

**Raising Learners' Metacognitive Awareness in Listening through
Metacognitive-based Instruction:
The Case of Third-Year License Students of English at
Mohammed Lamine Debaghine University, Setif**

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Abstract:

This paper deals with the effect of a process approach based on a metacognitive listening strategy intervention conducted with 28 upper-intermediate undergraduate third year students at the English Department, Faculty of Arts and Letters, Setif 2 University. It is a mixed-method study, which used listening pre/post-tests, a reflection survey and emotional temperature charts as the main instruments for data collection.

Results show that the participants' perceptions concerning the efficacy of the intervention in improving their listening performance are positive, and their scores in the listening post-test increased to some degree namely for poor listeners. The findings imply that the metacognitive listening strategy instruction can raise listeners' awareness towards the processes involved in listening comprehension success, and that this type of teaching approach should be encouraged in future L2 listening classes.

Keywords: *EFL listening comprehension; metacognition; metacognitive listening strategy instruction; process-based approach; strategy awareness.*

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- INTRODUCTION

Listening is commonly called the Cinderella skill in English language teaching as it is usually neglected, overlooked, and taken for granted. This implies that L2 listening ability is given less importance in language skills development and thus it is left to be developed automatically through mere exposure to spoken language and without any systematic instruction. The aim of this work is to show how raising EFL listeners' metacognitive strategies awareness would help learners improve their listening comprehension performance. The research at hand is significant in the sense that it sensitizes both teachers and students to the crucial processes involved in listening comprehension to fill gaps in learners' listening deficiencies. The current study is the first of its kind as a few studies are hardly done on the affective impact of metacognitive strategy intervention on EFL listeners' performance.

1. Literature Review

1.1 Process Approach

Listening comprehension is defined as 'an active process in which listeners select and interpret information that comes from auditory and visual clues'¹. Usually listening happens in real time face-to-face, and comprehension is achieved through interactive processing². These processes involve the integration of whatever cues the listener is able to exploit – incoming auditory and visual information, as well as information drawn from internal memory and previous experience³. Listening processes are thus complex and comprehension, which is automatic for English native speakers, is not easily achieved by foreign language learners due to the ephemeral nature of listening and the intangible aspect of spoken English⁴.

Despite the importance of this language skill in foreign language pedagogy, literature on listening relied mostly on anecdotal and intuitive accounts⁵. L2 listening pedagogy has long been focused on the product rather than the process, where comprehension success is measured on the basis of the number of correct answers that students

are able to provide⁶. Product implies that comprehension of the spoken text is the ultimate aim of the listening lesson, and almost nothing is said about which certain interrelated elements or strategies learners use to help them achieve this comprehension and get the answers right⁷. Currently, L2 listening pedagogy adopts the teaching of listening as a process, helps learners overcome their listening comprehension problems at all stages of listening (perception, parsing, utilization), and shows them the metacognitive listening strategies of how to plan, manage, and evaluate their performance⁸. In short, process-based listening instruction raises EFL listeners' awareness about the factors that facilitate their comprehension.

Furthermore, Teaching and learning L2 listening is not that easy and strategy instruction alone does not equip learners with the necessary guidance about the nature of L2 listening and its challenges⁹. Therefore, a metacognitive control over strategy use is an essential aspect of a long-term listening development¹⁰. There is, thus, a need for a metacognitive instruction that stretches learners' knowledge about themselves as well as the demands of L2 listening comprehension, and provides them with the necessary ways of managing their listening behaviour. So, metacognitive strategies that regulate the listening process are the focus of this study.

1.2. Metacognitive Strategy Training

Strategy training is one of the most important methodological innovations that concern the learner him/herself¹¹. L2 strategies can be taught and learners can improve their learning through strategy training¹². It is also called learner training which is concerned with ways of teaching learners explicitly the techniques of learning a language and an awareness of how and when to use appropriate strategies to enable them to become self-directed and responsible for their learning¹³. Simply recognizing learners' contribution to the process of learning is not enough. In order to maximize their potential and contribute to their autonomy, language learners, especially those who are not among the so-called good learners need training in

learning strategies¹⁴. Wenden (1985) stated that language teacher's time should be profitably spent on learner training as much as language training.

One of the most widely used classifications of language learner strategies is the three categories model: Cognitive, metacognitive and socio-affective¹⁵. However, Macaro (2006) limited them to cognitive (direct) and metacognitive (indirect), where socio-affective are made part of metacognition as they are indirect too and involve self-regulation and management. While metacognitive strategies such as planning, monitoring and evaluating are omni-present in any metacognitive lesson, the rest of cognitive strategies work with them in harmony and simultaneously, such as prediction, direct attention, selective attention, phonemic segmentation, and inference¹⁶. Thus, both cognitive and metacognitive strategies work together in the listening process. Therefore, metacognitive instruction goes beyond a narrow focus on strategies use as it involves awareness raising and the use of a cluster of strategies in a flexible way.

Graham and Macaro (2008) explained how strategies likely playing an important part in the listening process interact together and function as follows: Prediction invokes schemata and reduces the cognitive load. Listening for certain ideas, words, or phrases confirms or refutes that prediction. When those ideas or phrases present comprehension problems, linguistic, contextual or prior knowledge of the topic compensate for the lack of linguistic knowledge, thereby facilitating inference. Monitoring and evaluating comprehension ensure that all these cognitive strategies are working in harmony.

1.3. Effect of Metacognitive Listening Strategy Instruction on Listening Comprehension

Studies done on listening comprehension and metacognitive strategies can be categorized into three types. The first type is concerned with diagnosing the learners' use of metacognitive listening strategies, while the second type has to do with the correlation between metacognitive awareness and L2 listening comprehension ability. The

third type is related to the effect of metacognitive strategy-based listening instruction on L2 listening comprehension success. In this paper, the last type is the focal target.

In a well-known study done by Vandergrift et al. (2006), a Metacognitive Awareness Listening Questionnaire (MALQ) was developed and validated with two different large samples to assess L2 listeners' metacognitive awareness and perceived use of strategies while listening to oral literature. Nine hundred sixty-six listeners from different parts of the world speaking different L2 languages of different educational backgrounds and proficiency levels were the first sample. Five hundred twelve Canadians studying French as a second language and EFL Iranian university students of different levels of proficiency were the second sample. The questionnaire consists of 21 items with five metacognitive strategies: problem-solving, planning and evaluation, person knowledge and directed attention. Correlations among these five factors indicated that problem-solving and attention showed the strongest relationship, while planning and person knowledge showed the weakest relationship. Correlation between data from MALQ and the listening test scores indicated a significant relationship between listening comprehension ability and metacognitive awareness of L2 listening processes. To confirm these results, the listening comprehension test (dependent variable) scores were regressed on the MALQ (independent variable) scores. Although correlation between the scores was moderate, it is significant as 13% of variance in listening performance could be explained by metacognition. The researchers suggested some possible uses of MALQ such as self-assessment, awareness-raising, and research purposes.

Goh and Taib (2006) held a small-scale study of metacognitive instruction in listening for ten primary school pupils who were taught eight lessons that focused on traditional exercises, individual post-listening reflections on their listening experience, and teacher-facilitated discussions on some metacognitive knowledge aspects. During the treatment, the participants increased knowledge of

metacognitive aspects that affect their listening and strategy use. After the treatment, the less skilled pupils showed more confidence in task completion, reported higher awareness about listening demands, and developed strategic knowledge that help them deal with listening difficulties. They concluded that teaching listening as a process can be very effective namely with learners who need help with metacognition.

Cross (2011) conducted a small-scale study on the effect of metacognitive instruction on listeners' comprehension. Twenty female adult Japanese advanced level EFL learners participated in a metacognitive instruction based on the pedagogical cycle of prediction, monitoring, problem identification and evaluation in five listening sessions to improve their ability to understand TV news. The pre-post-test results showed that the less-skilled listeners did benefit from the lessons, while the more-skilled listeners had minimum improvement. This shows that the metacognitive instruction cycle has a minimal effect on higher level listeners, as they already use metacognitive strategies whether consciously or not, and that this teaching approach is more helpful for the low level ones because they are less likely to be aware about metacognitive strategy knowledge and use.

Kassaian and Ghadiri (2011) investigated the relationship between motivation and metacognitive listening awareness strategies of 30 upper intermediate Iranian EFL learners from two English language teaching institutes. The findings showed that there is a positive relationship between both types of motivation and the use of metacognitive awareness strategies except for mental translation and intrinsic motivation. Besides, the MALQ results showed that the most frequently used metacognitive strategy is problem-solving, while planning and evaluation were the least used.

Dabbagh and Noshadi (2014) studied the role of metacognitive strategy awareness and proficiency level in EFL learners listening comprehension achievement. A number of 147 Iranian students were grouped into three proficiency levels based on their scores from the

Oxford placement test. They were also divided into five groups according to the MALQ questionnaire. Three listening comprehension tests were administered in addition to a think-aloud technique. Results from the two-way ANOVA statistical analysis showed that the metacognitive listening awareness and language proficiency both have a significant role in students' listening comprehension. Results from the post-hoc Scheffe test showed a significant role of metacognitive awareness in 'problem-solving' and 'planning and evaluation' groups. Furthermore, there was a significant difference in listening performance of elementary-limited and intermediate groups.

Rahimirad and Zare-ee (2015) investigated the effect of a metacognitive strategy instruction on the improvement of listening self-efficacy of Iranian EFL learners. Forty undergraduate females studying English literature at the university level were the participants of this study. Their English proficiency ranged between intermediate to upper-intermediate according to IELTS' listening section. A listening self-efficacy questionnaire was adopted from Rahimi and Abedini (2009). After eight sessions treatment based on the metacognitive model proposed by Vandergrift (2003), the post phase of the questionnaire showed that the The proposed model of Metacognitive strategy instruction does boost self-efficacy in listening comprehension classes for undergraduate learners of English.

Manzouri et al (2016) studied differences between skilled and less-skilled listeners concerning their strategy use. The participants chosen were EFL Iranian learners 30 females and 10 males who were divided into high-ability group and low-ability group according to a listening proficiency test. A listening strategies questionnaire was administered as a research tool for data collection. The results of 'Factor Analysis' showed that the participants' listening proficiency is based on all types of strategies (metacognitive, cognitive, and socio-affective), while results from 'Multiple Regression Analysis' indicated that the participants used cognitive strategies more than the other strategies. The Independent Sample T-Test results showed that effective listeners used metacognitive strategies the most.

In quasi-experimental research, Simasangyaporn (2016) explored the relationship between 161 Thai undergraduate EFL students' level of self-efficacy and listening comprehension proficiency, and examined the effect of a 12-week listening strategy instruction on improving the students' level of self-efficacy, listening comprehension level and their reported use of listening strategies. A free-recall listening task and a listening comprehension task were used to test listening proficiency. A questionnaire was administered to elicit strategy use and self-efficacy. A stimulated-recall interview was conducted with only 14 participants to investigate strategy use further. Statistical analysis showed no significant improvement of self-efficacy for both groups. The correlation analysis indicated a moderate relation between self-efficacy and listening comprehension. However, the experimental group improved their listening comprehension level for both high and low proficient learners. As for strategy use, the questionnaire results did not show any significant changes in strategy use, but a great number of participants developed a positive behaviour according to the stimulated recall interview, and that the most frequently used strategies were hypothesis formation, hypothesis monitoring, and a greater use of word identification.

Tabibian and Heidari-Shahreza (2016) investigated the effect of cognitive and metacognitive strategy use on EFL learners' receptive skills performance. The participants were 60 Iranian intermediate students of mixed-ability levels. Through a questionnaire, the researchers tried to identify the kind of cognitive and metacognitive strategies that had effect on students' listening and reading performance. Multiple regressions were used to analyse data. The findings revealed that the participants' scores positively correlated with cognitive and metacognitive strategy use. It concluded that the main characteristics of successful listeners as well as readers is the use of more metacognitive strategies if compared to poor listeners and poor readers.

Assadi (2018) conducted a pre-experimental research on the effect of metacognitive instruction on EFL learners' metacognitive

listening awareness. The study was conducted with a random selection of 30 Iranian intermediate students including 14 males and 16 females aged between 20 to 24, and have participated a metacognitive listening strategies training following the five stages mentioned in MALQ. The MALQ and a listening test were used as data collection tools administered before and after the intervention to check awareness of strategies and progress in listening performance. Results from the questionnaire and pre-post listening tests scores showed that metacognitive listening instruction did increase listeners' metacognitive awareness and helped them develop their listening comprehension skills.

2. Research Methodology and Design

2.1. Research Method and Tools

This is a small-scale study that makes use of a metacognitive listening instruction approach to improve listeners' comprehension performance. A mixed-method approach is adopted following a non-randomized sampling technique. This study aims to answer the following question: Does the metacognitive listening instruction approach affect the EFL learner's listening comprehension positively?

The first instrument used for data collection is a self-designed achievement listening test. This listening test is divided into a pre-test and a post-test. The second research tool is a post-reflection survey which consists of an open-ended question that ask the participants to give their appraisal of the intervention they had in terms of level of satisfaction, its efficiency, and the kind of strategies they could learn so far. The third instrument is emotional temperature charts that aim at checking the participants' level of anxiety as well as self-confidence towards listening situations (See the Appendices).

The participants of the study have all participated in the research because they are the researcher's own students assigned administratively. The participants had the treatment during their ordinary Oral Expression course. They received a metacognitive strategy-based listening instruction to raise their metacognitive

awareness, develop their understanding of the processes essential for listening comprehension, and train them to use metacognitive strategies effectively. The training sessions were based on the framework proposed by Vandergrift and Goh (2012) and lasted for a whole semester. Firstly, the metacognitive strategies were clearly described and explained explicitly to the participants including planning, monitoring, problem solving and evaluation. Participants were familiarized with the use of the metacognitive pedagogical cycle once a week in every listening lesson. The listening material, which was downloaded from zappenglish.com, was authentic and matches the proficiency level of students.

Six listening lessons were designed around the most essential sub-skills of listening and the learners' most problematic areas. A variety of familiar topics were presented in every lesson. The instruction was done explicitly by explaining and modeling the metacognitive strategies and giving feedback. The lessons were based on Vandergrift's metacognitive framework. However, a special attention was given to bottom-up processes which were recommended by Graham and Santos (2015) as they were not given enough consideration in Vandergrift's work. The sequence involved the following related phases – preparation and prediction, first listen, monitoring and identifying the problem, second listen, discussion, and personal evaluation and reflection. Lesson one focused on how to make predictions and verification. Lesson two dealt with how to infer meaning of unknown words. Lesson three was concerned with identifying keywords and understanding the gist. Lesson four was about recognizing familiar words in connected speech. Lesson five emphasized the identification of word boundaries with intonation clues and understanding opinion. And finally lesson six covered problem identification and evaluation.

The listening pre-test was administered before the beginning of the intervention, and the listening post-test was administered at the end of the intervention. During the treatment phase, the participants were to fill in their emotional temperature charts to check their level

of anxiety and their self-confidence towards listening comprehension at the end of each lesson. By the end of the listening sessions, the post-reflection survey was administered immediately after the completion of the listening post-test. For data analysis, the pre-post-listening tests were analyzed quantitatively. The answers to the post-reflection survey's open-ended question were analyzed qualitatively, the same thing for the emotional temperature charts.

2.2. Participants of Study

The study is conducted with upper-intermediate (B2 level) university students, whose proficiency level have been tested through the Oxford Quick Placement Test taken at the first class meeting. So, the participants are third year BA undergraduate EFL students from the Department of English Language and Literature at Mohammed Lamine Debaghine Setif 2 University, Algeria. They are a total of 28 (23 females and 5 males), aged between 19 and 24. The data for the study is collected during 2018-2019 academic year.

3. Results and Discussion

3.1. Listening Achievement Tests Results

Table 1: Total Pre-test and Post-test Scores

Group	N	Mean	Std. Deviation
Pre -Test	28	11.91	3.27
Post-Test	28	13.59	2.76

The results of the pre-test and the post-test means displayed a significant increase from 11.91 to 13.59, which shows that students' listening level improved to some extent. The Standard Deviation (SD) indicates how close or scattered the participants' scores are to the mean. SD in the pre-test is 3.27 while SD in the post-test is 2.76. Thus, it is observed that scores are a bit higher than the mean as they are more than zero.

Fig 1: Total Pre-test and Post-test Scores

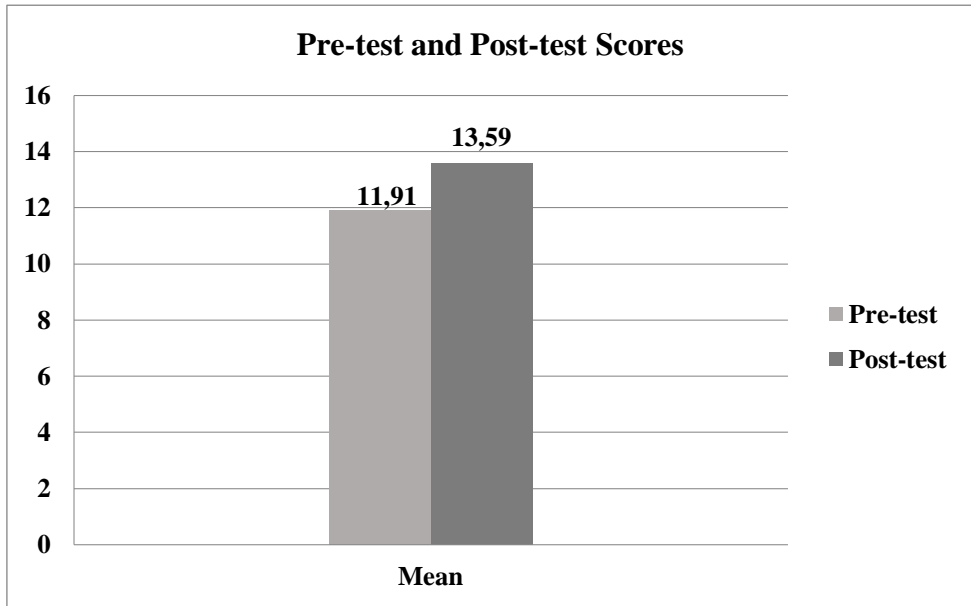


Table 2: Paired Samples T-test of Participants Performance on Pre-test and Post-test

Groups	N	Mean	Std. Difference	T	df	Sig.
Pre-test	28					
Post-test	28	1.68	1.64	5.43	27	0.000

According to 'T' value, which is calculated as ($T=5.43$), and the 'degree of freedom', which is ($df=27$), it is noticed that the calculated significance level (p value= 0.000) is smaller than the significance level determined in the study ($\alpha=0.05$). Therefore, there is a statistically significant difference between the pre-test and the post-test scores of the experimental group, in favour of the post-test.

3.2 Post-Reflection Survey and Emotional Temperature Results

Seven main themes emerged from coding the post-reflection survey. These are: 1) attitude, 2) self-efficacy, 3) self-confidence, 4) anxiety, 5) motivation, 6) strategy awareness, and 7) strategy use. These sub-themes can be further summed up into two main categories.

The first category has to do with affective factors (from theme 1 to theme 5), while the second category is concerned with the metacognitive strategies awareness and use (theme 6 and theme 7).

Results from the post-reflection survey indicate that the huge majority of participants had a positive attitude towards the listening sessions as they showed a high level of satisfaction with the listening training lessons. The most advanced participants, however, showed a low satisfaction. All of the participants agreed that the metacognitive listening strategy approach was a useful new experience, as it helped them improve their listening comprehension performance and made them more aware about strategies they can use to manage their listening comprehension difficulties. These findings about increased awareness and improved comprehension are in line with previous studies conducted like that of Dabbagh and Noshadi, (2014); and Assadi, (2018). The strategies that the participants have developed are both bottom-up and top-down strategies with word identification and problem solving as the most frequently used one. This is similar to the findings of Simasangyaporn (2016). The other strategies mostly mentioned are increased attention, understanding intonational clues, prediction, using common sense, organization, reflection, and setting goals.

Moreover, the participants claimed that their self-efficacy and confidence towards listening to native speakers' authentic speech has increased too, while their anxiety decreased. Likewise, the emotional temperature charts which are concerned with listening anxiety and confidence also confirmed the fact that the more participants engaged in the listening lessons, the more they became confident and the less anxious they were. Findings about increased self-efficacy are similar to previous research conducted by Simasangyaporn (2016); and Rahimirad and Zare-ee (2015). Concerning increased self-confidence in listening, Goh and Taib (2006) also found similar findings namely as concerns poor listeners.

Furthermore, on the one hand, the more advanced participants were less motivated to learn the metacognitive strategies on the claim

that they already use them unconsciously, however none of them could deny the effectiveness of the metacognitive approach. On the other hand, less advanced and poor listeners showed high motivation. These findings about motivation correspond to related studies by Kassain and Ghadiri, 2014. Moreover, the findings indicate that poor listeners could benefit from the metacognitive instruction more than successful listeners, this has been proved by many previous studies too such as Cross (2011); Manzouri et al (2016); and Tabibian and Heidari-Shahreza (2016). Besides, Dabbagh and Noshadi (2014) explained that language proficiency can also play a role in listening comprehension success.

- CONCLUSION

To answer the research question, according to the listening-tests scores and the post-reflection survey results and the emotional temperature charts, findings indicate that the metacognitive listening instruction approach does improve EFL learner's listening comprehension namely for the less advanced students, and that this improvement concerns two main things. First, there is an increased metacognitive awareness, which on its turn would sensitize learners to use listening strategies more effectively and autonomously in the future. Second, students showed a positive attitude towards the listening class, increased self-efficacy, self-confidence and were more motivated and less anxious when they listen to English speakers inside or outside the classroom.

One main finding of the current study is that the metacognitive strategy-based listening instruction can affect EFL learners's listening performance positively, and that the less advanced listeners in particular demonstrated greater increase in metacognitive awareness of listening strategies. Accordingly, it is high time that teachers and curriculum and material designers should integrate this approach in future instructional material and methodology. Training teachers of 'oral expression' course in the use of the latest trends in the area of listening instruction should be highly recommended. This mode of

teaching should be trialed with a larger population so that its effectiveness can be thoroughly tested.

-Endnotes

- ¹ Rubin, 1995, p. 7
- ² Lynch, 2002
- ³ Lynch, 2002. P: 39
- ⁴ Siegel, 2014
- ⁵ Siegel, 2014
- ⁶ Field, 2008; Vandergrift & Goh, 2012; Graham & Santos, 2015; Renandya & Hu, 2018
- ⁷ Renandya & Hu, 2018
- ⁸ Renandya & Hu, 2018
- ⁹ Cross, 2011
- ¹⁰ Graham & Macaro, 2008
- ¹¹ Larsen-Freeman, 2000
- ¹² Sarafianou & Gavriilidou, 2015
- ¹³ O'Malley & Chamot, 1990
- ¹⁴ Larsen-Freeman, 2000
- ¹⁵ O'Malley & Chamot, 1990
- ¹⁶ Graham & Macaro, 2008

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Appendices

Appendix 1: Reflection sheet

Dear Student,

Write about your experience with the process-based listening sessions you had so far and explain how they could have helped you develop your listening comprehension skills.

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Appendix 2: Participants' proficiency level, reflections, and themes coded from the Post-Reflection Survey

Participant/ Level		Reflections	Themes
1	B2	The listening sessions were helpful. All in all, the recordings in the process-based listening sessions helped us to improve our listening methods and helped me to develop my listening skills.	-Efficiency -Satisfaction
2	B2	Well, it was an experience full of joy and entertainment, the process-based listening sessions helps a lot in developing my listening skills. Now, I'm more able to guess or predict difficult meaning of new words. I've more strategies to listen effectively, and being more attentive. Of course, it reflects on your performance positively, now I'm satisfied about my level of listening ability.	-Efficiency -Satisfaction -Self-efficacy -Confidence -Strategy: Attentiveness
3	B2	بهذه التجربة وبمحاولة تطوير مهاراتي من خلال حصص السمع المتتالية في الأخير أجدت مفعولها ألا وهو تطوير مهارة السمع لدي، التركيز الجيد أثناء السمع. لا أستطيع إلا القول بأن هذه الحصص قد أحدثت تطورا ملحوظا لي.	-Efficiency -Strategy: concentration

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4	C1	I noticed that my concentration has been better since I started these sessions of listening. I pay more attention to keywords and to the intonation and voices of speakers. My comprehension of speech of native speakers has improved as well. I really enjoyed that experience.	-Efficiency -Satisfaction -Strategy: concentration, identifying keywords and speaker's tone
5	B1	I do my best to develop my listening skills by the process-based listening sessions and it really helped me because I came more confident while listening to native speakers.	-Efficiency -Satisfaction -Confidence
6	B2	To be honest I prefer speaking than listening. I'm glad that I developed my listening skills even if it's not a huge difference. Without being subjective, the process listening approach worked, the whole experience helped in developing my own listening skills.	-Efficiency -low Satisfaction
7	B1	The listening sessions helped me to develop my listening comprehension skills because they easy to follow and helps me to know new words and items and how to find a keywords and their meaning by know just the general idea and also give me the power to speak it well without difficulties.	-Efficiency -Satisfaction -Strategies: Identifying keywords
8	B2	Well, the process-based listening was a useful and fruitful experience, because it exposed me directly to the language that native speak, so when they sometimes speaker faster than usual, that motivated me to work more and more on my listening ability by making my ears familiar with the fast speaking, and by doing that, I'm able now to recognize 90% of the conversation or the discussion that I listen to in English, whether in movies, YouTube, or in real life, so the process-based listening experience has really helped me to buckle down and improve my listening skill.	-Efficiency -Satisfaction -High motivation -Strategy: Under- standing fast speech

9	B1	Basing on the sessions I had, I can say that I've improved two things which are focusing on key words and the tone of the speakers during listening, and that absolutely helped me in understanding listening tasks better.	Strategy: identifying keywords and speaker's tone
10	B1	At the beginning I was upset of my listening skills because I almost miss sentences and some keywords and also misunderstanding but when I followed the process-based listening I managed to improve my listening skills and advanced and I managed also to be an effective listener.	-Efficiency -Satisfaction -Self-efficacy
11	C2	Overall it was a satisfying experience; we learnt new things and experiences, but I would have preferred that these listening tasks were less frequent. I personally would've liked to focus more on improving my speaking skills because listening is not that difficult to begin with, maybe at our level anyways.	-Low Satisfaction
12	B2	I very much enjoyed every listening experiment I had so far, it was very enjoyable and constructive and it pretty much helped me a lot without a doubt. I build up so much confidence in listening and also developed my potentials in listening as well.	-Efficiency -Satisfaction -Increased confidence
13	B1	I am very satisfied and comfortable to my capacity now which this strategy of listening making me.	-Satisfaction -Self-efficacy
14	B2	I think that my listening comprehension skills develops very well after the process-based listening sessions we had, & I think it was very effective and helpful.	-Satisfaction - Efficiency
15	B2	Those listening tasks are a challenge for me to speak better without fear and exchange with other without anxiety and also feel confident.	-Satisfaction -Increased confidence
16	B2	I enjoyed the listening sessions, but I hoped we could have more of them.	-Satisfaction

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17	C1	I think that the process-based listening sessions I had were very helpful. Before being taught these methods and the listening strategies, I was not quite aware of the crucial importance of process-based listening listening method. I had a few strategies that I followed during my listening experiences. However, now thanks to the sessions I had. I have become more attentive about what listening strategies should be followed before, during and after listening. My listening experience would be more organized, attentive and reflective in the future.	- Efficiency -Satisfaction -Increased awareness -Strategies: organization, attentiveness and reflection
18	A2	The listening process is very helpful cause of knowing new word and how we pronounce them. I also enjoy this when native speakers use to speak. The listening process obliged student to be more focus and how to focus on something.	-Efficiency -Strategy: attention, pronunciation
19	B2	At the very beginning I depended just on what I hear, I didn't follow any method or strategy in listening and that made listening and understanding what speakers were saying. Now things got easier as I start by predicting the answers way before I listen, highlighting the keywords, using common sense, try to understand the meaning of words which seem unfamiliar from the context they occur in. All in all, knowing these methods make listening and understanding what I am listening to better and easier.	-Satisfaction -Strategies: prediction, identifying keywords, common sense, guess unknown word
20	A2	The process-based listening session helps to catch the meaning quick and it train me to understand the native speakers who speak quickly. In addition, this also help to get an idea about the topic in a translated form in my mind in mother tongue.	-Efficiency -Satisfaction -Strategy: schemata
21	B1	Well, I believe that made me satisfied with myself because I got improved a lot. I can say that are very helpful especially sometimes we can enjoy it and easy to follow. And also you can enhance your comprehension skills by it. My experience with the process-based listening sessions I've had I was good so far.	- Efficiency -Satisfaction

22	B2	I personally appreciated my experience with the process-based listening, cause I really developed myself, my ability in listening...and I've become really confident, more good at listening...	- Efficiency -Satisfaction -Self-efficacy -Confidence
23	C1	Each step in the listening lessons was clear. However, I would not say that these lessons have greatly helped me develop my listening skills, and this might be because of my lack of motivation towards it. What this process helped me with was that it made me aware of the steps I unconsciously follow; for example, I realized that I do rely on my background information whenever I listen to a recording and that I try to predict what I would be listening to or the meaning of words I don't understand even if I don't do it all the time. I think that now I am aware of what I do and what I don't do, it would be easier for me to set new goals to further improve my listening comprehension skills and work to achieve them.	-Lack of motivation -Increased awareness -Strategy use: setting new goals
24	B1	I really liked the process-based listening sessions and I think they helped me improve my listening skills especially the techniques I use like guessing, verifying my guess and trying to link the things I already know about the topic. But I still have a problem of concentration.	-Efficiency -Satisfaction -Strategy: guessing, verification, schemata
25	B2	Well, I had a very good experience with this process, I find it useful and worth to try especially when you have a good teacher with you helping around like us. I was able to learn new things, enhance my vocabulary and been taught many things how to handle listening to a passage, etc. Thanks for everything.	-Efficiency -Satisfaction -Feedback appreciation
26	B2	These sessions were quite interesting, even though I am not in this kind of podcast, the content doesn't always please me, and sometimes I hated that I've to listen to things that I don't really like. I'm not going to say that it was not helpful because it was.	-Efficiency -Low satisfaction
27	B1	The process-based listening sessions were easy to follow and I am satisfied with this approach.	-Satisfaction

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28	B1	I used some of the processes that I have learnt before to help me develop my listening skills and thanks God the processes helped me a lot and I improved it, now I always enjoy listening to English conversations.	-Efficiency -Satisfaction
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