

The Effect of Metacognitive Strategy Training on the Listening Comprehension of Beginner Language Learners

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Abstract: *The purpose of this study was to investigate whether metacognitive listening strategies training leads to a better performance in the listening skills among Iranian beginner language learners. The participants of this study were 36 female Iranian students majoring in different fields of study in Kish English Language Institute. Three instruments were used in this study: a pretest of listening comprehension, the Metacognitive Awareness Listening Questionnaire (MALQ) and a posttest of listening comprehension. The analysis of the result showed a significant difference in participants' listening comprehension scores. This implies that the strategy instruction was effective in helping the language learners in the experimental group perform better in listening comprehension test. Additionally, a statistically significant difference was found between the two groups in the use of all categories of metacognitive listening strategies. For problem solving and planning evaluation, the experimental group used metacognitive strategies more, but surprisingly for personal knowledge, mental translation, and directed attention the mean of the control group was slightly higher than the experimental group. This study suggests that teachers should be aware of the role of the instruction in the use of metacognitive strategies and the significance of these strategies in facilitating the process of their students' learning.*

Key Words: *language learning strategies, listening comprehension, metacognitive awareness of listening, metacognitive knowledge, metacognitive strategies*

Introduction

According to Richards and Renandya (2002), listening comprehension is at the center of second language acquisition and requires a much greater prominence in language teaching. It is important to note that listening facilitates the emergence of speaking skills. This can be mainly because listening plays the role of input for the learner (Rost, 1994). Yet, it seems that in spite of much emphasis given to listening skills in the literature of teaching methodology, empirical investigations regarding listening are not sufficient and many learners constantly complain about listening comprehension problems they experience. In other words, although syllabus designers and teachers put much emphasis on listening comprehension, the learners are not able to successfully comprehend what they hear and are not able to communicate. In order to solve this

problem, it seems that embarking on a different approach to teaching and learning listening skill will be helpful.

Listeners use a variety of mental processes to give meaning to the information they listen to. These mental processes that listeners use to understand spoken English can be broadly described as listening comprehension strategies. Richards (1983) suggest that learners are required to use different listening strategies to assist their retention of the oral resources in that most listeners have a limited memory capacity for the second language. It is believed that listeners who could employ various listening strategies flexibly were more successful in making sense of spoken texts, while listeners who did not make use of adequate listening strategies appear to focus only on the text or word-for-word decoding (Bacan, 1992; Murphy, 1985; Vandergrift, 1996). Mendelsohn (1995) argued that the use of listening strategies appears to be considered as a significant factor in determining whether a learner is a skillful listener or not.

From among the strategies suggested by Oxford (1989), metacognitive strategies are taken into consideration in the present study. Metacognitive strategies are techniques used for organizing, planning, focusing, and evaluating one's own learning such as self-monitoring, linking new information with the previous ones, and looking for practice opportunities (Oxford, 1990). Chari et al. (2010) noted that metacognitive strategies can help learners play an active role in the process of learning, manage and direct their own learning, and eventually find the best ways to practice and reinforce what they have learned. It is also argued that metacognitive strategies enable learners to be in a better position to process and store new information and hence it leads to a better test performance, learning outcome, and better achievement (Mokhtari & Reichard, 2002; Zimmerman et al., 2001). Goh (2008), listing the positive impacts of metacognitive strategy instruction on listening comprehension, argued that instruction in this regard enhances learners' confidence and makes them less anxious in the listening process.

Metacognitive awareness of listening, as Vandergrift et al. (2006) defined, is learners' cognitive appraisal or the metacognitive knowledge of their perceptions about themselves, their understanding of listening requirements, their cognitive purposes, and their approach to the task and their strategies. These strategies include five types of strategies, i.e., problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention.

According to Richards (1990), Problem-solving consists of a group of strategies listeners employ to make inferences (guess) and to monitor these inferences. It is argued that planning and evaluation strategies are those strategies that help learners to be prepared for listening and to evaluate the results of their listening endeavors. Mental translation strategies are those strategies that listeners are required to avoid if they intend to become proficient listeners (Vandergrift, 2003). Person knowledge strategies, as pointed out by Sparks and Ganschow (2001), involve listeners' perceptions regarding the difficulty offered by L2 listening and their self-efficacy in L2 listening such as assessing the perceived difficulty of listening and learners' linguistic confidence

in L2 listening. Directed attention includes strategies that listeners employ to concentrate and to stay on tasks such as getting back on track when losing concentration or focusing harder when having difficulty understanding (Rost, 2002).

Many studies have focused on the importance of metacognitive listening strategies awareness such as those focusing on L2 learner's use of metacognitive strategies for overcoming difficulties and facilitating comprehension (Mareschal, 2002; O'Malley and Chamot, 1990; Vandergrift, 1997, 2003). Vandergrift (1997) argued that metacognitive strategies such as analyzing the requirements of a listening activity, activating the appropriate listening processes, making appropriate predictions, monitoring understanding and evaluating the success of their processes help distinguish the difference between a skilled and a less skilled listener.

O'Malley and Chamot (1990) proved the effectiveness of metacognitive strategy instruction on L2 listening performance. In their study, the intermediate high school ESL learners received instruction in a metacognitive, a cognitive, and a socio-affective strategy. A comparison was made between the performances on a posttest of listening with two other groups: the first group received only instruction in a cognitive and a socio-affective strategy, the second one was a control group receiving no strategy instruction. Results of the study revealed that in each daily test, the experimental group performed better than the control group, and that the group receiving instruction regarding metacognitive strategies had a better performance compared to the group received instruction in cognitive strategies on three of the four tests.

Thompson and Rubin (1996) examined the impact of metacognitive and cognitive strategy training on the listening comprehension performance of American university students learning Russian. The listening scores of the experiment group receiving systematic training in listening strategies was compared with the score of a control group receiving no training. The results of the study showed that the students who received strategy instruction in listening to video-recorded texts improved significantly in comparison to those who received no instruction during this period.

ShiraniBidabadi and Yamat (2010) investigated the relationship between listening strategies used by Iranian EFL freshman university students and their learning style preferences. The instruments in this study were Vandergrift et al.'s (2006) Metacognitive Awareness Listening Questionnaire (MALQ) and Archer's (2002) listening strategy questionnaire. The results of the study showed that Iranian EFL freshman students made more use of metacognitive listening strategies such as planning, directed attention and selective attention. It was also found that, these students, in terms of learning style preferences, considered themselves as communicative learners. A significant relationship was reported between Iranian freshman students' learning style preferences and the employment of learning strategies.

The relationship between motivation, metacognitive knowledge of learning strategies and listening comprehension of Iranian learners of English was investigated by Sutudena and

Taghipur (2010). The instruments of the study were Vandergrift et al.'s (2006) MALQ and Gardner's (1985) belief and motivation questionnaire. The result of the study showed that (1) skilled learners employed strategies more than less skilled ones and less skilled listeners used inappropriate strategies more than skilled listeners. It was also found that highly motivated students and less motivated students were not different in their strategy use. However, it was reported that highly motivated students were different from less motivated students regarding the employment of the strategies. The findings of the study suggested that listening comprehension and motivation were positively correlated.

Rahimi and Katal (2011) distributed MALQ among university students of different majors in order to investigate the level of Iranian university students' metacognitive listening strategies awareness in learning English. The results of the study showed that more than 60% of the participants were fully or considerably aware of their metacognitive listening strategies. It was also found that girls and boys were not different with regard to their general metacognitive awareness of listening strategies. However, girls' awareness in directed attention was significantly higher than boys' awareness. Further, English students were found to be more aware of their problem solving and planning and evaluation strategies and non-English majors were found to be more aware of their mental translation strategies.

In Iranian context, metacognitive strategy training is not an internal part of many listening course books or curricula and language teachers do not seem to pay much attention to these strategies while developing their lesson plans. Listening does not receive its due importance and students do not seem to be sufficiently trained in listening strategies. In order to compensate for the inadequacy of research in this regard, this study aimed to investigate the impact of metacognitive strategy training on Iranian EFL learners' listening performance. Considering the purpose of this study and in an attempt to encourage more research in the field of L2 listening in Iranian context, the research questions for this study have been formulated as follows:

1. Does training in metacognitive strategies as an embedded part of the teacher's lesson plan lead to a better performance in the listening skills among Iranian beginner language learners?
2. Which category of metacognitive listening strategies is used more frequently by those who received strategy training?
3. Is there any significant difference in the use of listening strategies between those who receive metacognitive training and those who do not?
4. Which compensatory listening strategies do Iranian beginner language learners use in order to comprehend what they have not been able to understand easily?

It is hoped that by explicitly instructing beginner students to use metacognitive strategies, they will become aware of successful listening strategies and gradually employ them while doing listening.

Method

Participants

This study was conducted with 35 female Iranian students majoring in different fields of study in Kish English Language Institute. They were chosen from four elementary language classes. They were all adult learners at elementary level ranging in age from 18 to 27. Seventeen learners were assigned to the control group and nineteen learners were assigned to the experimental group.

Materials and Instruments

Chamot and O'Malley's (1994) Cognitive Academic Language Learning Approach (CALLA) Lesson plan, a checklist prepared by National Capital Language Resource Center (NCLRC), a performance checklist for listening, and *Basic Tactics for Listening* were the materials used in this study.

In this study, the CALLA was used for the purpose of metacognitive strategy training (Appendix A). This model has been proposed by Chamot and O'Malley (1994) and consists of five instruction components. In "*preparation*" part, the teacher makes the students ready to learn strategies by activating their background knowledge about the topic and the use of specific strategies; for instance, establishing goals, determining the purpose of a language task, over-viewing and linking the task with already known material. In the second phase, or the "*presentation*" phase, the teacher teaches the new learning strategy and points out how and when to use it. In the third phase or "*practice*" phase, students practice using the strategy with regular class activities, such as asking questions and seeking practice opportunities. The fourth phase is "*evaluation*"; in this phase, students evaluate their use of the learning strategy and how well the strategy is working for them. In "*expansion*" phase, students extend the usefulness of the learning strategy by applying it to other listening activities.

The teacher was also required to make use of a checklist (see Appendix B) prepared by NCLRC to make sure whether she was following the different steps of the model. In order to make sure that the teacher was on the right stage of strategy instruction, every single session she had to review the checklist.

A performance checklist for listening was used as a strategy training instrument. The translated version of the checklist was presented to learners as they were at the basic level and might have difficulty comprehending the checklist in English. They were requested to fill in it before and after each listening task in order to become familiar with metacognitive strategy training (see Appendix C). The items in the checklist were discussed with students with reference to each listening task to enhance their metacognitive strategy awareness throughout the training and to help learners use, identify, and develop learning strategies in a systematic way. By working on the checklist regularly during the six sessions of the treatment phase, students

learned how to plan (e.g. I have attempted to recall all that I know about the topic), monitor (e.g. I used background noises, tone of voice, and other clues to help me), evaluate (e.g. I attempted to verify my predictions) and identify problems for next listening exercises (e.g. In order to improve my performance, next time I will...).

As learners were all at the elementary level (E4), the final six units of “*Basic Tactics for Listening*” by Richards (2010) were taught in the treatment phase of this study.

Three instruments were used in this study. Before providing the treatment, in order to check the performance of both the experimental and control groups in listening comprehension, a pretest of listening comprehension was administered. It was taken from the *Interchange Placement and Evaluation Package* (2008) (Appendix D). The pretest contains twenty items in the multiple choice format. Then, the learners in the experimental group were presented with six sessions of treatment concerning metacognitive strategy training. In each session, one category of metacognitive strategies was presented to the students and they were required to employ the new strategies in the listening task. The participants in the control group, on the other hand, were requested to answer the questions regarding the listening tasks during the six sessions without receiving any particular instruction regarding different metacognitive listening strategies. After the treatment stage, a post test of listening comprehension was administered to both groups to check whether there was any significant difference between the performances of the two groups. The posttest was adopted from *Interchange Placement and Evaluation Package* (2008) as well (Appendix E).

Another instrument in this study was the Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift, et al., 2006) (Appendix F). It was distributed among both the experimental and control groups at the beginning and at the end of the study. The questionnaire consisted of 21 items that assessed language learners’ awareness and the perceived use of listening strategies. Each item was rated on a six-point Likert scale ranging from 1 (strongly disagree) to 6 (strongly agree). MALQ had five subcategories. In Table 1, the number of items for each category of the questionnaire is presented.

Table: 1
Items of the Categories of MALQ

Categories of the survey	Items
Problem-solving	5, 7, 9, 13, 17,19
Planning-evaluation	1, 10, 14, 20, 21
Mental translation	4, 11, 18
Personal knowledge	3, 8, 15
Directed attention	2, 6, 12, 16

To determine the reliability of the questionnaire, Cronbach's alpha was used to estimate the consistency of participants' responses to the questionnaire. The results showed a reliability coefficient of 0.70 which indicates that the responses to the items of the survey investigating metacognitive listening strategies use are consistent.

Procedure

Before the treatment, the pretest of listening and a Metacognitive Awareness Listening Questionnaire (MALQ) were distributed among both the experimental and the control groups.

The learners in the experimental group were presented with the treatment which was metacognitive strategies training. In each session, they were familiarized with one category of metacognitive listening strategies. As this study aimed at determining the effects of the strategy instruction on learners' performance, no metacognitive instruction was presented to the participants in the control group. They were only asked to listen to each question and answer any question related to the listening task.

The last six chapters of *Basic Tactics for Listening* by Richards (2010) were taught in both groups and the learners were required to answer the related questions. The participants in the experimental group were also asked to fill in the performance checklist while answering the questions of the listening tasks.

After the treatment, in order to see the effect of the metacognitive strategy training on learners' listening performance, learners in both groups were given a posttest of listening comprehension. With comparing the results obtained from the two groups, the researcher intended to investigate if any significant difference was found between the performance of the experimental group and the control group after receiving the treatment. Additionally, the students in both groups were asked to complete the MALQ at the end of the research.

Data analysis

In order to answer the research questions of the study, the following statistical analyses were employed. A paired samples t-test was used to compare the pretest post test scores of the students in the experimental group to investigate whether training metacognitive strategy leads to a better performance in the listening skill. To find out the differences between the listening comprehension of the experimental and the control groups, independent samples t-test was used to compare their posttest scores. Additionally, descriptive statistics was used for calculating the mean scores of the categories of Metacognitive Awareness Listening Questionnaire (MALQ). Also, an independent samples t-test was run to investigate whether any significant difference existed between the experimental and the control group with regard to the use of categories of metacognitive listening strategy. Finally, to find out which compensatory listening strategies

language learners are used more often in the tasks of listening comprehension, sixteen participants were interviewed.

Results and Discussion

Comparing pre and posttests of listening comprehension scores of the experimental group

In order to investigate whether training in metacognitive strategy, as an embedded part of the teacher's lesson plan, leads to a better performance in the listening skill, a paired samples t-test was used to compare the pretest posttest scores of the students in the experimental group. Table 2 shows the experimental group's scores on pre and posttests of listening comprehension and the results of paired samples t-test.

Table: 2

Paired samples t-test comparing pre and posttest scores of the experimental group

	Mean	SD	Mean Differences	SD	t	df	p
Pretest	5.26	4.08					
Posttest	9.31	2.62	-4.052	2.89	-6.10	8	0.000

As seen in Table 2, the mean score of the experimental group in the post test of listening comprehension is 9.31 and the mean score of pretest is 5.26. This implies that participants' listening comprehension has improved in posttest. This was proved by the results of t-test which showed a significant difference in participants' listening comprehension scores in the pre and posttests ($t_{(18)} = -6.10$, $p = 0.00$). This implies that the strategy instruction has been effective in helping the language learners in the experimental group to perform better on listening comprehension test. This result is in line with that of Goh's (2008) study in which he argued that instruction in metacognitive listening strategies can make weak listeners benefit much from the training.

Comparing the performance of the experimental and the control groups in listening comprehension posttest

To find out the differences between the listening comprehension of the experimental and the control groups, their posttest scores were compared. The results are presented in Table 3.

Table: 3

Descriptive statistics of listening comprehension posttest for experimental and control groups

	Group	N	Mean	SD	Std. Error Mean
Posttest	Experimental	19	9.3158	2.62578	.60240
	Control	17	4.9412	3.45454	.83785

As Table 3 demonstrates, the mean in the posttest of the experimental group was greater than that of the control group ($\bar{x}_{Exp} = 9.31$, $\bar{x}_{Cont} = 4.94$). It can be claimed that metacognitive listening strategies training improved the listening performance of the participants in the experimental group. Furthermore, the scores were more heterogeneous in the posttest of the experimental group ($SD_{Exp} = 0.60$, $SD_{Cont} = 0.83$).

Table: 4

Comparing the post test scores of experimental and control groups

Levene's Test								
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Error
Posttest	0.629	0.433	4.239	34	0.000	4.37461	1.03193	

The results of independent samples t-test showed a significant difference in the participants' listening comprehension scores ($t_{(34)} = 4.23$, $p = 0.00$). This implies that the strategy instruction has been effective in helping the language learners in the experimental group perform better in the listening comprehension test. It might be due to the fact that metacognitive listening strategy instruction raises students' consciousness and awareness and helps them become critical and reflective of what and how they are taught and what and how they learn. The findings of this study are in line with those of Vandergrift (2003) and Goh and Yusnita (2006) who found that strategy instruction has a direct and positive influence on listening performance.

The use of categories of metacognitive listening strategies by experimental and control groups

To investigate whether there was any significant difference between the experimental and the control groups with regard to the use of the categories of metacognitive listening strategy, an independent samples t-test was run. The participants' performances in the use of categories of metacognitive strategies are presented in Table 5.

Table: 5

Descriptive Statistics for the use of categories of metacognitive strategies in experimental (N=19) and control (N=17) groups

	Group	Mean	Std. Deviation
1. Problem solving	Experimental	4.7895	.76982
	Control	4.1961	.77467
2. Planning evaluation	Experimental	4.4368	.77788
	Control	4.0235	.73652
3. Mental translation	Experimental	4.0789	1.29317
	Control	4.3529	.95678
4. Personal knowledge	Experimental	3.4474	.84639
	Control	4.1078	.78161
5. Directed attention	Experimental	3.9671	.84063
	Control	3.9706	.73795

The descriptive statistics in the Table 5 indicate that the use of metacognitive strategy differs in the experimental and the control groups. Problem solving strategies received the highest mean score ($\bar{x} = 4.78$) in the experimental group while mental translation strategies received the highest mean score ($\bar{x} = 1.343$) in the control group. Personal knowledge category received the lowest mean in experimental group ($\bar{x} = 3.44$) whereas directed attention category received the lowest mean ($\bar{x} = 3.97$) in the control group.

Table 5 also shows that the responses to problem solving category were more homogeneous (SD= 0.76) and the responses to mental translation category were the most heterogeneous (SD=1.29) in the experimental group. In the control group, on the other hand, the responses to planning evaluation category was more homogeneous (SD=0.736) whereas the responses to mental translation was the most heterogeneous category (SD=0.95).

Table: 6

Independent samples t-test comparing strategy use in experimental and control group

	Levene's Test		t-test for Equality of Means				
	F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference
Problem solving	.002	.967	3.25	70	.002	.59340	.18227
Planning evaluation	.018	.893	2.30	70	.024	.41331	.17909

Mental translation	5.168	.026	-1.01	70	.015	-.27399	.27076
Personal knowledge	.079	.779	-3.42	70	.001	-.66047	.19275
Directed attention	.068	.795	-.01	70	.015	-.00348	.18741

Based on the results in the Table 6 it can be argued that there is a statistically significant difference between the two groups in the use of all categories of metacognitive listening strategies.

Compensatory listening strategies

To find out which compensatory listening strategies language learners use more in the tasks of listening comprehension, 6 participants in the experimental group were interviewed. They were asked to report the strategies they employed in the listening tasks they performed during the six sessions of instruction and the listening questions of the posttest. In what follows, the compensatory strategies along with the examples used by participants in the experimental group are presented.

1. I try to visualize what I hear in the listening task.

Example: In the posttest questions, two people were talking at a restaurant. I tried to visualize the setting of the restaurant in which this conversation occurs. In another question, a reporter was giving weather forecast. I tried to visualize the setting and the person in my mind

2. I find the key terms of the listening and write them down on a piece of paper to help me comprehend the task.

One student says: I wrote the following key words on a piece of paper to help me have the important ideas of the text in my mind (e.g., Seat belt, headphone, landing, no smoking).

3. After answering questions, I use the text to enhance my lexical and grammatical knowledge.

Example: one students reports: In the second task of unit 24, Cindy was talking about her vacation and used some expressions (e.g., such as taking a ride on a cable and rent a car, helps me a lot with my homework, she loves calling people on the phone, and she spends hour talking to them). They were the statements which I was not familiar with and wrote them down to learn them later.

4. I try to find the answer to the question on the basis of the main idea and key terms of the listening task.

Example: one learner reports: in a listening task I focused on the main idea of the

task which was about traveling and the key terms I found, such as flight attendant, take a break, take a nap, travelling all over the world to help me answer the questions.

5. I pay attention to the gender of the speakers to help me find the related pictures more rapidly.

Example: in a listening task, we were supposed to listen and number the pictures. The task contained six pictures. In three of which, the conversation was between two men, in one between a woman and a man and in the others, the conversations were between two women. In numbering these pictures, first, I tried to recognize the speakers of the conversation, (i.e., when I found that the conversation was between two women, I excluded four pictures and focused on only the two which were between the two women).

6. I pay attention to all the things available in the question to help me reach the answer sooner.

Example: One student reports: In situation No.2 in the posttest, a woman was ordering food at a restaurant. We were required to find the food the woman was ordering. I looked at the four choices and saw that salad and soup were repeated in the choices. So, I tried to pay close attention to these two in the listening.

7. Among the pictures available, I concentrate only on the picture which I am required to answer.

Example: one learner says: A listening task regarding airport contains six parts in which we had to find the places where people want to go. I tried to focus on each picture to which I was asked to listen.

8. I attend to the context and participants of the listening task.

In situation 10 of the posttest of listening, I tried to pay attention to the participants involved in the conversation and to the setting in which this conversation occurs.

9. I use my previous experiences to comprehend the text.

Example: One learner reports: The topic of one of the listening tasks was about hotel in which a man entered and said he had a reservation. We were expected to tick the activities they have to do. I remembered my trip to Malaysia and the activities I did when I was checking into the hotel. For instance, I remembered the activities such as filling out a form and giving passport to the manager. This experience helped me answer the questions of this listening task correctly.

Conclusions

The purpose of this study was to investigate the impact of metacognitive listening strategies training on listening performance of Iranian beginner language learners. The results of t-test showed a significant difference in participants' listening comprehension scores. Additionally, a significant difference was found between the two groups in the use of all categories of

metacognitive listening strategies. Findings of this study proved that listening strategies instruction has a significant impact on improving learners' listening comprehension. The results of this study showed that metacognitive instruction can make a significant difference in the final listening comprehension of the less skilled listeners. In other words, the findings of this study revealed that beginner listeners can make great gains while receiving instruction in metacognitive strategy use.

One of the limitations of this study was that the participants of this study were not randomly selected. In fact, the research was conducted following the Intact Group Design. Therefore, the results of this study should be generalized with caution. Additionally, the number of participants was relatively small because of the problem of availability of students. Therefore, the representativeness of the participants should be considered cautiously.

Pedagogical Implications

This study can have certain implications for the language teachers who have always been facing factors that stand on the way of the learners' improvement; the most important of these implications is making teachers aware of the metacognitive strategies use of their learners and how teaching these strategies can facilitate the process of the students' learning.

Particularly, this study may pave the way for teachers to help their students proceed towards meaningful learning and away from resorting to memorization which is an inadequate technique. Additionally, the present study may also have implications for syllabus designers. Being aware of the influence of metacognitive strategies awareness on L2 listening comprehension enables syllabus designers to make more informed decisions as to what type of teaching materials to include in the syllabus.

Suggestions for Further Research

This study was conducted at the institute level. Another research can be conducted at university or at pre-university levels to investigate whether metacognitive strategies training can help learners improve their listening comprehension. Still, another area awaiting further research is to investigate the relationship between proficiency level and metacognitive listening strategies awareness. Future researchers may be interested in finding out whether metacognitive listening strategies training affects high-achievers and low-achievers differently. Finally, the age and gender of the participants were not considered. Therefore, further research can take these variables into consideration.

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Appendix A

CALLA Lesson Plan

1. Preparation phase: Ask students to think of how they approach a listening task by having small groups fill out a handout like the one shown. Have a representative from each group report the strategies students already use in listening. Point out the variety of strategies available and the element of choice - a strategic learner can make an informed choice of strategy depending on the requirements of the task and his or her individual learning style.

Sample Handout

Talk with your classmates. Imagine you have to listen to a news story in English. What do you think about or do at these times? (Possible answers given in italics)

Before listening

What the story will be about (from previews or headlines)

While listening

What the point of the story is

After listening

What I think about the story

(Choose someone from your group to report your answers to the class.)

2. Presentation phase: Model the focus strategy for performing a task similar to that which the students will tackle in this lesson. "When I am driving and get stuck in a big traffic jam, I sometimes try listening to the traffic report on the radio. I don't try to understand everything that's said about all the places in the city. I just listen casually until I hear the name of the road I'm on. Then my ears perk up and I listen harder for what's keeping me from getting where I

want to go. This is selectively attending. I know what I need to hear the most and I decide to only pay attention to that part. I'm listening for the name of this road I'm on, and then I listen harder."

3. Practice phase: Remind students of the strategies studied previously for before, during and after listening. In small groups, ask the students to form groups, and give each group a map with cities marked on it that are in the weather report. Ask each group to listen for the weather in a specific city. Students should be reminded to selectively attend while they are listening.

4. Evaluation phase: Ask each group to present the weather they heard for their city. If the group was able to get all of the weather information, ask if they felt selectively attending helped them.

5. Expansion phase: Ask students to give examples of other times and places when they selectively attend; for example, when attendance is being taken or when waiting for a train.

Suggest situations in school where selectively attending can be helpful. Assign an outside listening activity that requires selectively attending. Keep a poster on the wall as shown in Figure 3 to remind students of the listening strategies.

Appendix B

Checklist prepared by NCLRC

TEACHING LEARNING STRATEGIES CHECKLIST

SELF-EVALUATION

Preparing

Often Sometimes Rarely

- • • 1. I ask students about the strategies they already use.
- • • 2. I include activities such as think alouds and discussions to help students be aware of their strategies.

Presenting

- • • 3. I choose strategies to teach by matching them with the task.
- • • 4. I give the strategy(s) a name and explain it.
- • • 5. I tell students why and when to use the strategy(s).
- • • 6. I model how to use the strategy(s) on a task.

Practicing

- • • 7. I choose challenging tasks for students.
 - • • 8. I give students opportunities to practice the strategies.
-

- • • 9. I remind students to use a strategy they've just learned or to choose from the strategies they know.
- • • 10. I emphasize students' thought processes by asking them how they figured something out.
- • • 11. I point out any strategies I see students using.
- • • 12. I praise good thinking more than correct answers.

Evaluating

- • • 13. I encourage students to evaluate their own strategies use.
- • • 14. I discuss with students which strategies they find most useful with the tasks practiced.
- • • 15. I encourage students to independently choose strategies.
- • • 16. I fade explicit learning strategies prompts when students take responsibility for the strategy.
- • • 17. I evaluate how I teach strategies and revise appropriately.

Extending

- • • 18. I talk with students about how they can use the strategies in other subjects and life situations.

Appendix C

Performance Checklist for Listening

Student name: _____ Date: _____

(Place a check mark in the blank part when verifying each statement)

Before listening

I understand the task (what I have to do after I have finished listening).....

I know what I must pay attention to while I listen.....

I have asked the teacher for clarifications, if necessary.....

I have attempted to recall all that I know about the topic.....

I have attempted to recall what I know about the type of text I will listen to and the type of.....
information I will probably hear.....

I have made predictions on what I am about to hear.....

I am ready to pay attention and concentrate on what I am about to hear.....

I have encouraged myself.....

After listening

I concentrated on the task to be accomplished.....

I attempted to verify my predictions.....

I revised my predictions accordingly.....

I focused my attention on the information needed to accomplish the task.....

I used background noises, tone of voice, and other clues to help me guess at the meaning of words I did not understand I used key words, cognates, and word families to understand the text.....

I used my knowledge of the context and of text structure to understand the text.....

I evaluated the logic/plausibility of what I understood.....

In order to improve my performance, next time I will.....

C

چک لیست عملکرد مهارت گوش دادن

نام دانشجو :

بعد از خواندن هر جمله در صورت توافق ، جای خالی را علامت بزنیید

قبل از گوش دادن :

- من فعالیت مورد نظر را کاملاً می فهم (کاری را که باید بعد از گوش دادن انجام دهم)
- در صورت لزوم از استاد خود توضیحات بیشتری می خواهم
- سعی می کنم هر چه را که در مورد موضوع مورد نظر می دانم به خاطر بیاورم .
- سعی می کنم هر چه را که در مورد نوع متنی که قرار هست گوش دهم و نوع اطلاعاتی که احتمالاً خواهم شنید را به یاد بیاورم .
- آنچه را که قرار است بشنوم را پیش بینی می کنم .
- آمادگی کامل دارم که به چیزی که قرار است بشنوم توجه کنم و بر روی آن تمرکز کنم .
- برای خود انگیزه ایجاد می کنم .

بعد از گوش دادن:

- بر روی فعالیتی که خواسته شده بود تمرکز کردم .
- سعی کردم که پیش بینی های خود را بررسی کنم .
- با توجه به آنچه که گوش دادم ، پیش بینی های خود را اصلاح کردم .
- سعی کردم توجهم را بر روی اطلاعات مورد نیاز برای انجام فعالیت متمرکز کنم .
- از صداهای پس زمینه ، تن صدا و سر نخ های دیگر برای حدس زدن معانی کلماتی را که نمی فهمیدم کمک گرفتم .
- از لغات کلیدی ، هم خانواده ها و لغات هم ریشه برای درک متن استفاده کردم .
- از دانش خود در زمینه موقعیت مورد نظر و هم چنین ساختار متن برای درک متن استفاده کردم .
- منطقی بودن و معقولیت چیزی را که از متن درک کرده بودم را ارزشیابی کردم .

به منظور بهتر کردن عملکردم ، دفعه بعد من

Appendix D

Pretest of Listening Comprehension

Situation 1: Ann and Tomas are at a coffee shop. They're talking when Yoshi comes in.

1. ----- are meeting for the first time.

- a. Ann and Tomas
- b. Ann and Yoshi
- c. Yoshi and Tomas
- d. Ann, Tomas, and Yoshi

Situation 2: Rick and Sharon are at a restaurant.

2. Sharon-----.

- a. usually eats fish
- b. is eating the chicken
- c. is going to have fish
- d. prefers fish to chicken

Situation 3: Sven calls Marcos's home. Marcos's roommate answers the telephone.

3. Marcos -----.

- a. comes to the phone
- b. is at a meeting
- c. will be home by 4:30
- d. will take a message

Situation 4: A reporter is giving today's weather forecast.

4. It's hot and dry in-----

- a. Colorado
- b. Florida
- c. Miami
- d. Boston

5. In Miami, it will be----- .

- a. clear
- rainy
- c. dry
- d. cold

Situation 5: Dom calls Phil about playing golf.

6. Phil can't play golf tomorrow afternoon because he ----- .

- a. is meeting someone for lunch
- b. has a meeting until 4:00
- c. is getting ready for a meeting
- d. needs to leave a meeting early

7. They're going to ----- .

- a. have lunch together
- b. play golf next week
- c. go to a business meeting
- d. meet early in the morning

Situation 6: Sherry and Jill are both going on summer vacations with their families. They are talking about their plans.

8. Jill and her family usually ----- .

- a. stay at home
- b. take a trip together
- c. do different things
- d. visit art museums

9. Sherry wishes she had time to ----- .

- a. visit Jill's family
- b. read more
- c. take a trip
- d. go shopping

Situation 7: Melanie is talking to George about her laptop computer.

10. Melanie is angry because ----- .

- a. she can't use her computer
- b. her friends don't have a computer
- c. Carol doesn't want to return the computer
- d. George won't lend her his computer

11. Carol ----- .

- a. lent her computer to a friend
- b. broke Melanie's computer
- c. borrowed a computer from George
- d. just bought her own computer

12. George doesn't usually lend things because ----- .

- a. he doesn't have that much to lend
- b. his friends don't need to borrow anything
- c. lending things can change a friendship
- d. it's better to borrow from a bank

Situation 8: David is talking with Tomomi when Monica comes into the room.

13. ----- are meeting for the first time.

- a. David and Monica
- b. David and Tomomi
- c. Tomomi and Monica
- d. David, Monica, and Tomomi

Situation 9: A reporter is giving today's weather forecast.

14. It will be clear in ----- .

- a. The Northeast
- b. Seattle
- c. Boston

d. Miami

15. In Seattle, the weather is -----.

a. hot

b. snowy

c. cool

d. rainy

Situation 10: Phil is talking with Susie about money.

16. Phil is upset because -----.

a. Susie can't lend him any money

b. his parents won't give him money

c. Albert hasn't returned his money

d. his friends never lend him money

17. Albert -----.

a. did n't borrow \$100

b. is n't working now

c. does n't need the money

d. can't return the money yet

18. Susie doesn't lend money to friends because -----.

a. she has just enough for herself

b. lending money can change a friendship

c. people won't lend her money

d. her friends don't need it

Situation 11: Linda is asking Jim about his plans for the summer.

19. In the summer, Jim usually -----.

a. stays in the mountains

b. takes trips with his family

c. visits his parents

- d. goes to the beach
- 20. This summer he's planning to -----.
- a. stay at home
- b. go to the beach
- c. fish with his dad
- d. hike in the mountains

Appendix E

Posttest of Listening Comprehension

Situation 1: Tony and Alex are talking when Meriko comes in.

- 1. ----- are meeting for the first time.
- a. Tony and Alex
- b. Tony and Meriko
- c. Alex and Meriko
- d. Tony, Alex, and Meriko

Situation 2: A woman is ordering food at a restaurant.

- 2. She ----- .
- a. usually has soup
- b. is getting the soup
- c. stopped eating salad
- d. likes soup, not salad

Situation 3: Joe calls Ramon's home. Ramon's mother answers the telephone.

- 3. Joe ----- .
- a. talks with Ramon
- b. leaves a message for Ramon
- c. will see Ramon in class
- d. will call Ramon at school

Situation 4: A reporter is giving today's weather forecast.

4. It will rain today in ----- .
- a. California
 - b. the Northwest
 - c. New York
 - d. most of the country
5. Today's weather in New York will be ----- .
- a.typical
 - b.sunny
 - c.cloudy
 - d.warm

Situation 5: Jeff calls Audrey about a business meeting.

6. Audrey can't meet before 2:00 because she ----- .
- a.is leaving early tomorrow
 - b.has another meeting
 - c.is meeting all morning
 - d.eats lunch at 2:00
7. They're going to ----- .
- a.meet at 10:00 tomorrow
 - b.eat a late lunch together
 - c.have the meeting before lunch
 - d.meet at night

Situation 6: Jerry and Sue are talking about their plans for the summer vacation.

8. Sue's family usually ----- .
- a.stays home
 - b.goes to the beach
 - c.visits friends

d.takes a trip

9. This year Sue is thinking about ----- .

a.going fishing with her dad

b.visiting her mother

c.learning how to sail

d.taking a trip with friends

Situation 7: Peggy is talking to Tom about her car.

10. Peggy is upset because ----- .

a.she can't use her car

b.her parents won't help her

c.Karla doesn't like her car

d.Tom doesn't understand her

11. Karla ----- .

a.borrowed her parents' car

b.has her own car

c.will fix Peggy's car

d.is buying a new car

12. Peggy doesn't lend money to friends because ----- .

a.it can change the relationship

b.her friends have plenty of money

c.she doesn't have much to lend

d.her parents won't let her

Situation 8: Ken and Nancy are at a restaurant.

13. Ken ----- .

a.is having steak tonight

b.stopped eating steak

c.eats steak a lot

d.prefers chicken to steak

Situation 9: Karen calls Jason's home. Jason's father answers the telephone.

14. Karen is going to -----.

- a.speak with Jason at work
- b.call back in an hour
- c.wait for Jason to call
- d. send a written message

Situation 10: Bill invites Jennifer to go to dinner and a movie.

15. Jennifer doesn't accept right away because she can't -----

- a.eat a late lunch
- b.leave work early
- c.go to dinner
- d.see the movie

16. They're going to -----

- a.leave work a little early
- b.go to the movie before dinner
- c.see the movie tomorrow
- d.have dinner at 7 :00

Situation 11: Linda is asking Jim about his plans for the summer.

17. In the summer, Jim usually ----- .

- a.stays in the mountains
- b.takes trips with his family
- c.visits his parents
- d.goes to the beach

18. This summer he's planning to ----- .

- a.stay at home
- b.go to the beach

c.fish with his dad

d.hike in the mountains

Situation 12: Linda is asking Jim about his plans for the summer.

19. In the summer, Jim usually ----

a. stays in the mountains

b. takes trips with his family

c. visits his parents

d. goes to the beach

20. This summer he's planning to -----

a. stay at home

b. go to the beach

c. fish with his dad

d. hike in the mountains

Appendix F

MALQ Items

1. Problem-solving strategies:

- I use the words I understand to guess the meaning of the words I don't understand.

- As I listen, I compare what I understand with what I know about the topic.

- I use my experience and knowledge to help me understand.

- As I listen, I quickly adjust my interpretation if I realize that it is not correct.

- I use the general idea of the text to help me guess the meaning of the words that I don't understand.

- 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.

2. Planning-evaluation metacognitive strategies:

- Before I start to listen, I have a plan in my head for how I am going to listen.
- Before listening, I think of similar texts that I may have listened to.
- After listening, I think back to how I listened, and about what I might do differently next time.
- As I listen, I periodically ask myself if I am satisfied with my level of comprehension.
- I have a goal in mind as I listen.

3. Mental translation strategies:

- I translate in my head as I listen
- I translate key words as I listen.
- I translate word by word, as I listen.

4. Personal knowledge:

- I find that listening in English is more difficult than reading, speaking, or writing in English.
- I feel that listening comprehension in English is a challenge for me.
- I don't feel nervous when I listen to English.

5. Directed attention

- I focus harder on the text when I have trouble understanding.
- When my mind wanders, I recover my concentration right away.
- I try to get back on track when I lose concentration.

- When I have difficulty understanding what I hear, I give up and stop listening:

پرسشنامه آگاهی فراشناختی گوش دادن

عبارات زیر برخی از استراتژی های درک شنیداری و احساس شما در مورد گوش دادن به زبانی که در حال یادگیری هستید را توصیف می کند . آیا شما با آنها موافق هستید ؟ این یک آزمون نیست ، بنابر این پاسخ " صحیح " و " اشتباه " وجود

ندارد . با پاسخ به این اظهارات شما می توانید به خود و معلم خود در درک پیشرفت شما در یادگیری مهارت گوش دادن کمک کنید . لطفاً نظر خود را بعد از هر عبارت بیان کنید . دور عددی که میزان توافق شما را به بهترین حالت نشان می دهد دایره بکشید .

1- قبل از اینکه شروع به گوش دادن کنم برنامه ای در ذهنم در مورد اینکه چطور می خواهم گوش دهم وجود دارد .

6 5 4 3 2 1

2- وقتی در درک متن مشکل دارم ، تمرکز بر روی آن برایم سخت تر می شود .

6 5 4 3 2 1

3- مهارت گوش دادن در زبان انگلیسی را سخت تر از خواندن ، صحبت کردن یا نوشتن در زبان انگلیسی می دانم .

6 5 4 3 2 1

4- همزمان که گوش می دهم مطالب را در ذهن خود ترجمه می کنم .

6 5 4 3 2 1

5- با استفاده از کلماتی که معانی آن را می دانم ، سعی می کنم کلمات نا آشنا را حدس بزنم .

6 5 4 3 2 1

6- وقتی که تمرکز را از دست می دهم ، دوباره بر روی متن تمرکز می کنم .

6 5 4 3 2 1

7- همزمان که گوش می دهم ، آنچه را که از متن فهمیده ام با آنچه را که از قبل در مورد آن موضوع می دانستم مقایسه می کنم .

6 5 4 3 2 1

8- احساس می کنم درک شنیداری در زبان انگلیسی برای من چالش برانگیز است .

6 5 4 3 2 1

9- از تجربه و دانش قبلی خود برای درک مطلب کمک می گیرم .

6 5 4 3 2 1

10- قبل از گوش دادن ، متن های مشابه ای را که قبلاً شنیده ام را به یاد می آورم .

6 5 4 3 2 1

11- همزمان که گوش می دهم ، کلمات کلیدی را ترجمه می کنم .

6 5 4 3 2 1

12- زمانی که تمرکز خود را از دست می دهم ، سعی می کنم دوباره به موضوع برگردم

6 5 4 3 2 1

13- همزمان که گوش می دهم ، اگر متوجه شوم درک من از مطلب درست نبوده است آن را به سرعت تغییر می دهم .

6 5 4 3 2 1

14- بعد از گوش دادن ، در مورد اینکه چطور گوش داده ام و اینکه دفعه بعد چگونه متفاوت عمل کنم فکر می کنم .

6 5 4 3 2 1

15- وقتی که به زبان انگلیس گوش می دهم مضطرب نیستم .

5 4 3 2 1

16- وقتی که در درک مطالب دچار مشکل می شوم ، گوش دادن را رها می کنم .

6 5 4 3 2 1

17- برای حدس زدن معنی کلماتی که درک نمی کنم از ایده کلی متن استفاده می کنم .

6 5 4 3 2 1

18- همزمان که گوش می دهم ، متن را کلمه به کلمه ترجمه می کنم .

6 5 4 3 2 1

19 - وقتی که معنی یک کلمه را حدس می زنم به تمام مطالبی که قبلاً شنیده ام فکر می کنم تا مطمئن شوم که آیا حدس من درست بوده است .

6 5 4 3 2 1

20 - همزمان که گوش می دهم ، مرتباً از خود می پرسم که آیا از سطح درک شنیداری خود راضی هستم .

6 5 4 3 2 1

21- در زمان گوش دادن ، برای شنیدن در ذهن خود هدف دارم.

6 5 4 3 2 1