

Investigating the Algerian Pre-service Teachers Listening Strategies

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Abstract

Listening is an active and complex process that plays a significant role in foreign language learning. Strategy training has been shown to have a major effect on diverse aspects of English as a foreign language. This paper reports on an investigation of the listening strategy training, particularly metacognitive strategy training among 50 Algerian Pre-service Teachers who learn English as a foreign language and its impact on their listening comprehension performance and their metacognitive strategies awareness. Results of this quasi-experimental study revealed significant improvement in the listening comprehension ability and considerable increase in the metacognitive awareness of the experimental group in comparison to the control group.

Key words: Listening comprehension, metacognitive strategies awareness, explicit strategy training, Algerian Pre-service Teachers.

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Evaluation des stratégies d'écoute chez les enseignants algériens d'anglais en formation initiale.

RESUME

L'activité d'écoute est un processus actif et complexe qui joue un rôle hautement significatif dans l'enseignement des langues étrangères. L'enseignement des stratégies d'apprentissage a une influence considérable sur les divers aspects de l'anglais comme langue étrangère.

Cet article rend compte d'un travail d'investigation portant sur l'enseignement des stratégies d'écoute, en particulier celles liées aux stratégies métacognitives et leur impact sur la compréhension de l'oral ainsi que la prise de conscience des stratégies métacognitives chez 50 enseignants algériens en formation initiale.

Les résultats de cette étude semi-expérimentale ont révélé aussi bien une nette amélioration de l'habileté de la compréhension de l'oral qu'une augmentation dans la prise de conscience métacognitive du groupe expérimental, comparé au groupe de contrôle.

Mots-Clefs : Compréhension de l'oral, prise de conscience des stratégies métacognitives, formation explicite de la stratégie, enseignants Algériens en cours de formation.

Introduction

Listening is an active and complex process that plays a significant role in foreign language learning since it provides the learners with the language input. It enables them to acquire new information about the topic and the language, and helps to develop the other language skills. Many Algerian pre-service teachers, at the Pre-service Teachers Training College of Bouzareah, Algeria, face difficulties while listening to the target language because they lack the adequate metacognitive knowledge about the listening process and also the way they are taught does not provide them with opportunities to practise the different processes of listening comprehension. Most teachers are not conscious of the difficulty of the process of the listening skill; they traditionally teach the listening skill by focusing on the product of listening rather than the listening process itself. That is to say, they are more concerned with testing listening comprehension rather than teaching learners how to listen. Research on language learning strategies has stressed the importance of strategy training and its role in raising learners 'awareness about the processes of the foreign language learning and in enhancing their foreign language skills (Oxford, 1990 and Chamot, 1994). Therefore, foreign language learners need to be equipped with the necessary learning strategies to deal with different listening tasks in classroom context or in everyday life

situations. The present study then, aims at exploring the effectiveness of metacognitive strategy training and its impact on Algerian pre-service teachers' listening comprehension performance and their metacognitive awareness – raising about the listening comprehension processes. Based on the results of this study, pedagogical recommendations will be formulated.

1- Listening skill

Listening skill is the ability to understand and interpret the meaning of spoken discourse. O'Malley; Chamot and Kupper define listening as: "Listening comprehension is an active and conscious process in which the listener constructs meaning using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfil the task requirement". (1989: 19) in Pourhossein Gilakjani and Ahmadi, 2011).

Thus, listening is an active and complex process that requires highly complicated cognitive processes from the part of the listener to be able to understand the meaning of spoken discourse. There are two types of processes that are involved in understanding the message: The "bottom-up" processing and the "top-down" processing.

The bottom-up processing refers to the use of the input to construct meaning. It is a process of comprehending spoken discourse by decoding a number of sounds to form words, words

are connected together to form phrases which in their turn are linked to each other to make up sentences. These sentences are

also grouped together to build a complete meaningful text; in addition to the knowledge of grammatical relationships, knowledge and ability of interpretation of stress, intonation and rhythm also contribute to the understanding of the whole message. (Richards, 2008).

The top-down processing entails the use of background knowledge in interpreting and understanding the meaning of the message. It is a process in which the listener employs his/her prior knowledge of the context, the situation and the topic at hand while listening to construct or reconstruct the original meaning of the speaker. It is worth noting that bottom-up processing goes from language to meaning, whereas, top-down processing goes from meaning to language (Richards, 2008).

1.1. Listening and Foreign language learning

In the area of language learning, listening is viewed as a key element of communicative competence and the most used skill (Richards, 2008). A great number of second and foreign language research findings indicated that listening is the most important skill for language learning because it is the most used language skill in classroom context and in ordinary daily life. Moreover, it is considered as the “primary means of second language acquisition”. (Rost, 2002). Hence, in language

classroom setting, listening plays a crucial role in foreign language learning since it provides the learners with the language input. It enables them to acquire new information about the topic and the language (Vocabulary, grammar, pronunciation, stress, etc.). In addition, it helps to develop the other language skills (Speaking, reading and writing).

As compared to other language skills, listening is considered as the most complex and challenging subject, especially for learners who study English as a foreign language in a non-native context. Foreign language learners, most of the time, find themselves confronted with some difficulties in acquiring good and appropriate listening skills. This intricacy of the listening skill is due to the following reasons:

First, foreign language learners face difficulties in decoding the message because of the complication of the input. This input complexity is related to the difficulty of the content, the context, the text, the target language itself and the speaker's voice, accent and intonation. All these factors hinder a better comprehension of the message and act as an obstacle for the achievement of communication and learners' listening improvement.

Second, the way listening is taught in foreign language classes does not provide learners with opportunities to practise the different processes of listening comprehension. Most teachers are not conscious of the difficulty of the process of the listening skill; they traditionally teach the listening skill by

focusing on the product of listening rather than the listening process itself. That is to say, teachers are more concerned with testing listening comprehension rather than teaching learners

how to listen. This method does not help learners to develop a broad spectrum of learning strategies and skills for listening comprehension. Rost points out, "Since listening is a very prevalent in language use and listening is the main channel of L2 acquisition, the development of listening as a skill and as a means for language input should receive great importance in instruction." (2002: 10)

That is, listening plays a vital role in foreign language learning and learners need to be taught how to be aware about the different listening processes. Strategy training and more specifically metacognitive strategy training appears as the most effective and useful method in facilitating the process of listening comprehension.

1.2. Metacognitive training in listening

Metacognition refers to one's thinking about his own thinking. Flavell defined metacognition as:

Metacognition refers to one's knowledge concerning one's own cognitive processes and products or anything related to them Metacognition refers, among other things, to activate monitoring consequent regulation and orchestration of these processes in relation to

the cognitive objects or data on which they bear,
usually in the service of some concrete goal or
objective. (1976: 232)

It is the awareness of one's own knowledge and ability to reflect, understand, monitor, control, manipulate and evaluate one's own cognitive processes. This knowledge is referred to metacognitive knowledge. Metacognitive knowledge then involves an individual's understanding of himself, the ways and approaches to be used for learning, and the requirement of a particular task. Metacognitive knowledge is divided into three types: Person, knowledge, and task. Person knowledge, is the ability of learners to understand and perceive themselves as learners; knowing their areas of strengths and weaknesses, knowing how to build up confidence and how to control their own feelings of anxiety, stress and fear. Task knowledge, refers to learners' understanding and awareness of the nature, the demands, the purpose of the task and its characteristics which can influence its performance and outcome. Strategy knowledge, concerns learners' ability to select and employ effective strategies that help to facilitate learning and to meet the desired learning objectives.

As far as listening is concerned, person knowledge concerns the personal factors that might support or restrain one's listening for example stress and problems during listening. Task knowledge involves the purpose of a listening task, its demands, its nature, its organization and structure, factors that could hinder the task, and the type of listening skills required to

achieve the listening purpose (e.g. Listening for the gist or listening for details). Strategy knowledge is knowledge concerning the utilization of useful strategies for enhancing listening comprehension (e.g. strategies for dealing with listening problems and enhancing one's interpretations), (Goh, 2002).

Research on metacognition and metacognitive instruction indicated that metacognitive strategy knowledge is vital in the success in foreign language learning. Metacognitive strategy instruction boosts learners' metacognitive awareness and helps them become more self-regulated and more successful in learning by engaging them in planning, monitoring, and evaluating listening processes (O'Malley and Chamot, 1990; Goh, 1997 & Vandergrift, 2002, 2003). Learners who are equipped with metacognitive strategies are conscious of their way of learning and they know when and how to use the appropriate strategies to tackle a given task; they plan and organise their learning in advance, monitor their learning during the task performance and evaluate their learning when the task is completed.

1.3. Previous studies in listening strategies training

Numerous studies have demonstrated the effectiveness of metacognitive strategies instruction in increasing learners' awareness and facilitating the process of listening. Goh & Taib (2006) conducted a small scale study over eight listening lessons

to examine the impact of meta-cognitive strategy instruction on the development of ten Chinese primary school learners' metacognitive awareness of listening process. The pre-test and post-test scores revealed that all learners developed a deeper understanding of the listening process and more particularly the less-skilled learners benefited the most from strategy instruction and made important improvement.

In another study, Vandergrift and Tafaghodtari (2010) examined the impact of metacognitive instruction on the listening comprehension ability of 106 university-level students of French as an L2 over a course of 13 weeks. The researchers employed the Metacognitive Awareness Listening Questionnaire (MALQ) to measure the change in the metacognitive knowledge of the learners about listening. Pre and post-test scores indicated that learners who attended the meta-cognitive strategies instruction lessons showed an increase in metacognitive awareness level and made significant gains in listening performance, and the less-skilled learners were the ones who improved.

Cross (2011) conducted a small-scale study to see if metacognitive instruction benefits less-skilled learners' comprehension. A group of twenty Japanese females advanced EFL participated in this study which consists five listening lessons. The pre-test and post-test findings revealed that metacognitive strategy instruction promoted learners'

metacognitive awareness of L2 listening and improved their listening comprehension ability.

Rahimi and Katal (2013) examined the impact of metacognitive instruction on raising fifty Iranian EFL learners' metacognitive awareness of learning strategies, their listening comprehension and oral language proficiency. The researcher also used the Metacognitive Awareness Listening Questionnaire (MALQ) to assess the changes in the metacognitive knowledge of the learners about listening. After the analysis of MALQ data, learners' scores revealed a statistically significant increase in the metacognitive awareness of the experimental group in comparison to the control group.

The findings of the above studies show that strategy instruction in language classrooms is effective for less-skilled listeners to improve metacognitive awareness of listening process and to better regulate their listening comprehension performance.

2- Research Design

In this study, the researcher used a quasi-experimental design with pre-test and post-test measuring students' comprehension abilities and metacognitive awareness of listening. The experimental group received metacognitive listening strategy training over a period of ten weeks (15 hours of instruction) while the control group remained on regular courses of listening instruction for the same period. That is, the control group

received no explicit strategy instruction training. Both groups were taught by the same teacher (the researcher) and were exposed to the same materials. It should be noted that students' assignments to either control or experimental groups were based on the results of their pre-listening test scores and pre-test questionnaire scores. The less-skilled group was selected as the experimental group.

2.1 Participants

The target population of the present study consisted of 50 students. They were first year students aged 19 to 20 with an intermediate level; they studied English as a foreign language in Algeria' pre-service teacher training college of Bouzareah, Algiers. The experimental group (N=25) and control group (N=25); both groups of students consisted of mostly female students (47 girls /3boys) whose first language is Arabic or Tamazight.

2.2- Instruments

In order to collect the required data, the researcher used two instruments: to measure students' metacognitive listening awareness, the Metacognitive Awareness Listening Questionnaire (Vandergrift L, et al, 2006) was used as a pre- and post-test questionnaire. The MALQ has 21 items, each item is rated on six-point Likert -scale ranging from 1 (strongly disagree) to 6 (strongly agree). The questionnaire was developed to assess learners' language awareness and their meta-cognitive strategies for listening in five areas: problem-solving, planning

and evaluation, directed attention, mental translation, and person knowledge (see appendix 1). The second tool was a listening comprehension test, developed by the researcher to examine the students' listening comprehension abilities and performance before and after listening strategy training.

2.3- Procedures

First of all, to determine the homogeneity of the participants at the level of their listening abilities and their metacognitive strategies use, a listening comprehension exam and the metacognitive awareness listening questionnaire (MALQ) were administered as the pre-test. Students in the experimental group were taught 10 listening courses which consisted of authentic listening texts. The aim was to raise students' awareness of the listening process following the pedagogical stages for teaching listening suggested by Vandergrift (2004, see appendix 2), focusing on the explicit teaching of the different language strategies suggested by (Chamot, 1994) "the CALLA Instructional Framework", (see appendix 3). The pedagogical stages of the different listening courses were designed with respect to the pedagogical standards of lesson sequencing (pre-listening, while-listening and post-listening). The control group was exposed to the same materials but without any explicit instruction on metacognitive strategies. When the listening sessions for both groups were over, a second listening

comprehension exam and the same MALQ were re-administered as the post-test, in order to assess the participants' listening comprehension enhancement, and their listening metacognitive awareness improvement.

2.4 Data Analysis

The statistical package for the social science (SPSS) for Microsoft Windows 10.0 was used to complete the analysis of the collected data. Descriptive statistics including means and standard deviations were implemented in order to investigate students' listening comprehension performance and the change in their listening metacognitive awareness. The Independent t-Test and the one-way analysis of variance (ANOVA) were used to determine whether any significant relationships exist among respondents pre-and post exam listening process as well as their changes on their strategy use at the level of the pre- and post MALQ. In addition, an alpha statistical significance level of 0.05 was set for all statistical tests in the present study.

3- Results

To assess the participants' listening comprehension level and performance before and after the treatment, the descriptive and inferential statistics (independent t-Test) were used. First, the pre-listening exam results of the control and the experimental groups were compared to see if they are homogeneous. The descriptive Statistics of the results of the pre- test data analyses are illustrated in table 1 below.

Pre-test	N	Mean	Standard deviation	t-value	Sig,P
Control group	15	10,3600	2,15310	-0,490	0,627
Experimental group	15	10,6600	2,17811		

Table 1: Independent samples t-test for equality of mean scores in listening proficiency (Pre-test)

As table 1 indicates, the mean score for initial listening comprehension exam of the experimental group, (the mean score, $M = 10.66$, the standard deviation, $SD = 2.17$) was greater than the control group's mean score, ($M = 10.36$, $SD = 2.15$), $t (-0.490) = 0.627 > 0.05$. That is, the significance (p) value of $0.627 > 0.05$, was greater than alpha (α) = 0.05. The alternate hypothesis suggested that there was a difference between the two groups, however, the null hypothesis indicated that there was no statistically significant difference between the two groups since the significance (p) value of 0.627 was greater than the α level of 0.05. Therefore, we reject the alternate hypothesis and opt for the null hypothesis concluding that both control group and experimental group were homogeneous, and there

was no statistically difference in the exam scores between them before the metacognitive strategy training took place.

After the treatment, the post-listening comprehension exam scores of the experimental group and the control group were compared to see if the students in the experimental group benefited from the treatment. Inferential statistics of the comparison of students ‘post- listening exam scores of both groups are summarised in table 2.

Post - exam		N	Mean	Stan dard deviati on	t- Value	Sig, P
	Control Group	25	9,5800	1,67 506	- 5,823	0,0 00
	Experimental Group	25	12,9800	2,39 130		

Table 2: Independent samples t-test for equality of mean scores in listening proficiency (Post-test)

As presented in table 2, the mean score of the post- listening comprehension exam of the experimental group, (M = 12.98, SD = 2.39) was greater than the control group’s post- listening exam mean score, (M = 9.58, SD = 1.67), the (t) value (-5.823) = 0.000 < 0.05. According to the null hypothesis there was no significant difference between the two groups. However, the alternate hypothesis confirmed that there was a statistically significant difference between the two groups since the significance (p) value of 0.000 was lower than the (@) alpha level of 0.05. Thus, the hypothesis of equality of means of the

post- listening test is rejected, implying that the experimental group made greater improvement as a result of the metacognitive strategy training. This results analysis showed that metacognitive strategy training had produced considerable gains in the experimental group regarding their listening comprehension abilities and performance.

To check if the students in experimental group benefited from the training in terms of increase in their listening metacognitive awareness, and whether this increase is significant in comparison to the control group, the students’ pre-and post-MALQ mean scores were compared.

The results of descriptive statistics comparing the scores of both groups are shown in table 3.

	N	Minimu m	Maxim um	Mean	Standard Deviation
pre_exper iment	25	39,00	77,00	51,6000	8,85
control group	25	48,00	118,00	91,1200	12,10
post_exp eriment	25	79,00	112,00	96,1600	9,91
N valide (liste)	25				

Table 3: Descriptive Statistics: Experimental VS Control group

According to table 3, the pre- MALQ mean score of the experimental group (M= 51.60), and the standard deviation (SD

= 8.85), showed that the dispersion of means of the pre-MALQ of this group was closer to 51.60, (+ or – 8.85). A score that was lower than the MALQ mean score average level of 63.00. Results of the analysis of the post-MALQ mean scores of the same group (M=96.16, SD= 9.91), in comparison to its pre-MALQ (M= 51.60) and of that of the control group (M= 91.12), indicated that its post- MALQ scores were higher than the control group’s post-MALQ scores. There was an increase in students ‘metacognitive listening awareness as a result of the treatment which was our main objective to help the less-skilled listener of this group to develop a certain level of metacognitive listening awareness.

To examine the overall effect of the metacognitive training on the experimental group's metacognitive listening awareness improvement, a one-way between groups analysis of variance (ANOVA) was run to assess the homogeneity of variances, and see if the mean difference was statistically significant. The ANOVA test revealed the following:

	Sum of Squares	Df	Mean Square	F	Sig.
Between groups	29773,547	2	14886,773	138,196	,01**
Within groups	7756,000	72	107,722		
Total	37529,547	74			

Table 4: Results of ANOVA analysis of variances

The ANOVA summary table shows that the experimental group's mean square ($M = 14886.773$), the degree of freedom between groups ($df = 2$) and the control group's mean square ($= 107.722$), the degree of freedom within groups ($df = 72$), the F-ratio ($F = 138.196$) and the p-value ($p = .01$). That is $F(2,72) = 138.196$, $p = .01 < .05$. These results revealed that there was a significant difference between the means of the two groups with 1% permissible alpha error at 5 % level. This provided a 99 % confidence interval for the mean difference.

In order to find out if the acquired difference was significant or not, an Independent T-test was carried out to quantify the existing mean scores. The descriptive statistics are displayed in Table 5, (a / b).

	Pre-MALQ- test	N	Mean	Standard deviation	Standard error mean
Pre-test scores	Experimental group	25	51,6000	8,85061	1,77012
	Control group	25	91,1200	12,10482	2,42096

Table 5 (a): The Pre-MALQ mean scores. Group Statistics

According to table 5 (a), the control group ($M = 91.12$, the standard error mean, $SE = 2.42$) of the pre-MALQ, was

significantly higher than the experimental group pre-MALQ ($M = 51.60, SE = 1.77$).

	Levene's Test for equality of variances		t-test for equality of means		
	F	Sig.	t	Df	Sig. (2-tailed)
Equal variances Subject assumed	,023	,880	13,177	48	0,01**
Equal variances score not assumed			13,177	43,957	0,01**

Table 5(b): Independent Sample t- Test of Pre - MALQ

Table. 5.(b) indicates that the t-Test results of the pre-MALQ of the control group was higher than that of the experimental group's pre-MALQ, $t(48) = 13.17, p = .01 < .05$. That is, the value of p was .01 which was smaller than .05, thus, we can conclude that there was a significant difference between the means of these two samples at the pre-MAL Questionnaire.

To test the overall effect of metacognitive strategy training on students' metacognitive listening awareness, and to check if the experimental manipulation was successful or not, the same

procedure was used to analyse the data obtained from the students' Post- MAL Questionnaire

	Post- MALQ - test	N	Mean	Standard deviation	Standard error mean
Post -test scor es	Control group	25	91,1200	12,10482	2,42096
	Experimental group	25	96,1600	9,91497	1,98299

Table 6 (a): The Post -MALQ mean scores. Group Statistics

As presented in table 6 (a), experimental group (M = 96.16, the standard error mean, SE = 1.98) of the post -MALQ, was higher than the control group 'post -MALQ (M = 91,12, SE = 2.42).

	Levene's Test for equality of variances		t-test for equality of means		
	F	Sig.	t	Df	Sig. (2-tailed)
Equal variances Subject assumed	,296	,589	-1,611	48	,11
Equal variances Score not assumed			-1,611	46,208	,11

Table 6 (b): Independent Sample t- Test of Post - MALQ

Table. 6.(b) indicates that the t-Test results of the post-MALQ of the experimental group (M = 96.16) was higher than that of the control group’s post -MALQ, (M = 91,12), t (48) = 1.611, p = .011> 05. That is, there was a difference between the means of these two samples at the pre-MAL Questionnaire.

To sum up, the results ‘analyses indicated that the metacognitive strategy training had produced considerable gains in the experimental group regarding their listening comprehension abilities and performance, comparing their pre-listening exam scores (M=10.66) with their post-listening exam scores (M =12.98).Moreover, the increase in students ‘metacognitive awareness was clearly seen; their post-MA

Questionnaire mean score ($M= 96.16.$) was superior than that of their pre- MA Questionnaire mean score ($M= 51.60$).

4- Discussion

The present study explored the impact of metacognitive strategy training on Algerian pre-service teachers 'listening comprehension improvement and on the increase of their metacognitive awareness about listening comprehension processes. According to the results of the study, the treatment group's post-listening exam scores demonstrates an improvement in students 'listening performance level. In addition, the students' post-MAL Questionnaire results indicates that the treatment group's level of metacognitive listening strategies awareness increases to a greater extent in comparison to the control group.

Based on the findings of this study, we can argue that metacognitive strategy training is so effective in developing the Algerian pre-service teachers 'metacognitive knowledge at both levels: Declarative and procedural knowledge. Results of this study prove that the development of students' metacognitive awareness significantly affect their listening comprehension improvement. Hence, the findings of this study are in line with the results of previous studies (Goh and Taib, 2006; Vandergrift and Tafaghodtari.,2010; Cross, 2011 and Rahimi and Katal

,2013). which demonstrated that metacognitive listening strategy training played a significant role in students 'metacognitive awareness raising which in turn would enhance the level of listening comprehension performance of the less-skilled listeners. This confirms that strategy training in general, and metacognitive strategy training in particular plays an important role in the process of foreign language learning, and promotes the development of the foreign language skills.

Conclusion

Listening plays an important role in foreign language learning. Many foreign language learners face difficulties while listening to the target language because they lack the adequate metacognitive knowledge about the listening process. Therefore, foreign language learners need to be equipped with the necessary learning strategies to deal with different listening tasks in classroom context or in everyday life situations. The present study then, aimed at exploring the effectiveness of metacognitive strategy training and its impact on Algerian pre-service teachers' listening comprehension performance and their metacognitive awareness – raising about the listening comprehension processes.

The findings of this study disclosed that students in the experimental group developed a great deal of metacognitive awareness of the listening comprehension processes and showed an improvement in their listening performance. This confirms the value of metacognitive strategy training in raising the

students' awareness about the process of learning in general, and in fostering their level of the different foreign language skills in particular. Students need to be supported with valuable learning strategies to raise their awareness about the learning process; to enable them to achieve their learning goals and improve their listening comprehension level which is the case of this study. Thus, teachers need to pay more attention to the complexity of the listening process and focus more on the listening comprehension process rather than its product. They need to integrate different strategies training in their classes, and teach their students different metacognitive strategies because they are so important in raising students' awareness which leads to the improvement of students' performance, and also provides them with more opportunities for practice where they learn how to plan, monitor, control and evaluate their own learning. Broadly speaking, we can conclude that metacognitive listening strategy training was so useful in raising the Algerian pre-service teachers' awareness about the listening comprehension process and in fostering their listening comprehension performance.

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Appendix 1

The statements below describe some strategies for listening comprehension and how you feel about listening in the language you are learning. Do you agree with them? This is not a test, so there are no “right” or “wrong” answers. By responding to these statements, you can help yourself and your teacher understand your progress in learning to listen. Please indicate your opinion after each statement. Circle the number which best shows your level of agreement with the statement. For example:

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
II I like learning another	1	2	3	4	5	6

1. Before I start to listen, I have a plan in my head for how I am going to listen.	1	2	3
2. I focus harder on the text when I have trouble understanding.	1	2	3
3. I find that listening is more difficult than reading, speaking, or writing in English.	1	2	3
4. I translate in my head as I listen.	1	2	3
5. I use the words I understand to guess the meaning of the words I don't understand.	1	2	3
6. When my mind wanders, I recover my concentration right away.	1	2	3
7. As I listen, I compare what I understand with what I know about the topic.	1	2	3
8. I feel that listening comprehension in English is a challenge for me.	1	2	3
9. I use my experience and knowledge to help me understand.	1	2	3
10. Before listening, I think of similar texts that I may have listened to.	1	2	3
11. I translate key words as I listen.	1	2	3
12. I try to get back on track when I lose concentration.	1	2	3
13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3
14. After listening, I think back to how I listened, and about what I might do differently next time.	1	2	3
15. I don't feel nervous when I listen to English.	1	2	3
16. When I have difficulty understanding what I hear, I give up and stop listening.	1	2	3
17. I use the general idea of the text to help me guess the meaning of the words that I don't understand.	1	2	3
18. I translate word by word, as I listen.	1	2	3
19. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1	2	3
20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	3
21. I have a goal in mind as I listen.	1	2	3

Figure 1: (Vandergrift, et al, 2004) Metacognitive Awareness Listening Questionnaire (MALQ)

Appendix 2

Stages of listening instruction	Related metacognitive processes
<i>Pre- listening /predicting stage</i>	
1 Once students know the topic and text type, they predict types of information and possible words they may hear.	1 Planning and directed attention
<i>White listening / verification stage</i>	
2 Students listen to verify initial hypotheses, correct as required and note additional information understood.	2 Monitoring
3 Students compare what they have written with peers, modify as required, establish what needs resolution and decide on the important detail that still need special attention.	3 Monitoring, planning and selective attention
<i>Second listening / verification stage</i>	
4 Students selectively attend to points of disagreement, make corrections and write down additional details understood	4 Monitoring and problem-solving
5 Class discussion in which all class members contribute to the reconstruction of the text’s main points and most pertinent details, interspersed with reflections on how students arrived at the meaning if certain words or parts of the text.	5 Monitoring and evaluation

<i>Final listening / verification stage</i>	
6 Students listen for the information revealed in the class discussion which they were not able to decipher earlier and / or compare all or selected sections of the aural form of the text with a transcription of the text	6 Selective attention and monitoring
<i>Post listening</i>	
7 Based on the earlier discussion of strategies used to compensate for what was not understood students write goals for the next listening activity. A discussion of discrepancies between the aural and written forms of the text could also take place at this stage	7 Evaluation

Figure 2: (Vandergrift, 2004). Stages of listening instruction and related metacognitive processes

Appendix 3

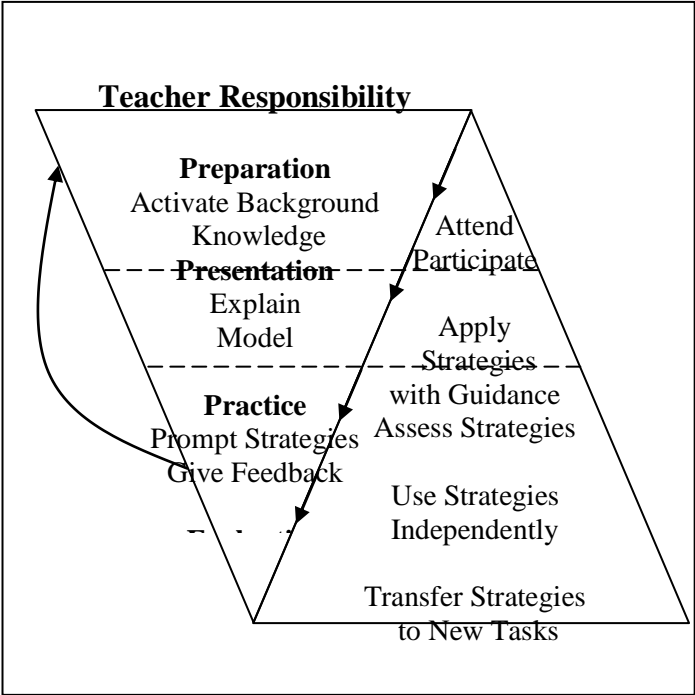


Figure 3: (Chamot, 1994). The CALLA Strategies Instructional Framework