom observations, and official document), I rechecked the credibility to consider the relationship of patterns to elicit codes, categories, and themes.

After the triangulation, I carefully reviewed all the collected data (group discussions, classroom observations and individual interviews). As I reviewed the data, I looked for codes, patterns, and themes and grouped the responses into the appropriate category. Once the process of data analysis was completed, an external expert in qualitative study reviewed the data to ensure its dependability and credibility.

The data of teacher practice information consist of classroom observations, focus group discussions and one-to-one interviews. Classroom observations provided real-life implementation data of listening instruction. Individual interviews sought to get personal

perspectives, whereas focus group interviews emphasized information from different aspects of listening instruction.

To avoid focusing on one viewpoint, different opinions and voices were re-examined by comparing the unobtrusive measures with interviews, observation notes and teacher reflection. For instance, some teachers thought working with an instructional coach is significant for a success processional program; whereas some thought an instructional coach might bring some pressure for colleagues in teacher learning communities. Because no contradictory or disconfirming data appeared in the project study, I then compared and contrasted the findings from classroom observation and teacher's interview with the use of supplemental data from unobtrusive measures. This offered a broader lens to help identity insights of teachers' practice and professional learning in teacher learning communities.

Patterns and Relationships of Codes and Themes

Thematic analysis was used to discern any patterns and relationships connected with the data. Seven themes emerged from the review of the teacher interview information. These themes relate directly to the four research questions of the study.

Table 2

Themes and Codes to Using Collaboration to Improve Listening Instruction

Research Questions and Themes	Main Codes of Each Theme
Research Question 1	
Theme 1: Environment in Listening Instruction	Test Driven
	Time Scheduled for Listening
	Materials in Listening
Research Question 2	
Theme 2: Autonomous Learning and Learning Discipline	Diverse Students
	Learner Training
Theme 3: Barriers in Implementing LCT	Insufficient Training
	Time Consuming
	Teaching English in English
	Students' Limited Linguistic Abilities
Research Question 3	
Theme 4: Tools and Tactics for Teacher Preparedness	School-Based Professional Training
	Teacher Learning Community
	On -going Practice
	Instructional Coach
	Professional Programs
Theme 5: Collegiality and Collaboration on Teaching Practice	Reducing Anxiety
	Problem Solving
	Discussion and Feedback
Research Question 4	
Theme 6: Students' Engagement and Teaching Approach	Metacognitive and Disciplinary Thinking
	Socio-affective Approach
	Peer Evaluation and Rubrics
	Top-down Approach
	Bottom-up Approach
Theme 7: Listening Strategies and Assessment Activities	Essential Listening Skills
	Note Taking
	Inference

Note. RQ1= What are secondary school teacher's perceptions about listening comprehension skills?

RQ2=What are teachers' thoughts about implementing learned-centered teaching approach to improve

students' listening comprehension? RQ3: What are teachers' opinions about teaching listening strategies in

EFL classrooms? RQ4: What are the approaches teachers have found most effective in engaging secondary

school students in listening comprehension in EFL classrooms?

Finding from Teacher's Interviews

Research Question 1: What are secondary school teacher's perceptions about listening comprehension skills? The evidenced theme (Theme 1: Environment in Listening Instruction) as answers to RQ1 is further described as follows.

Theme 1: Environment in Listening Instruction

Until now, listening comprehension, unlike reading, writing, and speaking, has not been a required skill of English. Teacher C noted, "When listening comprehension was treated as a warm-up activity," then "it is not taught under a well-organized structure, not under careful scaffolding." Listening has, for years, been treated as a warm-up activity, a hook prior to the instruction of reading course (Chou, 2017). Teacher S added "most of the teachers assumed playing the CD of reading text in regular English course or listening to the broadcast of English magazines were equivalent to teaching and learning listening comprehension". The teacher participants did not think the status of listening instruction in the Taiwanese senior high schools has been in an appropriate path.

Test-driven. All participant teachers agreed that listening instruction is largely test-driven. Most of the teachers have the pressures from parents that make them focus on getting high test grades (marks) rather than the development of the linguistic skill of listening. As a result, this approach deviates the goal of teaching listening from treating listening as a skill of communication to how to get good grades in listening tests. Teacher C said "basically, listening instruction is not much emphasized in the school." Teacher J also stated, "Students are required to take a listening test on a weekly basis; they are not given chances to practice listening in class as frequently as they take the test." As there is

not a clearly defined curriculum for listening instruction, it is hard to get teachers involved in teaching listening comprehension.

Time scheduled for listening. Allocating sufficient and appropriate time for teaching listening instruction is also often difficult for many instructors. Teachers having strong motivation to do listening instruction have been struggling to get an extra period to teach listening. After the teacher program of 2014, Teacher C and Teacher H have taken an hour out of regular reading class for listening comprehension because they thought listening instruction should be totally distinct from teaching listening for tests. The teachers considered it is very important to provide learners with well-organized listening strategies and skills. Then, students would be able to apply what they learned in real-life world. On one hand, less is better than none. Teacher J and Teacher H provided 20 minutes for listening instruction at a time this year (2017), three times a week at most in their reading course. The quote of Teacher S revealed the struggle teachers face with listening instruction: "Teachers integrate listening with other language skills at the same time if listening instruction is not included in English curriculum."

Materials for listening. A good textbook about how to teach listening comprehension would provide guidance for teachers in their search to improve listening comprehension. Following the steps of the textbook, teachers might quickly modify their way in listening instruction and check how much/well students progress. As Teacher S stated, "A well-planned and organized lesson combined with well-adopted instructional strategies and materials can enhance my confidence and abilities in listening instruction."

Teacher C stated, "For those who are not familiar with teaching listening, following the design of the textbook is probably a well-suited way."

All teacher participants felt quite satisfied and comfortable with using the textbook with learner-centered design. They stated the textbook they used in year 2014-2015 had a close relation to the needs of students. The textbook focuses on teaching students' listening strategies, which includes cognitive strategies and how apply what they learned in the mini-PBL task with metacognitive and socio-affective strategies. Teacher C reflected about her teaching and stated:

> I first followed the steps in the textbook, but later I could create my own mini-PBL task based on the guidance printed in the postlistening stage. It was because of this design that helped me have a big picture of connecting listening (input) to writing/speaking (output).

Research Question 2: What are teachers' thoughts about implementing learned-centered teaching approach to improve students' listening comprehension? The evidenced themes (Theme 2 and Theme 3) as answers to RQ2 are further described, from different aspects with narrative description, as follows.

Theme 2: Autonomous Learning and Learner Training

LCT is an ideal approach providing students with guided instruction to self-directed learning. It facilitates students' learning and engages them to work with their peers. It guides students towards become autonomous learners. Like Teacher S commented, "As a language teacher, we should always design our lessons based on LCT

to make sure that students' language development and needs are catered for in our classrooms." However, there are some problems and difficulties often cited.

Diverse students. Teacher H thought LCT was great but rather difficult to implement. The concerns were explicitly explained by Teacher C, "English teachers are quite often successful foreign language learners. For them, learning a second or third language comes easily to them." As a consequence, "They often have difficulty understanding how and why students cannot learn just as easily." In addition, "For teacher, conducting a classroom with students whose readiness is so diverse is frustrating." Teacher C thought how to locate the 'center' can be a problem.

Learner training. The key to the success of LCT is learner training. Teachers should be a facilitator in how to help students learn effectively and be self-directed learners. Here are some of the obstacles or difficulties often cited: First, students might spend their time chatting instead of focusing on the tasks assigned. When students are gathered together, not working on the given task, most of the time, they tend to talk and fool around with others. They don't know how to communicate, share working load, and work with others. Teacher S indicated the importance of group management in student learning community, "In a learner-centered approach classroom, the most common problem that I encountered in my classroom is how to make students cooperate." Teachers might spend more time designing suitable materials and learning tasks for students to foster their group performance.

Students are not able to follow the instruction to work with others. Teacher J reflected "sometimes my students are not able to follow my instruction when doing an

activity." She guessed it was partly because of her unclear delivery. She stated, "I often gave instructions in long and complex sentences. I guessed that might not be easily understood by my students." The problem of classroom management was really an issue in implementing LCT. Quoted from Teacher J, it said, "When doing group work, the whole classroom becomes so noisy that I can't tell whether they are really talking about the requested question or just chatting about something else."

Students are not willing to share their opinions and ideas. As Teacher J described that some students are afraid of speaking English. "When they are called to answer, they keep silent until I lose my patience and call someone else. Or, their good friend tells them what to say, and they just repeat the words." Students' motivation plays another significant factor in the success of LCT.

Consequently, to guide students to be autonomous in learning, a LCT teacher has to learn how to assist student engagement in learning activities. LCT instructors must understand how to make simple and clear directions. Also, they are supposed to be good at skills and strategies in conducting collaboration.

Theme 3: Barriers in Implanting LCT

Listening comprehension has recently gained attention in the secondary English education. TELC has become a standard criterion for senior high school students to go to the college. Listening practice in colleges has started to educate students to a higher level of listening ability. However, not many senior high school teachers know how to scaffold listening comprehension to improve students' listening ability.

Insufficient training. Teachers are not able to receive adequate training in teaching listening comprehension. Teacher S responded that "professional development of listening instruction training for teachers is very insufficient." Without appropriate professional training, listening instruction naturally becomes test-driven. As Teacher C observed, "We teachers need more scaffolding concerning listening comprehension."

Time consuming. Teachers thought time spent on TLC was too demanding. Because listening comprehension has not been a required language component for years, teachers have had neither motivation nor interest to further develop their pedagogical skills for improved listening instruction. TLC seemed challenging them. Colleagues felt joining the TLC and teaching English comprehension were time-consuming. Without a clear description of listening curriculum, teachers cannot map out a well-structured course and treat listening comprehension as an important language component that should be necessarily to be taught.

Listening instruction is not the defining work. As Teacher C stated, "Teachers just say that four skills are very important, but in reality, we teach only reading and writing." As the following quote of Teacher H shows, it is difficult for teachers to do structured listening instruction without a clearly defined curriculum. She stated:

> The curriculum of listening instruction does not clearly define what should be taught. It only focuses on reading short passage, relevant words, pattern and so on. I cannot say that we teachers in our school are teaching listening.

Teachers saw no need or interest in investing their time to develop their abilities to teach listening skills. Teacher C reflected, "There were originally seven teachers including me. In the middle year [the year program in 2014 for English teachers], three dropped out."

Teaching English in English. Another issue observed in the widespread use of teaching English via Chinese brought out the negative impact in developing students' listening ability. The teacher participants described the negative scenarios of Taiwanese senior high EFL classrooms in listening comprehension. In Teacher H's opinion, "to let students think in English is very important." All participants reflected, "Students need to apply the skills in real life." Teacher C considered "there is still a gap between ideal and current situation." The fourth teacher participant's emphasized teachers should teach English in English and lead students to using English in real life.

Students' limited linguistic abilities. Teachers noted that students with limited linguistic abilities pose yet another hurdle for the teaching of listening comprehension. Teacher S explained the situation, "In a mixed-ability classroom, low achievers make slow progress in a whole English classroom." Lower achievers cannot discern the relationship between sounds and words. They lack the strategies that can be used for grasping the chunks of listening text. They seem like outsiders in the classroom, showing low interest in learning English. The teacher participants pointed out the tough problem—limited linguistic abilities with low motivation of students when teaching listening comprehension.

Research Question 3: What are teachers' opinions about teaching listening strategies in EFL classrooms? The evidenced themes (Theme 4 and Theme 5) as answers to RQ3 are further described, from different aspects with narrative description, as follows.

Theme 4: Tools and Tactics for Teachers' Preparedness

To date, teaching listening necessitates a more comprehensive approach. The focus of listening instruction has changed from whether listening comprehension is achieved to how it is achieved. The teachers pointed out their needs and concerns. They had to think thoroughly about the aspects as follows: (a) varied skills to be taught, (b) in what order skills and strategies should be taught, and (c) the evaluation of the proficiency in listening strategies and skills.

Different pedagogical experiences of English teachers brought about different qualities of teacher's preparation in teaching listening comprehension. As Teacher S stated, "teachers from the field of English Literature and English linguistics have relatively less background knowledge in the theories and practices in language learning and teaching." For teachers major in literature and linguistics, it is hard for them to create listening assessment because they lack pedagogical content knowledge and skills training in TESOL. Teacher H who majored in English literature has been puzzled at the types of skills and subskills that she needed to teach in listening class her listening instruction. She reflected, "I am still trying to figure out how many skills and subskills there are for English listening, not to mention to how to organize them in a proper sequence for students to learn step by step." When it comes to assessment activities, she thought "it was not easy to choose appropriate assessments corresponding to the goals we set up for

the learning units." As a consequence, pedagogical knowledge and skills are closely related to teachers' abilities to design appropriate and effective classroom materials.

School-based professional training. In-service training in listening instruction is needed profoundly at both local and national levels. Teacher C showed her concerns about the impact of preservice training and in-service training. She observed that most of colleagues in her school did not know how to teach listening. The most common assessments were merely copied and pasted from ready-made source. English teachers were not given the whole pictures of what English listening comprehension in preservice teacher training. She reflected her observations, "Sadly, not all the teachers have received good training of English listening comprehension before they formally teach at schools [got a job in senior high schools]". She was hoping, "Since we did not have the solid training in this aspect, we need to have more well-organized in-service program[s] in listening instruction".

Teacher learning community. TLC provided teachers an opportunity to support each other in listening instruction. TLC, emotionally, helped teachers get through their anxiety. Teacher H went on to note, "if we did the work alone, then, we would not have anyone to support us, push us and encourage us." Teacher J said, "I would rather talk with other teachers first, which is much more helpful". Teacher J also shared her experience, "I never thought students might have the problems of the words with minimal pair. I assumed students could differentiate them without a difficulty until some teacher raised the issue in the discussion." Further, Teacher C developed more descriptions of her realization of TLC and what benefits she got form it.

I think TLC in 2014 supported me to go in the collaboration. I remember that was my first time using English to teach English. I could not sleep. …I think it is because in that TLC, I think, emotionally, collaboration helped me get through my anxiety.

On-going practice. Good teaching is a product of on-going practice. TLC in the year (2014) consisted largely of incremental steps for the four teacher participants in learning how to teach listening comprehension resulting in their confidence in doing listening practice continuously. Teacher C reflected her teaching, "I think it would be a painful [very difficult] thing for me to hold an elective course in 2015." She stated, "If you reverse the first year [2014, teaching graders 10 listening comprehension] of my sophomore year [2015, the second year teaching listening for Graders 11], and then I think my sophomore year should be even worse [compared to the first year]".

The teacher was proud that her students could follow her directions and be self-directed to complete the tasks she assigned students to do with their team members. To sum up, TLC helped the teachers clarify their blind spots in preparing listening instruction. The teachers feel much comfortable because they are able to understand and be aware of the problems and difficulties that students and teachers might encounter. The administrative support to teacher learning communities becomes so significant to improve student learning.

Instructional coach. Teachers are also adult learners. They also need an expert to update their pedagogical skills and knowledge. Teacher C thought, "It was better to have an instructional coach." She also illustrated, "If there is an instructional coach in TLC, we

will be aware of the role as learners and think in the shoes of learners." In absence of an instructional coach, Teacher C felt that TLC is actually more teacher-centered. Teacher S noted, "The instructional coach would be the person who can offer the insights to solve the conflicts, especially when the colleagues have different kinds of perspectives."

With different perspectives, Teacher H queried whether "the instructional coach might not understand the problems and the needs of the school." Also, she reminded "the instructional coach might be too demanding for teachers to express their inner voices when developing listening materials." The quote of Teacher H indicates peer-coaching might be an alternative.

From a (more) balanced aspect, Teacher S stated, "Regardless of whether or not the expert is an experienced outbound or inbound expert…. he/she must be a well-educated person with certain fields." In addition, "He/She can show us a best practice. Teachers can trust the instructional coach or peer-expert." More importantly, teachers should be to discuss their ideas and perspectives freely in an unthreatening environment. Based on teacher's reflection, either peer coaching or instructional coaching is functional in helping teachers become a better learner-centered teaching educator in listening comprehension.

Professional programs. To date, on-line programs are very popular because educators can access professional training at their convenience. As Teacher H noted, "On-line programs are invented for the natives of the computer age." Learners can talk with each other about the course work and related issues through webinars and SKYPE conference or meetings. However, on-line programs have their disadvantages. Teacher C

argued that "concentration and commitment are big concerns." On the other hand, professional development days might be a more practical way to upgrade their teaching practices, especially if the administrative can conduct in-service training in the school. The teacher participants all agreed that professional development days organized around the school schedule would be an effective way to get teachers together for updated instruction. Teacher C stated, "Colleagues meet each other in the school, discussing the ways to implement ideas, old and new, to benefit student learning." Teacher S suggested "on-line programs be used as a supportive platform." She suggested colleagues can access to the lectures or recourses on the on-line platform, preparing for professional development days. Colleagues can post their course materials for sharing or exchange feedback without time or space limitation. All in all, professional development days are a more practical alternative and better alternative to deliver high quality teacher training.

Theme 5: Collegiality and Collaboration on Teaching Practice

Collaboration and collegiality not only inspired teacher's creativity in teaching but also built up mutual trust and teachers' confidence in both teacher performance and competence. During coplanning to coteaching for classroom observations, teachers supported each other so that senior teachers and novice teachers can give and receive feedback mutually. As the quotes of Teacher C expressed her delight with collaboration, "I really enjoyed the process to discuss [talking] with my partner." Collaboration and collegiality resulted in high quality teaching to improve students' listening ability.

Reducing anxiety. Collaboration reduced teacher's anxiety in teaching listening. Teacher J said, "Working with fellow teachers, especially the senior teachers, has given me useful tips and advice in planning the lessons." Teachers got more confidence.

Problem solving. Other merits like coteaching and coplanning of teacher learning communities revealed by teachers also indicated the significance of collaboration in preparing teachers for listening instruction. Teacher H showed, "Preclass discussion with other teachers has provided me with solutions to dealing [deal] with potential problems in the class, and thus made the teaching process more efficient." Teacher C said "I like my partner." She pointed out "several of my blind spots and we could quickly modify the sequence." That indicated, if teachers work together, they can discuss how they could employ varied listening strategies into their classrooms. They can find a better way in teaching when adapting the authentic materials from the selected textbook or self-selected ones.

Discussion and feedback. Through teaching demonstrations and observations, the teachers had the opportunity to work with colleagues and receive feedback from senior teachers. Teacher J emphasized the benefits she earned form peer discussion and feedback, "We discussed how to employ listening strategies in our own classrooms and shared our own tips in teaching, which is very valuable to me. These are definitely the highlights in the teacher learning community."

The merits of collaborative teaching, therefore, appear to be many. First, teachers become significantly more relaxed. It also helps them reduce and even eliminate blind spots in their teaching. Most importantly, perhaps, collaborative instruction enables them

to implement important modifications early and quickly, resulting in greater teacher satisfaction and confidence because of collegiality.

Research Question 4: What are the approaches teachers have found most effective in engaging secondary school students in listening comprehension in EFL classrooms? The evidenced themes (Theme 6 and 7) as answers to RQ4 are further described, from different aspects with narrative description, as follows.

Theme 6: Students' Engagement and Teaching Approach

Sharing the learning goals with students is a good way to engage students and raise learner motivation. Teacher H revealed it was a bit difficult in the beginning for her to share her expectations and goals with students. However, the more students know about the importance of listening comprehension in L2 acquisition, the greater the likelihood of better outcomes. She stated, "I think if students are willing to share the vision of learning listening comprehension with teachers, they will do very much better." Students would pay more attention to their work when the teacher discussed certain strategies that were taught and adopted by learners in listening comprehension.

Metacognition and disciplinary thinking. Padlet (Halsted, 2014) is an on-line social media venue. Teacher C used it as a virtue classroom out of school time. Students looked at other video-clips with similar topics related to current issues. Students were asked to write down their reflection on of how they listen or what strategies they use when they listen. Padlet was used as a Self Access Center (SAC) for expanded listening comprehension shifting from in-classroom to out-of-classroom. Teacher C shared her

experience of the use of Padlet, "The on-line platform reflected how students applied the strategies they learned in listening class and were aware of their listening ability."

Socioaffective approach. Mini-PBL tasks are viewed as one type of innovative tasks for real-life practice. The task invites students working in a team to apply what they listen to their real lives. The performance task of post listening activities inspired the teacher to create a mini project-problem based learning for deep and self-directed learning. For instance, students have been asked to do a project about bike tours. In the mini project, they used different strategies (cognitive, metacognitive, and socioaffective) to work out the preferable route, the transportation, the accommodation, and the budget. Oral presentation with slides showed the empowerment of listening and speaking. Teacher C noted the benefits of mini-PBL task in teaching listening for extending and evaluating how students transfer their listening ability from the pre and while-listening activities. She also suggested "having a mini-PBL task right after the listening comprehension practice invites students to apply what they listen to their real life." The transference is one better way to raise students' ability and confidence in listening comprehension because they could use what they learn in their daily life. Teacher C stated, "Because of this, I really saw the transferring power from my students—they applied what they listened to mini-PBL tasks".

Peer-evaluation and rubrics. Practicing collaborative listening assists students to share their learning experiences with each other. Teamwork is useful because it decreases students' anxiety; teamwork is a very effective tool for expanded learning (i.e., oral presentation or mini PBL task). Teacher H shared her way in evaluating students'

listening comprehension, "Usually, I will come up with a collaborative oral presentation as a follow-up to monitor the outcome of listening instruction." Similarly, Teacher C added, "The follow-up activity needs peer-evaluation and clear rubrics to guide students in preparing their oral presentation or completing a mini-PBL." Consequently, peer feedback brought out more successful engagement and learning. Through collaboration, students are given opportunities to apply what they learned from the listening text and share their learning experiences with each other.

Top-down approach. A top-down approach provides background through visual aids or discussions for learners to do predict and to get the main idea and key information (Hammad, 2015). Most teachers highly value the merits of using video clips for listening comprehension. Teacher C said that "this is quite popular with my students. It plays an important role in the pre-listening stage." Using top-down approach, Teacher J also stated that she used video clips to hook students' interest or motivation in predicting the topic of the listening text. Video clips offer the evidence of some non-verbal information that have to be depicted via body language or context, which simple audios cannot reflect. Teacher J demonstrated, "If students have difficulty understanding the listening text, they can look at the subtitles or pictures, which they are able to [help] convey the message."

In contrast, Teacher S considered images could be more distracting than helpful in listening comprehension. He thought if the teacher intended to teach reduction and intonation or accents, audio materials might be an appropriate choice than video clips. He stated:

I am more accustomed to using audios. Before teaching the listening text, I will
give images in the first broadcast, but will not in the second round. Images can
distract students' attention for listening comprehension. That is not the way I want
to train listening. I think it is necessary to focus on the sounds more.

The use of video clips with or without images depends on the purpose of teaching.
Both listening with and or without images are both beneficial to listening comprehension.
As the goal of instruction is clear, either video clips or audios can be effective materials
in teaching listening. Teacher C said, "I can't tell which one is more appropriate: video
clips played with/without images. It depends on the content. Listening with/without
images both is necessary." Teacher H remarked, "If you want to hook students to the
listening text, then you may need the images. As we teach students reduction, then it may
be better not to have visual aids." That implied teachers have to ask themselves about
their goal in their teaching. It the goal is clear, whether the listening text is played with or
without an image; whether the teacher focuses on the bottom up approach or the top-
down approach, the teachers believe students will follow the steps to learn.

Bottom-up approach. A bottom-up approach helps learners to get acquainted
with the key vocabulary, patterns and sentence structures before students are exposed to
listening text itself. The purpose of vocabulary instruction is to facilitate listening
comprehension of a selection. For L2 learners, large numbers of unknown words often
hinder listening and certainly lower confidence. Teacher J said that "Actually, in the last
2 years, I didn't give listening instruction as intensively as I did during the year 2014
when I was in the teacher learning community." However, she kept using visual

dictations and visual dictionaries. She responded, "I adopted activities such as cold dictations and visual dictionaries to help students remember the vocabulary in the textbook." Teacher used cold dictation and visual dictionary to help students build up their long memory in vocabulary learning.

Theme 7: Listening Struggles and Assessment Activities

Acquiring listening strategies and skills is extremely helpful to low-intermediate students. Prediction skills should be taught in pre-activities. While activities include the following: (a) listening for main ideas, (b) listening for keywords, (c) listening for details and (d) the speaker's attitude. Teacher S noted, "The strategies which I often use in my classroom are prediction, listening for main ideas, listening for keywords, and listening for the speaker's attitude." These strategies are the basic strategies a language learner should possess in order to understand what the interlocutor says during a conversation. The four teachers considered prediction, listening for main ideas, and listening for details, as key information of the four skills; the pre-while listening stage is relatively easy for students, compared to the latter two.

Essential listening skills. The first three skills (i.e., prediction, listening for main ideas and listening for keywords) established the essential understanding of the listening text, which build up students' confidence and a motive to move on to the following activities. The last two (i.e., listening for details and the speaker's attitude) were more challenging to the students. Consequently, Teacher J reflected, "We spent more time developing assessment activities for the strategies." Teachers thought if students can possess the skills, they would understand what the interlocutor says during a conversation.

Rather than taking in the big picture in listening for main idea and key words, listening for details is to look for key information that supports the main idea. Students have to listen to something specific and ignore anything irrelevant. In this way, they are able to narrow down their search.

Listening for speaker's attitude does not just focus on about what the speaker says. It is about how the speaker feels about the conversations. Teacher C and H said, "Without appropriate scaffolding activities, students are hard to get into the listening text and sort out the key information." Listeners are required to do the analysis of the four clues (i.e., volume, pitch, and speed and word choice) in processing of listening, and then students are able to understand the meaning of speaker's tone. Teacher S paid more attention to pronunciation and intonation in teaching listening. He remarked his care, "while paying close attention to listening, pronunciation and intonation are acquired unconsciously and that really boosts low-intermediated students' listening and speaking abilities"

Note taking. Note taking is a tool for listening for details. Teacher S thought "Dictation [Note taking] is also a great strategy in listening training. It not only makes students listen for details. But, it also requires students to be patient in listening to English".

Inferencing. The teachers identified interference as an important skill in listening comprehension but also as one of the most difficult. The interviewed participants thought the questions of inference tend to test students' listening comprehension about the beyond meanings from the utterance of the speaker. Teacher H explicitly explained the reason, "In real life, people will ask for clarification if there is any ambiguity or

misunderstanding so that interference will not be a real problem when listening and speech is applied in daily communication." Instead, in listening class, students cannot find out the meaning directly. That indicated students might need to use clues (the words speakers use) and prior knowledge about a situation. Then, they might be able to work out the inference of what they hear from the listening text.

Findings of the Results of Classroom Observation

The SIOP is a scientifically tested model (Kareva & Echevarria, 2013). Professional development activities include SIOP to observe teachers' practice that has been shown to be effective in improving teachers' practice when working with L2 learners (Short, Fidelman, & Louguit, 2012). The study used SIOP as a referential tool for observing teacher practices. The SIOP was used to measure the level of teachers' implementation of the new approach – a learner-oriented listening instruction.

I collected the data of classroom observations based on the Classroom Observation Protocol (attached in Appendix H). There are eight components to SIOP along with 30 features, each with a range of possible scores from 4-0 (Highly Evident=4, Somewhat Evident=2, Not Evident=0) in the observation protocol. The highest possible score on the SIOP for all 30 features is 120 (the total possible scores, 30 features x a maximum score of 4). After scoring each feature, I tallied all numeric scores. The findings of the results in Table 3 below reflect teachers' practices in listening instruction in their senior high EFL classrooms.

Table 3

Data Analysis of SIOP on Teachers' Practices in Senior High EFL Classrooms

Practice	Scores			
Lesson Preparation	22	20	20	20
Building Background	11	12	11	11
Comprehensive Input	12	12	10	12
Strategies	12	12	7	7
Interaction	14	16	10	10
Practice and Application	10	12	7	8
Lesson Delivery	16	16	11	13
Review and Assessment	16	16	14	14
Total scores	113	118	90	95
Percentage of scores	94%	98%	75%	79%

According to the guidelines established by Echevarria, Vogt, and Short (2017), the

indicators of SIOP (p.280) are:

High implementation—lessons that receive a score of 75% or higher

Low implementation—lessons that receive a score of 50%

Based on the data analysis of SIOP, the four participants' lessons were rated on all 30

features. The total scores of each teacher participant were 113, 118, 90 and 96. Converted

to a percentage, they would be 94% (113/120), 98% (118/120), 75% (90/120) and 79%

(95/120). The teacher participants showed a high implementation of the new approach.

To sum up, the findings of the results of classroom observation showed a significant

change in teachers' practice about learner-centered listening instruction.

Table 3 demonstrated teacher's listening practice in a real classroom. In general,

the materials were appropriate to the levels of students. Authentic materials, either video

clips or audio segments were selected from either textbooks or You-Tube. Teacher S was

different from the other three teachers, who preferred using audios as the materials for

listening comprehension.

All the teacher participants did well in preparing materials for listening instruction. They learned how to set clear goals and objectives in their listening classes and they knew how to connect students' past learning with new concepts. In lesson delivery, all of them used proper pace and gave wait time for student responses. They could use English to give precise directions and clear explanation of the tasks so that students were capable to do listening activities or complete tasks.

With regards to teaching approaches, bottom-up and top-down approaches were utilized to establish the background knowledge and language for better comprehension about the listening text. A variety of questions were offered to promote basic understanding and stimulate high-order thinking by using metacognition and disciplinary training. Meaningful teacher-designed assessments were well integrated into lesson concepts. For example, in pre-listening activities, I observed all the teachers using pictures or brainstorming as a vehicle for students to predict the topic; visual dictation and visual dictionary were used to teach core vocabulary for linguistic support. In the while-listening phase, four basic listening skills were most emphasized: listening for key words, listening for main ideas, listening for more information and listening for details. In the postlistening phase, the teachers used varied questions or tasks to verify students' understanding from in-text questions to high order thinking by meta-disciplinary training. Finally, according to the data analysis of SIOP, the results showed three significant different features: strategies, interactions, and practice and application. These differences are discussed in detail in the paragraphs that follow.

Strategies. Scaffolding was also employed in group discussions and teamwork resulting in greater student engagement. Both Teacher C and Teacher H were very skillful in leading group discussions and leading teamwork. They invited and engaged their students in learning. Students followed the pace of the teachers well, crowding together to complete tasks enthusiastically and offering their ideas and thoughts with an open mind.

Students in Teacher J's class seemed less engaged. Students did not show good teamwork when doing group discussion. Teamwork and group discussions were almost not witnessed in the classroom of Teacher S, where students were seated side-by-side instead of forming into groups. Some students were unfocused, day-dreaming or doing other work.

Both Teacher J and Teacher S had good lesson delivery, appropriate speed and pace. However, their teaching strategies in teamwork and group discussions seemed less satisfactory than other pedagogical skills because of the weak interactions between teacher-student and student-student. Consequently, the quality of their teaching was less effective than the other teachers. Teachers are facilitators. In implementing LCT, teachers should be skilled at scaffolding (guiding students how to learn with step-by-step directions); in addition, they must have a good realization of how to balance the power of being a teacher using socio-affective strategies.

Interaction. The success of learner-centered approach counts greatly on collaboration and interactions between teacher-student and student-student. Almost every teacher cited collaboration and interactions between teacher-student and student-student

as the highlights of their experience according to the data of analysis of classroom

observation protocol (Table 3). In Teacher C and Teacher H's classrooms, their teaching

showed a high quality of collaboration and interactions in learning. While circulating, the

two teachers prompted students to help one another. The interactions between teacher-

student and student-student were very encouraging. In great contrast, the interaction

between students was hardly witnessed in the class of the other two teacher participants.

That said, students were not provided with as many opportunities as the others to share

and discuss their ideas. As a result, students easily lost their attention without peer-

support. Collaboration and interactions play an important role in listening comprehension.

   Practice and application. Time scheduled in listening instruction showed

different qualities of listening instruction. Separating English classes from regular

reading class provides more structured listening instruction. Teachers C and Teacher H

used an extra period to teach listening comprehension so that they could put more

emphasis the procedure and steps in listening comprehension. Their practice was very

structured and systematized. On the other hand, Teacher S and Teacher J negotiated

listening instruction as a creating background activity to prepare for the new reading text

or a review activity of post and while-reading activities. The time was limited.

Assessment activities and materials were restricted. Especially, on-going assessments

used in the post-listening showed teachers' different perspectives in teaching listening.

Some teachers provided expanded learning with high-order thinking. Some focused on

reviewing or did basic oral training.

Teachers J and S (who shared a class) selected a listening text which had similar content to a reading text they used in the regular English class. Questions Teacher J used for listening materials or shadowing in the class of Teacher S were a review for reading or to get students familiar with the reading content and improve student's pronunciation and intonation. That said, Teacher S and Teacher J focused more on language support as opposed to listening strategies and skills in listening comprehension. In contrast, Teacher H and Teacher C used peer-feedback and 'think-aloud' as strategy or tactic to develop deeper learning to enhance deeper learning. Students in the class of Teacher H were given opportunities to clarify the conceptual knowledge from the listening. Teacher C, in yet another strategy, focused on students' critical thinking with think-aloud questions to share their perspectives.

Reviewing Unobtrusive Measures

Official documents were produced by the organization's employees for record-keeping and dissemination. The unobtrusive measures provided rich information about the data (memo, files, student achievement reports, course outlines and report of teacher reflection) collected in the program. They showed how peers modeled each other in-classroom observation. Table 4 illustrates the learning schedule of the listening instruction program in NDSH.

Table 4

Program for Teacher Learning Community

October 17, 2014		
Content	➢	Lesson Plans & Handouts for One-Day Bike Tour (Min-PBL)
Participant	●	Participants explained how they designed their own handouts to instruct Ss to finish the mini-PBL on
Practice		One-Day Bike Tour.
	●	Participants offered their own comments and suggestions for the handouts and correspondent
		instructions to give Ss a clearer picture of how to start to design a trip.
	●	Participants did reflection about the professional development day.
November 17, 2014		
Content	➢	Participants discussed the problems they faced during teaching unit 1.
	➢	Participants shared what they have got after teaching unit 1 in pairs.
Participant	●	Teacher C and Teacher J shared their works and reflection for their mini PBL.
Practice	●	Participants did reflection about the professional development day.
December 8, 2014		
Content	➢	Sheltered Instruction Observation Protocol (SIOP) for classroom observation
	➢	Class observation of Teacher C and Teacher H's co-teaching.
Participant	●	Teacher C and Teacher H did the presentation in teaching *Unit 2—Listening to Learn* while other
Practice		colleagues do the observation.
	●	Teacher and Teacher H talked about their teaching.
	●	Participants did reflection about the professional development day.
January 12, 2015		
Content	➢	Report on conducting mini-PBL of L2L Unit 1
	➢	Establishing Learning portfolio
	➢	Presentation and discussion on students' Achievement Test :
		Test of English Language Competency (TELC)
	➢	Guidance for teaching *Unit 3—Listening to Learn*
Participant	●	Presenters reported how they have conducted the mini-PBL and problems they have found in the
Practice		process.
	●	Participants discussed and gave suggestions for future teaching.
	●	Teacher C shared how she guided her students to create their learning portfolio and pointed out the
		most important goal of making the portfolio.
	●	Presenters used bar chart and radar chart to discuss and analyze their students' performance on TELC.
	●	Participants did reflection about the professional development day.
March 9, 2015		
Content	➢	Data (TELC)Transcription, explanation and interpretation
Participant	●	Teacher C and H shared her students' perception and attitudes towards listening strategies.
Practice	●	Participants shared their ideas and ways to enhance students' vocabulary abilities.
	●	Participants shared their problems and difficulties in their classrooms. (table continues)
	●	Lead-teacher demonstrated and explained the content of the listening activities in *Listening to Learn*
		Unit 4.
	●	Participants shared their problems and difficulties in their classrooms.

April 13, 2015		
Content	➢	Questionnaire data analysis
	➢	The multi-faceted teaching/learning of English listening
Participant	●	Teacher C and H shared her students' perception and attitudes towards listening strategies.
Practice	●	The consultant explained the meaning behind the statistic data, one question after another
	●	Participants discussed about the adaptive teaching strategies according to the results of the survey.
	●	Participants did reflection about the professional development day.
May 4, 2015		
Content	➢	Analysis on Metacognition Analysis Language Questionnaire (MALQ) performance
	➢	Reflections on the report of MALQ
Participant	●	Participants shared what they found and learned from the data analysis.
Practice	●	Participants shared their teaching:
	1.	Teacher C Shared U3 mini-PBL—Listening to Learn
	2.	Teacher H Shared how to do the one-minute speech
	3.	Teacher S shared how his students do the oral presentation
	4.	Teacher S shared the teaching reflection on *Unit 3—Listening to Learn*
May 18, 2015		
Content	➢	The correlation between English listening instruction and MALQ.
	➢	Class observation of Teacher S and Jennifer H's co-teaching.
	➢	The ways in modeling for students' presentation
	1.	Videotape their performance—this way is to lessen students' pressure of standing in front of the whole class.
	2.	Model good presenters to the class so as to have them become aware of what good presentation is.
Participant	●	Participants shared the co-relation between English listening instruction and MALQ.
Practice	●	Participants shared their teaching and students' presentation.
June 15, 2015		
Content	➢	A quick review of what has been done in the TLC.
	1.	Work Review
	2.	TLC review
	3.	Lesson Plan review
Participant	●	Participants went through what they have done on the data analysis of listening strategies.
Practice	●	Participants did clarification of the contribution and achievement of each member.
	●	Participants appreciated of the dedication of the expert.

Note. A summary of agenda and minute of program of teacher learning community in NDSH (year 2014-2015)

Duration. The program consisted of nine 3-hour meetings held over the course of the 2014 school year. The networking sessions focused on the development of teachers' knowledge in listening skills, teaching practice in listening comprehension and data analysis of students' listening ability in TELC. In these meetings, teacher shared their progress in teaching listening, difficulties in group work, problems and needs in designing and developing listening materials, and delivering listening instruction.

Peer coaching. In every meeting of the professional development days, the participants spent time working together. They discussed how to adapt materials and assessment from the textbook to meet the needs of their students. They gave feedback to their lesson plan, teaching activities and teaching presentation. Those activities highlighted the collegiality of the team and collective power of collaboration.

Assessment analysis. Before and after the program, the administrator did baseline assessment and evaluation assessment. The administrator invited a consultant to guide the teacher participants of how to interpret pre- and post- summative assessments: simulated Test of English Listening Comprehension (TELC) and Metacognition Analysis Language Questionnaire (MALQ). TELC is a proficiency test for senior high school students to enter college. MALQ designed by Vandergrift (2006) was used to diagnose L2 learners' understanding of listening tasks and their awareness of the strategies, examining their listening process (Li, 2013; Tsai, 2014). Based on the report (Tsai, 2015) of the data interpretation provided by the school, the participants understood the strengths and weaknesses of students' listening abilities to improve their listening instruction. Students showed significant improvement in TELC. MALQ did not show significant improvement.

Tasi (2015) indicated EFL students might need a longer time in listening metacognitive discipline.

Instructional Coach. Consultant Dr. T was the instructor guides teachers to interpret the analysis of students' summative assessment. He appreciated the hard work and the contributions of the four teacher participants. He commented, "It has been an honor for him to be with the teachers in learning." He has been impressed by the dedication of the participants made to the team. For him, it is a great pleasure to work with professionals. There would be much to do and so much to anticipate in the future. This partnership will guarantee not only teachers but also students a promising experience in teaching and learning. That is what a teacher for.

The commitment given by the participants was very encouraging, included,

1. Be ambitious with what has been done.

2. Elaborate what we have achieved.

3. Teaching listening is worthwhile.

4. Giving students tests or exams is not teaching or helping them to develop listening skills.

5. Monitoring students' learning process by collecting relevant data is a must.

Teacher reflection. Participants had numerous opportunities to reflect upon the teacher learning communities. Their feedback was demonstrated as follows. (Unobtrusive measures, NDSH, 2015). Teacher S said that it takes time to help students develop listening strategies and skills. But it is worth all the time and effort. Teacher J commented

that teachers must know how to instruct students with different types of activities. Assessment activities help students concentrate in class and hence they are able to learn. Teacher C reflected that it is hard to meet students' needs. She experienced a number of ups and downs. Sometimes the lesson plan and activities worked well in one class, but failed in others. Teacher H stated that it has been a very tough year for her because she had to figure out when to teach listening under such a tight schedule. Teaching has been a real challenge to her in year 2014. She was glad to have partners of TLC to work with, so she could be supported and inspired.

Connection to the Literature

The summary findings of best practice were derived from teachers' thoughts and opinions in developing students' listening abilities. Using a learner-centered teaching approach to listening strategies and learner training plays an influential role to the success of listening practice.

Best Practices to Improve Listening Comprehension

Shintani and Wallace (2014) stated that learner-oriented approaches to instruction have only recently emerged and LCT is just one such approach which focuses on teaching skills and strategies for L2 instructors. The approach not only provides support for listening practice but also makes greater use of metacognitive strategies to enhance learning (i.e., planning and monitoring, problem solving and self-directedness). The findings and results of the data suggest that LCT in listening instruction due to the balance of power in the classroom and pedagogical content in listening practice contributed significantly to the learning process.

Learner training. Learner training prepares learners with the abilities to be self-directed and self-monitored in their learning. Belabbas (2015) demonstrated "Learning training is learning how to learn" (p. 96). The most common categories of language learning strategies are: (a) cognitive strategies are often linked to learning activities (i.e., including practicing, receiving and sending message, analyzing and reasoning and creating structure for input and output), (b) metacognitive strategies include planning for learning, thinking about the learning process, monitoring of one's production or comprehension, and evaluating oneself after learning activity, and (c) socioaffective strategies are used to lower anxiety to engage and encourage students; the main socio-affective strategies are cooperating with others and asking for clarification. (Bleabbas, 2015)

Belabbas (2015) went on to give further interpretations of the purpose of learner training. She noted learning training consisted of psychological level and methodological level. Psychological preparation prepares learners with understanding the learning process. Methodological preparation provides learners with the acquisition in three aspects: study skills, strategies for learning, and techniques of self-evaluation. For a language strategies lesson, Belabbas (2015) stated "strategy training involved five steps: preparation, presentation, practice, evaluation and expansion" (p. 98). Table 5 below offers the phases for a language strategies lesson.

Table 5

Strategy Instruction Steps

Steps	Objectives
Preparation phrase	Activate learner's background knowledge
	Raise learner awareness in the authentic materials
	Discover and discuss strategies using for a specific learning Task
Presentation phrase	Model the strategy
	Explain when and why the strategy can be used
	Combine cognitive strategies with metacognitive ones
Practice Phrase	Provide extensive practice with authentic tasks
	Teach students a variety of learning strategies for each type of activity.
	Students are able to choose strategies matching their learning styles
	Encourage independent practice of the strategy
Evaluation phrase	Develop learner's ability to evaluate strategy(ies)
	Help learners to reflect on the strategy(ies) effectiveness
Expansion phrase	Develop learner's skill to transfer strategy use to new tasks
	Remind learners about using learning strategies when introducing new materials and making assignment or after an exercise assignment

Note: Belabbas, O. (2015). Integrating strategy training to enhance language learning. *Arab World English Journal*, August, 92-99.

The balance of power. As teachers assist students in mastering listening skills, they should communicate the expectations of the course at the start of the lesson (Boyadzhieva, 2016) For students, if the teacher does all work (i.e., all the examples, all the questions, proposes and various solutions for evaluations), students feel more released because they have low-load in learning. Learners must copy or download the teacher's material. In addition, Weimer (2012) demonstrated teamwork was harder than doing the task on one's own because teamwork needs cooperation, communication. Teamwork delegates and depends on group members. For most tasks, groups often cannot do more and do it better than individuals because in the process of learning, learners could encounter confusion, frustration, even despair regularly. Collaborative skills are one of

beneficial learning strategies to help student in learning. Students do not always like working in groups. They often resist group work with the complaints like: (a) I do not like the people in my group, (b) group members do not show up or do not contribute, and (c) we would get through more material if you lectured and so forth. (Weimer, 2012). But, if students are not able to experience aforementioned difficulties, they do not really get a clear understanding of and being changed by what they have taught and learned. (Weimer, 2012).

In a different perspective, Shintani and Wallace (2014) stated that "giving learners control over the input led to improved listening comprehension (p.77)." When learners are given chances to control their learning according to their pace that they can repeatedly revisit the authentic listening text, learners would make more progress. L2 learners can recognize the success of their listening comprehension based upon their efforts and abilities.

Belabbas (2015) stated that students should understand how, when and why to use strategies for better learning. Consequently, either group work or personal control listening instruction is beneficial to build up students' listening ability. Group work engages students and forces them to work with the material. Personal control is concerned with training learners to be more self-directed.

TLC in Teachers' Preparedness

Teacher's opinions about teaching listening resulted in theme*s—Tools and Tactics for Teacher's Preparedness and Collaboration and Collegiality on Listening Practice.* The subcategories of the themes indicated TLC playing a major role to successful

listening instruction. The findings resulting from the data of teacher's interviews provided an inside lens of TLC.

Airtsl (2014) defined collaboration is to work with another or others on a joint project. Collaboration offers teachers opportunities to learn from colleagues, share their expertise and find the way to generate their problems on the defining work. Consequently, collaboration promotes teacher change beyond individual classrooms. Collaboration results in whole school improvement (Airstle, 2014).

TLC in the support of listening practice has positive effects on the development of listening comprehension ability (Chang & Millett, 2013; Dai &Liu, 2012; Jafari & Hashim, 2012; Pan, 2012; Shintani & Wallace, 2014; Soureshjani & Etemadi, 2012). Shintani and Wallace (2014), showed in that "listening support increased the effectiveness of listening practice; and linguistic support showed a larger effect size than contextual support" (p.73).
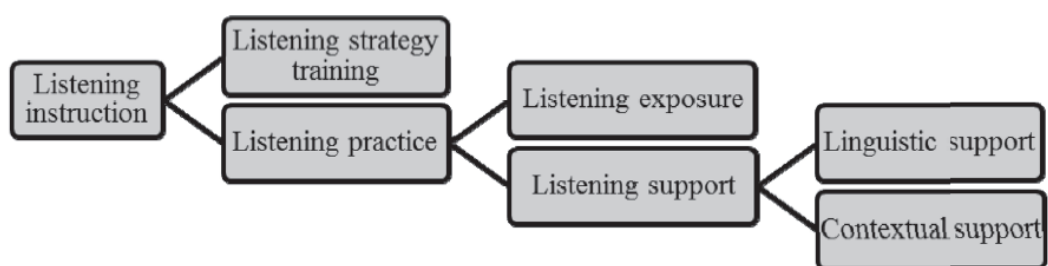
Figure 1. Listening instruction.

Listening exposure and listening support are the two main components in listening practice. The former provides learners contextual information using pictures or videos (Soureshjani & Etemadi, 2012) activating prior knowledge to prepare learners for while-listening activities. Listening support, on the other hand, is regarded to linguistic

support more: (a) vocabulary teaching in pre-listening activities (Pan, 2012), (b) a transcription of the text such as video caption and subtitles to draw students' attention to audio-visual connection of words in the listening text (Chang & Millett, 2013), and (c) phonological information used for pre-listening and while-listening reduced form teaching (Dai & Liu, 2012).

Learner centered listening instruction should promote listening comprehensive learning. Stefaniak and Tracey (2015) stated that LCT occurred "in realistic and relevant environments and exposure to multiple perspectives (p. 97)." Learner-centered instructional strategies are responsible to increase students' responsibility in their learning. That said, learners are expected to take a more active role in their own learning through self-teaching, collaborating with peer learners and the teacher, doing reflective practice and problem solving.

The interviewed participants openly discussed their learning in their dialogue journal. In the dialogue journal, they described what they did in lesson planning, how they felt about what they learned, and what they will do next time? Kelly and Cherkowski (2012) stated, "When there is a trusting, the members of the community are more likely to engage with others in the learning process (p. 3)". Tam (2015) stated that "through conversation with trust colleagues, each teacher is able to visualize a better practice" (p. 29).

Two pieces of data stand out in Table 6 (shown below): first is the reduction in those students that failed the exam in 2016, only 2.6% compared to 4.53% in the previous year. That is a significant improvement of well over 40%. The other figure which stands

out is the more 6% increase at Level B, equating to almost a 21% increase over the 2015. While certainly reason to celebrate, it is incumbent upon us to ask what may have brought about such positive changes. Firstly and foremost, it is worth noting that in both 2015 and 2016, NDSH significantly expanded their in-house teaching training, training which was previously almost non-existent. The implementation of this training can be attributed to the active and engaging efforts of the English Education Resource Centre (EERC, based in Kaohsiung, Taiwan), the teacher training arm of the Ministry of Education for secondary ESL instruction. This EERC initiative had particularly good buy-in at NDSH and all of the ESL instructors at NDSH participated fully and willingly. This initial effort at collaborative teaching and learning gave birth to the next project – and the subject of this thesis – which is the introduction for collaborative learning among teachers to improve and enhance their ability and effectiveness in teaching the skill of listening, again, heretofore, all but non-existent.

Table 6

Results of TELC Achievement Test in 2015 and 2016

	Level A	**Level B**	**Level C**	**Fail**
Year 2016	10.16%	37.11%	46.80%	2.6%
Year 2015	11.13%	30.75%	52.64%	4.53%

Note. Unobtrusive measures from NDSH in year 2015 and 2016

In line with Kelly and Cherkowski (2012), Krulwich and Baum (2017) argued that "true collaboration happens only when professionals collaborate daily on the defining work of their profession, striving collectively to make that work the best it can

be (p. 63)." Teachers have always worked well together but often more cooperatively than collaboratively. Krulwich and Baum also stated that collaboration happens only under the guidance of an expert or experienced teacher who is already superb at the defining project. Krulwich and Baum noted teachers were worried their upcoming lessons might not meet the needs of students. They want to develop and deliver more engaging lessons. Therefore, they believe the work of professional development should emphasize the same work (teaching the same subject with similar levels) that the teacher does during the school day and prepares at home every night.

The participating teachers described their understanding of the benefits of collaboration and their new professional identities of collegiality in TLC. High quality of professional programs opened their scope in listening instruction based on the agenda and minutes of the program in year 2014. In school scheduled meetings, two or more teachers discussed and reflected together around: "what they are planning to do and what they have done." According to Powers, Kaniuka, Philips, and Cain (2016), "by building community around the work of teaching and relationships are developed that promote continued collaboration a positive interaction" (p. 3). Using peer coaching, colleagues mutually gave feedback to help each other to elicit the unnecessary or inappropriate activities, or brainstorming to get innovative ideas to support student learning. The four participating teachers in NDSH were not isolated in their classroom.

Project Deliverable Based on Findings

The project, a professional development program in Taiwanese senior high is designed to provide school-based PLC with listening training to consistently implement

LCT listening instruction at local school communities. This project is grounded in the nature of learning-centered approach teaching and designed for classroom instruction and teacher's preparedness. In this study, best practices depicted in the data encompassed a learner-oriented approach, learner learning, group work and personal control and listening practice via collaboration and collegiality that professionals have with each other.

Teachers are learners and schools are teacher learning communities (Tam, 2015). Schools possess the capacity to enhance teacher practices to improve student learning. However, Tam (2015) went on to say, the development of professional learning communities (PLCs) is not easy because teacher culture is hard to change. The findings from this study suggest a school-based PLC with peer-coaching and instructional coaching with collaboration and collegialities directly influence instructional practices. The PLC will validate teachers' knowledge and pedagogical skills in listening comprehension that enhances such conversation to improve student listening ability.

Some teachers in NDSH resisted change. They lacked motivation. They did not have commitment. They avoided risk-taking which is unfamiliar to their current practice. For school change to occur, a PLC needs to be established for teachers to upgrade their practices in improving student listening comprehension.

Grabani (2012) stated there are five most prominent conditions for adult learning: (a) voluntary participation—when adults engage in learning, they are more committed to professional development, (b) self-direction—it is the heart for generating personal criteria in continuous learning, (c) action and reflection—it is a central theme to adult

learning because teachers need the ability to know how their practices are going, when to continue in their practices, when to change, and when to quit, (d) climate—effective learning conducted in a comfortable physical and psychological environment, and (e) learning styles—adult learners each have their learning preferences and cognitive styles to which professional programs are assumed to respond.

Summary

The exploratory case study was used to identify the strengths and challenges of teachers in teaching listening comprehension in the content areas. In seeking answers to the research questions about teacher's perceptions and attitudes of listening instruction, interview questions and observations focused on: (a) teacher's perceptions about listening comprehension skills, (b) teachers' thoughts about implementing learned-centered teaching approach, (c) teachers' opinions about teaching listening strategies, and (d) the approaches in engaging students in listening comprehension. A qualitative case study was chosen for this study to focus on process, rather than outcome.

In this section, I explained the research tradition of the case study related to the justification for the choice of design, the purposeful sampling used in selecting participants; measures (i.e. informed consent, privacy maintaining and confidentiality) taken for protecting the teacher participants from harm. Afterwards, the procedure of data collection (interviews, classroom observations and official document) and the strategies to reduce research bias were presented. Following that, I ensured there were no discrepant cases present. I conducted member checking and triangulation of data used to verify the findings.

The next section is a detailed description of the project for listening instruction. I justified how the project was selected, then presented a literature review in support of the project; next, I mapped project content (objectives and structure) and set up the evaluation of the project. Finally, I discussed the implications of the study and outlined the plans for presentation of the study results.

Section 3: The Project

Introduction

The problem addressed in the case study was identified due to the unsatisfactory listening results in a rural school in the northern Taipei region of Taiwan. Findings from this study illustrated that instructional coaching in listening strategies resulted in listening achievement gains. The interviewed participants reflected that the listening test-like strategies that the teachers routinely teach have been found to be considerably inadequate to meet the demands of proficient English of L2 listeners. Siegel (2014) stated that the aim of product-oriented listening instruction emphasizes getting correct answers from the listening comprehension questions rather than serving as a tool for learning and communication. Consequently, the solution for finding appropriate approaches towards teaching listening comprehension is to look at listening instruction as a process rather a product (Siegel, 2015). The results of the study showed learner-oriented approach listening instruction training (LOA listening instruction training, Vandergrift & Goh, 2012) could provide the means to replace test-driven listening direction in Taiwanese senior high schools with a more effective strategy and approach.

In response to the inadequacies of product-oriented listening instruction, a professional development (PD) program; there, is proposed to bring about teacher change to improve students' learning in listening comprehension. The PD takes into consideration the collective capacity of teacher learning communities and teacher's change in LOA listening strategies training that address the improvement of students' listening ability. The project identifies that effective professional development activities

must meet the current needs of the teacher and students, providing teachers' opportunities for long-term engagement and active participation in PD to improve students' listening ability. Effective professional communities provide teachers with the regularly scheduled time for professional learning to improve student learning in the school (Gravani, 2012), allowing them to be able to work together to develop common formative assessments and analyze current levels of student learning. With collaborative inquiry, faculties learn more and are open to extensive communication; faculty share vision, beliefs and values (Kuusisaari, 2013).

The PD program equips English teachers with the process-oriented approach in teaching listening comprehension over the course of a year in a local high school. Included in the program are overarching goals, objectives, training phases and face to face sections, the timetable for the implementation and training materials to prepare English teachers for listening instruction. By the end of the program, the participants will have been taught how to implement strategies of collaboration in groups or pairs to enhance student listening ability. Students will be presented with way to listen for and distinguish between main and support ideas—key distinctions and abilities required to improve one's listening proficiency.

The project's overarching goals are: (a) to improve teachers' abilities to teach listening through collaboration and (b) to support and monitor teachers in listening practice, that is, in the course of their teaching of listening itself. The objectives of the professional development program to improve the teaching of listening include: (a) introducing the approach of LOA teaching (Vandergrift & Goh, 2012) to meet the

diverse needs of students in listening comprehension, (b) promoting collaborative communication in groups or pairs to enhance teachers' practice, (c) leading teachers to explore cognitive, metacognitive and socioaffective strategies – based on best practices - to improve students' listening ability, and (d) organizing opportunities for teachers to observe and be observed via peer coaching.

Included 10 face-to-face sessions among of four training phases, the program will be last for one year (2018-2019). The four training phases consist of (a) the foundation phase, (b) the engagement phase, (c) the implementation phase, and (d) the follow-up support phase, which develops teachers' ability for best listening practice. Teachers' listening resources will consist of listening textbooks (specifically designed and developed by a team of highly trained Taiwanese ESL instructors) which are based on and fully integrated with on-line listening video segments selected by teachers. A regularly scheduled time will be identified for the following purposes: (a) listening pedagogy sessions, (b) listening strategies instruction workshops, (c) classroom observation, and (d) teacher conferences. The participating faculty will brainstorm on-going assessment formats to meet the diversity of students. They also will diagnose students' learning difficulties to help students overcome their problems in listening comprehension.

Since the purpose of this PD is to bring about change in teachers' knowledge and understanding of how to teach listening, the major criteria for the participating teachers, adapted from Learning Forward (2012), are used to monitor the quality of the teacher learning. The criteria address the subject knowledge and pedagogic content knowledge

in listening instruction that the participating teachers will acquire after PD. More importantly, the criteria serve as a link between teachers' learning and practice (i.e., portfolio including lesson plans, teachers' reflections, and classroom observation protocol). The PD, for teacher training, thus, can be modified and revised.

- **Criteria A**. The teacher participant understands and can identify differences between process and product-based approaches to learning and performance in teaching listening to facilitate students' strengths as the basis for growth in listening comprehension.

- **Criteria B**. The teacher participant is able to use varied approaches on differentiated instruction to help students with different and varied learning experiences.

- **Criteria C.** The teacher participant is aware of the challenges students learning English (as opposed to reading, writing, speaking etc.) face (accent, speed, comprehension, vocabulary, etc.) and has a working knowledge of the appropriate strategies that enable him/her to best help his/her students.

- **Criteria D.** The teacher participant understands how students' learning is influenced by individual experiences, prior learning as well as language. Consequently, English teachers can use system data to plan, assess, and evaluate student learning.

- **Criteria E.** The teacher participant is aware that the conventional course and classroom practice may not meet the needs of senior high learners,

and therefore he/she should have awareness of and access to other tools and tactic about listening practice to enable him or her to address those needs.

With goal-oriented professional evaluations, formative evaluations and summative evaluations will be used to examine the effectiveness of the proposed PD. Formative evaluations focus on collecting the data of participants' reflection on their learning and classroom observation. Summative evaluations are used to determine its overall effectiveness about collegial collaboration and students' outcomes. As a consequence of the professional development program, it is expected that faculty will learn how to use visual materials and audio listening text effectively and flexibly to improve their listening abilities (e.g., predicting the content, identifying the key words and key information, and getting details of listening texts) using a collaborative learning approach.

Rationale

The results of the study showed professional training (learner-oriented approach listening instruction training) could provide the means to replace test-driven listening direction in Taiwanese senior high schools with a more effective strategy and approach. In response to the inadequacies of product-oriented listening instruction, I designed a professional development program for EFL senior high English teachers entitled *Using Collaboration to Improve Listening Instruction* (see Appendix A).

Qualitative data collected in the study also demonstrated that high teacher learning communities made a pronounced difference in improving students' listening

abilities. Collegial collaboration is at the heart of the upgrading teacher's performance in practice that increases teacher's self-efficacy (Fahey & Ippolito, 2014). Hanover (2015) showed that teachers, who participated in an effective professional learning program and had opportunity for collaboration with their colleagues, experienced higher job satisfaction rates than those who did not have these opportunities. Through collaborative participation, the interviewed participants revealed they have more opportunities to express their perspectives and worries with regard to teaching listening. They become more willing to work collectively with other community members.

According to Goe, Bigger, and Croft (2012), while one-shot PD sessions might introduce new ideas and concepts, they have not been shown to be effective in bringing about real, long-term change. Consequently, INNE (2015) proposed on-going sessions of learning and application of pedagogical practice accompanied by school and classroom-based support over a period of time to fully incorporate new behaviors into a teacher's repertoire. This PD is intended to bring about a significant change in teacher's strategies in teaching listening to enable them to improve the rate and levels of their students' listening skills using collegial collaboration and their reflection. There will be a strong emphasis and focus on "collaboration" (be it in faculty PD or student collaboration in class) with the view that such collaboration encourages the growth of personal understanding and implementation of LOA.

The literature review as follows begins a discussion of components of effective professional development. By combining keywords and Boolean phrases (i.e., *professional development, listening instruction, peer coaching and collegial*

collaboration, teacher learning communities, leaner-centered strategies training, teacher learning, instructional coach and *school change*), I constructed a significant framework for an effective PD program.

Review of the Literature

In support of the selection of professional development for the design of this project, a synthesis of relevant literature provides evidence that an effective PD program is a possible solution to the test-driven (product-oriented) approach in listening instruction. The interviewed participants indicated that under the same contexts, best practices for in-service teachers resulted in applying new approaches on how to teach listening in the classroom. Sebina and Arua (2017) showed there was a big gap between the teachers' perception and knowledge of listening and the actual classroom teaching of the skill. The authority presents an opportunity "to design in-service programs to improve the teaching of listening comprehension" (Sebina & Arua, 2017, p.45).

These following databases, accessed via the on-line library of Walden University, were extensively resourced to gain research-based knowledge about the elements of an effective and deliverable PD: Education Research complete, SAGE research complete and ProQuest. The literature review is three-fold. First, I focused on studies that overview trends in PD using collaboration to engage teacher learning and teacher reflection to enhance the participating teachers' development and confidence in practice. Second, I explored the research describing needs and difficulties for implanting LOA. Third, I reviewed peer-review articles with regard to listening instruction design and strategies in facilitating students' listening comprehension.

Project Genre

Qualitative data collected in the study demonstrated that collaborative teacher learning communities and listening strategies instruction made a pronounced difference to improved listening abilities of students. Findings of the study showed best practices for in-service teachers resulted in applying new methods into a more practice-based classroom environment. PD keeps teachers aware of and acquainted with the new developments in their professions (Owen, 2015). The project genre selected for this study was a professional development training model that helps teachers to continually upgrade their pedagogical skills so that they can continue to perform effectively in their professions. Alibakshshi and Dehavari (2015) noted there are three main themes in continuing development. PD is a skills-oriented training, which serves to improve teachers' current professional skills to make teaching effective. PD, for teachers, contributes to the philosophy of life-long learning and promotes positive changes in teacher's practice and self-efficacy. Pofessional development programs keep teachers motivated and enthusiastic about their teaching. (Alibakshshi & Dehavari, 2015)

The professional learning genre recognizes teachers as adult learners. Five principle characteristics are included in Knowles' (1984) andragogy: self-concept, intrinsic motivation, experience, readiness to learn, and orientation to learning. Conaway and Zorn-Arnold (2017) went on to state that "adults perform best in an autonomous and self-directed environment" (p. 39). The experience of adult learners is a valuable asset which can be drawn upon to enhance their learning.

Adult learning is more problem centered than subject-centered. When and while investigating past experiences, adults reconstruct and interpret the ideas, knowledge and skills in new and meaningful ways from which they can switch from dependence [following the design of textbooks] toward self-direction (adjusting and adapting based on the needs of learners; Wallace, 2014). Wallace also stated that "improved teaching is the best path to increased learning and improved student performance" (p. 11). By valuing the characteristics of adult learning on teacher training and development, the participating teachers will be motivated to learn new skills to help them in their practice.

Mykrä (2015) stated that the successful implementation of improvement of learner-oriented teaching depends on the teachers' ability to address and manage three important areas: (a) how teachers deal with students reluctant to be active in learning, (b) how teachers guide passive students to become self-directed learners, and (c) how teachers reflect upon their experiences and thoughts toward their practice. Shahreza and Khany (2016) further noted that effective PD enhances teachers' knowledge and upgrades their skills. It is of vital importance that language teachers attend different professional development programs that provide them with different kinds of knowledge (i.e. content knowledge, pedagogical knowledge, and technological knowledge).

Differentiated instruction (DI) has been identified as a key component in professional development and teacher efficacy in andragogy (Dixon et al., 2014). Differentiated instruction of PD seeks to fully incorporate new behaviors into teachers' repertoires. English teachers, as is the case with most adult learners, are not only cognizant of what they are doing but also aware of self-directed learning (Gravani, 2012).

Consequently, differentiated instruction of PD for teachers is extremely important. As teachers are self-concepted and self-directed (Knowles, 1984), teachers are most likely to have diversity in their learning styles and different backgrounds in education and teaching experience. Teachers also might teach different levels of students and cater to the diverse needs of their students. As a result of DI, teachers are enabled to frequently construct and reconstruct their leadership skills, critical and reflective thinking skills, communicative and verbal skills that enhance the quality of their teaching (Shahreza & Khany, 2016)

The fundamental principle of Constructive Developmental Theory (Fahey & Ippolito, 2016) demonstrated that through continually working with fellow instructors, teachers are able to make sense of their experiences. The findings of this study indicated collaboration and collegiality is an influential factor to improve teachers' change in listening practice. Learning is a social process. Baum and Krulwich (2016) stated that a collegial collaborative approach brings teachers together to assess and develop new and varied instructional practices as well as provide avenues and opportunities for professional development. The four interviewees states that they found it valuable to have a time to reflect about their teaching and to discuss and brainstorm with their colleagues so that they could plan and revise future lessons. The participating teachers described their understanding of the benefits of collaboration and their new professional identities of collegiality in site-based TLC.

The findings of this project study and the literature review for the proposed project also suggested a job-embedded PD. Owen (2015) indicated teachers teaching the

same subject at the same grade level more likely contribute to a shared professional culture. The interviewed participants considered site-based professional development days as being more practical and a better alternative to delivering high quality teacher training.

Job-based collective capacity nurtures teachers' individual growth and their learning. In 2015, Tam investigated 12 teachers in the Chinese Department of Blossom school (pseudonym) in Hong Kong about professional learning communities (PLC) in bringing about change in their teaching practices. Her findings showed that with the support of dialogue, routine conversations and reflective practice between trusted colleagues, teachers reduced their anxiety in learning new content knowledge and trying out tactics and strategies in classroom. In their PLC, prelesson discussions, open lessons, and classroom observations were commonly practiced. As a result, teachers were less afraid to be challenged because they learned how to be more comfortable in sharing their respective successes and failures. Tam stated that "when teachers were provided with the opportunity to share their knowledge, ideas and skills in PLC, they came up with more valuable ideas." (p. 29). Collective capacity nurtures teacher's individual growth and their learning. Vygotsky (1978) indicated that "the less competent can only reach his or her potential level of development if guided by the more capable" (Eun, 2011, p.323). Supported and guided by the experienced teachers, the less competent can improve their teaching practice. Instructional coaching in a sociocultural environment on instructional practices is the driving force that supports an alternative model for improving learning (Kuusisarri, 2014).

In my findings, instructional coaching was considered a needed action to improve the teaching. In every meeting of the professional development days, the teacher participants spent time working together. They discussed how to adapt materials and assessment from the textbook to meet the needs of their students. They gave feedback about the lesson plans to their peers about teaching activities and teaching presentation. Maughan, Teeman, and Wilson (2012) showed that job-embedded professional development leads to sustained practice because it gives strong support in sharing capacity and responsibility. School-based PD has a close link between teaching activities and learner outcomes. It provides teachers with multiple opportunities to practice new approaches and new strategies. The teacher participants would be better served with a job-embedded PD program which provides teachers with the opportunities to integrate the new knowledge and skills they have taught (Goodwin, 2016).

Teachers are capable of efficiently and effectively developing a shared understanding of instructional goals, methods, problems, and solutions if working in the same teaching environment (Weiner & Pimentel, 2016). In doing sharing, teachers have a chance to try new approaches in their classrooms of their working place. With the support of peer feedback, teachers improve their practice in a site-based PD environment.

Other researchers (Coe, Aloisi, Higgins, & Major, 2015; Goodwin, 2016; Maughan, Teeman, & Wilson 2012; Yamauchi, Im, & Mark, 2013) have shown teachers arrive at a deeper understanding of the implementation of process-oriented (learner-oriented) listening instruction when given opportunities for pre-discussions of lesson plans and reflection practice through collegial collaboration in professional practice

development. In groups, instructional conversations were found to foster and encourage critical thinking while supporting learning in the differentiated classroom (Yamauchi, Im, & Mark, 2013).

Findings of this study suggest job-embedded professional development within school training could result in gains in listening performance. This kind of PD encourages collegial collaboration within schools. INEE (2015) stated teachers' commitment is of vital importance in practice development. Job-embedded professional learning is day-to-day teaching practice focusing on students' learning and a solution to immediate problems of practice. As teachers attribute the ownership and involvement in collegial capacity, job-embedded professional learning contributes to the change of teachers' practice. As a result, the professional learning helps bring about positive changes in the outcomes of students' learning.

Project Content

It has been shown that L2 learners in the Taiwanese senior high schools lack developing listening proficiency skills even when learning over extended periods of time. The solution for the problem is to look at listening instruction as a process rather a product, which translates into more active engagement of the learner instead of being a passive one (Nguyen & Abbott, 2016). The data collected, based on the four interviewed participants in group discussions and individual interviews, provided the rationale for the content emphasis of the project. The knowledge and skills taught to the participants in the PD are to: (a) increase the growth of personal strength of teachers in listening instruction and find effective ways that impact teachers' LCT professional learning and (b) fully

incorporate new behaviors into a teacher's repertoire accompanied by school-and-classroom based support.

The findings of the study showed learner-oriented approach in listening instruction focuses on a more effective process-based listening strategy of instruction (Vandergrift & Goh, 2012). A process-based listening practice is learner-oriented, providing sustainable means to replace passive listening currently in practice in the Taiwanese senior high schools. For the schools and teachers who want to improve students' listening comprehension, the following aspects become crucial for improving students' listening abilities: (a) learner training in listening practice, (b) an overt understanding of the complexity of listening process, (c) shared leadership via listening practice, and (d) data analysis of students' baseline and achievement.

LCT approach in scaffolding and differentiating instruction leads to students becoming increasingly active learners. Based on the theory of the constructivist (Vygosky, 1978), as the learner validates and extends his knowledge, his zone of proximal development starts changing (Fisher & Frey, 2010). Fisher and Frey (2010) noted that scaffolding means providing learners with temporary support in the process of learning, in much the same way one teaches a child how to ride a bike. In the beginning, parents run alongside the bike handling the difficult parts temporarily. Once they find the child can control the balance of the vehicle, they gradually hand over responsibility to the rider.

Similarly, in learner-centered classrooms, the teacher removes that support when noticing students have been equipped with the abilities to move on independently

(Reynoso, Romero & Romero, 2012). Supplemented with socioaffective strategies, effective learner training leads to changes in student attitude as they become more motivated in listening comprehension (Chou, 2017). Consequently, students learn how to solve their difficulties in listening comprehension and identify listening problems through group discussions and team-work with peer-support.

The following essential components can be effective (Fisher & Frey, 2010; Vandergrift & Goh, 2012) when implementing learner-oriented approaches in teaching listening: (a) establishing a shared goal, (b) providing tailored assistance, (c) giving feedback, (d) controlling frustration for risk, and (e) assisting self-directedness to other contexts. The students are more motivated when teachers invite them to plan their instructional goals. When establishing goals, the teacher first actively diagnoses students' needs and their understandings of new methods in teaching listening. Being aware of the students' background knowledge helps the teacher determine if students can do further activities to make progress during and after their instruction. Later on, various pedagogical techniques should be used to meet the needs of students. For example, the teachers may use cueing or prompting, questioning, modeling, telling, or discussing to engage their learners. Immediate responses, overt indicators to the learner on how he or she is doing, are the best practice (Chiriac, & Granström, 2012). Moreover, a safe environment reduces students' learning anxiety, where students feel free to take risks when encountering difficulties (Stefaniak & Tracy, 2015). A comfortable learning atmosphere encourages learners to try alternatives. As a result, when the teacher provides opportunities for students to practice varied tasks in a variety of contexts, the students

become more self-directed and less teacher dependent (Eun, 2011; Matukhin & Bolgova, 2015).

The findings of the study indicated that a new approach (task-based listening activities) is needed. The participating teachers of PD in the local site school are required to have pedagogy and skills in developing task-based listening activities. Task-based teaching is not only for cognitive processing of linguistic input but also for metacognitive processing of the prediction of topics, strategic planning and strategy use, and evaluation of individual learning (Vandergrift & Goh, 2012). In the PD, there is a listening strategies instruction workshop held in face-to-face session to assist teachers to design task-based listening activities in their teaching practice.

According to Chou (2017), process-oriented listening instruction is a task-based structure consisting of four principle phases (i.e., task input, pedagogical task work, target task performance, and task follow-up). In the process of listening strategies instruction, teachers use varied tasks with cognitive activities embedded with metacognitive activities to increase students' listening awareness. Recent studies (Chou, 2017; Nguyen & Abbott, 2016; Vandergrift & Goh; 2012) emphasized that metacognitive processing in strategy development should be incorporated into English listening lessons, which offers a new model of listening instruction. To efficiently improve student's listening ability, process-oriented listening strategies are implemented replacing traditional test-driven listening instruction.

In addition, Nguyen and Abbott (2016) demonstrated that a process-oriented approach emphasizes interactive listening tasks including bottom-up and top-down

processing in listening comprehension. In top-down processing, listeners make use of the listening context and background knowledge to interpret messages, whereas in bottom-up processing, listeners utilize their knowledge of the segmental and supra-segmental to construct meaning from the sound stream of the target language. The two processes must work together. They seldom operate independently. Nguyen and Abbott noted that the context and the purpose of the listening determine which of the two processes should be used more. Indeed, it is crucial for teachers to become acutely aware of the complexities of the listening process.

With regard to task-based listening activities, Chou (2017) explicitly illustrated the procedure of effective listening instruction. In the initial stage, the task input (pre-listening activity) phase is to establish links between the target language and the setting of the listening text. In this phase, teachers use visual and/or audio to introduce learners to real world communications. Following that, the pedagogical task phase (while-listening activity) is used to raise learners' cognitive awareness of new language forms and communicative functions. Next, learners practice how to use language and content they learned from the listening text for meaningful communication in the target task performance phase (post-listening activity). At this time, learners learn to integrate their linguistic and topical knowledge either by using role-play or oral presentations to perform the task. Finally, the follow-up phase offers students the opportunities to reflect on their learning tasks. The follow-up task is used for reinforcing the connection between language, content, and task knowledge (Gilakjani & Sabouri, 2016).

To increase teachers' growth in listening practice, Tam (2015) suggested during an in-service teacher PD program, participants could first be presented with a unit from the selected textbook. Then, they are asked to comment on the extent to which they feel the design is task-based. Later, teachers look at the recommended procedures from the teachers' guide of the textbook that can then be a reference in designing and developing activities for listening comprehension. Finally, participants can be asked to compare the features of four phases about process-based listening instruction to the lesson and to identify the appropriateness of their lesson plan.

Aside from a process-oriented approach in classroom practice, collaboration and collegiality among teachers are considered significant factors which result in best practice in teaching listening (Mulnix, 2012). Teachers in the study of INEE (2015) reflected the importance of the role of a team-lead PD. In this model, each small group of teacher learning communities is led by a team leader who is a standout teacher at the same grade level and subject. Consequently, both novice and veteran teachers can learn new strategies from an expert teammate (Powers, Kaniuka, Phillips & Cain, 2016). The team-leader model supported the androgogy. "Adults learn more and develop a deeper understanding of a complex profession when they are supported in apprenticeship-based systems" (INEE, 2015). Teachers want their learning to be immediately applied in their daily practice. The interviewed participants revealed that collaborative instruction enables them to implement important modifications early and quickly, resulting in greater teacher satisfaction and confidence because of collegiality.

Peer coaching upgrades teacher's practice, which is a tool for shared-leadership. Goodwin (2016) argued, "Simply introducing new ideas had little impact on professional practice" (p.82). An effective professional development program should provide teacher opportunities to implement new ideas into classroom. Goodwin further went to say, "Only when peer coaching was added did teacher practices change". (p.82). He considered it is unlikely for teachers to pursue their individual growth in practice development if there is no follow-up support from outside expertise. The expert understands the background and beliefs of teachers so that he/she will be able to tailor teachers' learning in order to develop individual growth (Goodwin, 2016). Martin-Beltran and Peercy (2014) studied how teachers used varied tools to co-construct their expanding knowledge base. Co-planning and co-teaching serve as tools for collegial collaboration. These techniques allow teachers to negotiate the learning goals, rubrics, and assessments they want to implement in their teaching. Teachers are able to identify the skills their students need to improve, to engage in collaborative dialogue about student problems, and to brainstorm ways to meet the needs of diverse students (Martin-Beltran and Peercy, 2014).

Similarly, the study of INNE (2015) supported the benefits of the tactic used in the project PD. Teachers have different learning styles, therefore, teachers demonstrate to one another in different ways. They differ in ways of communicating, presenting materials and using probing questions, which can spur more reflection and conversation. With peer coaching, instructional practice becomes more consistent in bringing about change in student learning. A teacher who is more competent in one area can model

strategies and support a teacher who is less familiar in this area. In co-planning and co-instruction, teachers are not isolated in individual teaching silos. They observe one another's strategies in teaching. Teachers celebrate their success and share their thoughts about less workable instruction using classroom observation followed by structured time. Teachers help one another and figure out the solutions of their problems in classroom practice when they work together.

A Critical Friends Group (CFG) is another tactic of collegiality and collaboration development. Casky and Carpenter (2012) stated CFGs are groups of teachers who together regularly to consider ways to improve student learning thorough collaboration and inquiry" (p.53). CFG brings teachers' work in progress. CFGs can be also used both in on-line discussion and face-to-face sessions. (Casky & Carpenter, 2012). In the proposed PD, I will use CFGs in on-line discussion and face to face sessions. In face to face sessions, the teacher participants can work in pairs with the instructional coach to give each other feedback when co-constructing lesson plans and in co-teaching. In on-line discussion, a CGF can be a study group. All the teacher participants can share their thoughts and opinions and verify their misconceptions of the theory in the professional reading in on-line discussion.

In similar study, Moore and Carter-Hicks (2014) stated teachers learn best when they have an open mind working with a trusted group of colleagues because teachers can freely share their thoughts about teachers' presentation and students' conduct and performance. Dilemmas related to pedagogy or professional conflicts and research interests are included in the community's discussion. Since CFG is open to feedback and

varied perspectives, it requires a great deal of trust among the members. As a result, teachers become more reflective and active on current practice.

The findings in my study, moreover, showed data analysis of students' baseline and achievement test showed significant improvement in helping teachers understand the strength and weaknesses of students, which was beneficial to their selecting materials, assessment design and listening practice. The expert of data analysis can guide teachers to look into the data of students' pre-test and their progress a year after the implementation of the new approaches in listening instruction. Schools cannot just celebrate their success, saying that "this is what we have always done or in one individual's or group's view of excellent teaching" (Coe, Aloisi, Higgins & Major, 2015, p. 10). To ensure quality instruction and teacher change - which are the keys to the development of student learning and school change - there must be concrete evidence to prove the effectiveness of teacher practice and that positive changes have actually taken place. As a result, schools need a professional to show teachers how and why direct listening strategies are at the core of best practice. As a result, the professional development program enables teachers to also focus on the learning outcomes of their pupils.

Project Description

The PD program is the focus of the data analysis of the study. A year-round program includes ten face-to-face sessions, which are supplemented with on-line sharing and reflection to prepare teacher subject and pedagogical knowledge. The PD program offers interactive teacher learning communities, bringing a new element of teacher

training to listening practice. Google Site serves as a tool which supplements face-to-face meetings. It is an online component designed as a shared and taken tool which allows teachers to reflect on their learning and express their understanding of content knowledge serving for reflecting on teachers' learning. Also, it prepares teachers' content knowledge, pedagogical knowledge and skills prior to their face-to-face sessions with the instruction coach. Such a program provides teachers with numerous opportunities for discussions. Teachers can communicate with each other to reflect on their learning at their convenience (without time and space constraints. Additionally, the assignments and the reports of students' learning progress, reflections on modified lessons plans for scaffolding LOA listening strategies teaching, classroom observations, and workshops are directly related to teacher listening practice. Finally, in the end of the program, there is another face-to-face meeting for teacher participants to present their learning in the PD program.

Project Objectives and Structure

To achieve the success of the PD project, nine features (listed on Table 7) are the guidelines used in the proposed PD. The ninth important feature was identified to greatly impact the success of the professional development initiative (Cheng & So, 2012; Morrison 2014; Van den Bergh, Ros & Beijaard, 2015, cited in Merchie, Tuytens, Devos & Vanderlinde, 2016). Merchie et al. (2016) also noted the nine features can be subdivided into core and structural features in accordance with the characteristics of activity structure or design. I use the nine features to explicitly address the following two areas: project objectives and structure of the proposal project.

Table 7

Key Features of an Effective Professional Development

Core features	Structure features
(1) Content focus: content focus should be informed by evidence on student learning **(2) Pedagogical knowledge: enhancing the knowledge and skills to teach in these content areas** **(3) Coherent and evidence-based: professional development initiatives (PDI) should be aligned with teachers' goals, standards and current reforms**	(4) **Ownership**: responding to teachers' self-identified needs and interests (5) **Duration**: courses with a follow-up during a semester (6) **Collective or collaborative**: collaborating with internal and external participation peers (e.g. observing each other's practices and giving feedback) (7) **School or site based**: incorporated into teachers' daily work (8) **Active learning**: inquiry-based through continuous inquiry of practice and reflection on professional and academic knowledge (9) **Trainer quality**: The trainers' (content) knowledge and skills (e.g. supporting self-regulation; providing qualitative feedback) play a crucial role in a PDI' effectiveness.

Note. Merchhie, E., Tuytens, M., Devos, G., & Vanderlinde, R. (2016). Evaluating teachers' professional development initiatives: Towards an extended evaluative framework. *Research Papers in Education*, 1-26.

Based on the nine features aforementioned, I outlined the structure of the project program *Using Collaboration to Improve Listening Instruction* (UCILI). UCILI is designed to improve teachers' abilities to teach listening through collaboration and to support and monitor teachers' listening practice, that is, in the course of their teaching of listening, using on-line media and face to face meetings.

Duration. The project design incorporates the course with ten face-to-face meetings over a ten month period via Google site as platform for continuous networking. The project provides time necessary to prepare. Further, it implements best listening practice (from September 2018 to June 2019).

Site-based. In exploring professional learning at specific sites, the PD program can be implemented at the local and district levels. However, in this initiative, the PD is

for the local school. Sited-based professionalism does not merely emphasize individual

learning goals. It also contributes to teachers' sharing knowledge for the benefit of the

achievement of students. Site-based professionalism is an effort to attain the school's

vision.

Ownership. As of 2015, listening proficiency has become a criterion for senior

high school students entering college. As of 2019, a listening comprehension component

will be added to the curriculum for senior high students according to a National English

Curriculum Standard (Ministry of Education, 2017). The problem is that, currently, there

is no strong support program for teachers in many senior high schools. The project study

recognizes the inadequacies of the current situation and proposes a PD program to equip

teachers with the ability to improve their listening instruction to better meet the needs of

the local school and enable the senior high school teachers to cope with the obstacles and

issues they face.

Collective or collaborative. The program focuses on the collegial collaboration

to shape teachers' conversational routines [named by Horn and Little (2010)] to improve

teachers' abilities in listening instruction. The PD training is designed for English

teachers of the local site to facilitate collegial collaboration in local communities in

implementing LOA listening instruction.

Active learning. The networking media (Google Site) provides the participating

teachers varied topics for discussions to prepare teachers' subject knowledge and

pedagogical skills. Teachers can reflect on their learning between the face-to-face

sessions with each other anytime and anywhere. They can immediately get feedback from

the other teachers about the assignments and the reports of students' learning progress reflections. Then, can modify lessons plans and change the procedures of teaching and redesign the right-moment assessments for scaffolding LOA listening instruction. It is the objective of the classroom observations and ensuing face-to-face encounters that the participating teachers will become more confident in what they are doing, why and how.

Trainer quality. The quality of the trainer can have a significant impact on the progress of PD. In the study of INEE (2015), the findings indicated "poor teacher training fails teachers and teachers need well-trained teacher educators" (p.149). The findings revealed that those who have actual classroom experience can model the practices. Well-trained teacher educators can help teachers connect theory into practice. Coaching is like good teaching. Instructional coaches help teachers developing effective classroom instruction and learning environments. (Vanblaere & Devos, 2016). In the project PD, the coach must be good at differentiating approaches based on teachers' personalities, learning styles and teaching experiences of the participants. The teacher trainer must be an expert in ESL listening instruction in secondary education, who has earned coaching accreditation from English Education Resource Center, Ministry of Education of Taiwan. With regard to the objectives of the professional development, the program is expected to improve the teaching of listening including: (a) introducing the learner-centered listening teaching (Vandergrift & Goh, 2012) to meet the needs of diverse students in listening comprehension, (b) encouraging teachers to explore cognitive, metacognitive and socio-affective strategies – based on best practices - to improve students' listening ability, (c) promoting collaborative communication in groups or pairs to enhance

teachers' practice, and (d) providing opportunities for teachers to observe and be observed via peer coaching. Table 8 shows how the objectives can be reached in face-to-face sessions.

Table 8

Face to Face Sessions *of UCILC*

Using Collaboration to Improve Listening Comprehension (UCILC), 2018-2019	
Time	Face-to-Face Workshops
Session One	Collegial Collaboration Training Workshop
Session Two	Guided Professional Reading on Content Knowledge
	Discussion on Listening Assessment
Session Three	LOA Listening Presentation Workshop
	Students' Learner Training Workshop
Session Four	Listening Strategies Instruction Workshop
Session Five	CFGs in Lesson Plan Modeling
Session Six	Classroom Observation Protocol Workshop
Session Seven	The Coach Triplets Workshop
Session Eight	The Coach Triplets Practice
Session Nine	The Coach Triplets Practice
Session Ten	Teacher Conference on Classroom Practice

The first objective. It is supported by real classroom presentation. In the LOA Listening Presentation Workshop in Session Three and Guided Professional Reading on Content Knowledge presented in Session Two, an experienced teacher demonstrates why and how teachers take advantage of a learner-oriented approach in listening practice through real-classroom presentation.

The second objective. It is demonstrated by Discussion Listening on Assessment in Session Two and Listening Strategies Instruction Workshop presented in Session Four. The participating teachers learn how to use on-going assessments to meet the diversity of students.

The third objective. It is related to improve teachers' pedagogical knowledge and skills in listening comprehension. Teachers diagnose students learning difficulties and provide feedback on their experiences on how to integrate listening strategies to help students become better listeners. Consequently, Integrated Professional Development Activities (IPDA) is utilized to incorporate collaboration in teacher conference between the participating teachers on specific topics in learner training and pedagogical approaches into teachers in daily teaching. The Collegial Collaboration and Communication Training of Workshop in Session One and Students' Learner Training Workshop in Session Three are designed to ensure the tasks will be implemented to meet the needs of students. The two workshops focus on teachers' reflections in listening strategy improvement, student assessment, or self-directed learning activities for autonomous learning.

The fourth objective. It is linked to co-planning and co-instruction and supported with critical friend groups and classroom observation. The CFGs in Lesson Plan Modeling Workshop in Session Five are planned by the instructional coach. The role of the instructional coach is to ensure the protocols are being followed by critical friend groups. The participating teachers focus on skills training with the instructional coach. Protocols are used to look at different work (e.g., Lesson Plans and Classroom Observation Protocol) presented by the participating teachers. "Protocols keep the conversation focused and on track" (Moore & Carter-Hicks, 2014, p. 5). Additionally, in Coach Triplets from Sessions Seven to Nine, the protocols allow the presenters to hear the feedback without being defensive about their presentations. In the meantime, the

practice of Coach Triplets allows for equity of voices from different perspectives using peer coaching.

Proposal for the Implementation and Timetables

UCILI is a professional development program consisting of four phases. The four-phase PD consists of the foundation phase, the engagement phase, the implementation phase and the follow-up support phase, which develop the teacher's ability for best listening practice. The first two phases are conducted over the first semester (September 2018-February 2019); the others are for the second semester of school year (March 2019-June 2019). The procedure of the project PD is listed on Table 9.

Table 9

The Program of the Project PD

The Foundation Phase (Sep. 2018-Oct. 2019)

Content

- **Collaboration and Communication (Sep., 2018)**
- **Question and Discussions on Professional reading (Oct., 2018)**

Materials

Power Points:

1. **Barriers to Communication**
2. **Guiding Professional Reading –(*Teaching and Learning Second Language Listening*)**

Professional Reading

Teaching and Learning Second Language Listening: Chapter 1-Chapter 10

Discussion Topics:

1. What are the differences between process-based and product-based in listening instruction?
2. What are the factors influence the success of listening instruction?
3. What are significant listening strategies that students need to learn?

The Engagement Phase (Nov. 2018-Dec. 2018)

Content

- **Discussion on Assessment Workshop (Oct., 2018)**
- **LOA Listening Presentation Workshop (Nov., 2018)**
- **Listening Strategies Instruction Workshop (Dec, 2018)**

Power Points:

1. **Discussion on Listening Assessment**
2. **Students' Learner Training**

Discussion Topics

1. How can we put a metacognitive approach into practice in the classroom?
2. How do we adapt one-way listening to more interactive listening?
3. What are the differences between manner and the three types of listening metacognitive approach in a holistic listening instruction?

The Implementation Phase (Jan. 2019-Feb. 2019)

Content

- **CFGs in Lesson Plan Modeling (Jan, 2018)**
- **Classroom Observation Protocol Workshop (Feb., 2019)**

Power Points:

English Listening Competence

Handouts:

1. **Lesson Plan Modelling**
2. **Smart Goal Statement**
3. **Self-lesson Plan Reflection**
4. **Peer Lesson Plan Feedback**

Discussion Topics:

1. Lesson Plan Template
2. Self- lesson Plan Reflection
3. Peer Lesson Plan feedback

The Follow-up Support Phase (March 2019-June 2019)

Content

- **The Coach Triplets Workshop (March, 2019)**
- **The Coach Triplets Practice (April, 2019)**
- **The Coach Triplets Practice (May, 2019)**
- **Teacher Conference on Classroom Practice (June, 2019)**

Power Points: Coach Triplets

Handouts:

1. **Teacher-Driven Observation**
   - ✧ **Reflection of Presenter**
   - ✧ **Feedback of Observer**
   - ✧ **Advice and Suggestions of Coach**
2. **Protocols of Teacher Observation Form (SIOP)**

Discussion Topics:

Reflection, Feedback, and Suggestions

1. Reflection of Presenter
2. Feedback of Observer
3. Advice and Suggestions of Coach

The foundation phase. The participants firstly have to be familiar with the online media for the programs. Before rushing to use the new place platform, the instructional coach needs some strategies to help the participating teachers understand the purpose of the use of on-line media (Moll, 2013). Afterwards, topics and schedule are offered for teachers. The on-line media is tool to help sustain teachers' learning between face-to-face meetings (Moll, 2013). For example, the participants exchange their ideas and discuss the scaffoldings about: (a) how to link authentic listening texts to students' background experiences and cultures, and (b) how to connect past learning with new concepts through study group for professional reading to upgrade their content knowledge, and (c) identifying the factors which influence the successes of listening. On-line study groups lead participating teachers to prepare and expand their subject knowledge and enhance teachers' pedagogy (Moll, 2013).

The engagement phase. The participating teachers get involved in integrating the content knowledge, pedagogical knowledge and skills used in listening practice. The participants increase their understanding of LCT techniques and construct meaningful tasks to meet the needs of diverse students. In pairs or groups, the participating teachers discuss instructional strategies, scaffolding strategies, grouping and interaction strategies during co-constructing their lesson plans.

The implementation phase. It is the stage for lesson delivery. Teachers have to focus on trying out new approaches and implement listening strategies and skills in classroom practice. The phase seeks to increase the growth of personal strength of teachers applying their learning to lesson planning and classroom practice. As a

consequence, coplanning and peer-classroom observation with the instructional coach in CFGs are included. The phase helps teachers mirror in unit design and lesson delivery in accordance with their new learning.

The follow-up support phase. Shared leadership is most effective in teachers' practice change. Coaching Triplets (adapted from Herbert Thompson Primary School of Cardiff in Wales, Estyn, 2014; Coe et al., 2015), are a tool and tactics cultivating an open and honest culture for teamwork. The teachers take turns acting as presenter, observer and coach. Prior to that, teachers were given a brief training on how to conduct themselves in each of the different roles. Following that, the Triplets observed each other the teaching targets they decided to present (with one teaching, one observing/coaching, and one giving feedback on the observation and coaching) in their local school community. Using peer coaching via collegial collaboration, the Triplets are viewed as a small unit of teacher learning communities which increase opportunities to encourage and empower teacher learning. Based on the checklist of the observation protocol [SIOP], the ones act an observer or a coach gives the presenter feedback or suggestions in teacher conferences.

Potential Barriers and Solutions

There are several barriers identified with the full implementation of the new approach in listening comprehension. Teachers' resistance to implementing new approaches is one of the most significant barriers that must be dealt with. Threats to full implementation from the resistance of the stakeholder (teachers) can be addressed by school or district goal setting procedures. To address this issue (of teachers' resistance)

and emotion readiness on change, some researchers have pointed out an effective practice development needs to carefully deal with teacher's attitudes. Consequently, psychological support for low-motivated teachers becomes crucial for site-based teacher professional development to promote school-wide professionalism. "The poor motivation of low attending is a logical response to repeated failure (Coe, et al., 2015, p.6)". Coe, et al. (2015) also suggested PD can provide teachers with success and appraise their practice which is considered a better approach to get resistant teachers to participate in professional learning.

Another barrier is some teachers might assume that the training program is only for teachers who voluntarily join in. This is the point at which the local district administration becomes influential. They need to find ways to ensure that all the English teachers are involved in the PD. For local change, trust among stakeholders (between teacher-to-teacher and teachers-to-the administration) needs time to develop the emotional readiness of the teachers. (Hargreaves & Fullen, 2012)

Effective planning and preparation for professional needs bring staff on board. Effective schools are learning communities (Dixon, Yessel, McConnell, & Hardon, 2014). Dixon at el. (2014) identified the advantages of the TLCs within schools. TLCs emphasize collaboration, partnership and networking. In addition, Baum and Krulwich (2017) noted the work of professional development should be the same job teachers do during their time for routine lesson preparation. PD should not be an additional burden to normal teacher preparation time.

What teachers need the most but have the least is time. It is essential for teachers to have the necessary time to attend (and participate) in formal and informal meetings. A good PD program should not be designed in such a way as to add extra work for the participating teachers. Teachers' collaborative learning relies on real buy-in. If managed correctly, collaboration is a powerful tool that allows teachers to tap into new ideas and information. Another issue than can crop up is that of budgetary limitations. These, however, can be addressed through grant funding, in partnerships with in-service training organization such as English Education Resource Center (EERC), Ministry Education of Taiwan and school funding from local districts.

Such barriers are crucial factors which can have a significant impact on the success of the school's efforts to bring about change in improving students' listening abilities. Thus, it is of vital importance that an ongoing process of professional development is viewed as a fully integrated approach which aims to improve students' proficiency in listening comprehension.

Needed Resources and Existing Supports

To be successful in implementing of the professional development program, an on-line platform and a training site are two primary resources needed to be well-prepared. The participants are required to submit a g-mail address in order to register with Google Site. The platform is a communicative tool created by a crew of program faculty, including a program developer and a website designer, which is a channel for communicative collaboration.

The on-line platform coordinates the participating teachers to group them into a CFG consisting of three members so that they can freely discuss what they need; what they observe; feedback they receive and reflections they give during the process of PD. The training site is designed to be comfortable and non-threatening environment, allowing adequate space to facilitate either a whole-group or small group's activities that invite and engage teachers more fully in the learning process.

The two resources (Google Site—the on-line platforms accessible via the training site—NDSH) support the professional development model. A web-calendar will be provided to the participants with the schedule of each session's training and learning materials. The participants have direct access - 24/7, that is, all day every day - the latest materials, information and announcement with the on-line media at their convenience. The participants can read the contents of recommended professional readings or authentic listening materials to help establish background knowledge of the participants involved. Through this process, the professional development model can bring about a change in current listening practice in senior high schools resulting in the improvement of students' listening ability in real communication and for academic purposes as well.

The successful implementation of the professional development model for this research study is due to the close collaboration between NDSH and EERC. The NDSH will provide the training facilities, technology and supplies. The EERC will provide a data analysis expert and an instructional coach on listening instruction. In addition, EERC will announce the professional development programs through their websites. The NDSH

and the EERC are critical to the successful implementation of the PLC training developed

from this study.

Roles and Responsibilities

I have the primary role as a coordinator and program developer in the

implementation and one of the instructional coaches delivers the professional-

development model created through this research study. EERC will support the incentives

for the experts to carry out the activities listed in the time table above. Also, EERC will

provide administrative assistance for mailings, the creation of the Google Site creation

and the registration process.

Project Evaluation Plan

Effective practices require a deep and robust knowledge of the subject matter

content and content-specific teaching strategies (Merchie et al., 2016). Consequently, the

PD-evaluation policy should record both teacher's change and students' achievement

(DeMonte, 2013). The PD is a result of teachers' learning, the improvement of institution

or management (NDSH) for high quality listening instruction in real life communication

and academic learning, which agrees upon needs for teacher change.

I will use formative and summative evaluations to examine the effectiveness of

the propose project. In the study of Merchie et al. (2016), they overviewed of the main

measurement instruments. They underlined the importance of using multiple measures

and informants to map the effectiveness of PD. Lastly, their findings indicated that while

quantitative measures (such as questionnaires and surveys) provide evidence of

association, they also might be subject to bias. Quantitative measures are hard to know

about if the participants can adequately reflect on real practice on the school and curricular. On the other hand, qualitative measures (such as classroom observation or video recordings) provide direct measures of teacher's change in instruction.

The project evaluation plan is based on Gusky's (2014) distributed approaches of evaluation. Figure 2 shows the five levels of professional development evaluation. Gusky's model emphasizes the process of teacher change prior to changing classroom practice to achieve improved student outcomes. The plan of professional evaluation is goal-based, which is divided into formative evaluations and summative evaluations. Formative evaluations are more emphasized than summative evaluations.

Figure 2. Five levels of professional development evaluation.

Note. Gusky (2000). *Evaluation professional development*. Thousand Oaks, CA: Crown press.

Formative evaluations use qualitative measures by which teachers express their ideas or thoughts about their learning in PD. Formative evaluations focus on collecting the data of participants' reflection on their learning and classroom observation. It provides the information of how participants apply new knowledge and skills into classroom teaching during. It is used to gain insight into how the professional development program is being implemented. Summative evaluations, on the other hand, will be conducted at the end of the project to determine its overall effectiveness about organization support in collegial collaboration and students' outcomes in TELC in the year 2020.

Formative evaluations. The purpose of formative evaluations is to create reflective and self-directed teacher learners instead of a high stakes evaluation, an evaluation for employment or pay, of the qualification of teachers. In this project, teachers' reflections and discussions on Google site (such as co-constructed lesson plans and protocol of classroom observations) are important resources for on-going assessments to evaluate the teachers' development in listening practice.

Observation rubrics [SIOP, Appendix H] are utilized to garner information that will be used to specify strength and weaknesses of listening instruction. The rubrics are used to help teachers improve their professional practice. Classroom observation will follow this format: in the beginning, two observers—one is an experienced teacher and the other one is an instructional coach—use observation rubrics with categories of teaching practice to rate teacher's listening instruction in their classroom. Alternatively, video recordings can be used if or when real-time observations are not possible practical.

Summative evaluations. Students' achievement is view as evidence-based for teachers' effectiveness in listening comprehension. TELC will show evidence of the expected changes in student learning outcome. TELC is a proficiency test for senior high school students to enter college. With the data on students' learning, teachers and schools can use these results to determine if there are any specific strategies needed to be implemented to improve students' learning.

In addition, to get a broader perspective of the impact of collegial capacity in organization support and change, the AICT (National Center for Literacy Education, 2012, Appendix A, p.243-244) is used to help examine the development of collective

capacity in the project PD [AICT can be free download for personal and non-commercial use.] By using AICT, I hope to get a better understanding of the teacher collaboration and teachers' reaction, learning and organization support and change. The use of AICT will hopefully better understand how teachers understand how to use data to improve student learning and to create a collaborative culture. The stakeholder (teachers and EERC) can get concrete evidence whether:

- The PLC offers a safe, respectful trustworthy framework for supporting collaboration with reflective dialogue,

- Teachers can question what they are collaborating on and how they collaborate to support student learning,

- Teachers cooperate on agreements and goals about teaching and instruction, and evolve their professional activities by accessing data on student performance, and

- The administration ensures the meeting times and provides resources to set up teachers' mutual support and the administration promotes and rewards the learning of collaborative groups to act on their learning and practice. (NCLE, 2012).

As a result, EERC and the administration of the local site can modify and revise the program to meet the needs of teacher change and school change. Kane and Staiger (2012) demonstrated "no one measure can provide all of the information needed to accurately assess a teachers' performance for accountability or learning purposes" (Cited

in Goe, Biggers, & Croft, 2012, p.6). That indicated multiple measures provide a more complete picture of PD.

<div align="center">**Project Implications**</div>

Social Change

Drawing upon a sociocultural theoretical lens (Chang, 2013; Martin-Belttran & Peercy, 2014), in-service education should operate as a social context that can be for knowledge collection and learning. PLCs are catalysts to promote learning and the development of thinking in collaboration with other teachers. PLCs also generate new ideas and practice developed by the participants. According to the research of National Council of Teachers of English (2010), PLCs should not be regarded in the same way as communities of practice, as PLCs have their own specific features and functions: PLCs focus on learning, which benefit all teachers at all stages, PLCs encourage varied voices from the faculty, not only in one school but also in networks.

The study of Goe et al. (2012) investigated the PD measurements of Memphis in America. They indicated an evaluation with multiple measures is more objective to examine the effectiveness of teachers' practice and for continuous teacher training. The Memphis Teaching and Learning Academy uses the observation instrument as an indicator for teachers to map out their professional development. Teachers in Memphis can select the appropriate professional development options in accordance with the report of the observation rubrics. To mediate the unsatisfactory part, teachers can quickly identify their professional training needs which are linked to specific indicators. However, if the rating is excellent, teachers can focus on pursuing an area that they have

a desire to grow in. This allows teachers to take advantage of the local leadership and expertise and the school and the administration to reduce professional development costs. Following the model of the proposed PD, it is hoped EERC can set up varied levels of PDs to meet diversity of the diversity teachers' need from across the different districts.

Local Change

The participants of PLCs of English language arts emphasize teacher learning, whereas communities of practice which share a common interest in classroom practices but may not focus on learning. Teachers are intentional about structuring their instruction and student learning so that all perspectives and all voices are heard, and respected. PLCs are very teacher-centered. Teachers work together, sharing successful strategies and developing innovative approaches to share problems. "Teaching goals, shared artifacts, administrative support, school norms and divisions of labor were all important features mentioned by teachers explaining their collaboration" (Martin-Belttran & Peecy, 2014, p.722). The proposed project will conceptualize teacher collaboration as an on-going process of teacher learning and as interrelated activity system which aims to improve student's listening ability. For the goals, teachers will meet their partners at pre-arranged time to have regular discussion about their work (study group in subject knowledge, collegial collaboration in coplanning, peer coaching in doing classroom observation and group discussion to give feedback). Teachers will and should not be isolated in their castles (classrooms). The participating teachers in the project will be asked to use a wide range of tools such as lesson plans, reflective notes, varied on-going assessment, instructional materials and classroom technology in their collaboration.

The project puts an emphasis on a reflective, diversified and active array of techniques and strategies aims at improving both teacher delivery and student performance. As a consequence, the project focuses on teacher learning communities of individual schools that make visible their collaborative learning process. For example, teachers in the local schools may avail of the ample opportunities to share their pros and cons to benefit one another, working on the ways to overcome the barriers in their professional learning and overcome difficulties when doing listening instruction. Afterwards, the teacher-evaluator conferences provide teachers constructive feedback and suggestions. For example, they give advice or examples of how to formulate questions in whole class and group discussions or discuss strategies for classroom management. The observation rubrics help teachers to know about their weaknesses and the ways how to improve their listening practice with the help of an instructional coach or a master teacher in teacher learning communities. They can transfer all those tactics in teaching listening comprehension and other skills with the shared-leadership. The professional development of this project provides English teachers and the administration in senior high schools with a comprehensive understanding of an LOA strategies instruction training. The local schools will benefit from greater collegial collaboration for sustaining teacher-learning-community concept and teacher change in listening practice to develop students' second language learning.

Summary

After investigating teachers' perceptions and attitudes of listening instruction, a proposal for PD is used to support the challenges of teachers in teaching listening

comprehension. In this section, I made the justification for the choice of project based on a synthesis of relevant literature. To make a deliverable PD, there are several aspects should be well-examined: the objectives and structure, the implementation and timetables, project evaluation plan, the resource and existing barriers, and the impact of local and social change.

The next section is a detailed description of my reflection in the process of the capstone of doctoral writing. I reflect the roles I took as a scholar, a practitioner and a program developer. I describe how the roles influence my professional development in local communities and social change in SLA. I also write the conclusion for the findings of the study.

Section 4: Reflections and Conclusions

Introduction

Listening is currently being recognized as having a major role in communication in second language acquisition. Among the four skills in SLA, listening is used more frequently than the others—speaking, reading and writing (Arafat, 2012). However, Chang (2012) indicated the Taiwan SLA program largely emphasizes the teaching of reading and writing with little or no meaning given to the teaching of listening comprehension skills. This is due, in large part, to the lack of training and preparation needed to teach listening comprehension among Taiwanese' secondary English teachers.

Nguyen and Pan (2012) reviewed six popular intermediate level (ESL/EFL) textbooks and found the listening activities in the texts were very product-oriented. The listening activities are mainly designed for testing word recognition or comprehension. They provided suggestions for process-oriented approaches to supplement product-oriented teacher-made and textbook activities. Siegel (2014) provided empirical evidence to support instructors who tend to rely on product-based approaches when teaching L2 listening. Siegel found that 70% of the classroom listening activities involved checking comprehension.

As of 2015, listening has become a benchmark skill for the Taiwanese senior high school students entering tertiary programs (Chen, 2015). Many senior high English teachers consider the primary purpose of their listening instruction is to prepare students for tests, where competence answering multiple choice questions is the main requirement. The dubious test-oriented approach employed by English teachers in the Taiwanese

secondary system appears to have resulted in students' low motivation and confidence in their listening (Chou, 2015). As the things stand today, most of teachers seem to lack the awareness of the significance of such affect-related problems. A product-oriented approach is the main stream technique dominating teachers' listening instruction revealed by the four interviewed participants examined in the project study.

The existing research-based literature (Yeldham & Gruba, 2014) on L2 listening practice strongly suggests that a process-based approach is more effective for developing students' listening proficiency. In the same vein, the study in NDSH involving the four interviewed participants, mentioned that teaching listening strategies with a learner-oriented approach indicated significant improvement in students' listening proficiency and learning motivation. Thus, English teachers need to be equipped with the abilities to implement process-oriented instruction in their teaching. The findings also suggested that teachers in Taiwanese high schools need to be trained to adopt a more process-based approach to teaching listening. The next step would be to conduct a listening professional development program incorporating collegial collaboration to create a safe environment to build up teachers' confidence and abilities to best practice of listening instruction.

In this section, I reflect on the project's strengths for bridging the gaps between L2 real-life listening comprehension and the true scenario existing in senior high EFL classrooms. Following that, I address several recommendations in response to the limitations of the project design. With regards to the limitation, I share alternative approaches for problem remediation. In the end of the section, I analyze my new learning from the project study; I discuss my reflection as a practitioner, a project developer, a

project coordinator and a scholar. Lastly, implications and directions for the L2 in

listening instruction and future research are explored along with some suggestions

regarding the stakeholders—English teachers and the administration of the local district

and Ministry of Education of Taiwan.

<div align="center">**Project Strengths and Limitations**</div>

INEE (2015) demonstrated that "effective professional development consists of a

set of characteristics, which must have a strong alignment with "national goals, modeling

effective practice, opportunities for collaboration and on-going support" (p. 57). The

project is well-structured to meet the four characteristics, which include five strong

strengths of the project.

Project Strengths

Gladwell (2008) emphasized the importance of professional development where

an expert needs10, 000 hours of professional practice. The four-phase listening PD

program in this project demonstrates the strength in the project's scope and design. It is

demonstrative of realistic listening practice and experiential practice.

Long-term and on-going design. A long-term and on-going design of the project

shows a strong strength of the professional development training. "Teachers attend

workshops on how to write better lessons—but they don't actually write them during the

workshop" (Baum & Krulwich, 2017, p. 63). Teachers experience many new ideas

excitedly but they are not allowed to do any practice in such a short-term workshops.

Unlike traditional PD, the proposed project is one of long term and on-going design that

helps the participating teachers to write, practice, and deliver more engaging listening lessons and effective classroom listening instruction continuously.

Content knowledge and pedagogical skills. During the Foundation Phase of the proposed project, the participating teachers are encouraged to engage in professional reading to develop teachers' understanding of content and pedagogical knowledge. The professional reading consists of ten chapters divided into two parts: (a) Part 1—Learning to Listen and (b) Part 2—A Metacognitive Approach to Listening. The professional reading prepares teacher with prior knowledge related to the core concepts of what, why, and how of teaching listening comprehension which include such concepts as cognitive, metacognitive and socioaffective strategies in practice assessments.

Vandergrift and Goh (2012) explained the difference between process-oriented and product-oriented courses. In a product-oriented listening course, listening comprehension targets test-taking skills rather than the broader skill set of listening styles, techniques and strategies, which is expected to be achieved through the teaching procedures of listening and then producing answers. This kind of approach results in learners' frustration or even failures in listening because product listening instruction tends to focus on test-taking as the primary task (Vondergrift & Goh, 2012).

Task-based lessons. A process-oriented listening instruction, on the other hand, gives learners reasons to listen and makes listening communicative. Since effective communication is the essential in listening, task-based lessons are considered a better tactic to be incorporated into process listening instruction (Zheng & Borg, 2014). Task-based lessons require learners to listen for the information and give appropriate responses

to deal with problems in authentic contexts, or in real life. In doing so, learners are cognitively and affectively engaged. Therefore, they can pay attention to meanings and use skills and strategies to achieve comprehension.

Peer mentoring. In the Engagement Phase via the Implementation Phase, teachers will have to do coplanning and peer-classroom observation with CGFs. The group of CFGs should help develop and strengthen the teacher's awareness of their respective strength and weakness of their implementation and presentation. Coplanning serves as a tool creating a safe and risk-free learning environment along with the immediate feedback between teacher-teacher and teacher-instructional coach that constructs teachers' ability. Working together, the participating teachers are encouraged to support one another in lesson planning. Parker, Wasserman, Kram, and Hall (2015) demonstrated that peer coaching creates a positive environment in which teachers with more experience peers can develop more sophisticated skills. "Peer coaching can result in quality implementation of the content and skills learned in workshops" (INNE, 2015, p.89). Peer coaching uncovers the obstacles and releases the anxiety of conflicts arising in competing commitments.

Instructional leadership. Teachers are inspired and motivated to try out their new learning and skills after attending workshops. However, upon returning to schools, teachers find it is hard to find support (Casky & Carpenter, 2012). INEE (2015) also argued that "in too many cases, teachers revert back doing what they have done" (p. 120). There is no on-going appraisal, performance management, or encouragement from their school-site leader or the administration. As a result, the Follow-up Support Phase

becomes the key to the success for the continuous professional development. Coach Triplets are used as a self-directed monitor to improved listening instruction.

These teams are not PLCs or study groups. Baum and Krulwich (2017) stated, "Together this team practices delivering lessons, observes in one another's classrooms, shares feedback, and revise their lessons" (p. 64). Each group consists of three colleagues who teach the same subject at the same level. In the Follow-up Support Phase, instructional leadership inspires teachers to share leadership and promote greater collaboration among the participating teachers. The instructional rounds focus on what and how students are learning to help teachers reflect on their pedagogical approaches. Within the team, teachers' real professional development takes place. Teachers who develop skills for instructional leadership may become more self-directed towards improving their practices.

All in all, the project tends to provide sufficient support for a listening PD by using collegial collaboration. Collective capacity and shared-leadership are emphasized to help overcome difficulties while the participants are designing their LOA listening strategies instruction plans. Gusky and Carpenter (2012) noted a "collaborative organization model can facilitate teachers' discussions about professional readings, student work, data, instructional practice and assessment techniques and school improvement goals" (p. 52). The professional development allows flexibility, autonomy, and individually paced modules that provide a more positive influence on systemic change. The stakeholders can be somewhat flexible when implementing new methods of teaching listening according to the needs of their context (i.e., time, content and duration).

Thus, the districts will be able to stimulate the improvement of students' listening abilities based on the need of the schools and teachers that creates a high quality of teacher learning communities.

Project Limitations

There are the two major limitations of the study. This research is a case study. Data collected at one school (NDSH) may not be sufficient for generalization. Hatch (2002) noted that a single case study does not allow a researcher to prove causation for other context even though it may offer deep descriptive pragmatic knowledge. Following-up research at other sites (local schools of the district) to further reinforce themes and the findings from this study is required.

The narrow audience (four participating teachers) can be considered the other limitation. To make systemic change of the school, it is necessary to truly engage all English teachers of the local site to participate in this training. Consequently, the site-based (school-based) teacher learning community can share a common language when implementing new approaches in listening. In the context of job-embedded environment, achieving the outcome to improved listening comprehension can be expected. Strong collegiality and collaboration in PLCs may be replicated to establish a common framework in corresponding to routine professional conversation.

Regardless of data limitation, the present study provides other researchers and professionals in L2 with a proven and tested model. The same model can be used to engage in further exploration of effective listening practice which is less product-oriented and more process-oriented. On-going collegial professional conversation and pending

research in second language listening and learning might lead to greater development of listening practice in the Taiwanese secondary system.

Recommendations for Alternative Approaches

Findings from this study indicated that current in-service listening professional development programs are not sufficient. In order to help teachers change their practice, the PD must incorporate realistic and experiential practices within the listening program. Gravani (2015) argued that each of these adult learning options is beneficial for myriad stakeholders (lead-teachers and expert in SLA). The alternative approaches are well beyond the scope of findings considered for this single project design. The practical choice I consider is to train one highly capable staff member of different districts and the expert in EERC in effective coaching strategies. The experts of EERC are from different levels of schools of different districts. They are best coaches after being trained as teachers' trainer to coach local teachers of different districts.

The other alternative considerations are included for further application for adjusting and adapting of the PD program. EERC will be responsible for supporting the professional development through their websites. The alternative approaches can also incorporate a 3-day-face-to-face training with follow-up continuous PD on-line. The purpose of a listening PD is to train lead-teachers of the local districts, to train the experts in EERC to be trainers of local districts throughout the country, or to serve as a hybrid of online and in-person training.

Scholarship, Project Development and Evaluation, and Leadership and Change

The procedures of synthesizing the literature, collecting data, developing the project, and conducting ongoing self-reflection have helped me develop new skills as a scholar. Coupled with the expertise of my committee, I believe to have acquired the skills and knowledge which have enabled me to reach a scholarly and doctoral level. My committee members provided critical and constructive feedback to prepare me with the knowledge and abilities needed to conduct this research project.

In the proposal stage, I learned what may be the largest single weakness in ESL listening instruction – the lack of effective teacher training which focuses on how to improve listening skills. As a result of this discovery, I was able to identify strategies to develop research questions and study methodology from scholarly questions. I gained knowledge on how to use proper methodology to answer research questions; afterwards I appropriately used the findings to inform best practice in listening instruction.

In the project development stage, the application of coursework learning afforded me the opportunity to make substantial progress in designing and producing a comprehensive scholarly project. Through the process of the completing the capstone project, I learned more about leadership and social change. I now feel fully competent in my ability to map out teacher-led projects that can potentially impact school change.

A high-quality PD contributes to teacher change (DeMonte, 2013). In the stage of reflection and conclusion, I learned that my decision in pursuing a doctoral degree had made my career and professional development far-reaching. The study has the potential scope of how with the proper leadership in PLC might make significant change take place.

The capstone project brings out changes in students, English teachers, educators, and teacher learning communities in teachers' practice of different levels to improve students' learning in listening comprehension in the local school. The four interviewed participants reflected that the heart of building a high-quality PD was teachers' collaboration, which should be supported with components in the following. The components include the use of external expertise in data analysis, instructional coaching in listening strategies, peer coaching in classroom observation, teacher reflection, and experimental listening practice. As a result, teachers' working together is emphasized in support of shared-leadership in a strong PD program. This can be accomplished with co-constructing a lesson plan, instructional coaching, and problem solving in assessment design. All of these steps encourage extended and structured professional conversation that should serve to provide substantial PD over time.

Project Development and Evaluation

In the process of the study, reviewing and analyzing of the data showed me the way an educational project can serve as a solution to a gap in listening practice. After careful consideration of the findings from this study and the literature base that I have reviewed, a professional development program was determined. Peter and Porritt (2014) noted for the successful implementation of professional learning to take place, one must constantly bear in mind the goals, and overarching objectives and how they accord with the data analysis and district's needs. To keep the alignment with the overarching goals and objectives, I used the concept of backward design in developing professional learning activities. The primary goal of the PD is to improve student learning outcomes; therefore,

when planning a PD, program developers must begin with clarifying those outcomes. This means they plan backward, beginning where they want to end (Gusky, 2014). Afterwards, they work back to the processes leading them there. There is a clear map on how to achieve the desired outcomes. The concept of backward design is beneficial to the program developer as it facilitates elasticity in the decision- making process and in evaluating the PD. Formative and summative evaluations are used to assess the strength and limitations of professional training (Walker, 2013).

Leadership and Change

The synthesis of research led me how to connect the project to other research-based practices. I created a map incorporating a four-step process to assimilate in the study to develop teachers' abilities in listening practice to improve students' listening proficiency while contributing new ideas to the education field. I identified a gap in listening practice based on data analysis; I researched the field for the current knowledge in addressing the issue. Based on the learning and scholarship of others, specific actions were taken in accordance with content, as well as subject knowledge embedded with pedagogical strategies and skills to implement steps for change. Lastly, I reflected and refined the actions taken in collaborative inquiry. Each step is to change teachers' practice and to improve the learning process for students' listening comprehension. This process could potentially be used for any gap in educational practice.

I learned that to create teacher change in local settings requires a strong scholarly knowledge base coupled with the ability to critically review scholarly literature and research. Trust is the key to support the work of the examined inquiry for data driven

solutions to gaps in teachers' practice (INEE, 2015; Tam, 2015; Zhang, 2015). The challenge I encountered in doing the research included: (a) schedules for data collection, (c) transcription of data, (b) revisions for writing, (d) analysis of data to determine themes, (e) synthesis of current literature, and (f) time management. With the strong support of my committee, I ensured that I minimized biases. In doing research and planning the PD project for in-service teachers, I have developed my ability as an educator and scholar. I have acquired the skills of conducting research and using evidence and critical feedback to reflect on the results of my findings. The guidance I have received from my committee has served to enhance my capstone writing. I now possess the ability to more thoroughly and deeply reflect on scholarly knowledge. The scholastic training of the doctoral study has been supporting me to keep tighter timelines yet remain flexible in achieving my goals.

Analysis of Self as Scholar, Practitioner and Project Developer

As a scholar, I learned how to integrate the findings of the results of data analysis into a project of the study. Throughout the doctoral capstone project study, the committee members and other professionals I met in my course of study were instrumental in my acquisition of new knowledge and insights about teaching and learning. I had numerous conversations with local teachers and the administration about the current context of listening practice in senior high schools; I learned how to use online databases from the library of Walden University to review current studies on listening in SLA.

The capstone research started with a problem statement that is fundamental in scholarly study. During synthesis of the literature, I narrowed the focus of my research so

that I could identify an appropriate conceptual framework in support of the project study. Based on the problem statement, I designed research questions and sought appropriate methodology for the study. I increased my awareness of the need to have alignment in the process of research that established the validity and reliability of the project study.

Practitioner. In the pursuit of my doctoral studies, I have had to explore new learning vistas to which I had never been previously exposed to. This has resulted in my having acquired a field of knowledge, albeit largely theoretically. However, in making the transition from researcher to practitioner and in applying my new found knowledge in the capstone project, I now find myself in the position of becoming a scholar-practitioner. As a scholar who is applying learning for practical purposes, I try to contribute to the advancement of individuals, communities, organizations, and society. Specifically, I am hoping to bring about a positive pedagogical change in how the skill of listening is taught in a local Taiwanese high school.

I obtained a more overall map about teachers' perceptions and current context at a local site from developing the project. A scholar-practitioner is one who knows and understands how to apply learning for practical purposes (Suss, 2015) and focuses on improving local communities in a professional program. Over the last 2 decades, there has been a serious lack of PD for the teaching of listening in the Taiwanese secondary system. The findings of the project study showed that not many senior high teachers know how to scaffold listening instruction to improve students' listening ability and that in-service PD is essential for teachers to promote systemic change.

Project developer. As the executive secretary and co-program designer in an educational institution, my responsibility is to provide Taiwanese senior high English teachers with high quality professional learning development. In my mind, high quality PD plays a major factor in effectively improving the quality of teachers' practice to improve students' learning.

In the project study, I learned that learning needs of teacher participants must be considered in sustaining professional learning. As a result, an effective project greatly relies on teachers having a routine conversation in sharing ideas, tips, and resources with collegial collaboration to reduce anxiety and build self-efficacy (Martin-Beltran & Peercy, 2014). To improve the quality of teachers' practice, professional development programs for teachers need to be sustained during and after a professional learning. Collaboration helps overcome obstacles in the implementing learner-oriented listening practice (Airsl, 2016). The development of an effective and successful professional program is due, in part, to a highly collaborative process. I believe a social change may result as teachers begin to share work and serve collectively as educational stakeholders. Shared leadership, like collective capacity in co-planning and co-teaching and peer coaching in classroom observation, provides teachers with the necessary tools to plan and teach. In such a way, the project development can potentially help in-service professionals to upgrade their teaching skills and classroom management. The outcome of a professional development program can be far-reaching in bringing out improved student achievement in listening proficiency.

Reflection on Importance of the Work

As a result of my research, I have come to the conclusion that the teaching of listening as a skill necessitates a broader and more comprehensive approach than the one currently being used by most Taiwanese ESL instructors. Schmidt (2016) stated, "Testing a skill without first teaching it would not be acceptable for reading, writing, or speaking, and therefore it should not be acceptable for listening" (p. 2). I concur; students need a more focused approach to listening comprehension to develop effective listening skills. Schmidt emphasized that the focus of listening instruction should be changed from not just that it is done (product-oriented), but rather how it can and should be done (process-oriented).

In Vietnam, Vu and Shan (2016) showed that listening is the most difficult of skills for EFL students because EFL learners lack direction on how to listen. They demonstrated local EFL learners are not well-enough equipped with appropriate strategies to be able to independently develop listening comprehension on their own. Similarly, Luu and Phung (2013) found that the traditional listening teaching method accounted for the low level of listening motivation and confidence in EFL Vietnamese students in listening comprehension. Consequently, teaching listening is a challenge in EFL classroom for instructors because English teachers there - like their counterparts in Taiwan - have received little training in listening instruction.

The issue at hand is that while listening is going to be integrated into the English curriculum in 2019, teachers in the Taiwanese secondary senior high are not fully aware (and in some cases, not even partially) of how to teach this skill in practice. To bridge the

gap between the ideal and the current situation, this study (and the subsequent project that follows) offers a solution to this long-term problem in Taiwanese secondary language education. Based on the information from interviews held with the four interview participants, teachers consider listening for test purposes to be equivalent to teaching listening as a skill. It has become increasingly evident that teachers have to provide a supportive learning environment for building classroom community and collaboration with appropriate listening materials and interactive tasks to raise students' motivation to learn and practice listening (Yeldham, 2016).

Ngo (2016) stated that current literature review has emphasized the importance of listening practice in LOA listening strategy instruction. Participation in the proposed PD training program will focus teachers on a student-centered listening course that will be supported with face-to-face workshops and supplemented with a sustained on-line program. During the planning phase for the listening course, the sequencing of goals and objectives takes place. Once the goals and objectives are set out and sequenced, teachers can select appropriate texts for tasks, decide proper task types as students' learning outcomes, determine complexity of responses in tasks, and specify the criteria used to check their students' listening comprehension.

Therefore, the importance and impact of decisions made regarding authentic materials cannot be understated. The task types and degree of authenticity impact the cognitive demand of the listener (Chou, 2017). The teachers may appreciate that the materials should be authentic, meaningful, and interesting as they appeal to and activate the students' interests and involvement in the listening courses.

Wallace and Sintani (2014) indicated "listening practice where students controlled the listening materials had a significantly larger effect than teacher-controlled input practice" (p. 71). Strong motivation is likely to make students more willing to try new listening strategies and approaches so that they can plan and monitoring their listening learning (Rost, 2013). Students may also realize that the course designed by their teachers utilizes activities which help raise learners' awareness, activate prior knowledge, enhance language knowledge, and integrate their understanding with meaningful listening tasks. In such a way, students participate in interpersonal and intrapersonal interactions which facilitate learning of listening.

The outcomes of the project are significant. Such projects allow teachers and schools to design and implement LOA listening instruction which embodies a more holistic listening practice in SLA. This project study provides teachers opportunities to work collaboratively in working towards best practice, which promotes senior high teachers expertise to meet the needs of diverse students. As teachers' pedagogical knowledge and skills in listening instruction grow, their students' motivation and listening proficiency are likely to increase as well. This job-embedded training is about improving L2 learners second language acquisition by reinforcing the heart skill—that of listening.

Implications, Applications, and Directions for Future Research

An appropriate plan for professional learning provides the support to change the listening instruction in local schools. Gulamhussen (2013) noted the practice preparation should not merely describe a skill to teachers, as traditional workshops do (listening to

lectures without hands-on practice), because only 10% of teachers can transfer the skill to practice. The social impact of this doctoral study exists at several levels. I define it at the individual level, organizational level, societal level and policy level.

The Individual Level

For L2 learners, thinking in English when learning English is very important (Ahmad, 2016). However, the widespread use of teaching English via Chinese brought out the negative impact in developing students' listening ability that is very significant for L2 learners in SLA. Students will be able to avail of more opportunities for college and career preparedness because "listening skill has a large correlation with EFL proficiency…, which has multiple influences in primary and secondary language learning (Bozorgian, 2012, p. 8)". As mentioned earlier, the acquisition of listening as a skill has merit well beyond the classroom as it is also an important life skill. Having better listening skills could, therefore, have a significant impact at both future academic and professional pursuits. The students will benefit from teachers' awareness of the importance of listening comprehension in SLA (Rost, 2014). Teachers are expected to become increasingly aware of the importance of listening and how to teach it, thus increasing the prospects of better student performance developing their listening skills. To improve L2 learners' listening comprehension, teachers have to be very learner-centered. Teachers need to be aware of the special mindset such as: (a) speed of aural word recognition, (2) the difficulty in the process of listening tasks, and (c) the recognition of the differenced in interactional styles and appropriate social actions when communicating with others, all of which are beyond the basic acquisition of language.

Consequently, teachers' increased awareness on instructional listening strategies surely influences the individual student's listening achievement (i.e., the example of Taiwanese senior high schools) in entering college. Learner-oriented listening strategy instruction gives students greater confidence and opportunity for academic and real-life communication success in school (Bozorgian, 2012). It is expected that the PD will increase collegiality among the members of the PD.

The Organizational Level

The PD puts emphasis on collegiality and collaboration that upgrades teachers' listening practice, and that impacts the environment of school culture and climate. "To achieve individual effectiveness and therefore build organizational substainality" (Suss, 2015, p. 62). It is the responsibility of the administration of the local school to empower teachers so that they are willing to do change in their practice. The PD process causes participants to take actions through collective capacity on which teachers can reflect and for which they are willing to take accountability for school change. In the organizational context, the steps taken in PD enable the participants to understand the positive core of teachers' experience. In doing so, teachers develop their content knowledge and padagogy. More importantly, they develop a better understanding of their context. The impact of this PD was felt at both local and district levels. The local setting can use outcomes from the project to create a model in support of future instructional decisions and practices. At the district level, social change will be addressed through alternative approaches in practices.

The Societal Level

The project can be adapted to address similar issues to improve other educational programs. Components of the project (Table 9) can be used by other school districts and educational organizations where the administration can use the model to further advance similar workforce capacity in teaching L2 learners listening instruction. Especially valuable is the information about collegial collaboration via peer coaching that serves as a tool for producing social change. Teacher-led peer coaching may led to the building of communities of teachers who are consistently working together to improve their teaching. Although Coach Triplet's process is initiated at the local level in the PD, the administration of other schools of different districts can easily adapt the approach to their own schools or different schools of different districts. The model can be flipped and utilized with a strategic mixture of highly effective and beginning or ineffective teacher of the districts. The process of project PD contributes to self-perceived leadership on a societal level. Beginning teacher and ineffective teacher can observe best practice from high effective teachers and peer-coaching feedback from highly effective teacher after they are observed. Teachers who join in the PD will increase confidence in teaching and leadership capacity within schools (Power, Kaniuka, Philips & Cain, 2016). The participating teachers can share their ideas to expand professional knowledge of best practices and build collegiality with a tie of professional learning communities.

The Policy Level

The PD program proposes solutions to address the inadequacies of current listening and comprehension practice. As the project stands, it presents to educators and

administers a deliverable and effective way to change the environment of L2. This PD responds to new demands as set out in the policy of National English Curriculum Standard (2019) in the Taiwanese secondary system: (a) seeking to formally include a listening component in the high school English program (heretofore absent), (b) reducing the current gap between the actual real-life communicative abilities of students' reading and listening skills, and (c) improving and enhancing the English language program, due to the all-around benefits of listening that will help provide high school English education with a better scope in globalization that presently is highlighted at Taiwanese higher education (College Entrance Examination Centre [CEEC], 2012a).

Recommendation for Practice

Although the primary audience of the project is senior high English teachers in NDSH, the project can be applied to other school and district educators. Yearwood, Cox, and Cassidy (2016) noted that a new model of course design should be an integrated model with a tight bond among connection, engagement, and empowerment. The new model provides a consistent and flexible framework that can be used to plan in any discipline or level. As the local problem about listening practice showed that most school do not offer clearly written comprehension curriculum for listening (Chang & Lu, 2012; Chou 2015), students at Taiwanese secondary levels are weak in their listening comprehension (Li, 2015). The learning experiences created by the participating teachers of the PD in my project study for learners were strongly consistent with the outcomes of student learning found in the literature. Learners were highly motivated and more engaged in the process-oriented listening instruction as revealed by the four interviewed

participants. The project content provides teachers ten structured workshops. Yearwood at el. (2016) stated prelisting tasks are for supporting learners' schemata of background knowledge and core vocabulary for predicting the topic of the listening text. While-listening tasks are designed for strategies training. Postlistening activities are used for monitoring and evaluate students' learning in the former two phases. During the four phases training in the proposed PD, methods for collegial collaboration are presented step by step to build teachers' ability in designing authentic assessment activities and refine teachers' practice through the three stages of listening instruction.

The project PD offers teachers opportunity to share their thoughts and ideas, teachers are confident of implement the new approach in their classroom. In my study, the participants stated the three stages in listening instruction showed a good connection to engage and empower students' learning from inside and outside classroom. When applied to a larger educational environment (senior high schools), the project content and genre provoke the renovation of PLC practices different from traditional PD.

Recommendations for Future Research

While the project has the potential for answering some questions, there are many others that remain unanswered. To generalize the results of the project study, similar studies should be replicated in other settings. In addition, there could be an investigation about how much time is needed to bring about change in improving students' listening comprehension. The research might be beneficial for the administration of the schools or districts to determine the length of follow-up support for sustaining the improvement of listening practice. Moreover, schools might be interested in how to reduce teachers'

resistance in the implementation of listening practice. Therefore, they might want to explore how tools of collegial collaboration change teachers' attitude and self-efficacy in a quantitative approach (i.e., how collegial collaboration work in school changes in L2). Consequently, administration is in a position to help future students improve their learning capabilities to prepare for advanced study and real-life communication.

Conclusion

The qualitative data collected as a part of this project study indicated the participating teachers felt the experience of collegial collaboration via peer coaching enhanced their ability in listening practice. Examining the perceptions of teachers helped determine best practices to meet the needs of students to improve their listening comprehension. The sample school selected for this study was characterized by effective job-embedded teacher learning communities (TLC). The TLC was steeped in professional coaching in listening competency.

The four interviewed participants found value in teacher reflection in coplanning and coteaching via classroom observation. They attributed their growth in collective capacity to their confidence to share instructional listening strategies and ideas learned with other participants in the local school. They revealed the benefits from seeing new methods implement into their practice and put new techniques they learned from their peers into action. These findings were supported by the study (2015) of Kelly and Cherkowski, "Shared expertise allows the independence to grow" (p. 5). The four teachers demonstrated collegial collaboration allowed them for continuous learning and enhanced accountability among the participants of the learning community. The

collaboration is being the way for them to breathe the synergy in their teaching and learning. In conclusion, collegiality and collaboration is the heart of PD that increase teachers' confidence and raising their self-efficacy to improve student learning.

The project, a professional development program for English teachers, is designed to address a solution to listening instruction currently taught in the Taiwanese secondary school system. The site-embedded PD is suggested to support the teachers' pedagogy in listening practice. Such training is to propel the success for L2 learners' listening ability. The project strengths are composed of practical and essential elements of listening practice. The capstone of the dissertation resulted in designing a program to bring out school change in a four-step process consisting of: (a) problem identification, (b) analysis of current knowledge, (c) action planning, and (d) reflection.

The project opens a window for me to explore what authentic professional development is and how to plan a sustained on-going PD for adult learners in an educational context. In accordance with the study of DeMonte (2013), a research-based professional development program can provide teachers with high-quality professional training. With the acquisition of this new high-level knowledge and experience, I achieved scholarly practice through regular communications and conversations with the committee to self-directed learning and self-reflection in the process of capstone writing. The scholarly research exploration with synthesis of the literature, data collection and project development all contributed to my becoming a better scholar, practitioner, and teacher-trainer and project developer. I learned that in developing a far-reaching professional learning plan, it is critical to start with the analysis of students' and teachers'

needs. School improvement and teacher change in listening programs can be best achieved using collaborative leadership.

A research-based project study is a mirror to reflect the real-context in an educational environment. In the Taiwanese secondary levels, teachers are very test-driven when teaching listening comprehension found in the study and other research. With regard to listening in SLA, few research focused on investigating teachers' perceptions about their difficulties, their preparation of content knowledge and pedagogical skills in teaching listening. The case study provides sufficient information about the local context to help learners and instructors in teaching listening comprehension. Also, the research-based project leads professional-development program to the target destination for the change of listening practice in classroom. Supported by a model of listening PD with strong support of teacher learning communities, schools will benefit from a new implementation in listening comprehension.

Teaching does not necessarily result in learning. While the "Teaching & Learning Paradigm" (T&L) has significantly evolved over the last fifty years (prior to which, the paradigm was rather static), certain areas in the domain of ESL, notably that of Listening - particularly here in the Taiwan secondary system - have remained isolated from the current paradigm shifts. I believe, the dichotomy of how the instruction (teaching) of Listening as a skill is currently being conducted across the Taiwanese ESL secondary system. The purpose and scope of this study is to rethink the T&L of Listening as a skill and propose how it can be delivered in a more efficient and effective way so as to result

in both a better academic performance, but even more importantly, as an essential life-skill.

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Appendix A: The Project

Using Collaboration to Improve Listening Instruction **(UCILI)**

The Foundation Phase (Sep. 2018-Oct. 2018)

Face-to-Face Session	On-line Discussions
Content ● Collaboration and Communication (Sep. 2018) ● Guiding Professional Reading (Sep. 2018-Oct. 2018) **Materials** 1. Handouts: Guiding Professional Reading (*Teaching and Learning Second Language Listening*) 2. Power Points: Barriers to Communication	**Professional Reading** *Teaching and Learning Second Language Listening:* Chapter 1-Chapter 10 **Discussion Topics**: 1. What are the differences between process-based and product-based in listening instruction? 2. What are the factors which influence the success of listening instruction? 3. What are significant listening strategies that students need to learn?

Description of the Foundation Phase

The purpose of the Foundation Phase is three-fold:
(a) To develop teachers' subject knowledge and background knowledge about listening instruction
(b) To present the barriers in communication and collaboration
(c) To have teacher reflect on their progessional reading through selected topic discussions

In Foundation Phase, participants firstly have to be familiar with the online media for the programs. So, before rushing to use this "shiny, new place platform", the instructional coach needs to help the participating teachers understand the purpose of the use of on-line media tool and become familiar with it. Afterwards, topics and schedule are offered for teachers. The on-line media is a tool to help support and sustain teachers' learning between the face-to-face meetings. On-line study groups lead participating teachers to expand their subject knowledge and enhance teachers' pedagogy.

Professional Reading Handouts

Teaching and Learning Second Language Listening
(Larry Vandergrift and Christine C.M. Goh, Pub: Rutledge)

Chapter 1-Chapter 10

Chapter	Description
Chapter 1: Challenges and Opportunities in Listening Instruction	Ch 1 provides an overview of how listening has been taught over the last 50 years concluding a more " holistic approach" be employed and based on the process of how we learn to listen.
Chapter 2: Listening Competence	Ch 2 looks at the active features (what they *do*) listeners employ as well as the awareness of aspects and what makes interactive listening uniquely different from one-way listening.
Chapter 3: A Model of Listening Comprehension	Ch 3 provides a comprehensive and solid theoretical model which incorporates both processes and concepts as well as how the component parts function within the model..
Chapter 4: Factors That Influence Listening Success	Ch 4 illustrates how outcomes vary for different learners due how the degree of awareness and engagement of each.
Chapter 5: A Metacognitive Approach to Listening Instruction	Ch 5 lays out a theoretical basis describing how self-awareness and self-knowledge can positively affect learner engagement via oral/spoken participation which improves listening both in and out of the classroom environment.
Chapter 6: A Metacognitive Pedagogical Sequence	Ch 6 examines learner self-awareness in a ranges of areas – planning, self-monitoring, solving problems, etc. – come together to create a logical and effective sequencing which can the trigger listening processes required to develop real-life listening skills. Activities are provided to demonstrate what the sequencing should look like.
Chapter 7: Activities for Metacognitive Instruction	Ch 7 provides more activities based on how such aspects as self-concept, motivation and anxiety and how learner awareness of them can bring about self-awareness of the what listening really is and entails.
Chapter 8: Developing Perception and Word Segmentation Skills	Ch 8 looks closely at some of current literature which examines the importance of a bottom-up approach to listening, how listeners break down what they hear into distinct segments and also provides more activities based on a bottom-up approach to listening.
Chapter 9: Task-Based Listening Lessons	Ch 9 demonstrates the importance of pre- and post-listening activities, making the point that real listening goes beyond simply understanding but is an active process to make the listening experience richer and more deeper..
Chapter 10: Projects for Extensive Listening	Ch 10 could be described as "listening beyond the classroom", focusing on a range of extended-listening projects. These activities and projects are designed in such a way as to increase learner awareness of the importance and impact in a number of areas: their specific understanding of listening, the learning strategies they can employ and how these projects provide additional experience in the perception and interpretation of listening in the real world.

PowerPoints: Barriers to Communication

Barriers to Communication

http://www.istockphoto.com/ae/photos/brick-wall/excludenudity=true&sort=mostpopular&mediatype=photography&phrase=brick%20wall

Time Constraints

https://rpgmaker.net/games/4087/blog/10206/

http://www.allergyhome.org/challenges/time-constraints/

Barriers to Communication

Oh ... did I mention ... noise?

http://www.zevar.co/cramped-office-space.html

Barriers to Communication

http://www.goodwp.com/3d/15481-water-bottle-help-note-cork.html

Choice of Medium

HELP!

Barriers to Communication

A NEGATIVE ATTITUDE IS LIKE A FLAT TIRE, YOU CAN'T GO ANYWHERE UNTIL YOU CHANGE IT.

http://www.warhorsebarbellclub.com/what-negative-attitudes-or-bad-habits-are-holding-you-back/

CHANGE YOUR ATTITUDE

http://www.affirmationsforpositivethinking.com/Positive-thinking-to-Change-Situations.htm

Barriers to Communication

THE PROBLEM WITH SOME PEOPLE...
IS THAT THEY EXIST

http://www.thememesfactory.com/the-problem-with-some-people-is-that-they-exist/

Negative moods … are like … negative Attitudes … dark and gray

Barriers to Communication

Collaboration is . . .
    an equal contribution according to our strengths:

- Who are the team member?
- What is the desired outcome?
- What is your timeframe?

http://www.socialventurepartners.org/tucson/2017/01/26/collaboration-leads-to-innovative-solutions-at-svp-event/

Collaboration is . . .
    an equal contribution according to our strengths:

- Who are the team members?
- What is the desired outcome?
- What is your timeframe?

http://riversofthinking.com/wp-content/uploads/2016/03/collaboration.jpg

Collegiality and Collaboration

Collaborators often bring different visions of the final product to a project. Discussing the desired outcome from the outset and working toward a common vision can often improve productivity and cut down on heated debates.

Every Student Counts

Communication, Collaboration, & Collegiality:
The PEs' Role in Building Community at Your Center

https://image.slidesharecdn.com/communicationcollaborationcollegiality-160202021643/95/communication-collaboration-and-congeniality-1-638.jpg?cb=1454379524

Never be afraid to ask questions, and reformulate until you get the answers you need!

Asking the "right" questions
●What do you think?
●What do we want to accomplish?
●What do we need to do to reach our goal?

https://anyaworksmart.files.wordpress.com/2013/10/questions.jpg

The Engagement Phase (Dec. 2018-Mar. 2019)

Face-to-Face Session	On-line Discussion
Content ● LOA Presentation Workshop (Oct. 2018) ● Discussion on Assessment Workshop (Oct. 2018) ● Students' Learner Training (Nov. 2018) ● Listening Strategies Instruction Workshop (Dec. 2018) Power Points: 1. Discussion on Listening Assessment 2. Students' Learner Training	**Discussion Topics**: 1. How can we put a metacognitive approach into practice in the classroom? 2. How do we adapt one-way listening to more interactive listening? 3. What are the differences between metacognitive approach in a holistic manner and the three types of listening instruction?

Description of the Engagement Phase

The participating teachers get involved by being tasked to integrate the content knowledge, pedagogical knowledge and skills used in listening practice. The participants are encouraged to increase their understanding of LOA techniques and construct meaningful tasks to meet the needs of diverse students. In pairs or groups, the participating teachers discuss instructional, scaffolding, grouping and interaction strategies during co-constructing their lesson plans.

Powerpoints: Discussion on Listening Assessment

Task-Based Listening Lessons

What are the purposes of listening comprehension tasks?

- Foregrounding the importance of comprehension during listening
- Engaging learners cognitively and affectively
- Offering opportunities to develop core skills

2017/9/4
1

Task-Based Listening Lessons

Why do we develop learners' meta-cognitive strategies in process-based activities?

- Helping learners plan and prepare the skills and strategies
- Activating learners' awareness of their listening comprehension in the process of activities

2017/9/4
2

Listening Comprehension Tasks

Listening Comprehension Tasks

details
global
understanding
main ideas
infer
predict
selectively

6 core listening skills

One-way Listening

Interactive Listening tasks

Developing process-based Lessons

Promoting authentic listening and metacognitive awareness
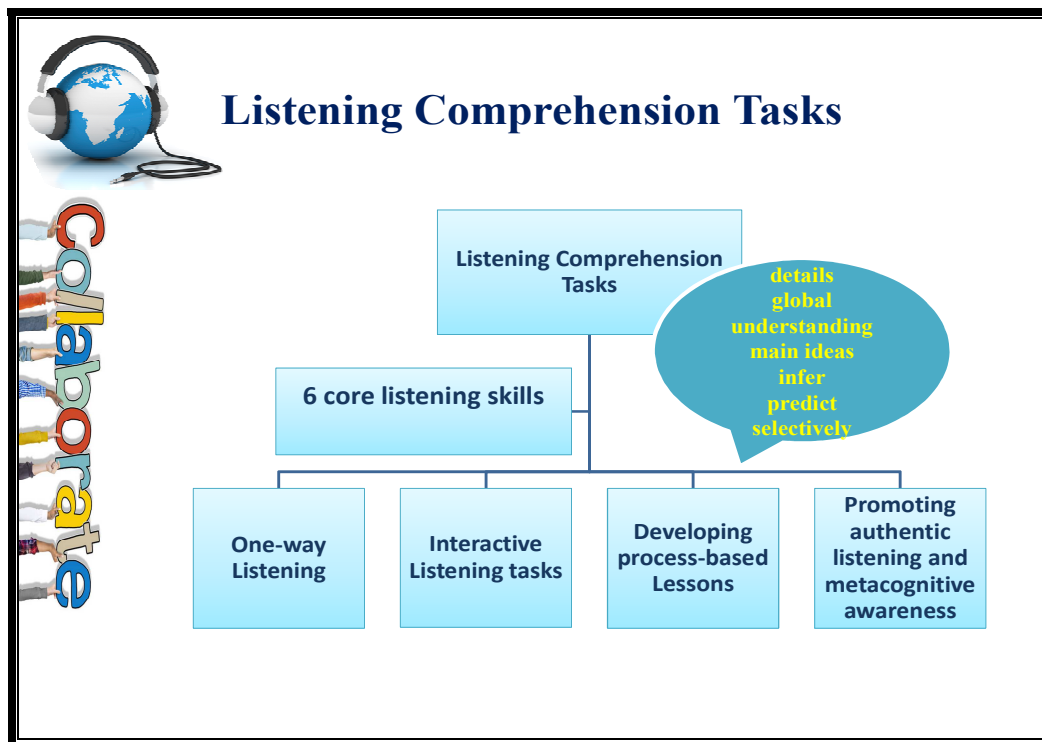
Listening Comprehension Tasks

How do you address the unknown & core vocabulary?

● **Different functions**

Pre-listening: language orientation; reduce learner anxiety

Post-listening: review selected vocabulary; use words in follow-up tasks

● **Selecting core vocabulary before instruction**
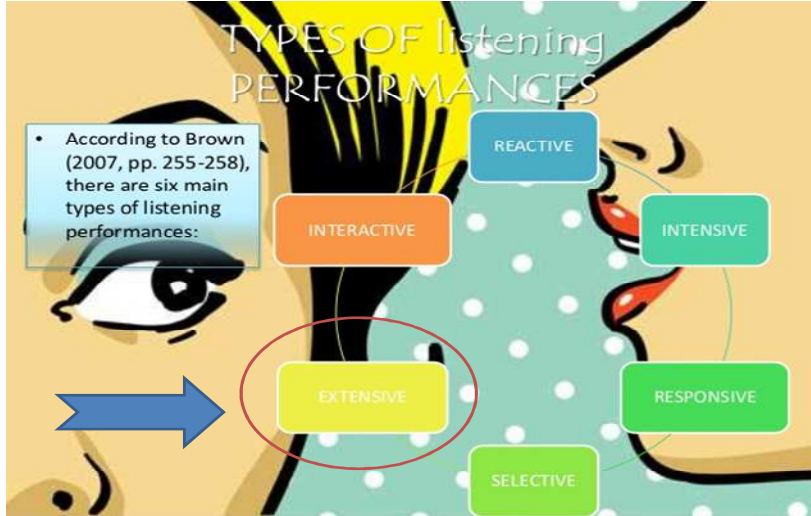
Mini-project for Post-listening Activities

2017/9/4   5

Mini-project for Post-listening Activities

Stage 1 Receiving   Stage 2 Understanding   Stage 2 Remembering   Stage 2 Evaluating   Stage 5 Feedback

https://saylordotorg.github.io/text_stand-up-speak-out-the-practice-and-ethics-of-public-speaking/s07-04-stages-of-listening.html

Mini-project for Post-listening Activities

Peer Listening Project	• Work in pairs • Design a listening lesson with relevant listening tasks
Facilitated Independent Listening	• Teacher planning • Learner involvement
Listening Buddies	• Work in pairs to plan their own listening program • Co-monitor their listening development
Authentic Interview	• Work in groups • Planning, rehearsing, interviewing and reporting

2017/9/4   7

Closing Remarks

● **The importance of metacognitive instruction in extensive listening practice**

● **Learners motivated to persevere**

● **Teacher's scaffolding and support learners to get into the habit of extensive listening practice**
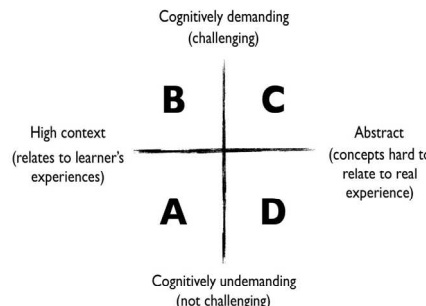
2017/9/4   8

Challenge

Why do we need to categorize listeners' responses according to degree of authenticity and cognitive demand? (p. 195)

- Listeners' responses in different categories represent various degrees of listeners' readiness and competence.

- The chart will help teachers in designing listening tasks for different learners.

Cognitively demanding (challenging)

High context (relates to learner's experiences) — Abstract (concepts hard to relate to real experience)

B   C

A   D

Cognitively undemanding (not challenging)

Note: Vandergrift, L., & Goh, C. (2012). *Teaching and learning second language listening: Metacognition in action*. New York, NY: Routledge. P. 195

2017/9/4

9

Handouts

Students' Learner Training

Main Concepts

1. What is Differentiated Instruction?
2. Key Elements of Effective Differentiated Instruction

Discussions
1. Each team chooses one topic from Group I (**A**, **B**, **C**) and one topic from Group II (**i**, **ii**, **iii**).
2. Discuss their meanings and figure out how you could apply this concept to listening instruction.
3. Share your opinions with others.

Teacher can differentiate through….	A. Content	B. Process	C. Product
Teacher can differentiate according to students	i. Readiness	ii. interest	iii. Learning Profile

The Implementation Phase (Jan.-Feb. 2019)

Face-to-Face Session	On-line Discussion
Content ● Lesson Plan Modeling Workshop (Jan. 2019) • Classroom Observation Protocol Workshop (Feb. 2019) **Handouts:** 1. Lesson Plan 2. ModellingSmart Goal Statement of Mini-PBL 3. Self-lesson Plan Reflection 4. Peer Lesson Plan Feedback	**Discussion Topics**: 1. Lesson Plan Template 2. Self- Lesson Plan Reflection 3. Peer Lesson Plan Feedback

Description of the Implementation Phase

The Implementation Phase is the lesson delivery stage. Teachers are required to focus on trying out new approaches and implement listening strategies and skills into their classroom practice. This phase seeks to increase the growth and personal strengths of teachers by applying their learning to lesson planning and classroom practice. As a consequence, co-planning and peer-classroom observation with the instructional coach in CFGs are included. The phase helps teachers mirror unit design and lesson delivery in accordance with their new learning.

Handouts

Lesson Plan Modelling
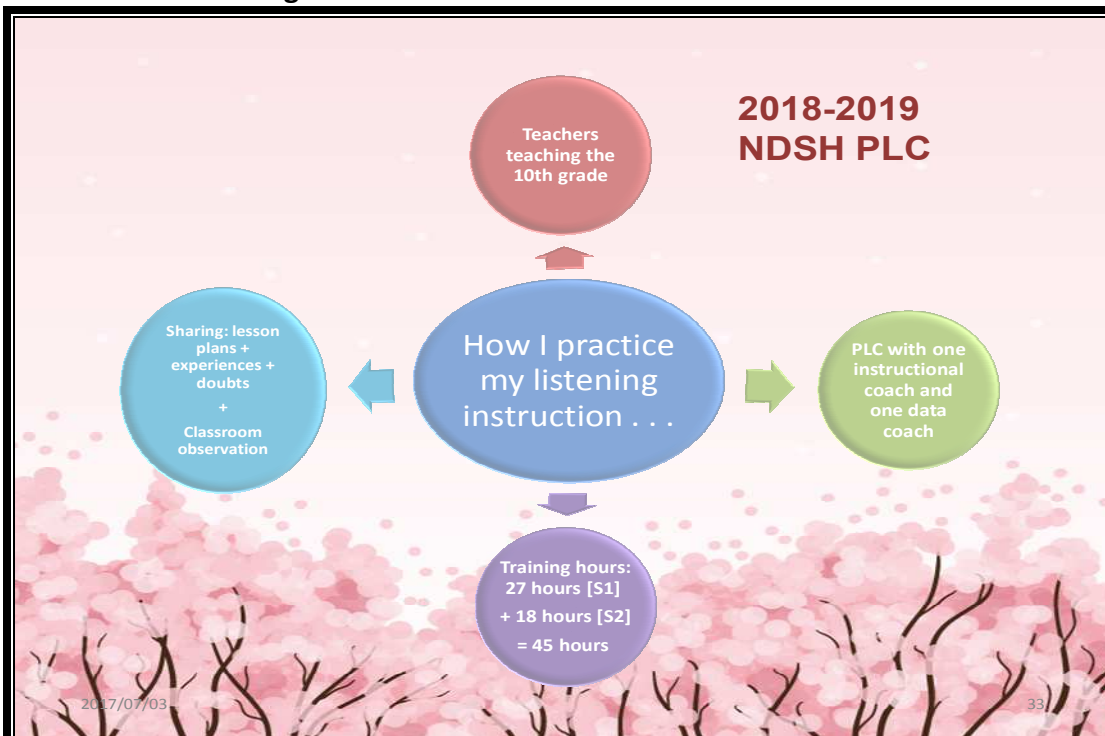
Listening Stages	Activities
Pre-listening Stage	I. Getting Started: It is for creating background knowledge II. Thinking Ahead: Learning the core vocabulary related to the listening text ✧ Cold dictation ✧ Visual dictation ✧ Visual dictionary ✧ Scramble words
While-listening Stage	III. Let's Listen ✧ Listening for the main idea ✧ Listening for details ✧ Listening for key information ✧ Listening for inference
Post-listening Stage	IV. Learning More ✧ Sharing opinions ✧ Mini-PBL presentation V. Vocabulary Review VI. Self-assessment

SMART Goal Statement

Goal Statement	This mini-PBL report is to help develop students' English that students learned from the listening materials and present in real-life situations.
Specific	To improve students' language and delivery skills in presentations.
Measurable	The evaluation of mini-PBL task of the presentation includes: (1) Students' self-assessment (2) Students' peer-evaluation (3) Scores marked by the instructor The aspects that are evaluated: (1) Materials and organization (2) The contact with audience (3) Delivery
Actionable	For example, when students act as an agent who are asked to design a bike tour for customers, **questions** are used to guide the students to analyze their targeted customers' needs. In addition, **group discussions** help them brainstorm the ideas, and **a graphic organizer** is designed to help them organize their presentation. The **rubric** will be given to the students beforehand to remind them of the essential elements of a good presentation and also help them prepare their presentations.
Realistic	Provided with clear supported materials [the worksheet, and group discussions, online resources], students will learn how to plan a project related to the topic of the listening materials in the textbook. They will also practice their presentation skills via oral delivery.
Timely	Given 50 minutes, the students work together to discuss on their plan in the class. One week later, the students are expected to deliver their Power Point presentations in class.

Self- Lesson Plan Reflection

Stages of Reflection and Evaluation	Examples of reflections and discourse		
	Teaching	Assessing	Unit Lesson design
What did you do?			
How did you do it?			
How did you feel about it? ✧ successes / failures in your view			
What will you do next time? ✧ (Changes have you made. And why? ✧ Or the evidence show that you are doing fine, and that you shouldn't change any of your approaches)			

Peer Lesson Plan Feedback

Designer: **Reviewer:**

Date:

Content:

The Strength of the Lesson Plan
●   ●   ●   ●   ●   ●

Suggestion: activities for revisions
●   ●   ●   ●   ●   ●

The Follow-up Support Phase (March-June 2019)

Face-to-Face Session	On-line Discussion

Content
● The Coach Triplets Workshop (March 2019)
• Teacher Conference on Classroom Practice (April-June 2019) (Feb. 2019)
 	
Materials
Power Points: Guidance of Coach Triplets
 	
Handouts
1. Teacher-driven Observation Forms
   ◇ Reflection of Presenter
   ◇ Feedback of Observer
   ◇ Advice and Suggestions of Coach
2. Sheltered Instruction Observation Protocol (Appendix H)
	Discussion Topics
	Reflection, Feedback, and Suggestions
	1. Reflection of Presenter
	2. Feedback of Observer
	3. Advice and Suggestions of Coach

Description of the Follow-up Support Phase

In Follow-up Support Phase, shared leadership is most effective in teachers' practice change. Coaching Triplets are a tool and tactics cultivating an open and honest culture for teamwork. Teachers take turn acting as presenter, observer and a coach. In the first run, teachers were given the training of how to carry out lesson observation. In the second run, the Triplets observed each other the teaching targets they decided to present in their local school community. Based on the checklist of the observation protocol [SIOP], the ones act an observer or a coach gives the presenter feedback or suggestions in teacher conferences.

Power Points: Guidance of Coach Triplets

The Triplets

The ones act an observer or a coach give the presenter feedback or suggestions in teacher conferences.

Teacher learning communities

Encouraging and empowering teacher learning

Using observation protocol [SIOP]

Classroom Observation

- exploration, not criticism
- unraveling together, not monitoring
- a shared resource
- taking value away from any discussion
- describing and assessing the practice
- looking for the results, not the person's competence

Pre-Observation Questions

1. What specifically do you wish the observer and the coach to look for?
2. What specifically do you wish the observer and the coach to know?
3. Is there a particular student you would like observer and coach to watch?
4. What are your objectives and expectations for the lesson?

Post-Observation Questions

1. How do you think the lesson went?
2. Can you recall what the students were doing that made you feel this way?
3. What do you remember about what you did or the strategies you used?
4. How does this compare with what you expected would happen?
5. What could be some reasons it happened this way?

Classroom Talk

What is the interaction pattern – one person talking at a time, many people at one time, or a mix? Who regulates this pattern? How is turn-taking managed?
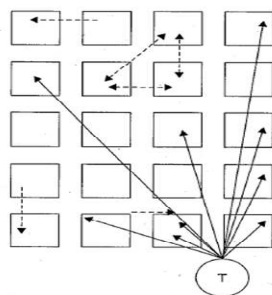
Key:

T = Teacher

O = Observer

———▶ = Teacher question to individual student

- - - -▶ = Student interacting off task

Teacher Movement

- How does the teacher greet students?
- To whom does the teacher direct questions?
- What kind of feedback does the teacher give to questions?
- How does the teacher giver directions? (What kind?)
- How does the teacher encourage discussion?
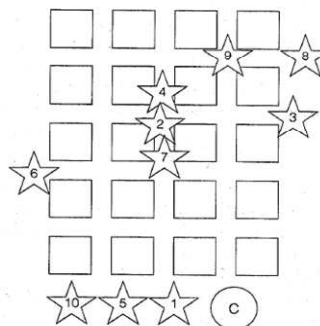
Observation and Reflection Form
Teacher Presenter: **School:**

Date:

Content:

What did I do for today:
•
•
•

Write down the core actions or listening tasks/activities I presented.

➢ What areas are you currently struggling with (be specific) in listening instruction?

➢ What did you learn from your presentation today?

➢ What are the key actionable changes? Will you implement to meet your listening instruction?

Observation and Reflection Form

Presenter: **Teacher Observer:**

School: **Date:**

Content:

What I'm watching for today:
●
●
●

Be specific in sharing the core actions or listening tasks/activities you observed.

➢ Be specific to summarize the three strengths of the lesson that you would like to share with the presenter.

➢ What did you learn from classroom observation today?

Observation and Reflection Form

Presenter: **Teacher Coach:**

School: **Date:**

Content:

What I'm watching for today:
•   •   •

Tasks/activities I observed. Be specific!

Quick Hits

My Suggestions based on SIOP

Project Summative Evaluation
Asset Inventory Collaborativr Teams (AICT)

NATIONAL CENTER FOR LITERACY EDUCATION
NCLE

Asset Inventory for Collaborative Teams

I. Deprivatizing Practice

How often are the following things true about the group you are collaborating with?	Rarely or Never	Sometimes	Often	Almost Always
We observe and provide feedback to each other.	☐	☐	☐	☐
All members of the group stay engaged and accountable to each other.	☐	☐	☐	☐
We make commitments to try new things and report back on the results.	☐	☐	☐	☐
We are comfortable sharing evidence related to our individual and collective efforts.	☐	☐	☐	☐
We share what we learn with others beyond our group.	☐	☐	☐	☐
Our group's work connects to the broader goals of the system in which we work.	☐	☐	☐	☐

III. Maintaining an Inquiry Stance

How much do you agree with the following statements about the group you are collaborating with?	Strongly disagree	Disagree	Agree	Strongly agree
We have a clear purpose that focuses our collaborative work.	☐	☐	☐	☐
Our collaboration focuses on core issues of student learning.	☐	☐	☐	☐
We are clear about the student outcomes we are working toward.	☐	☐	☐	☐
We work through a cycle of planning, acting, and reflecting on evidence about our practice.	☐	☐	☐	☐
We routinely monitor our progress towards our goals for students.	☐	☐	☐	☐
We incorporate expertise and research evidence into our inquiry as appropriate.	☐	☐	☐	☐

IV. Using Evidence Effectively

How often are the following things true about <u>the group you are collaborating with</u>?	Rarely or Never	Sometimes	Often	Almost Always
Our collaboration stays grounded in evidence of student learning.	☐	☐	☐	☐
We use a wide range of data sources.	☐	☐	☐	☐
We have the skills in our group to use data effectively.	☐	☐	☐	☐
When we try something, we analyze the impact on student learning.	☐	☐	☐	☐
We examine and discuss student work with each other.	☐	☐	☐	☐

V. Shared Agreements

How much do you agree with the following statements about <u>the group you are collaborating with</u>?	Strongly disagree	Disagree	Agree	Strongly agree
We agree about the most important outcomes for our students.	☐	☐	☐	☐
We agree about how to assess those outcomes.	☐	☐	☐	☐
We agree about effective instructional practices.	☐	☐	☐	☐
We have a common understanding of and emphasis on literacy across disciplines.	☐	☐	☐	☐
Our shared agreements drive our decisions and our work.	☐	☐	☐	☐
We hold each other accountable for acting on our shared agreements.	☐	☐	☐	☐

VI. Supporting Collaboration Systemically

How much do you agree with the following statements about <u>the organization in which you work</u>?	Strongly disagree	Disagree	Agree	Strongly agree
Teachers, administrators, and other professionals trust each other.	☐	☐	☐	☐
Collaboration is a routine part of how we do our jobs here.	☐	☐	☐	☐
The organization has provided us with useful training and/or tools to help us collaborate more effectively.	☐	☐	☐	☐
The organization provides timely data that sheds light on our shared question.	☐	☐	☐	☐
New learning about effective practice is shared across the system.	☐	☐	☐	☐
Dedicated time is built into the work week for professional collaboration.	☐	☐	☐	☐
Our leadership supports and promotes our collaborative work.	☐	☐	☐	☐
Our leadership engages in collaborative work with us.	☐	☐	☐	☐
We are encouraged to experiment with our practice and try new ideas.	☐	☐	☐	☐

Appendix B: School Principal Consent Form

Form 1 School Principal Consent Form

I give consent for Pearl Chang to use the official documents (e.g. TELC & MALQ) and conduct participating teachers' interviews in the proposed study.

I have read the Project Information Statement explaining the purpose of the research project and understand that:

- All information obtained will be treated in strictest confidence.
- The learners' and participating teachers' names will not be used and individual learners will not be identifiable in any written reports about the study.
- The school will not be identifiable in any written reports about the study.
- I may seek further information on the project—*Using Collaboration to Improve Listening Instruction in the Taiwanese Secondary Schools*—from Pearl Chang on +886988585719.

Tsai, Chih-Sung
_____
Principal

Tsai, Chih-Sung
_____
Signature

20/09/2016
_____
Date

校長同意書

我同意張碧珠老師使用本校之檔案紀錄(TELC 和 MALQ)的問卷研究數據結果和教師訪談在她的研究——*使用協作以改善台灣中學聽力教學*。我已閱讀該研究的目的，並瞭解：

- 學習者的名字將不會被使用，學習者個人不會在有關研究的任何書面報告識別。
- 學校將不會在有關研究的任何書面報告識別。
- 需要對此研究的有一步了解時，我可以透過電話+886988585719 連絡張碧珠老師

校長簽名： 蔡和和
日期： 105.9.20

Appendix C: Letter of Cooperation From a Research Partner

Northern District Senior High (NDSH)

Date: March 23, 2017

Dear Pearl Chang,

Based on my review of your research proposal, I give permission for you to conduct the study entitled *A Qualitative Case Studying Collaboration Use to Improve Listening Instruction in Taiwanese Secondary Schools* within the NDSH. As part of this study, I authorize you to do data collection using focus group discussions, individual interviews and classroom observations, member checking, and results dissemination activities. The school will inform teacher participants who received learner-centered approach listening instruction program and asking if they are interested in the study and willing to participate group discussions and individual interviews. Individuals' participation will be voluntary and at their own discretion.

We understand that our organization's responsibilities include: voluntary English teachers, classrooms, consulting room that the partner will provide. We reserve the right to withdraw from the study at any time if our circumstances change.

I understand that the student will not be naming our organization in the doctoral project report that is published in Proquest.

I confirm that I am authorized to approve research in this setting and that this plan complies with the organization's policies.

I understand that the data collected will remain entirely confidential and may not be provided to anyone outside of the student's supervising faculty/staff without permission from the Walden University IRB.

Sincerely,

Appendix D: Letter of Participant Invitation and Participant Consent Form

Date: March 22, 2017

Dear Potential Participant,

I am Pearl Chang. I am conducting my Walden doctoral study—*A Qualitative Case Studying Collaboration Use to Improve Listening Instruction in Taiwanese Secondary Schools.* The purpose of this case study is to investigate perceptions of teachers' insights to identify the strengths and challenges of teachers in teaching listening comprehension.

I am inviting you to participate in the study and what your participation would involve being part of a focus group, being interviewed and being observed. The selected participants are based on responses received from teachers meeting the inclusion criteria: (a) Schools that intend to make changes in how listening is taught, (b) The teacher participants need to be the ones who received a learner-centered instruction program at NDSH, (c) The teacher participants continue implementing the new approach in their practices, (d) The teacher participants have to confirm that they received a learner-centered instruction program at NDSH by the Letter of Participant Invitation and express their willingness to join group discussions and individual interviews and classroom observation in the study, and (e) The participants' willingness to express their views openly and honestly concerning their implementing a new approach in listening instruction.

Your name will not be shown in the doctoral project report that is published. The data collected will remain entirely confidential and will not be provided to anyone outside of my supervising faculty/staff without permission from the Walden University IRB.

Contact Information:
E-mail: pearl4807@gmail.com

Best,
Pearl

Participant Consent Form

Northern District Senior High (NDSH)

You are invited to take part in a research study about *A Qualitative Case Studying Collaboration Use to Improve Listening Instruction in Taiwanese Secondary*. The researcher is inviting four secondary English teachers at NDSH to be in this case study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Pearl Chang, who is a doctoral student at Walden University.

Background Information:
The purpose of this case study is to investigate perceptions of teachers' insights to identify the strengths and challenges of teachers in teaching listening comprehension

Procedures:
If you agree to be in this study, you will be asked to participate in an audio-recorded group discussion, an individual interview and a classroom observation:
● You will attend one face-to-face focus group discussions, which will last 45-60 minutes, and
● You will attend one individual interviews, which will last for 30 – 45 minutes
● I will be observing your listening instruction in your classroom, which will be about 50 minutes.

I will keep what you said, during individual interviews and a group discussion, confidential as well. The interviews and focus groups will consider the pedagogical aspects of teaching English as a Foreign Language (EFL) such as listening strategies, availability of training and/or materials for information regarding teaching listening strategies, and your experiences with your colleagues in managing the pedagogy of listening.
Here are sample topics engaged:
A. Focus group interview
● teacher reactions to teacher training activities regarding teacher collaboration
● teacher responsibility and commitments to working in a group
● teacher interest in becoming a leader in collaborative work
● teachers' barriers in listening practices

B. Individual Interview
● teacher reflection of learner-centered teaching approach

- the most beneficial listening activities and learning strategies teachers use in the classroom
- students' engagement in listening comprehension
- tools and tactics helpful to teachers' preparedness to teach listening instruction

C. Classroom Observation

The Sheltered Instruction Observation (SIOP) is the tool used for classroom observations, which includes eights dimensions:

- Lesson Preparation
- Building Background
- Comprehensive Input
- Strategies
- Interaction
- Practice and Application
- Lesson Delivery
- Review and Assessment

Member Checking

The meetings for each member checking will last for 30 minutes. I will offer the general summary of group discussions and individual interviews and my general summary. Member checking allows you (the participants of the study) to read the summary transcript of your interviews to establish the accuracy and to clarify the researcher bias.

Voluntary Nature of the Study:

This study is voluntary. Criteria for the teacher participants for this study includes the following: (b) The teacher participants need to be the ones who received a learner-centered instruction program at NDSH, (c) They continue implementing the new approach in their practices, (d) The teacher participants have to confirm that they received a learner-centered instruction program at NDSH by the Letter of Participant Invitation and express their willingness to join group discussions and individual interviews in the study, (e) The participants' willingness to express their views openly and honestly concerning their implementing a new approach in listening instruction and (f) The only participants that will not proceed appear to be those who choose not to participant once asked.

You are free to accept or turn down the invitation. No one at NDSH will treat you differently if you decide not to be in the study. If you decide to be in the study now, you can still change your mind later. You may stop at any time. Please also note, I will follow up with all volunteers to let you know whether or not you are selected for the study based on aforementioned criteria.

Risks and Benefits of Being in the Study:
Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as stress, fatigue, and uncomfortable. Before doing a group discussion, there will be ground rules for the participants. There is no right or wrong answers. All the opinions are appreciated and valued. Being in this study would not pose risk to your safety or wellbeing. The study will avoid any sensitive topics. Findings from this study will be reported in a doctoral dissertation and may be used by NDSH leaders to improve the professional listening instruction program or to assist other districts in implementing a similar program. Furthermore, listening instruction is expanding both nationally and internationally. Therefore, the findings of this study might provide insights to benefit other districts during their implementation process.

Payment:
The participants must participate freely and without any material inducements. For showing the appreciation of teachers' participation of the research, the researcher will send a thank-you e-mail after the study is completed.

Privacy:
Reports coming out of this study will not share the identities of individual participants. Details that might identify participants, such as the location of the study, also will not be shared. However, you need to cite your real name in the consent form. Participants are asked to keep all that is said in the focus group discussion as confidential. In addition, the researcher will not use your personal information for any purpose outside of this research project. Data will be stored in a locked file cabinet for which I only have the key. After five years all data on my laptop will be deleted. After five years any physical data will be shredded. After five years all audio tapes will be destroyed for keeping the confidentiality of the participants. All teacher participants are informed that, regardless of the results of the study, this study will not be used to evaluate nor impact upon the employment conditions of the participating instructors. The collected data will be kept confidential. Data will be kept for a period of at least 5 years, as required by the university.

Contacts and Questions:
You may ask any questions you have now. Or if you have questions later, you may contact the researcher Pearl Chang, (+886) 988-585-719 or pearl.chang@waldenu.edu or the instructor at +1-504-390-2569 or billie.andersson@waldenu.edu. If you want to talk privately about your rights as a participant, you can call the Research Participant Advocate at my university at 612-312-1210. If you are outside the US, please dial international code of U.S. (+1). Afterwards, dial area number (612). Following that dial local number (312-1210). Walden University's approval number for this study

IRB approval # is 03-21-18-0308723 and IRB expires on **March 20, 2018.** The researcher will give you a copy of this form to keep.

Obtaining Your Consent
If you feel you understand the study well enough to make a decision about it, please indicate your consent by signing your real name below.

Printed Name of Participant

Date of Consent: March 28, 2017

Participant's Signature

Researcher's Signature

Appendix E: Teacher's Interview Protocol

Interviewee: _____   Location: _____

Date: _____   Time: _____

Review the purpose of the study and consent form information. Ask if interviewee has any questions or concerns.

Introduction

Thank you for being willing to share your insights concerning the implementation of new approaches in listening instruction. I'd like to begin by having you tell me a little about yourself:

1. How long have you been teaching? _____
2. How much of your experience has been in teaching listening? _____
3. What grade level do you teach? _____
4. How many years of experience do you have with learner-centered listening?
5. How many of these years are within this school? _____
6. Mailing Address

   _____

Face to Face Interview Protocol

I'd like to thank you for taking the time to join face-to-face interviews. There will be recording in the process of interviews. After the interviews, the data will be transcribed so that I reflect exactly your responses. I will be asking you to review the summary at a later date. In doing so, I can make sure I accurately record and reflect your thoughts and words.

Please feel free to share anything you think. I am interested in learning more about your perceptions regarding implementation of listening instruction and how educators are developing a professional learning community as a part of that project. Specifically, I am interested in your thoughts regarding the practices in your classrooms—in initiating, supporting and sustaining this change in your professional development program.

Interview Questions

Questions	Observe Notes
RQ 1: What are secondary school teacher's perceptions about listening comprehension skills? Main Interview Question: What is your opinion on how listening comprehension is taught in your school today? Probe Questions: ● Tell me: How have you taught listening comprehension over the last two to three years? ● How do you choose the listening materials you use? ● What kind of materials do you think is more appropriate: the textbook or self-selected materials? Why? ● How much time do you spend a week teaching listening?	
RQ2: What are teachers' thoughts about implementing learned-centered teaching approach to improve students' listening comprehension? Main Interview Question : What problems do you encounter in teaching listening skills when implementing learner-centered approach teaching? (i.e., students' limited linguistic abilities, students' unfamiliarity with English native speaker's accents, etc.) Probe questions: ● How do you feel about learner-centered classrooms? ● Do you think interactive strategies enhance students' listening comprehension? If so, how? ● How do you think meta-cognition can/might enhance students' self-directed learning?	

Probe questions: ● How do you feel about learner-centered approach? ● How do you think about interactive strategies in enhancing students' listening comprehension? ● How do you think meta-cognition in enhancing students' self-directed learning?	
RQ3: What are teachers' opinions about teaching listening strategies in EFL classrooms? Main Interview Question: Do you think teachers have the requisite skill set to design appropriate listening assessments for all the listening sub-skills? If not, why? If so, please explain Probe Questions: ● What tools (website, on-line materials, etc.) and tactics are helpful for you to design and develop materials? ● How often do you work with fellow teachers? ● To what extent does collaborative teaching fit into your teaching practices? ● What have you learned from your peer-conversations and how have they contributed to your understanding of how to deal with listening skills and strategies to engage students' learning? ● Learner-centered approach was introduced and practiced during the professional development program. How has teamwork helped you use this approach in your classes?	
RQ4: What are approaches teachers have found most effective in engaging secondary school students in listening comprehension in the EFL classrooms?	

Main Interview Question: What tools or tactics are beneficial to raise students' ability and confidence in listening comprehension? Probe Questions: • From your past experience, what listening strategies beneficial to students you remember? • Which strategies do you think are the most useful? Why? • Which strategies do you think are the least used by students? Why? • What problems do you encounter in designing listening materials?	

Focus Group Interview Protocol

Discussion Ground Rules
• Everyone participating has equal opportunity to share their opinions.
• Each participant is expected to speak in an open and honest manner.
• When in discussion, discourse should be directed to everyone and not just one person in particular.
• When talking about personal experience, you are not obliged to respond to questions you are uncomfortable with.
• When a participant is talking, please listen without interrupting.
• When discussing problems, be open to and welcome potential solutions.
• While you may not agree with someone, it is imperative that you are respectful and polite in how you disagree.
• All responses are valued and appreciated as there are no 'right or wrong' answers.

Discussion Guide
I will use the question: "*What is the happiest experience you have ever had as an English instructor?*" as an icebreaker. Following that, we will begin with focus group discussions.

1. What tools or tactics are beneficial to raise your ability and confidence in listening instruction?
2. What do you think of the current situation regarding how listening instruction is taught in NDSH at present?
3. What are your opinions concerning the amount of time allotted to teaching all listening skills?
4. Learner-centered approach was introduced and practiced during the professional development. How has collaboration helped you use this approach in your classes?
5. How have you been teaching listening in your English classes over the last 2-3 years?
6. Have you made any changes in how you teach listening over the last 2-3 years? If so, explain.
7. Which strategies do you think are the most useful? Why?
8. Which strategies do you think are the least useful? Why?
9. How do you feel about learner-centered approach to teaching?

Post-discussion Comment Sheet

I greatly appreciate your participation in focus group discussions. I also would appreciate if you can share any feelings or opinions you have but you did not have chances to share during the discussion.

Comments about the discussion itself and/or the researcher:

For the researcher use only:
Date of focus group _____
Location _____

Focus Group Note-Taker Form

Date:
Seating chart: It will be used to indicate the participants and their number or identifier. I will use this chart to identify speakers as I am taking notes.

Appendix F: Transcription Verification Form

Focus Group Interview: The researcher's general summary of discussion concepts and my individual summary accurately represent the perceptions which were presented during the focus group interview.

Individual Interview: The researcher's general summary, at the end of the interview, accurately represents the perceptions which were presented during the one-on-one interview.

Procedure of Member Checking
Each member checking will last 30 minutes. The steps are as follows:
Step 1: Read the general summary of group discussions/individual interviews.
Step 2: Check my general summary of group discussions/individual interviews.
Step 3: If there are no inaccurate data, please sign your names in the Transcription
          Verification Form.
Step 4: If you have some concerns, we schedule another meeting to clarify the
          discrepancy.

Study Findings: The findings presented by the researcher represent a plausible discussion of participants' perceptions of listening instruction.
Signature _____   Date _____

*I would like to schedule a meeting to discuss concerns I have with the summaries or information in the transcript. Please contact me at _____ (phone number) or _____ (e-mail address)

Signature _____

Appendix G: Confidentiality Agreement with Counselor at NDSH

As a reviewer of the dissertation of the doctoral candidate: Pearl Chang, I will have access to the confidential information of the study. I will follow the agreement to maintain confidentiality:

1. I acknowledge that it is unacceptable to disclose or discuss of the confidential information to others, including my colleagues, my friends or my family.
2. I acknowledge any improper discussion about confidential information is deemed illegal and therefore, possible punishable by law.
3. I acknowledge the obligations as stated will remain in effect well after the study and for as long as deemed necessary or agreed upon by all concerned parties.
4. I acknowledge that I am not authorized to demonstrate the operation or function of systems or devices to any individuals to whom I have not been authorized.

Under this agreement, I know:
Until properly authorized, I shall access or use any institutional systems or devices to access confidential information. There shall be no unauthorized transmissions, inquiries, modification or purging of confidential information.

Candidate's Dissertation: *A Qualitative Case Studying Collaboration Use to Improve Listening Instruction in Taiwanese Secondary Schools*
Candidate's Name: Pearl Chang
Dissertation Reviewer's Name:
E-mail:
_____   _____ Signature   Date

Appendix H: Classroom Observation Protocol

From: Jeannie Rennie
Sent: Thursday, October 13, 2016 11:11 AM
To: SIOP <SIOP@cal.org>
Cc: Jen Himmel <jhimmel@cal.org>
Subject: RE: The permission to use SIOP in Doctoral Dissertation

Hi Tatyana,

She doesn't need permission to use the protocol in conducting classroom observations.

If she wants to reproduce the protocol in her dissertation (or a journal article or other publication), she would need to request permission from the copyright owner of the publication in which she found the protocol. In this case, it looks like she got it from *Making Content Comprehensible*. (She cites Echevarria, Vogt, & Short, 2000, 2004, 2008, which would be the first three editions of MCC.) Pearson of course holds the copyright to MCC.

Let me know if you would prefer that I respond directly to her. Thanks!

Jeannie

The Sheltered Instruction Observation Protocol (SIOP) (Echevarria, Vogt, & Short, 2000; 2004; 2008)

Observer:	Teacher:
Date:	School:
Grade:	Class/Topic:
ESL Level:	Lesson: (check one) ☐ Multiday ☐ Single-day

Directions: Check the box that best reflects what you observe in a sheltered lesson. You may give a score from 0-4 (or NA on selected items). Cite under *Comments* specific examples of the behaviors observed.

		Highly Evident		Somewhat Evident		Not Evident	
	Lesson Preparation	**4**	**3**	**2**	**1**	**0**	**NA**
1.	Content objectives clearly defined, displayed, and reviewed with students	☐	☐	☐	☐	☐	
2.	Language objectives clearly defined, displayed, and reviewed with students	☐	☐	☐	☐	☐	
3.	Content concepts appropriate for age and educational background level of students	☐	☐	☐	☐	☐	
4.	Supplementary materials used to a high degree, making the lesson clear and meaningful (e.g., computer programs, graphs, models, visuals)	☐	☐	☐	☐	☐	
5.	Adaptation of content (e.g., text, assignment) to all levels of student proficiency	☐	☐	☐	☐	☐	☐
6.	Meaningful activities that integrate lesson concepts (e.g., surveys, letter writing, simulations, constructing models) with language practice opportunities for reading, writing, listening, and/or speaking	☐	☐	☐	☐	☐	

Comments:

	Building Background	**4**	**3**	**2**	**1**	**0**	**NA**
7.	Concepts explicitly linked to students' background experiences	☐	☐	☐	☐	☐	☐
8.	Links explicitly made between past learning and new concepts	☐	☐	☐	☐	☐	
9.	Key vocabulary emphasized (e.g., introduced, written, repeated, and highlighted for students to see)	☐	☐	☐	☐	☐	

Comments:

	Comprehensible Input	**4**	**3**	**2**	**1**	**0**	**NA**
10.	Speech appropriate for students' proficiency level (e.g., slower rate, enunciation, and simple sentence structure for beginners)	☐	☐	☐	☐	☐	
11.	Clear explanation of academic tasks	☐	☐	☐	☐	☐	
12.	A variety of techniques used to make content concepts clear (e.g., modeling, visuals, hands-on activities, demonstrations, gestures, body language)	☐	☐	☐	☐	☐	

Comments:

	Strategies	**4**	**3**	**2**	**1**	**0**	**NA**
13.	Ample opportunities provided for students to use learning strategies	☐	☐	☐	☐	☐	
14.	Scaffolding techniques consistently used assisting and supporting student understanding (e.g., think-alouds)	☐	☐	☐	☐	☐	

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15. A variety of questions or tasks that promote higher-order thinking skills (e.g., literal, analytical, and interpretive questions)
Comments:

Interaction	4	3	2	1	0	NA
16. Frequent opportunities for interaction and discussion between teacher/student and among students, which encourage elaborated responses about lesson concepts	☐	☐	☐	☐	☐	
17. Grouping configurations support language and content objectives of the lesson	☐	☐	☐	☐	☐	
18. Sufficient wait time for student responses consistently provided	☐	☐	☐	☐	☐	
19. Ample opportunities for students to clarify key concepts in L1 as needed with aide, peer, or L1 text	☐	☐	☐	☐	☐	☐

Comments:

Practice and Application	4	3	2	1	0	NA
20. Hands-on materials and/or manipulatives provided for students to practice using new content knowledge	☐	☐	☐	☐	☐	☐
21. Activities provided for students to apply content and language knowledge in the classroom	☐	☐	☐	☐	☐	☐
22. Activities integrate all language skills (i.e., reading, writing, listening, and speaking)	☐	☐	☐	☐	☐	

Comments:

Lesson Delivery	4	3	2	1	0	NA
23. Content objectives clearly supported by lesson delivery	☐	☐	☐	☐	☐	
24. Language objectives clearly supported by lesson delivery	☐	☐	☐	☐	☐	
25. Students engaged approximately 90% to 100% of the period	☐	☐	☐	☐	☐	
26. Pacing of the lesson appropriate to students' ability level	☐	☐	☐	☐	☐	

Comments:

Review and Assessment	4	3	2	1	0	NA
27. Comprehensive review of key vocabulary	☐	☐	☐	☐	☐	
28. Comprehensive review of key content concepts	☐	☐	☐	☐	☐	
29. Regular feedback provided to students on their output (e.g., language, content, work)	☐	☐	☐	☐	☐	
30. Assessment of student comprehension and learning of all lesson objectives (e.g., spot checking, group response) throughout the lesson	☐	☐	☐	☐	☐	

Comments:

Total Points Possible: 120 (Subtract 4 for each NA given)
Total Points Earned:　　　　　Percentage Score:

Appendix I: Summary of Personal Communication

The following is the summary of personal communication with ten lead teachers from different districts in the presentations of listening instruction held by English Education Research Center in 2014. Teachers showed that they have had clearer ideas about teaching listening comprehension after they attended listening presentation by the teacher trainer. Listening instruction is a new challenge for them and the administration. Teachers did think it is essential for the administration to hold professional listening instruction program to help faculty improve student's listening comprehension. From their observation, most faculty do not know how to do listening instruction with interactive approach (top-down & bottom-up). Most faculty teach listening for test instead of for real-life communication.

When faculty were asked about if they would participate in professional listening instruction program held by the administration, half of the ten lead teachers showed strong beliefs of faculty's commitment (such as T1 and T2,). However, the other halves (such as T2, T4, T5 and T6) were not sure faculty's willingness. Here is a summary of their observation.

T1: I think most of my colleagues will be interested in professional listening instruction workshop because English listening ability has been highlighted as a screening benchmark for the entry into college. What is more, a complete language-teaching course should include four aspects: reading, writing, listening and speaking but the latter two aspects have long been neglected in the school curriculum. (S. Chung, personal communication, May 20, 2014)

T2: My answer is "Yes." In Taiwan, we have quality teachers but it does not necessarily mean that we have quality teaching. What constrains teachers in Taiwan from reaching the potential? It's sad to say that some teachers are kidnapped by textbooks, and they test students for the sake of testing. Some students are placed in classes with out-of-date teaching materials. As a result, some students graduate without the basic skills. If we get the chance to learn how to teach "English listening", we will teach based on expertise and go beyond test scores for measuring students and school success. (P. Hsiu, personal communication, July 29, 2014)

T3: I would like to join in the program and I believe some of the teachers might be interested in it, too. However, not everyone would want to participate in it. (S. Lu, personal communication, May 20, 2014)

T4: The real situation in private schools is that most teachers regard listening training as the variation of listening tests instead of as an access to the development of language comprehension. Also, teachers may feel over-burned because they spend a lot of time in teaching reading and writing. (J. Tsai, personal communication, May 11, 2014)

T5: I will because I want to know more about new teaching methods. As to my colleagues, I am not sure. Younger teachers may try but elder teachers may not, because they may consider it waste of time. (C. H., Yang, personal communication, May 9, 2014)

T6: It is not until my colleague Lily and I prepared an open class for my colleagues to observe that I realized the difference between listening instruction and listening testing. However, not all of my colleagues are aware of the differences between these

two. Because they feel these two are similar, they don't think there is a necessity for teachers to do some professional training for English listening instruction. I do love to have the training from the teacher trainer Pearl who always gives us challenging but meaningful tasks. Whenever doing those tasks, I could gradually understand how listening instruction works. (C. Lu, personal communication, August 6, 2014)