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The Impact of Metacognitive-Based Strategy Instruction on Learners' Listening Performance: Case of First-Year EFL Students at the University of Tlemcen

Dissertation submitted to the Department of English as a partial fulfillment of the requirements for the degree of Master in Language Studies
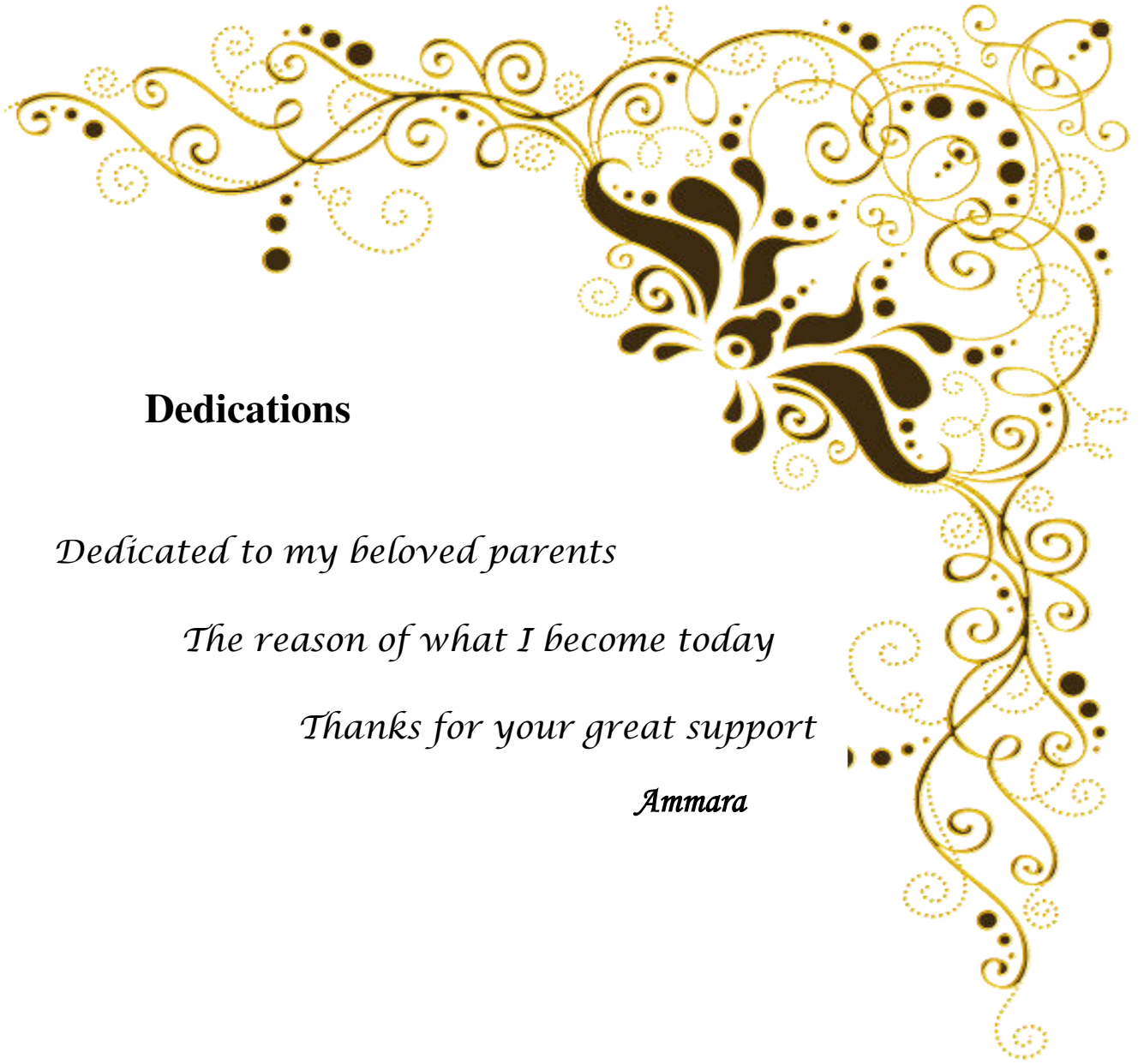
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Dedications

Dedicated to my beloved parents

The reason of what I become today

Thanks for your great support

Ammara

Acknowledgements

In the name of ALLAH, the most gracious and the most merciful

Abstract

Many Previous studies in second language learning have indicated that language acquisition is achieved through receiving language input. Thus, listening is one of those skills; it appears to be a significant contributor to success in second language learning. In spite of its vitality, it remains neglected in second language curriculum. Yet, many EFL learners claim that listening is the most difficult skill to develop as they encounter many hindrances in listening tasks. This study is planned therefore with a broad aims of investigating the impact of metacogntive-based strategy listening instruction in developing EFL learners' listening performance and awareness of the use of metacognitive strategies. To this end, a pre-experimental study was conducted to first-year EFL students at the English Department in the University of Tlemcen. A triangulation approach has been adapted to collecting data about the situation under investigation, namely, a semi-structured interview, listening proficiency tests, and questionnaire; the data gathered were analyzed both qualitatively and quantitatively. Finally, the results and findings obtained by this investigative study show that metacognitive strategy instruction has an impact on students' listening performance.

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List of Abbreviation and Acronyms

A.F. Absolute Frequency

CA: Classical Arabic

CBA: Competency Based Approach

CLT: Communicative Language Teaching

EFL: Foreign Language Learning

ELT: English Language Teaching

ESL: English as a Second Language

G: Group

LMD: licence Master Doctorate

L1: First Language

L2: Second Language

MALQ: Metacognitive Awareness Listening Questionnaire

Min: Minutes

N: Number

OE: Oral Expression

OP: Oral Production

Qtd: Quoted

R.F. Relative Frequency

S.D. Standard Deviation

GENERAL

INTRODUCTION

General Introduction

Acquiring language proficiency for either L1 or in L2 is believed to be deeply based on individuals' receptive skills. i.e., Language acquisition is achieved mainly through receiving language input. Listening is one of the receptive skills. It is an active and conscious process, and though it is neglected, nobody can deny its vitality in foreign language learning. In spite of its importance, L2 learners often consider listening as the most difficult skill to learn, since to be the least explicit of the four language skills. Studies have demonstrated that one of the reasons might be the lack of guidance on how learners can self-directed and evaluate their learning; hence for a better academic success learners should be trained how to learn and cope effectively with the learning task because they do benefit from being actively taught various strategies as they approach a listening activity. One effective way to help learners with the complexity of listening is through *''metacognitive instruction''* Through this process instructors may have the opportunity to provide learners with effective strategies and make them aware of the listening process, and improve their adequacy to use convenient strategies to enhancing their listening performance. In the field of listening instruction, O'Malley and Chamot (1990) pointed out that learning a language is effective when metacognition is involved, in this way students learn how to plan for a listening task, how to monitor their comprehension, and how to evaluate their performance.

From the situation stated above, the present study attempts to shed the light on the impact of metacognitive based- strategy instruction on the listening performance of EFL students, and endeavors to explore learners' difficulties during the listening task. The data reached by this study may enable the EFL teachers to develop effective techniques to improve students listening abilities and strategies.

Therefore, the general research question guiding this investigation is: Could implicit metacognitive based- strategy instruction enhance EFL listening performance?

General Introduction

In order to answer this question and narrow down the research purpose, the following three secondary research questions are set to translate specifically the aim behind this study:

- What might be the difficulties that EFL students encounter during the listening task?
- What might be the effect of metacognitive based- strategy instruction on EFL learners' performance, and their awareness about the metacognitive strategies?
- What might be the practical teachers' techniques to foster their EFL learners listening strategies?

Based on former investigations the following hypotheses were suggested to answer the aforementioned research questions:

- The difficulties that EFL students may or not encounter during a listening task are rate of speech, accent, assimilation…
- Metacognitive strategy instruction can enhance EFL listening performance, and may develop their metacognitive awareness.
- Teachers can make use of authentic materials, include efficient activities, and train their students effective strategies.

In fact, the avidity to reach the above mentioned objectives lead the researcher to design a pre-experimental study dealing with first year students at the University of Tlemcen. This study will collect data from different sources, relying on a set of research instruments: a semi-structured interview with students, a questionnaire, pre- test and post-test for students, and a questionnaire for teachers

Regarding the structure of this humble work, the whole research study is embodied in three chapters. The first chapter reports the relevant literature review, and it is divided into two main parts: the first part deals with the notion of listening comprehension; providing its definition, process, types, in addition to the characteristics of the spoken language and listening problems. Then, the second part of this chapter is devoted to the concept of metacognitive strategy instruction;

starting with theoretical basis for metacognitive instruction, namely definition of metacognition, and objectives of metacognitive instruction in L2 listening. Furthermore, it deals with the application of metacognitive strategies to listening instruction. In the end, the researcher sheds the light on metacognitive instructional activities.

The bulk of the second chapter is devoted to the description of the experiment in terms of its data collection and procedures. This chapter, in fact, illustrates the research design and methodology opted for this study, and revolves around the description of the situation under investigation, the sample population as well as the research tools used to gather data, including interviews, tests and questionnaire. They were administered to a number of students and teachers.

The main purpose of the third chapter is to analyze the data gathered quantitatively and qualitatively. An attempt is also made to find the correlation between the variables of this study, which are: Listening performance and metacogntive based-strategy listening instruction. Moreover, the chapter deals with a discussion of the results in the light of the study's secondary research questions and hypotheses.

Lastly, based on the findings of the experiment some pedagogical suggestions are proposed for teachers to developing their learners' listening performance, and for students to know how to deal with listening tasks.

CHAPTER ONE

CHAPTER ONE

1.1. Introduction

This chapter discusses the theory and research into the areas that form the underpinnings for the present study, and aims at providing information on the aforementioned research questions. It tries to reveal the process of listening comprehension from a cognitive perspective. In addition, it sheds the light on the different listening strategies and factors affecting the listening process. Later, it exposes a theoretical basis for metacognitive instruction as well as principles, finally, different metacogntive instructional activities will be discussed to reinforce the teaching of listening.

1.2. Defining Listening Comprehension

In second language learning '' *listening is a Cinderella Skill*'' and one of the challenging skills for EFL learners to develop. Although it is generally recognized that listening empowers learners to receiving and interacting with language input, and cooperate for the emergence of other language skills, this latter remains neglected and merits extreme researchers' attention. But nowadays, it has become an important area of research due to several views and studies.

By the end of 1960s, Listening comprehension launched to be seen as an active mental process and not just a passive skill. This view was under the influence of Chomsky's innateness theory (1957, 1965), which he maintained that children have an inherent ability that helps them acquiring their first language. Within such theory much interest was given to cognitive processes implications in comprehension.

Since the 1990's, much attention has been given to the area of research in listening comprehension. Several investigators claimed that, it is more than just hearing what is said, listening is an active process where the individual concentrate on the oral input to constructing parallel meaning or messages from passages, and relating what they have listened to the existing knowledge to responding spoken or a non verbal needs. As a first step towards a mere definition of listening

comprehension, it can be said that it is seen as ''*an active and dynamic process of attending, perceiving, interpreting, remembering, and responding to expressed (verbal and non-verbal)needs , concerns and information offered by other human beings*''(Purdy,1997: 8; cited in Khaldi,2008: 6). Notably, listening comprehension is an internal process that cannot be observed directly. Furthermore, one of the recent definitions is '' *the different processes of understanding the spoken language*'' (Seyedeh, 2016:8)

To sum up these views, Listening comprehension is an active process rather than passive or just hearing speech; wherein the listener receive, comprehend oral input, construct meaning from passages, and interpret the message. Nowadays, the vitality of listening is inevitable in EFL classroom since when you do not listen you will never learn or understand anything new.

Having defined listening comprehension is essential to reveal the nature of such process.

1.2.1. Listening Comprehension Process.

There are different views approximately how listeners stratify their linguistic knowledge and non-linguistic knowledge to the incoming input during the comprehension process. The former is the different types of knowledge namely: phonology, syntax, semantics, and discourse structure; the latter is the general knowledge about context, the world and how it works.

According to Richards (2008), understanding the spoken discourse or the acoustic input involved two different models or processes, the bottom-up and the top-down processing. He claimed that, the bottom-up model refers to taking the incoming data as the main source of information to understanding the meaning of the message. First of all, listeners build their understanding by decoding the acoustic input into small units, and this is used to identify and combine individual words, which in turn gathered to make phrases and Form meaningful complete utterances. This is the bottom-up view, in which language comprehension is ''*a*

process of passing through numbers of consecutive stages, or levels and the output of each stage becomes the input for the next higher stage. It is as it were, a one-way street'' (Buck 2001:2). On the top of that, Nunan (1997:01) explained it as '' *a process of decoding the sounds that one hears in a linear fashion from the smallest units (phonemes) to complete texts''*

Additionally, in several situation it may occur that the listener rely on his previous knowledge to interpret the message and without even decoding the sounds. To take well example: If an individual hear the following uncompleted sentences '' she was so angry, she picked up the gun, aimed and…', he/she can make expectations about what is going to happen and needs a very little acoustic signal to decode the verbal message be it ''shot'', ''fired''. So listeners, who approach a comprehension task in a top-down manner, use their prior knowledge of the topic to building expectations about the meaning of the message. This is the top-down process. In this respect, Nunan (1997:01) pointed out that:

> ''The alternation, top-down view, suggests that the listener actively constructs (or more accurately, reconstructs) the original meaning of the speaker using incoming sounds as clues. In this reconstruction process, the listener uses prior knowledge of the context and situation within which the listener takes place to make sense of what he or she hears. (Context of situation includes such things as knowledge and their relationship to the situation as well as other, and prior events.''

It has been noticed that, the top-down and the bottom-up processes occur together. Investigations in L1 speech perception provide evidence about the existence process between them. These researches have revealed that in order to decode and interpret the spoken language, listeners use prior knowledge in any order or even simultaneously.

In this regard, (Petsron 200: 88) maintained that:

> ''work on various levels simultaneously to produce an understanding of the incoming speech'', in which ''the higher level process…are driven by listeners' expectations…and the nature of the world. The lower level process…is triggered by the sound, words, and phrases which listeners hear''.

The interactive model involves the previous two processes ''bottom-up and top-down'' models, various types of knowledge are involved in understanding any fixed order, Buck (2001) refers to it as an interactive process, because they can interact and influence each other.

1.3. Characteristics of spoken language.

Listening is vital skill, and one feature which is distinctive to listening comprehension is associated with the nature of manner of communication. i.e., the spoken language. Individual sounds are predominantly indistinct due to some phonological aspects and characteristics. This section will try to review some of the major ones.

1.3.1. Phonological Modification:

In ordinary, sounds may influence each other. For instance, phonemes are the smallest unites of speech, these unites modify their features according to a set of phonological rules. Some phonemes maybe modified by those next to them, some phonemes may simply be dropped, other maybe combined in a complex way. The amounts of these modifications differ from one language to another, and depending also on the situation. To illustrate this, in formal situations speakers tend to have less phonological modification than informal one, or he/she pronounce the words carefully to emphasis on something important. In English, the major ones are:

- **Assimilation:** Is the change in pronunciation of a phoneme under the influence of its surrounding sounds.

- **Elision:** Is a case of a sound realized as a zero in casual, rapid speech. For example, ''Tonight'' pronounced / tnait/.

- **Instruction:** It is when a sound is introduced between other sounds, Buck (2001). In English, an intrusive 'r' is often added, especially before 'and', For example: 'Media event' is pronounced / media**r**event/.

1.3.2. Prosodic Features:

Stress and intonation carry a great deal of communicative information. As regards, stress is the degree of force with which a syllable or word is uttered, there is word stress and sentence stress. The former refers to the pattern of stressed and unstressed syllables in a word. The latter refers to patterns of stressed and unstressed words in an utterance. Another feature which is intonation, it refers to variation of pitch when speaking; and there are several functions, the most important ones are:

- **Emotional Intonation:** It refers to speakers' attitudinal meaning (anger, happiness…).

- **Grammatical Intonation:** It indicates the grammatical structure in speech, thus, a role comparable to punctuation.

- **Textual Intonation:** Is used to help larger chunks of discourse to contrast or cohere, like paragraphs in written language.

- **Psychological Intonation:** It is used to chunk information into unites which are easier to perceive and memorize.

- **Indexical Intonation:** It indicates social and personal identity, for example: news casters, sport commentators…often use recognizable intonation pattern.

1.3.3. Rate of Speech:

Rate of speech is an important feature of the spoken language. It is usually measured by the number of syllables per minute minus the time taken up by pausing. Many researchers have investigated the relationship between speech rate and comprehension. Results generally support that speech rate does affect comprehension .i.e.; it makes it more difficult to be understood. Buck (2001).

1.3.4. Syntactic Features:

In spoken language, clauses, sentences, phrases, tend to be shorter with simple syntax, and they linked together by coordinating conjunctions like: but, and…etc.

Additionally, spoken discourse is characterized by hesitation Buck (2001), and there are four main types:

- Unfilled pauses that are periods of silence.
- Filled pauses where the speaker uses fillers like ''um'', ''mm'', ''ah''…
- Repetition where the speaker repeats the same word …
- False starts where the speaker stops and then replaces the previous word with another.

This may cause problems in listening as well as comprehension Buck (2001). Moreover, speech tends to be more personal, involving emotional and less accuracy. Finally, written texts tend to be organized, as well as the use of dependent and subordinate clauses to transferring more information.

1.4. Listening Problems Encountered in L2 Listening.

It seems that, for a long time listening skills have been considered *as ''the least researched of all four language skills''* (Vendergrift, 2007: 292, qtd in Walker, 2014: 168). Hence, the lack of investigation means that listening remains the most difficult skill to understand. Furthermore, the complexity of listening makes

teaching rather challenging. Subsequently, teachers always wonder about the reasons behind the unbalanced level of success in L2 learning. To understand better the hindrances in teaching listening, we should identify the difficulties that students encounter in listening tasks in order to minimize these problems and increase listening comprehension and performance.

One obvious strain that influences the comprehension of the spoken discourse is caused by language. The majority of listening tasks in classroom contain a slower language and more formal, with clear intonation…etc; conversely to outside classroom, where the language is informal and contains colloquial phrases, assimilation…etc. Thus, in order to develop students' listening comprehension, the teacher would expose their students a mixture of both real life recording and classroom recording.

Another point to be considered is that the accent would also results a significant reduction in comprehension. Fan (1993), cited in Bingol (2014) pointed out that EFL learners are used to '' *their teacher's accent or the standard variety of British or American English* ''. Therefore, teachers should familiarize the students with both accents. Additionally, the prosodic characteristics of the spoken discourse may influence the comprehension of language input, for instance weak and strong forms, intonation, where the stress falls etc.

Another issue to take into account is the lack of vocabulary knowledge. According to Underwood (1989), limited vocabulary can be a very stressful point while listening. For instance, students sometimes encounter an unrecognizable word which makes them to stop and thinking about the significance of that word, as a result, they miss the following passage of speech.

The speed of delivery has been one of the most obvious obstacles that EFL students have to deal with. It is believed that during listening, students lack the ability to control the speed of speaker's speech; therefore, they miss important information or not being able to select it correctly. Moreover, the lack of

concentration, which is one of the crucial factors that affect listening comprehension. Additionally, the selection of an appropriate topic is very important in order to make it easier for learners to concentrate, the teacher should opt for various types of texts: static, dynamic, and abstract (Brown & Yule 1983). In a static text, describing objects and giving instruction. Secondly, dynamic texts, such as storytelling etc. Finally, abstract texts, which focuses on individuals' ideas, opinion, beliefs rather than concrete things .Equally important, the length of the activity or the text should be either short, or long with obvious pauses. According to Buck (2001) listening to a long text can be very exhausting; as a result, listeners may lose their concentration. As well as, the good quality of recorded material is an essential part of effective listening comprehension.

Above all, listening is not only hearing and decoding sounds and information but also seeing people's gestures and body language. However, in ordinary classroom, educators make use of audio not visual videos and this may lead listeners to lose concentration and problems in understanding the speech.

Another possibility is that listeners who lack contextual and background knowledge of the speaker, encounter difficulties Brown (1994). Being familiar with the cultural knowledge of the target language leads to a better understanding of the context; however, even if the listener is familiar with the context, the non verbal clues remain misinterpreted by listener from different backgrounds. Underwood (1989), cited in Cilakjani & Ahmadi (2011).

Having discussed all the aforementioned factors that students face when undergoing a listening task leads to introducing the concept of listening strategies that the teacher should strive to overcome students' difficulties and cope effectively with listening activities.

1.5. Listening Strategies:

One cannot refer to listening strategies without referring to language learning strategies in their broader sense. This latter have grown dramatically over the last

twenty years, and it has been defined from various perspectives. According to O'Malley and Chamot (1990), learning strategies are very complicated methods that learners use when they perform a language task. In the same line of thought, Rebbeca (2003) asserts that learning strategies are specific processes that l2 students use to enhance their learning, they can be steps, techniques, thoughts of the way in which a learner approaches and manages a task appropriately. Such definitions reveal that language learning strategies are characterized within the framework of cognitive theory. i.e., they are seen as cognitive skills in which human beings process information in order to learn. Hence, learning strategies considered by learners to facilitate and make learning easier, quicker, and delightful, learners become more self-directed and autonomous. For O'Malley and Chamot (1990), learning strategies have been differentiated into three categories namely: cognitive, metacognitive and socio-affective strategies. Cognitive and socio-affective strategies are not included in our present work. In the following section we will discuss and define the metacognitive strategies since it is the focus of this study.

1.5.1. Metacognitive Listening strategies:

Metacognitive strategies are management techniques involve thinking about the learning process. they allow learners to control their learning via planning, monitoring and evaluating their learning task. The following proposed strategies can be used to carry out a productive or receptive learning task.

Table1.1. **Metacognitive Listening Strategies (Vandergrift, 2003)**

Metacognitive Strategies	Description
Planning	Developing an awareness of what needs to be done to accomplish a listening task.
a. Advanced Organization	Clarifying the objectives of an anticipated listening task and/ or proposing strategies for handling it.
b. Direct Attention.	Deciding in advance to attend in general to the listening task and to ignore irrelevant distracters; maintaining attention while listening.
c. Selective Attention.	Deciding to attend to specific aspects of language input or situational details that assist in understanding and / or task comprehension.
Monitoring **a. Double-Checking Monitoring**	Checking verifying one's comprehension or performance in the course of a task.
	Checking, verifying one's comprehension or performance for a second time.
Evaluation	Checking the outcomes of one's listening comprehension against internal measure of completeness and accuracy.

1.6. Theoretical Basis for Metacognitive Instruction.

Previously the attention of teaching listening skills has grown. Nowadays, it is not regarded as a neglected skill. Many scholars Rubin (1994), Lynch (1998), Vandergrift (2004), Flowerdrew and Miller (2005) and Macro, Graham & Vanderplank (2007) have drawn our attention to a new guide- based approaches to teaching listening, this latter is influenced by the emergence of cognitive psychology and linguistics, Goh (2008). One of these procedures is the metacognitive approach suggested by several investigators such as Chamot(1995), Vandergrift (2004), Anderson (2002), Mendelshon (1995, 1998) …

A process-based approach can help learners to develop their competence to dealing with distinct listening tasks, Vandergrift (2004) claims that teachers can help learners to comprehend authentic texts, and develop their awareness of using their knowledge to filling gaps in their understanding through a process-based approach. Vandergrift & Goh (2012) promoted this approach to listening instruction and it was referred to this type of process as *'Metacognitive Instruction in Listening'*, which is enlightened by the theory of metacognition.

1.6.1. Metacognition.

From the early seventies, there has been an increasing curiosity among psychologists in our ability to think about our thinking, such ability is known as metacognition which was introduced in cognitive psychology by the scholar John Flavell (1976, 1979) to refer *'' Individual awareness of thinking and learning, what we are thinking, how we are thinking in relation to a learning task or situation, and why we are thinking in a particular way''* (Goh 2008: 192,193). The notion of metacognition essentially means the ability to be conscious of the process of thinking and how we regulate it. Flavell (1976) refers to this as one's knowledge concerning one's own cognitive process. In the field of second language learning, it was first applied by Wenden (1987) who enticed attention to the immense potential that the notion of metacognition had for understanding L2 learning, and she

associated its role in improving learners' autonomy or self-government, and distinguishing cognitive process between learners.

1.6.1. The Metacognitive Awareness.

The metacognitive awareness is the consciousness of our own thoughts in a cognitive or learning situation. According to Flavell (1979), metacognitive awareness is elucidated in at least three ways. First, metacognitive experience which is the feeling or thought about our cognition, such as the feeling or thought we have when we face problems of understanding; Vandergrift & Goh (2012) have explained this through a vivid example, when a learner is struggling with a word recognition problem and suddenly remembers a similar situation where he managed to solve a word recognition problem, the learner may retrieve a strategy that he used before and apply it again on the new problem. This is metacognitive experience which leads to the invention of new application of strategies and apply it to solve problems.

The second dimension is the metacognitive knowledge which consists primarily of knowledge about learning Goh (2008). It is identified in three types: person, task and strategy use Flavell (1979). Person knowledge consists of general knowledge an individual learner have about factors or variables that affect his or her learning. Additionally, it also includes or determines his or her self-concept. For example, learners know and think themselves as learners, and knowledge about what leads them to success or fail in learning a language. The second type of metacognitive knowledge is task knowledge, which indicates knowledge about the purpose, demands and the nature of the learning tasks. It includes learner' knowledge about the different procedures to accomplishing a listening task, phonological features, grammatical form etc Goh (2008). The third type of metacognitive knowledge is strategy knowledge that is, learner's knowledge about the existing strategies. More particularly, it is learners' knowledge about which strategies are likely to be efficient in accomplishing a specific goal. *''Strategy*

knowledge can be distinguished from strategy use in that the former is limited to knowing about strategies.'' (Vandergrift & Goh, 2012: 87).

The third component of metacognition is the strategy use, which is learners' ability to use appropriate strategies or procedures to make learning faster, more enjoyable, more effective, and more self-regulated. Strategy use is based on strategy knowledge, it encompasses awareness of when and how to use particular strategies.

1.7. Metacognitive Strategy Instruction in L2 Listening.

Metacognitive listening instruction and its efficiency in enhancing learners' listening adequacy has recently begun to be explored. Several scholars have confirmed the potential of metacognitive instruction in teaching L2 listening, maintaining that these procedures can empower learners' knowledge about listening process and about themselves as second language learners, Furthermore, it can affect listening performance positively and how to use strategies appropriately to facilitate comprehension. In this regard, (Vandergrift and Goh, 2012:97) refer to this as "*a pedagogical procedures that enable learners to increase awareness of the listening process by developing richer metacognitive knowledge about themselves as listeners, the nature and the demands of listening, and strategies for listening''*

The metacognitive instruction developed by Vandergrift & Goh (2012) can be qualified as the approach that educators can stratify in order to teach their learners how to dealing with listening task, and being aware of the strategies to enhancing their listening performance. Besides, it provides teachers with a view on learners' individual style and abilities; moreover, it can be transmitted in regular listening lessons through carefully designed task, where the teacher involves thinking and learning about how to listen, such as through metacognitive activities, communicative listening tasks etc. Additionally, metacognitive instruction can continue to providing support to learners to work on their listening without tutor after leaving the classroom by constructing a continuous cycle of learning, as figure below demonstrates. The teacher can insert similar activities that learners can

engage in after sessions; this rises students' listening practice time and provides scaffolded learning[1] that is oftentimes missing in extensive listening. (ibid).The following figure explains this view.
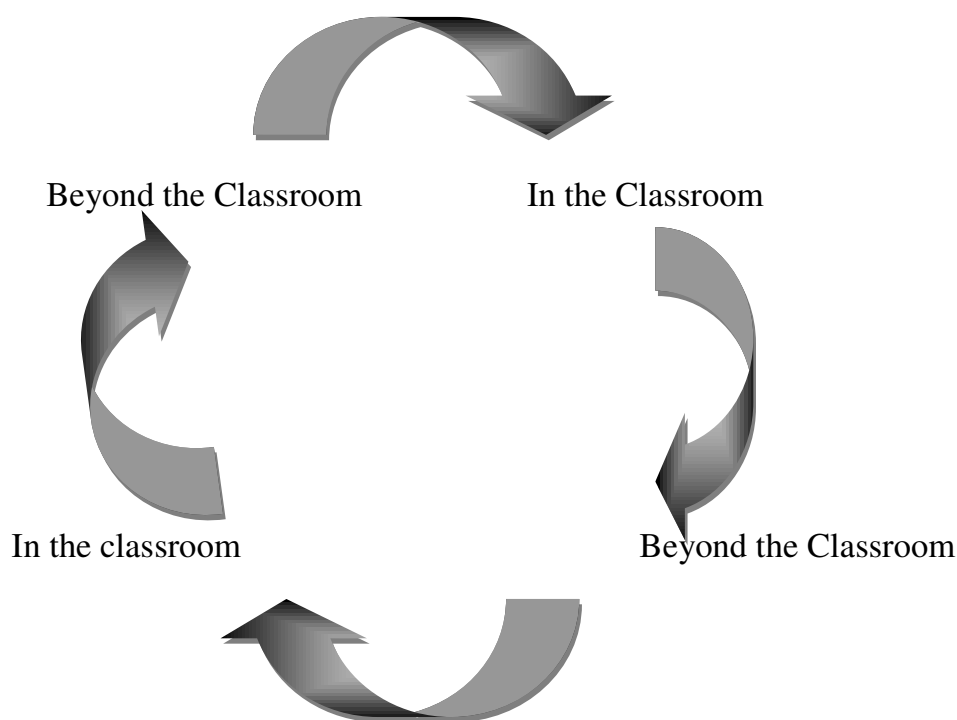
Figure.1.1 Metacogntive Instruction for Learning to Listen (Vandergrift & Goh, 2012: 98)

There are various issues related to strategy instruction, and how can educators train learners using appropriate strategies through classroom instruction. O'Malley and Chamot (1990) discussed about these issues in their seminal book (learning strategies in second language acquisition). Hence, an approach has been designed under the aim of facilitating acquisition of both context and language; this theoretical model is referred to as *cognitive academic language learning approach* (CALLA), which suggests that "*language is a complex cognitive skill, developing through a series of stages, which requires extensive practice and feedback in order*

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[1] **scaffolding** refers to a variety of instructional techniques used to move students progressively toward stronger understanding and, ultimately, greater independence in the learning process.

to operate at an autonomous level" (O'Malley & Chamot, 1990: 191) i.e., learners should pass through stages to move from declarative to procedural knowledge.

A controversy which exists in instruction in learning strategies is whether these instructions should be direct or embedded. O'Malley and Chamot (1990:153) discussed this dichotomy and they state that:

> in direct instruction, students are informed of the value and the purpose of strategy training, whereas in embedded instruction, students are presented with activities and materials structured to elicit the use of the strategies being taught but are not informed of the reasons why this approach to learning is being practice ''

An advantage stated for the embedded training strategy is that '' *little teacher training is required* ''however, investigations have demonstrated that:

> Training students using embedded approach cannot transfer these skills to another new tasks, because students can maintain these strategies appropriately and for a long time, when the goal of the strategies is explained ''

(O'Malley and Chamot, 1990: 153)

Alternatively, researchers have demonstrated that adding direct instruction to a curriculum designed with embedded strategies can enhance the learning process (Derry and Murphy, 1986 cited in O'Malley and Chamot, 1990). Similarly, Vandergrift (2004) and Venman et al (2006) cited in Fahim and Fakhri (2014) state that metacognitive strategy training should be embedded, and it is valuable for raising L2 listening performance when the approach is integrated in normal classroom activities.

1.7.1. Objectives of Metacognitive Instruction.

Metacognitive instruction framework encompasses two key elements of metacognition: metacogntive knowledge and metacognitive strategy. The three dimensions of metacognitive knowledge *'task knowledge, person knowledge and strategy knowledge',* should be developed by L2 Listeners, Goh (2008). Commenting on the significance of these three aspects, Taib & Goh (2006) cited in Fahim and Fakhri (2014) indicate that the progress in these three types of knowledge will permit learners' to planning, monitoring and evaluating their learning, moreover, adopt suitable strategies to enhancing their listening performance.

Like all instructions, metacognitive instructions can be well-implicated and beneficial, if the teacher has clear objectives. The general learning objectives for meatcognitive instruction in 2nd language listening can be summarized in table (1.2 and 1.3)

Table 1.2.Aims and Objectives for Developing Metacognitive Knowledge about L2 Listening (Vandergrift & Goh, 2012: 99)

Person Knowledge Aim: Develop better knowledge of self as L2 listener. Objectives: 1. Examine personal beliefs about self-efficacy and self-concepts with regard to listening in second language. 2. Identify listening problems, causes, and possible solutions.
Task Knowledge Aim: Understanding nature of L2 listening and demands of learning to listen. Objectives: 1. Experience mental, affective, and social processes involved in listening.

2. Differentiate different types of listening skill (e.g., listening for details, listening for global understanding, listening to infer information).

3. Analyze factors that influence listening performance (e.g., speaker, text, interlocutor, strategy).

4. Compare and evaluate ways of to improve listening abilities outside formal instruction.

5. Examine phonological features of spoken texts that influence perceptual

Processing.

Strategy Knowledge

Aim: Understand roles of cognitive, metacognitive, and socio-affective strategies.

Objectives:

1. Identify strategies that are appropriate for specific types of listening tasks and problems

2. Demonstrate use of strategies. And identify appropriate ones.

Table1 .3. Aims and Objectives for Developing Strategies for Listening Comprehension and Overall Listening Development

(Vandergrift& Goh, 2012: 100)

Planning	
Amis: Determine goals and means by which goals can be achieved.	
Listening Comprehension	• Preview task demands and prepare for listening. • Rehearse language (pronunciation of key words and phrases) needed for the task. • Consider strategies for coping with potential challenges.
Overall Listening Development	• Set personal goals for listening development. • Seek appropriate opportunities for listening practice

	• Make plans and preparations to address challenges in learning to listen
Monitoring Aim: Check progress of efforts during listening and in learning to listen.	
Listening Comprehension	• Check Understanding of message by drawing on appropriate sources of knowledge (e.g., context, factual, linguistic). • Check appropriateness and accuracy of understanding against old and new information.
Overall listening development	• Consider progress of listening development in light of what has been planned. • Assess chances of achieving learning goals.
Evaluation Aim: Judge progress and success of efforts at listening and learning to listen.	
Listening Comprehension	• Determine overall acceptability of understanding and interpretation of message/information. • Check appropriateness and accuracy of understanding against old and new information. Assess the effectiveness of strategies for learning and practice.
Overall listening development	• Assess effectiveness of overall plan to improve listening. • Assess appropriateness of learning goals.

1.8. Metacognitive Instructional Activities.

The vitality of the metacognitive approach in classroom context is doubtless in helping students to developing their listening comprehension and performance.

The effectiveness of metacognitive approach, Vandergrift & Goh (2012) have designed specific metacognitive instructional activities to helping learners improve knowledge about what factors influence their own listening comprehension, performance and learning processes. Through these activities, students will learn how to use strategies to control and direct learning. Along these lines, these activities classified into two types:
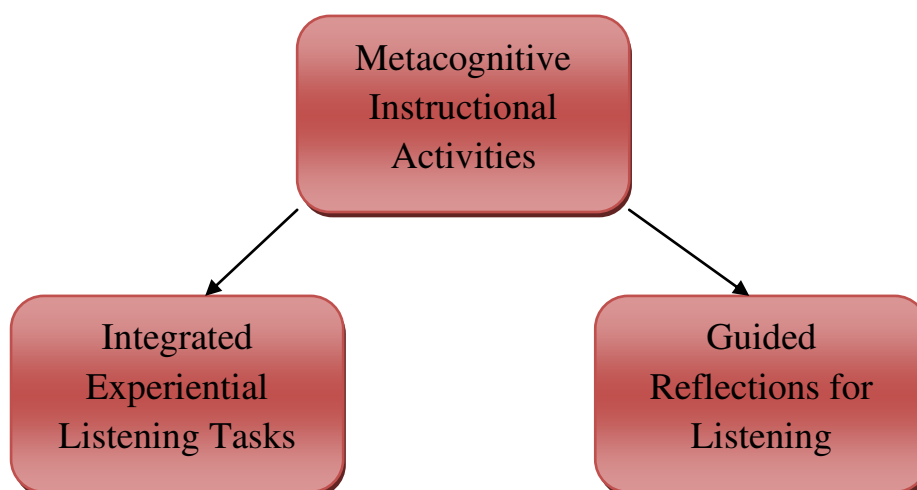
Figure1.2. **Two Types of Activities for Metacognitive Instructional Activities in L2 Listening Based on Goh (2008). (Vandegrift & Goh, 2012: 126)**

1.8.1. Integrated experiential Listening Task.

The integrated experiential listening tasks have as major objective providing learners with activities to developing their metacognitive awareness through the contact with social -based tasks in the classroom context. Additionally, it contributes to carry on their listening comprehension practice beyond classroom by applying these types of tasks, besides, to *'' explore their own self-concept as*

listener, use appropriate strategies during listening, or to identify factors that influence their own performance in different listening tasks'' (Vandergrift & Goh, 2012: 126). These activities can be applied to different stages of listening lesson sequence that is; pre-listening, listening and during listening. Vandergrift & Goh (2012) proposed the following integrated experiential listening tasks: The metacognitive pedagogical sequence and self directed listening or viewing, which will be explained in the following subsections.

1.8.1.1. The Metacognitive Pedagogical Sequence.

After many years of investigation, Vandergrift & Goh (2012) suggested a metacognitive pedagogical sequence that aims at enhancing students' use of metacognitive strategies when performing listening tasks. This approach is defined as a *''sequence of learning activities that integrates metacognitive awareness raising with listening input and comprehension activities''* (Vandergrift & Goh, 2012: 127). This sequence helps learners to understanding the content of the text, and at the same become acquainted with metacognitive processes involved as it is demonstrated in figure (1.3). Its main objective is to increase students' motivation to become self-regulated when dealing with a listening task.
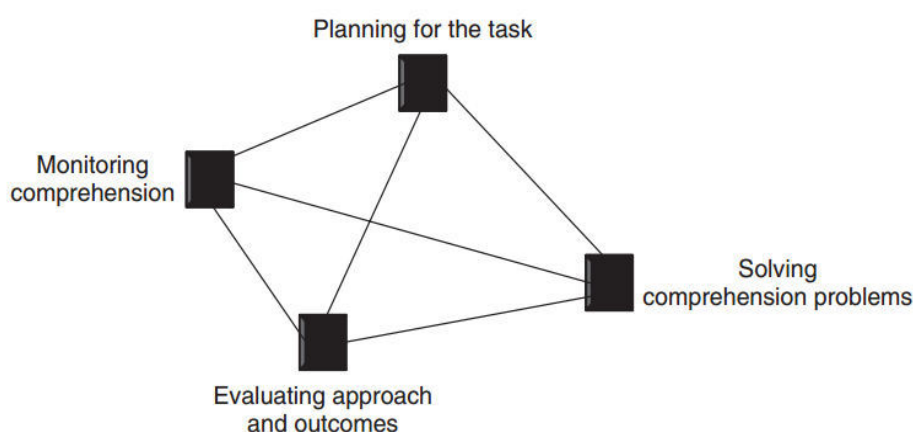
Figur1.3. **Metacognitive Listening Process and Their Interaction**

(Vandergrift & Goh, 2012:106)

The ability called 'planning for activity' Leads students to be prepared for what they will hear and what they are expected to do, to strategically decide what information should be focused on in order to avoid barreling into the activity without having prior thoughts on the topic. Along the same lines, for improving the ability 'monitoring comprehension', it is substantial for the students to monitor their listening comprehension skills based on their predictions and interpretations of the text. Thus, they would be able to evaluate what they understand form the text, and verify the appropriateness of their predictions. In turn, the ability or the process ' ' solving comprehension problems ' ' which refers to cases when learners face problems while performing a listening task, which have to be solved to improve their performance. Finally, the capacity to evaluate the effectiveness of an approach and its outcomes.

In specific terms, the pedagogical sequence comprises: Pre-listening, listening and Post-listening activities, each activity leads listeners through the process of listening pedagogical sequence stages which are planning, predicting, monitoring evaluation, directed attention, selective attention and problem solving; and therefore, learners improve their performance as illustrated in figure (1.4)

Key Metacognitive Processes

Planning	Monitoring, Evaluation, and Planning	Monitoring, Evaluation, and Problem-solving	Monitoring and Problem-solving	Evaluation and Planning
Planning/ Predicting	First verification and plan with peers for second listen	Second verification and text reconstruction or other comprehension activity	Final verification	Reflection and goal-setting
Contextualization	**First Listen**	**Second Listen**	**Third Listen (with or without transcript)**	

Figur1.4. **Stages of Instruction and Underlying Metacognitive Processes for Generic Listening Activities (Vandergrift & Goh, 2012:109)**

The stage called 'planning/predicting' initially led by the teacher, who begins the class or the listening task by a brainstorming activity about the context of the topic. Afterward, the second stage 'first verification stage' has an objective which is, learners verification of their prediction after first listening, also the inclusion of new information which are successfully predicted and did not come during first stage brainstorming. Then, at the third stage 'second verification' after second listening, students revise their previous noted information and at the same time join the new ideas to their notes, as required. In addition, it consists of a further discussion between partners to discuss their understanding as well as interpretation. At the following stage, 'final verification', learners listen to the new information which was uncovered, as well as providing the learners with extra details by introducing a part of the transcript for them to verify. Finally, encouraging students to reflect or evaluate their approach to the activity and the obstacles they faced during the listening task, and a further objective is: setting goals for future listening activities.

Eventually, these stages aid the learners to monitor their strategies, which lead to a development on their comprehension and performance. Students being involved in pedagogical sequences they become more motivated and confident about their strategy use, also the ability to change appropriate strategies to dealing with listening task. Finally, this approach leads to a cooperative pedagogical approach, since the listening skills of each student can be developed through discussions between learners.

1.8.2. Self- directed Listening or Viewing.

According to Vandergrift & Goh (2012), a successful listening development occurs outside classroom. To help learners become more self-directed they propose another approach which is similar to the metacognitive pedagogical sequence, in order to guiding learners in practicing listening beyond classroom. This approach or activity is consists of a *''number of prompts that direct learners attention to how they approach a listening task and accomplish it''* (Vandergrift & Goh, 2012: 129). These prompts or homework help learners to evaluate their own listening performance; and should be encompassing the three metacognitive processes '' planning, monitoring and evaluating ''.

1.8.2.1 Post-listening Perception Activities.

These activities help learners to understand how sounds of the L2 pronunciation are realized in real speech. Speech rate has often been the main problem of students, and they are always confused about phonological modifications that occur in connected speech. Through this type of *activity '' language –focused activities'', which improve their awareness about knowledge of sounds and phonological rules '' this knowledge is particularly important for beginning learners to facilitate automation of perceptual processing''* (Vandergirft & Goh, 2012: 132). Additionally, these kinds of activities may help advanced learners developing their pragmatics knowledge, if they concentrated on intonation, rhythm which can influence meaning in communicative context.

1.8.2.2   Guided Reflections for Listening.

These typical kinds of activities have as main objective the encouragement of students to apply knowledge about their own strategies by themselves during lessons and after, as 'stand alone activities'. For example:

- **Listening Diaries.**

Listening diaries are records in which students make reflections or expressing ideas, feelings, problems, strengths when dealing with listening activities, Vandergrift & Goh (2012). In these terms, students can answer some questions or activities directed to the three aspects of metacognition; Person, task and strategy. Some question that the teacher could ask: 'what did you do to help your understanding'or 'would you do things differently next time? ' Which is related to personal aspects of metacognition; '' how well do you think you have learned each of these skills that you have been developing? ' Which is related to the task aspect of metacognition; finally, a question as '' what strategies did you use during listening task? ''To obtaining information about the strategy aspects of metacognition. (Vandergrift & Goh, 2012: 133).

- **The Emotional Temperature Chart:**

    These types of activities refer to students' feelings when focusing on listening activities through a diagram, this may provide students with an evaluation of their listening performance, moreover, it can help them to raise their self-confidence.

- **Process-based Discussion.**

    The main goal of this activity is to encouraging students to express their ideas about their learning process. These discussions can be grasped in small groups led by the teacher.

- **The self-report Check List.**

This type of activity is a description about strategies that students use to assess their learning process. The main objective of this kind of activities is to developing metacognitive strategies to dealing or performing a listening task through providing learners with a check-list using items of metacognitive knowledge , or a questionnaire to describing their own strategy use. Besides, they are equally used by young and adult learners. (ibid)

1.9. Conclusion

The review of literature has brought to light the complex nature of listening comprehension, which involves interaction between bottom-up and top-down processes. However, the characteristics of listening input make this skill as a challenge for EFL learners, and give birth to several difficulties. This chapter has also tried to explain listening strategies, more specifically the metacognitive listening strategies. Then, it has explained the theoretical basis for metacognitive instruction namely, the concept of metacognition and the metacognitive awareness. Furthermore, it highlighted the objectives of metacognitive instruction in L2 listening. Finally, the chapter has further suggested metacognitive instructional activities to integrating metacognitive instruction and enhancing listening comprehension and performance.

CHAPTER TWO

CHAPTER TWO

Situation Analysis and Research Design

CHAPTER THREE

CHAPTER THREE

Data Analysis and Interpretation

3.1. Introduction

After the research data have been collected, with the aid of different procedures. The researcher embarked upon the process of analysis. Firstly, she attempts to analyze and interpret the results drawn from the findings obtained from students' interview; proficiency and diagnostic tests, as well as both students' and teachers' questionnaire. This chapter not only summerises the main results, but also recommends suggestions that are hoped to provide insights to teachers and learners about metacognitive strategies.

3.2. Results and Interpretations

This section is concerned with the analysis of the data gathered from different research instruments implemented along this pre-experimental study (using the triangulation approach); namely, semi-structured interview, tests, and questionnaire, were analyzed using mixed method approach .i.e., quantitative and qualitative data analysis methods. This implies, then, a set of statistical and numerical data concerning the differences in task performance, metacognitive awareness, listening difficulties…etc; Along with qualitative analysis to strengthen the quantitative results.

3.3. Students' Interview Results

In order to elicit more insightful information from students about their listening problems; the semi-structured interview was deliberately conducted as a first step in this investigative study.

Students' answers were recorded by the researcher, except one student whose responses were written, in respect of her desire. As for data gathered through this conversation-like instrument, it was grouped under the following three (3) rubrics:

- **Rubric A**: Students' attitudes towards the most difficult skill to master.
- **Rubric B:** Students' listening difficulties.
- **Rubric C:** Students' attitudes towards teaching listening strategies.

Rubric One: Students' Attitudes towards the Most Difficult Skill to Master.

➤ *Question (1): According to you, what is the most difficult skill to master?*

The above question tends to collect information concerning the most difficult skill to master for EFL First-Year students.
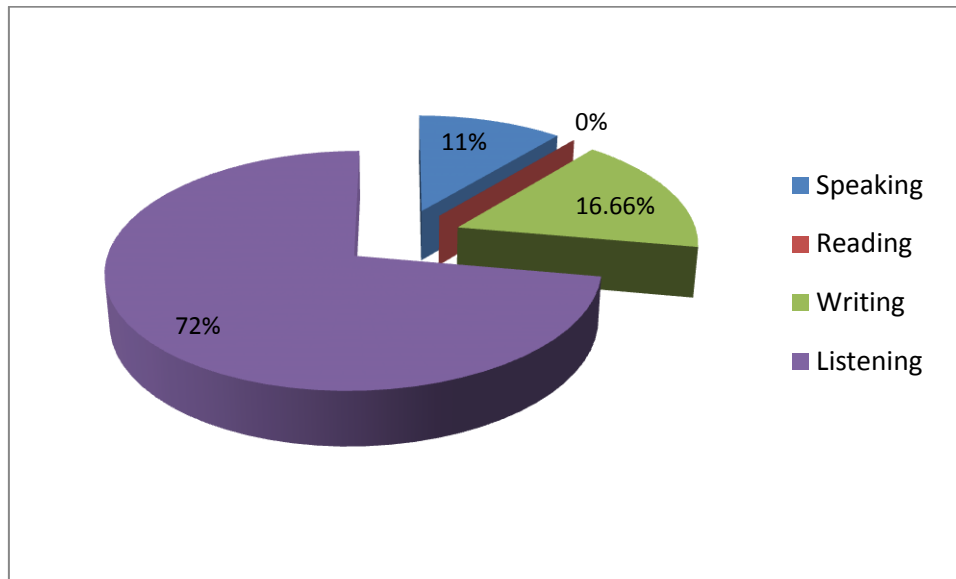
Pie Chart 3.1.Students' Most Difficult Skill to Master

As it illustrated, the majority of students (72%) have considered listening as the most difficult skill to master.

• **Rubric Two: Students' Listening Difficulties.**

➤ *Question (2): Do you find difficulties to understand spoken English?*

All students stated that they find difficulties to understand the spoken English, especially, listening to native speakers.

• *Question (3): What are those problems that affect your listening comprehension?*

Factors causing listening comprehension problems are categorized into different types. Table (3.1) details the obstacles as stated by learners.

Table 3.1. Listening Comprehension Problems Mentioned by Students

Listening Comprehension Problems	Percentage
Rate Of Speech	83%
Accent	83%
Unclear Pronunciation	77%
Presence of Unfamiliar Vocabulary	72.22%
Physical setting	55.55%
Prosodic Features	50%
Phonological Modifications	66.66%
Lack of Background Knowledge	38.88

As demonstrated above, students reported that they have numerous listening difficulties.

❖ **Listening Problems Related to Rate of Speech**

Speed of delivery has been one of the most obvious obstacles that EFL students encounter in listening tasks. Almost, all students (83%) of the whole number pointed out they lack control over speed of speakers' speech; furthermore, they stated that it is very difficult to understand what is being said and concentrate again.

❖ **Listening Problems Related to Accent**

It is acknowledged that varieties of accents would result reduction in comprehension. Table (3.1), shows the percentage of students who linked their listening difficulties to speakers' accent. This latter is because of students do not have much exposure to other varieties, claiming that they have been exposed only to the accent of their own teachers, as well as most of teachers speak either American or British English, and some of educators mix between the two.

❖ **Problems Related to Unclear Pronunciation**

Statistics show that the majority of students (77%) find hindrances to comprehend the meaning of words, because of unclear pronunciation.

❖ **Problems Related to the Presence of Unfamiliar Vocabulary**

Regarding the lack of vocabulary knowledge, (72.22%) of students stated it as the main problem in comprehending the spoken English, including jargon and idioms. The data yielded support Underwood's view (1989), he claimed that the lack of vocabulary is the main obstacle against students in listening comprehension. Another point to add is, this problem leads students to stop listening and thinking about the significance of the word, thus the learners may miss some essential information.

❖ **Problems Related to Physical Setting**

Almost half of the group linked their problem of listening comprehension to physical settings. For example, exterior and interior noises, including background recording and environmental one, it seems that, this latter may lead to the lack of concentration, thus students may miss the listening passage. One of the interviewees claimed that, she did not work and exceed the average and lacked concentration due to noises and poor- quality of materials.

One can realize that if the listening task carried with background noises, it is for sure that students will not have good marks in listening because they are distracted by the noise, as well as poor-quality of record. This latter, also causes obstacles in listening, some of students linked their problems to poor-quality of tapes, disks, speakers…etc

❖ **Problems Related to Prosodic Features**

The above results indicate that (50%) of students relate their incomprehension to prosodic features .i.e., intonation, stress, rhythm…etc. These findings go in consonance with Buck (2001) point of view when he said that: stress and intonation

carry a great deal of communicative information. In the same line of thought, Brown (1992) advocates on that, according to him prosodic features of English language '' stress, rhythm, and intonation '' are very important for comprehension.

❖ **Problems Related to Phonological Modification**

In ordinary, sounds may influence each other. For instance, phonemes are the smallest unites of speech; they may modify their features according to a set of phonological rules. In formal situation, speakers tend to have less of these changes, or when a speaker wants to emphasis on something. Alternatively, normal dialogues are full of these modifications, for instance, assimilation, elision, and instructions. (50%) of students linked their incomprehension to these features, especially in American accent and the British one as they claimed.

❖ **Problems Related to Background Knowledge**

From the above results, it seems that background knowledge is also a well recognized variable that can influence listening comprehension. (38.88%) of students linked this latter to their obstacles during listening tasks. Brown (1994) cited in Cilakjan and Ahmedi (2011) stated that being unfamiliar with the cultural background of the target language may cause problems in listening comprehension, and even if the listener is familiar with it, the non-verbal clues remain incomprehensible by listeners from different backgrounds. For instance most of students claimed that when speakers use proverbs and idioms, they encounter problems in comprehension.

➢ *Question (4): When you face difficulties to understand the spoken English, what do you generally do to overcome them?*

As regards to the listening difficulties encountered by the students, their answers diverged concerning their attitudes and solutions to overcome those difficulties when listening to spoken English. (13) Students claimed that they try to understand the general idea. (3) Students their answer was asking friends, for example about vocabularies or a passage they missed, as well as try to listen more at home to

develop their listening skills. (1) Student mentioned that she copies answers when she faces difficulties.

> ***Question (5):*** *In your opinion, how can the teacher help you to overcome listening problems?*

All respondents stated that they want more practice; they expressed their strong desire to be able to listen to more native speakers with different accents. Furthermore, some students were in favor of exposing them to strategies of taking notes and tips to develop their listening. In addition, several respondents held a positive view of providing them with good materials .i.e., audio-visual, listening and watching videos instead of tapes, because gestures may help them to understand the message. Some of the learners were in favor of providing them with transcript if they were going to listen without watching. Moreover, they wanted the teachers to give them the title of the topic, and give them time to think about it or assign regular homework in listening.

> ***Question (6):*** *Do you have any idea about the existing strategies to develop your listening skill*?

Concerning their knowledge about the existing strategies, all respondents' answers were negative; they are not knowledgeable of any strategy. Some of the respondents said listening to music or watch movies, however, the researcher stated that those are just activities to develop their listening; strategies are steps to deal with a listening task, which improve both comprehension and performance.

> ***Question (7):*** *If yes, are they helpful? How?*

The aforementioned question was dealing with students' knowledge about the existing strategies. Since all answers were negative, this question has not been answered because it is related to it.

> ***Question (8):*** *In your opinion, would it be helpful if the teacher trains you how to use strategies? If yes, why?*

All students were in favor of the training of strategies. They stressed that the training of these strategies should be integrated in classroom to help them better cope with all listening tasks. In addition, they claimed that it would be great and helpful if teachers trained them at the beginning of the year to reduce their listening problems

3.4. The Pre-Experimental Phase Results

3.4.1. The Pre-Test Results

Before conducting the implicit strategy training or receiving any kind of intervention, the participants took a diagnostic pre-test to assess their listening level.

In this test the researcher make use of a dynamic text (2.28min), in the form of a dialogue (two native speakers talking), followed by four (4) comprehension questions. Students' responses were corrected and analyzed. The total score of the test was twenty (20) points, and marks were given based only on their comprehension degree .i.e., grammar and spelling mistakes were not taken into consideration, relying on Hughes' view (1989), when he claimed that in receptive skills tests, grammar and spelling mistakes should not be taken into account or deduct points because of it, what matters is comprehension.

Through the analyses of the pre-test the researcher could distinguish between successful and unsuccessful listeners. The following table describes the pre-test scores.

Table3.2. Participants pre-test scores

Pre-test	
Data Value	*A.F*
4	1
5	2
6	2
7	4
7.5	2
8	2
10	3
12	2
Total: 20/points	*Total: 18/Students*

As demonstrated in table (3.2), it can be deduced that 14 students representing the percentage of (72.22%) had very negative scores; this indicates that they did not succeed in comprehension and they have very low performance, except for 4 (27.77%) who had positive marks. This could be obviously noticed in the next pie chart.
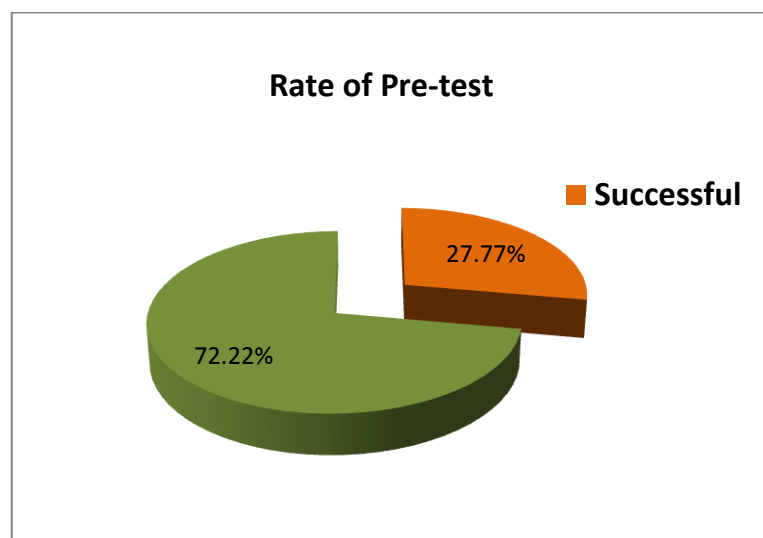
Pie Chart 3.2. Pre-test Percentage of Students' Listening Performance

Moreover, the researcher calculated the mean, mode, and the standard deviation. Mean is the sum of measurements, divided by the number of measurements contained in the data set. The mode is the measurements that occur most frequently; and the standard deviation shows how much variation exists from the average. According to Heaton (1975: 176) qtd in Chahida (2015: 81)

> The standard deviation (SD) is another way of showing the spread of scores. It measures the degree to which the group of scores deviates from the mean; in other words it shows how all the scores are spread out and thus gives a fuller description of test scores.

In addition the standard deviation also indicates the homogeneity or the heterogeneity, i.e., low standard deviation indicates that the data points tend to be very close to the mean. Whereas, high S.D indicates that the data points are spread out over a large range of values.

The findings are summarized in the table below.

Table3.3. Pre-Test Results

	Mean	Mode	S.D
Experimental group	7.72	7	2.28

Based on such data, this reveals the poor performance in the test. The group had very low mean, they scored 7.72 points out of 20. The mode indicates that they had negative marks; the most frequent recorded score was 7 out of twenty. Finally the S.D was very high vis-à-vis the mean (2.28) which indicates the heterogeneity of the group.

To put in nutshell, the poor results obtained through the analyses, determine students' low level in listening, and it unveiled that students have problems in listening.

3.4.2. The Pre-Metacognitive Awareness Listening Questionnaire Results

It worth to mention that, in order to evaluate students' use or awareness of the strategies, the following questions were subcategorized into subscales of metacognitive strategies namely:

➢ Planning and Evaluation

➢ Directed Attention

➢ Problem Solving

➢ Person Knowledge

➢ Mental Translation

➕ Planning and Evaluation Strategies

Table3.4. The pre- Metacognitive Awareness Listening Questionnaire Results: Planning and Evaluation Strategies

Strategy: Planning and evaluation	Strongly agree	Agree	Partially agree	Partially Disagree	Disagree	Strongly disagree	Mean
	6	5	4	3	2	1	
1/ Before I start to listen; I have a plan in my head for how I'm going to listen.	27.77%	16.66%	5.55%	33.33%	16.66%	0%	3.55
10/ Before listening, I think of similar texts that I may have listened to.	16.66%	11.11%	5.55%	16.66%	22.22%	27.77%	3
14/ After listening, I think back how I listened, and about what I might do differently next time.	0%	11.11%	27.77%	0%	11.11%	50%	2.38
20/ As I listen; I periodically ask myself if I'm satisfied with my level of comprehension.	16.66%	22.22%	11.11%	27.77%	16.66%	5.55%	3.77
21/ I have a goal in mind as I listen.	22.22%	44.44%	5.55%	22.22%	0%	5.55%	4.5

Table3.5. The pre-Intervention Planning and Evaluation Mean

Strategy	Mean
Planning and evaluation	3.44

As shown above, findings indicate that most students lack the strategy of planning as they approaching a listening task; moreover, table (3.4) illustrates also strategies related to evaluation, and as it is clear from students' responses and percentage, students lack this strategy and they do not evaluate their listening or set goals for future listening task. (50%) of students reported that they do not set objectives or evaluate their performance

✚ Directed Attention Strategy

Table3.6. Pre-Metacognitive Awareness Listening Questionnaire
Results: Directed Attention Strategy

Strategy: Directed Attention	Strongly agree	Agree	Partially agree	Partially Disagree	Disagree	Strongly disagree	Mean
	6	5	4	3	2	1	
2/ I focus harder on the text when I have to understand it.	22.22%	44.44%	27.77%	5.55%	0%	0%	4.83
6/ When my mind wanders; I recover my concentration right away.	11.11%	27.77%	27.77%	27.77%	5.55%	0%	4.22
12/ I try to get back on track when I lose concentration	16.66%	44.44%	27.77%	5.55%	5.55%	0%	4.61
16/ When I have difficulty understanding what I hear; I give up and stop listening.	0%	0%	11.11%	16.66%	27.77%	44.44%	1.94

Table3.7. The Pre-Intervention Directed Attention Mean

Strategy	Mean
Directed attention	3.9

As indicates in table (3.6) Students' results show that the majority of them use strategies of attention and concentration in listening comprehension.

✚ Person Knowledge and Self-awareness Strategies

Table3.8. Pre-Metacognitive Awareness Listening Questionnaire Results:
Person Knowledge and Self-awareness Strategies

Strategy: Person Knowledge and self-awareness	Strongly agree	Agree	Partially agree	Partially Disagree	Disagree	Strongly disagree	Mean
	6	5	4	3	2	1	
3/ I find that listening in English is more difficult than reading, speaking or writing in English.	55.55%	22.22%	5.55%	5.55%	0%	11.11%	4.94
8/ I feel that listening comprehension in English is a challenge for me.	16.66%	44.44%	11.11%	0%	27.77%	0%	4.22
15/ I don't feel nervous when I listen to English.	5.55%	22.22%	11.11%	0%	16.66%	44.44%	2.66

Table3.9.The Pre-Intervention Person Knowledge and Self-awareness Mean

Strategy	Mean
Person knowledge and self-awareness	3.94

The above table illustrates data about strategies related to person knowledge and self-awareness. As it is clear from their responses, the majority of students (55.55%) reported that listening is the most difficult skill in English, this related to the lack of practice, as well as it is considered as the least explicit skill in the English department. In addition, (44.44%) of students consider listening as a challenge and (44.44%) of them reported that they feel nervous when they listen to spoken English, which may be related to the aforementioned reasons.

✚ Mental Translation Strategy

**Table3.10. Pre-Metacognitive Awareness Listening Questionnaire
Results:**
Mental Translation Strategy

Strategy: Mental translation	Strongly agree	Agree	Partially agree	Partially Disagree	Disagree	Strongly disagree	Mean
	6	**5**	**4**	**3**	**2**	**1**	
4/ I translate in my head as I listen	22.22%	50%	11.11%	5.55%	5.55%	5.55%	4.66
11/ I translate key words as I listen	22.22%	44.44%	27.77%	0%	0%	5.55%	4.72
18/ I translate word by word as I listen.	5.55%	11.11%	5.55%	0%	50%	27.77%	3.44

Table3.11.The Pre-Intervention Mental Translation Mean

Strategy	Mean
Mental translation	4.27

As demonstrated in table (3.10) the majority of students are in favor of translation, which is considered as an inefficient strategy. (50%) of students admitted that they translate what they hear in their heads while listening. Moreover (44.44%) they translate key words as they listen. According to Eastern (1991), students use such strategies because of the lack of experience and L2 competence. Hence, teachers need to train their students efficient strategies to avoid inefficient ones.

✚ Problem Solving Strategy

Table3.12. Pre-Metacognitive Awareness Listening Questionnaire Results:

Problem Solving Strategy

Strategy: Problem Solving	Strongly agree	Agree	Partially agree	Partially Disagree	Disagree	Strongly disagree	Mean
	6	5	4	3	2	1	
5/ I use the words as I understand to guess the meaning of words I don't understand	22.22%	44.44%	11.11%	16.66%	0%	0%	4.50
7/ As I listen I compare what I understand with what I know about the topic	11.11%	27.77%	33.33%	5.55%	5.55%	16.66%	3.83
9/ I use my experience and knowledge to help me understand.	22.22%	27.77%	27.77%	0%	11.11%	11.11%	4.16
13/ As I listen I quickly adjust my interpretation if I realize that it is not correct.	22.22%	33.33%	27.77%	0%	11.11%	5.55%	4.72
17/ I use the general idea of the text to help me guess the meaning of the words that I don't understand.	22.22%	33.33%	16.66%	11.11%	11.11%	5.55%	4.27
19/ When I guess the meaning of word; I think back to everything else that I have heard, to see if my guess makes sense.	22.22%	27.77%	38.88%	0%	0%	11.11%	4

Table3.13. The Pre-Intervention Problem Solving Strategy Mean

Strategy	Mean
Problem solving	4.24

As it can be seen from table (3.12) students' results indicate that they use somehow problem solving strategies. The highest percentage was for statement (5). (44.44%) of students was agreed on using words they do understand to guess the meaning of other words they do not. In contrast, only (27%) were able to listen and compare what they understand with their background knowledge of the topic. Moreover, with a similar proportion, students seem that they use neither their experience to understand nor using the general idea of the text to help them guess the significance of words. Besides, as it is demonstrated above, students lack the use

of the ''monitoring strategy '' and adjusting their interpretation which is efficient strategy.

3.5. The Experimental Phase Results

3.5.1. Training Phase Results

During the training sessions which were the most crucial step in this investigative study. Students' were exposed to implicit metacognitive strategy instructions, through a pedagogical sequence which was better explained in the previous chapter, in order to see the effectiveness of exposing students' to such type of training and instructions .

In each session the researcher as explained in the prior chapter, Participants were trained the metacognitive strategies in an implicit manner through an intervention based on '' Metacognitive Pedagogical Sequence '' Proposed by Vandergrift and Goh (2012). During each session the researcher uses a variety of listening texts for an effective listening course.

It worth to mention that, all participants showed a great eagerness and were participating actively to accomplish the listening tasks; their motivation was very high and show less anxiety. A possible explanation to this is that, the implicit strategy training using the metacognitive pedagogical sequence activities which were based on thinking, predicting, sharing, and discussing information with one partner and the whole group, increased their desire to learn more and participate with very high confidence , as well as all listening topics were interesting.

Having experienced such type of activities following the same pedagogical sequence each training session, students were found to be at ease, and more relaxing than the first training session. In addition, the researcher observed that participants also developed their skills of discussion with their partners and the trainer as well (less shyness), moreover, when the trainer analyzed their sheets, she observed that their note taking were also developed comparing to the first training session.

To sum up, such training experience was very effective and beneficial for participants, more importantly, the trainer also did benefit from training students, it provided her with some views and insights on how to conduct a listening task using effective metacognitive activities and instructions to help learners improving their comprehension and performance during listening tasks.

3.6. Post Experimental Phase Results

3.6.1. Post-test Results

After four sessions of metacognitive instructions, the participants undertook a summative test, in order to assess their progress and to compare the results before and after the treatment; besides, to check the effectiveness of the intervention, i.e., whether the treatment have significant effects on learners' performance or not. The post-test was similar to the formative pre-test in terms of structure but different in content. To get better idea of students' marks the following table summarizes clearly the results of the test.

Table 3.14. Participant's Post-test scores

Pre-test	
Data Value	*A.F*
9	3
9.5	1
11	1
12	3
13	1
13.5	2
14	4
15	3
Total: 20/points	*Total: 18/Students*

As shown above, most students marks indicates progress. Thus 14 students representing (77.77%) got the average, whereas, only 4 (22.22%). For better clarification, the following pie chart shows the results obtained.
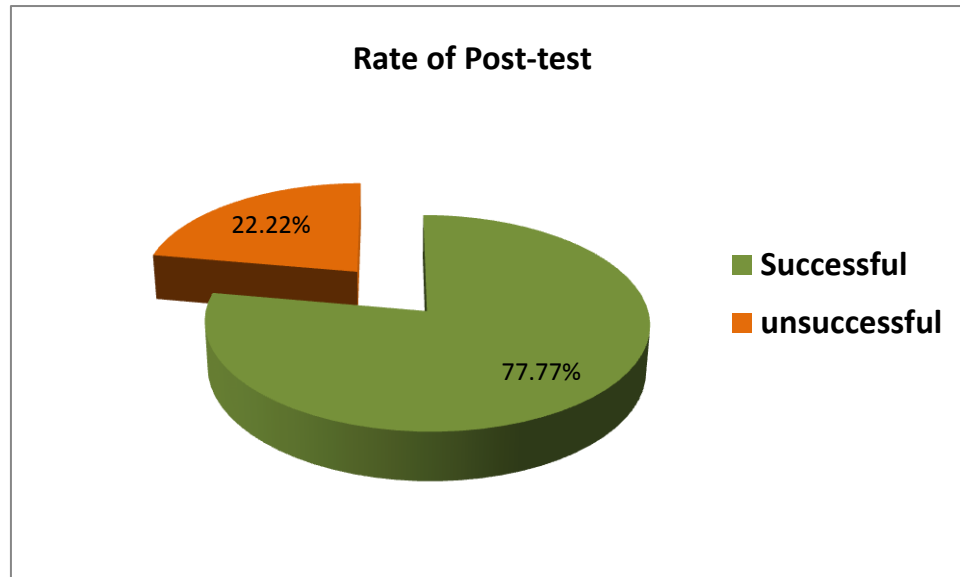
Pie Chart3.3. **Post-test Percentage of Listening Performance**

The positive marks of learners indicate that they benefited from the metacognitive instructional activities.

Once again, the researcher calculated the mean, mode and the standard deviation of the post-test in order to make comparison between post-test and pre-test results. The findings are clearly illustrated in the following table:

Table3.15. **Post-test Results**

	Mean	Mode	S.D
Experimental group	12.47	14	2.15

Obviously, the findings show that students had significantly improved in the post-training test. The group had high mean 12.47 out of 20; and the mode indicates that the most spread mark was 14; finally, the S.D was very high vis-à-vis the mean which indicates the homogeneity of the group.

Additionally, in order to clearly notice the variance of students' performance, their pre-test and post-test results were compared using the following bar graph:
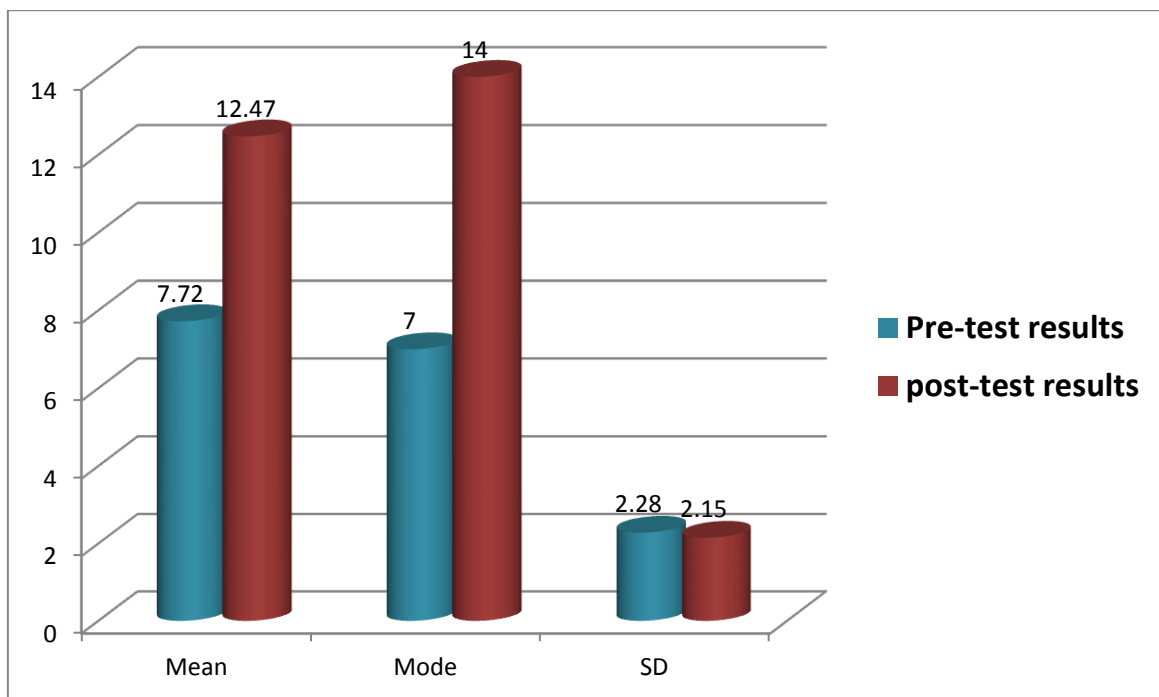
Bar Graph3.1.Pre-test & Post-test Results

Consequently, the results reported in the bar graph show that students outperformed in the post-test, all values have increased when comparing it to those obtained in the pre-test; this elucidates the effectiveness of the intervention which was the implicit metacognitive strategy instructions on students' performance.

In order to check students' awareness of metacognitive listening strategies, or whether they use it after the intervention or not, a post MALQ was administered to students, this will be explained in the following section.

3.6.2. Post-Metacognitive Awareness Listening Questionnaire.

✚ Planning and Evaluating Strategies

Table3.16. Post Metacognitive Awareness Listening Questionnaire:

planning and Evaluating Strategies

Strategy: Planning and evaluation	Strongly agree	Agree	Partially agree	Partially Disagree	Disagree	Strongly disagree
	6	**5**	**4**	**3**	**2**	**1**
1/ Before I start to listen; I have a plan in my head for how I'm going to listen.	**50%**	**22.22%**	**17%**	**0%**	**11.11%**	**0%**
10/ Before listening, I think of similar texts that I may have listened to.	**22.22%**	**44.44%**	**16.66%**	**11.11%**	**0%**	**0%**
14/ After listening, I think back how I listened, and about what I might do differently next time.	**27.77%**	**50%**	**16.66%**	**0%**	**0%**	**0%**
20/ As I listen; I periodically ask myself if I'm satisfied with my level of comprehension. 21/ I have a goal in mind as I listen.	**44.44%**	**38.88%**	**11.11%**	**0%**	**0%**	**0%**
	44.44%	**27.77%**	**22.22%**	**0%**	**5.55%**	**0%**

Table3.17. Post-intervention Planning and Evaluating Strategies Mean

Strategy	Mean
Planning and evaluation	4.94

The table above illustrates strategies related to planning and evaluating. As it is clear from responses, most learners reported the use of strategies comparing to pre-MALQ results. (50%) of students tend to have a plan before listening activity and (44.44%) activate their background knowledge and think of similar texts related to the topic before listening. Moreover, (50%) agreed on evaluating themselves and set goals for future listening tasks.

✚ **Directed Attention Strategy**

Table3.18. **Post Metacognitive Awareness Listening Questionnaire:**
Directed Attention Strategy

Strategy: Directed Attention	Strongly agree	Agree	Partially agree	Partially Disagree	Disagree	Strongly disagree	Mean
	6	5	4	3	2	1	
2/ I focus harder on the text when I have to understand it.	27.77%	72.22%	5.55%	0%	0%	0%	5.5
6/ When my mind wanders; I recover my concentration right away.	16.66%	55.55%	22.22%	0%	5.55%	0%	4.77
12/ I try to get back on track when I lose concentration	38.88%	50%	11.11%	0%	0%	0%	5.27
16/ When I have difficulty understanding what I hear; I give up and stop listening.	0%	0%	0%	11.11%	22.22%	55.55%	1.33

Table3.219. **Post-intervention Directed Attention Strategy Mean**

Strategy	Mean
Directed attention	4.21

As shown in table above, students' directed attention strategy have improved, they resulted high means for all statements in this phase.

🔸 **Person Knowledge and Self-awareness Strategy**

Table3.20. **Post Metacognitive Awareness Listening Questionnaire:**

Person Knowledge and Self-awareness

Strategy: Person Knowledge and self-awareness	Strongly agree	Agree	Partially agree	Partially Disagree	Disagree	Strongly disagree	Mean
	6	5	4	3	2	1	
3/ I find that listening in English is more difficult than reading, speaking or writing in English.	16.66%	22.22%	0%	22.22%	38.88%	0%	3.55
8/ I feel that listening comprehension in English is a challenge for me.	11.11%	27.77%	38.88%	27.77%	0%	0%	4.22
15/ I don't feel nervous when I listen to English.	11.11%	55.55%	5.55%	27.77%	0%	11.11%	4.61

Table3.21. **Post-intervention Person Knowledge and Self-awareness Strategy Mean**

Strategy	Mean
Person knowledge and self-awareness	4.22

As indicates in the above table, students' personal knowledge and self-awareness also have been improved. (55.55%) of students have less anxiety when listen to spoken texts.

Mental Translation Strategy

Table3.22. **Post Metacognitive Awareness Listening Questionnaire:**
Mental Translation Strategy

Strategy: Mental translation	Strongly agree	Agree	Partially agree	Partially Disagree	Disagree	Strongly disagree	Mean
	6	5	4	3	2	1	
4/ I translate in my head as I listen	16.66%	44.44%	5.55%	5.55%	11.11%	16.66%	5.16
11/ I translate key words as I listen	16.66%	38.88%	27.77%	11.11%	0.55%	0%	4.5
18/ I translate word by word as I listen.	0%	5.55%	0%	0%	55.55%	38.88%	1.77

Table3.23. **Post-intervention Mental Translation Mean**

Strategy	Mean
Mental translation	3.81

The table demonstrates that students' mental translation have decreased, (38%) of students agreed on translating word by word as they listen, and scores for items 4 and 11 show that the majority of students still rely on this strategy.

➕ **Problem Solving Strategy**

Table3.24. Post Metacognitive Awareness Listening Questionnaire:
Problem Solving Strategy

Strategy: Problem Solving	Strongly agree	Agree	Partially agree	Partially Disagree	Disagree	Strongly disagree	Mean
	6	5	4	3	2	1	
5/ I use the words as I understand to guess the meaning of words I don't understand	33.33%	50.55%	16.66%	5.55%	0%	0%	5.33
7/ As I listen I compare what I understand with what I know about the topic	44.44%	33.33%	16.66%	0%	0%	0%	5
9/ I use my experience and knowledge to help me understand.	66.66%	27.77%	0%	0%	0%	5.55%	5.44
13/ As I listen I quickly adjust my interpretation if I realize that it is not correct.	27.77%	55.55%	0%	5.55%	5.55%	5.55%	4.77
17/ I use the general idea of the text to help me guess the meaning of the words that I don't understand.	38.88%	61.11%	0%	0%	0%	0%	5.38
19/ When I guess the meaning of word; I think back to everything else that I have heard, to see if my guess makes sense.	38.88%	38.88%	16.66%	0%	0%	5.55%	5

Table3.25. Post-intervention Problem Solving Mean

Strategy	Mean
Problem solving	5.15

The above table summarizes students' results concerning the use of problem solving strategy. The highest means are for statements 5, 7, 9, 13, and 17. The majority of them reported that they are activating their background knowledge about the topic and make use of their experience to deal with listening tasks, as well as (55.55 %) agreed on adjusting their interpretation when they realize that it is not correct, and (38%) reported that when they guess the meaning of words, they think again to check if their predictions make sense.

❖ **Comparison of the pre and post MALQ Results**

The data yielded in the pre and post-metacognitive listening questionnaire will provide an answer to the second research question, i.e, students' metacognitive awareness before and after the 4 sessions of intervention.

The bar graph shows the mean of the pre-and post MALQ resulted in the group.
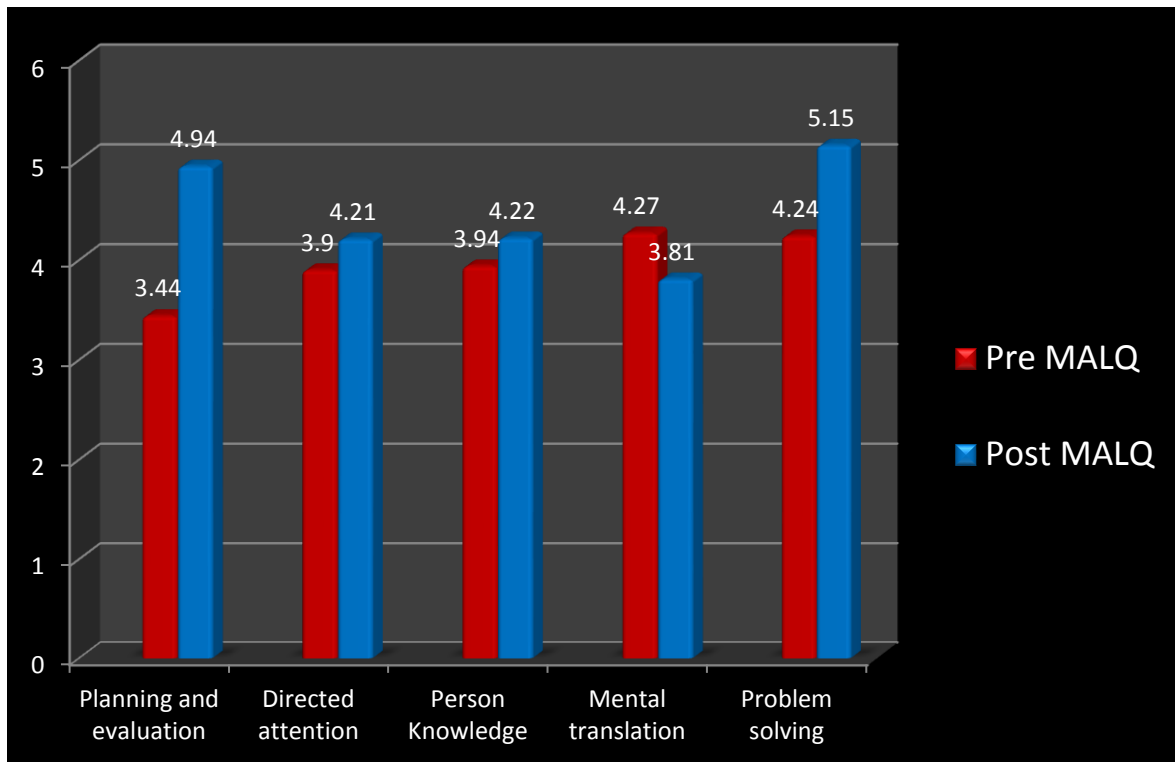
Bar Graph3.2. **Pre and Post MALQ Results**

As it is demonstrated in the above bar graph, four out of five strategy items of MALQ have been increased. Planning and evaluating increased by 1.5, directed attention rose by 0.31, person knowledge increased by 0.28, mental translation decreased its average by 0.4 as it was expected, and problem solving strategies rose its average by 0.91.

Regarding planning and evaluation strategies, results show high increase in average in the pre and post MALQ. This variance can be due to the fact that the metacognitive pedagogical sequence consists of planning and predicting in the first phase of the model; hence, students are supposed to brainstorming their knowledge,

predictions, and words they might hear concerning the topic they are about to listen, and evaluate their listening performance and strategy use at the end of the activity.

Concerning problem solving strategy, it can be said that the strategy mean increased as it was expected, this might be explained through the first stage of the pedagogical sequence where students activated their background knowledge as well as the sequence encourages students to verify and adjust their interpretation and revising their prior information.

Regarding personal knowledge strategy, results of the post MALQ are slightly similar to the pre-test results, thus, this indicates that students might have knowledge about their points of strengths and weaknesses.

As mentioned above, the directed attention increased also, this maybe because of the trainer stressed in her intervention on how to make students focused on the listening activity through the pedagogical sequence, which encourages students to concentrate on the general and detailed ideas, as well as it worth to mention that the pair work did help, because discussion between partners motivates to accomplish the task without losing concentration or feel exhausted   when facing difficulties. In addition the trainer tried to keep students concentration high through asking questions, giving cues, and motivating them to listen and share new views with the group.

3.7. Teachers' Questionnaire Results.

The teacher questionnaire consisted of (9) items of different types, as it was previously discussed in the second chapter. This later has been analyzed both quantitatively and qualitatively.

- **Rubric One: Teachers Qualifications**
- ➤ *Question (1): How many years have you been teaching English?*

The respondents' experience in teaching English diverse from three to fifteen years, with one teacher having one year of teaching, another teacher having seven

years of teaching experience, the third teacher has eight years of educating, and the last two teachers one has ten years, and the other has fifteen years of teaching experience. This indicates that teachers experienced the field of English teaching. The main purpose behind this question was to check the experience that teachers of first-year students (who are in charge of OE) have at the English department.

The bar graph below represents the aforementioned results.
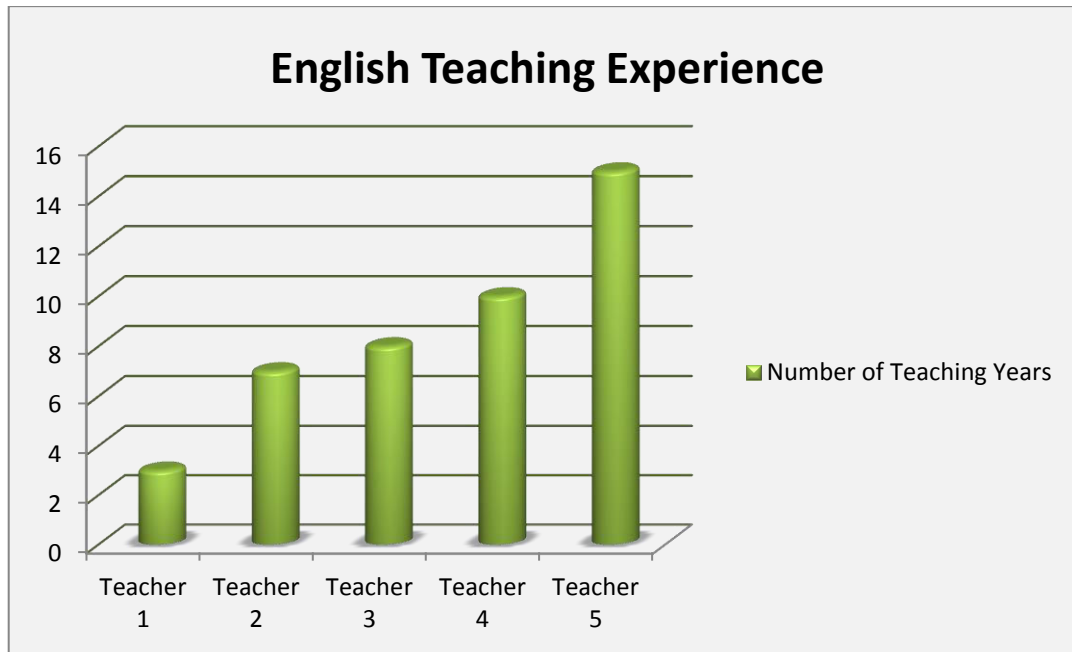
Bar Graph3.3. English Teaching Experience

- **Rubric Two: Teacher' Attitudes Towards Implicit Training Strategies and Instruction to Enhancing EFL Students' Listening Performance**
- ➢ *Questions (1): Does EFL students have problems in listening?*

All teachers' responses were positive EFL students have problems in listening.

Table3.26. Teachers Responses about Students Listening Problems

Options	Yes	No
Teachers	100%	0%

Hence, the results as it is shown above prove that EFL students encounter problems during listening. In addition, they linked their problems to several reasons, they all agreed on the lack of practice outside classroom, one teacher claimed that EFL students are afraid about the fact that they cannot understand native speakers, another reason is the use of different accents within recordings, as well as the lack of vocabulary, furthermore students encounter problems because of speakers' pronunciation and hesitation.

➤ *Question (2): Are you EFL students aware or have any idea about listening strategies?*

The present question sought to know if EFL students are acknowledgeable about the different listening strategies

Table3.27. **Teachers' Responses about Students' Knowledge about the Existing Strategies**

Options	Absolute Frequency	Relative Frequecy
Yes	4	80%
No	1	20%

From the above table, one can notice that the majority of EFL students lack knowledge about the different strategies to enhancing their listening.

➤ *Question (3): Do You Think That Teaching Listening Strategies Implicitly Develop Students' Performance and Comprehension?*

The question attempts to collecting data about teachers' views concerning the teaching of Listening strategies implicitly to enhancing students' performance and comprehension.

Table3.28. **Teachers' Attitudes towards Implicit Metacognitive Training Strategies**

Options	Absolute Frequency	Relative Frequecy
Yes	4	80%
No	1	20%

From the above table, one can notice that most teachers are in favor of the teaching of listening strategies.

- **Rubric Three: Teachers' Suggested Techniques and Activities?**

➢ *Question (1): What are the practical listening techniques that you apply in your teaching?*

The present question sought to know the practical techniques that EFL teachers use in their listening course.

It worth to mention that, all EFL teachers employ authentic materials, and expose students to different kinds of listening texts, moreover, they share the point of peer work in order to raise students confidence and skills of listening, speaking, and sharing information with the others.

➢ *Question (2): When students do not get anything after listening multiple times what do you generally do?*

As regards this question was only answered by 3 teachers and their solutions varied from one teacher to another. One of them, in fact, mentioned a vital technique that is giving them more information when they listen multiple times, as well as trying to explain that they do not have to be upset when they facing difficulties to understand some vocabularies, moreover, giving them the opportunity to listen several times. Another teacher stated that she gives them more activities ''' home assignments as a training ''', and one teacher claimed that, as a first step she clarifies the ambiguity, then starts asking them questions where they will implicitly understand what they are listening.

➢ *Question (6): What do you suggest as a technique and activities to fostering EFL learners' listening performance?*

Regarding this item, some common points were shared among the participants, they pointed out that the training of using strategies at the beginning of the semester would be very helpful to cope with listening tasks. Furthermore, working groups and using different authentic materials while doing activities, having online discussion with native speakers. Supporting this idea, one teacher claimed that '' I always advise my students to do online conversation with native speakers through skype or messenger, and also listening to music and watch more movies, because students will be exposed to colloquial language'', besides, they all share the idea of raising students awareness about the existing of listening strategies to enhancing their listening.

➢ *Question (7): Put cross (×) next to the listening activities that you apply in your classroom?*

This question intends to seek information about the different kinds of activities that EFL teachers use in their listening course.

Table3.29. Teachers' Activities during their Listening Course

Options	A.F	R.F
Listening to a conversation/story, and ask students to taking notes	5	100%
Listening and answering detailed questions	4	80%
Listening and repeating(drills) as a class or individually	2	60%
Listening and Picking out the main ideas	4	80%
Listening and answering general questions	4	80%
Listening to conversation/story and filling a chart (one word answer or true or false/yes or no.	4	80%

The above table indicates that EFL teachers make use of a variety of listening activities during their lectures.

3.8. Summary of the findings

This pre-experimental study is an attempt to explore the impact of metacognitive strategy instruction on learners' listening performance. In the light of the current results, a number of findings are drawn; hence, the hypotheses of this empirical study will be either confirmed or rejected.

Firstly, regarding the first hypothesis which indicates that EFL students face difficulties during listening tasks, analysis of the students' semi-structured interview revealed that, students face a number of barriers and hindrances, these are linked to a number of reasons namely: rate of speech, pronunciation, accent, phonological modification, prosodic features, lack of vocabulary, lack of background knowledge, and the physical setting; this is, in fact, consistent with the findings of (Hamouda, 2013; Kazoz,2015) and goes hand in hand with Underwood's view (1989), and Walker (2014) who mentioned the abovementioned obstacles, then, the first hypothesis is confirmed

As far as the second hypothesis, which assumes that metacognitive strategies instructions have an impact on students' listening performance and develop their metacognitive awareness; since findings and results collected from the proficiency test and the metacognitive awareness listening questionnaire showed that the average score of post-test was higher than the first pre-test, it can be said then, that the treatment has an impact on students' performance after being exposed to metacognitive instruction following Vandergrift's and Goh metacognitive pedagogical sequence (2012). Concerning the differences of results in the pre- and post- metacognitive awareness listening questionnaire, it can be said that students' awareness appeared to be improved after the intervention. This may give support to the findings of previous studies conducted by (Rahimi, Katal, 2012; Goh &Taib, 2006; Fahim & Fakhri, 2014, Aguilera, Montecinos, Sandoval, Navarro & whipple 2016) which indicate that Metacognitive strategy instructions have an impact on students' performance and comprehension, in addition it develops students metacognitive awareness. Therefore, one can say that this hypothesis is valid.

As far as the third research hypothesis which deals with teachers' suggested techniques to developing their students listening performance during listening tasks, and to help EFL students to cope with problems such as using authentic materials, efficient activities and training them strategies, analysis of teachers' questionnaire revealed that teachers, generally use a variety of activities in classroom; as well as they are in favor of teaching students the different listening strategies, moreover teachers' solutions and techniques vary from one teacher to another such as, exposing them to more authentic materials and providing students with more activities '' home assignments as a training '', in addition they are in favor of using pair/group work in practicing listening activities which is also encouraged by several scholars as Vandergrift and Goh (2012). Concerning using authentic materials to improve listening performance of EFL students, this is, in fact, consistent to other findings of several studies (Flowerdrew & Miller, 2005). In addition, Regarding to the training of strategies, several scholars agreed on the vitality of such techniques (COŞKUN, 2012; Rasouli, Mollakham & Karbalaeiz, (2013), Vandergrift and Goh), then, the obtained results confirm the third hypothesis.

3.9. Pedagogical implications and recommendations

The main general objective of this investigative study is to examine the efficacy of implicit metacognitive instruction on EFL learners' listening performance, through a well-designed treatment based on Vandergrift's model which is '' metacognitive pedagogical sequence ''. Findings endorse the idea that there is a positive correlation between metacognitive strategies instructions and learners' performance and comprehension. Thus, this section will provide some pedagogical implications and applications for teachers to enhancing their students' listening abilities.

3.9.1. Recommendations for Teachers.

According to Vandergrift (2003), teachers need to go one step beyond their ordinary and simple instructions in their classrooms for an effective teaching. To

do so, EFL teachers are required to play an active role in exploring and investigating different results of studies on instructing strategies in L2 Listening. Moreover, they should broaden their own understanding of the issue and the different strategies-based instructions that best fit their learners.

Teachers are also recommended to emphasis on how to engage learners in listening activities to improve their students' comprehension and performance through metacognitive instruction. According to Vandergrift & Goh (2012), this latter can be transmitted through regular listening lessons and carefully designed tasks, where the teacher can enhance students' competency about thinking and learning how to listen, this simply can be through metacognitive activities that was proposed by Vandergrift and Goh (2012), or adapting other models by different scholars such as Anderson's model or O'Malley and Chamot's one. Moreover, metacognitive instructions give learners support to work on their listening without an educator outside classroom .i.e., this can be done simply through providing learners with extensive listening activities and projects. Vandergrift & Goh (2012)

In addition, the data yielded by this study inspire educators to use more cooperative techniques and practice collaborative learning, which demands the presence of peers or group work to give them more opportunities to talk and correct mistakes to themselves, as well as raising their communicative abilities and boosting their motivation to accomplish a listening task, besides, to learn how to cope with the hindrances in activities.

3.9.2. Recommendation for Learners.

In order to better cope with the different listening tasks, students are recommended to use and integrate the following metacognitive strategies.

+ **Before Listening** *'' Planning for a Listening Task''*
1- Establish purpose in advance to what listen for.
2- Write some predictions and words that you might hear during listening.
+ **During and after Listening** *'' Monitoring Comprehension and Problem Solving''*

1- After first listening, verify your first predictions and check for inaccurate guesses

2- Add important ideas to your aforementioned predictions

3- Decide what information are needless to focus on

4- Listen again and check comprehension.
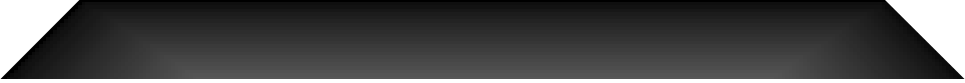
➕ **After Listening** '*' Evaluate Comprehension and Strategy use*''*

1- After the end of the session, or the listening activity, evaluate your comprehension in a particular task

2- Evaluate your overall progress in listening '' comprehension and performance''

3- Decide if the strategies used were convenient for the objective of the listening task

4- Set goals to future listening activities

In addition, these metacogntive steps or strategies develop students' awareness and self-assessment .i.e., students become more self-regulated.

3.10. Conclusion

This analytical chapter was, basically devoted to the procedures of analysis and interpretation of the data gathered from the three research instruments used in this study, relying on both qualitative and quantitative analysis to give a full description of the situation under investigation. After the analysis phase, the researcher has dealt with the summary of the main findings, followed by helpful suggestions and recommendations as a concluding section.

GENERAL CONCLUSION

General Conclusion

The objective underlying this work was to explore the effect of implicit metacognitive based-strategy instruction in enhancing students ' listening performance. Hence, the researcher conducted an empirical study in the English language department of Abou Baker Belkaid University, Tlemcen. The importance of conducting such study was based on the fact that listening comprehension is neglected in the department, and most students lack training on how to listen or use effective strategies to better cope with their problems and overcome their difficulties. Moreover it also seeks to uncover EFL students' listening problems. Besides the data yielded by this study may enable EFL teachers to develop effective techniques and use more metacognitive instructions and activities to improving students ' listening performance and comprehension. Taking these issues into consideration, three research questions were raised:

- What might be the difficulties that EFL students encounter during the listening task?
- What might be the effect of metacognitive training strategy based instruction on EFL learners' performance, and their awareness about the metacognitive strategies?
- What might be the practical teachers' techniques to foster their EFL learners listening strategies?

Based on former investigations the following hypotheses were suggested to answer the aforementioned research questions:

- The difficulties that EFL students may encounter during a listening task are rate of speech, accent, assimilation…
- Metacognitive strategy instruction can enhance EFL listening performance, and may develop their metacognitive awareness.

- Teachers can make use of authentic materials, include efficient activities, and train them strategies.

As a first step towards developing this empirical study, a review of literature about the notion of listening comprehension process as an introductory, moreover, characteristics of the spoken English and some listening difficulties and learning strategies. In addition the chapter was devoted to the main component of this study which is the metacognitive strategies and its application to listening instruction, besides some suggested metacogntive activities.

As a second step, a practical chapter was developed by explaining and describing the ELT situation in Algeria and the listening status at the department of English as an entry. It also aimed at describing teachers' and learners' profile, in addition to the experiment in terms of methodology and data collection procedures.

The last third chapter was devoted to the analysis of the data gathered along with results and interpretation. It also aimed at presenting some suggestions and recommendations on exposing learners to metacognitive instruction as a way to improve students' listening comprehension and performance.

Concerning the main results of this investigative study, it was found that EFL students encounter difficulties during listening tasks. This result, in fact, proved the validity of the first hypothesis. Furthermore, the study revealed the impact of metacognitive strategy instruction on students' performance and raising their metacognitive awareness, all results were positive, thus the second hypothesis was also confirmed. As regards to the final hypothesis, the obtained findings showed that teachers tend to use different activities and suggest some techniques to foster their EFL listening performance, and they are in favor of training students the existed strategies. Thus, such results supported the third hypothesis.

Nonetheless, because of the small sample and the limited time of the intervention; the second hypothesis though confirmed cannot be generalized for all students. However, the findings obtained by this study could be summarized by stating the metacognitive strategy instruction has, indeed, an impact on students'

performance and awareness. A conclusion for this is that such techniques and strategies should be trained or instructed simply through using effective activities.

Finally it is ethical to mention that various limitations and shortcomings hampered this investigative study. Firstly, the limited time given to the researcher to conduct this study, was the main reason of the tiny time allotted for the intervention, this constraint was due to the fact that, only Master 2 students who are specialized in language studies faced a problem in finishing their educational program and passing exams in time like the remaining groups. This latter led the researcher to conduct her empirical study in the second semester after holidays, which is very short to conduct such investigation. In addition, the researcher had to choose the convenient sampling, which does not ensure representativeness; this latter was due to the absence of some students in the training session because of their hectic schedule; consequently, the researcher conducted only 4 sessions of intervention, which is not enough. Furthermore, such investigation should have a much larger sample of participants to be more successful in generalizing the findings and obtain valid and more reliable results.

In nutshell, it is worth to mention that this piece of research will pave the way for future investigations, namely, on speaking, writing, and reading skills, because students lack training on these skills.

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APPENDICES

Appendices

Appendix A   *Students' Interview*

Appendix B   *Listening Proficiency Pre-Test*

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Appendix E1 Students pre and post Metacognitive Awareness Listening Questionnaire

Appendix E2 Teachers' Questionnaire

Appendix A

Students' Interview

Appendix A1   *Students' Interview*

Students' Interview

This interview intends to collecting data about the difficulties EFL students encounter during listening tasks.

- According to you, what is the most difficult skill to master?
- Do you find difficulties to understand spoken English?
- What are those problems that affect your listening comprehension?
- When you face difficulties to understand the spoken English, what do you generally do to overcome them?
- In your opinion, how can the teacher help you to overcome listening problems?
- Do you have any idea about the existing strategies to develop your listening skill?
- If yes, are they helpful? How?
- In your opinion, would it be helpful if the teacher trains you how to use strategies? If yes, why?

Appendix B

Listening Proficiency Pre-Test

Listening Proficiency Test

<u>Appendix B1:</u> Listening Comprehension Pre-test

TEXT: Is the Sun Good or Bad for Us?

Interviewer: Well, to answer the question posed in your letter we are lucky to have in the studio today Doctor James Willaims. Dr Willimas, is the sun good or bad for us?

Dr. Willaims: Er, yes, Mrs Robins, well, there are two answers to this: the sun can be either good or bad for you. Now, this depends on how much sun you get and at what time of the day.

Interviewer: What about the negative effects of the sun, Doctor? We, hear it's usually the result of prolonged or repeated exposure.

Dr. Williams: Yes, that's right now, the negative effects are, of course, it increase the ageing process of the skin. And it also increases your chances of developing skin cancer. But er, the sun in moderate doses has positive effects too.

Interviewer: What are those?

Dr.Williams: Well, scientific experiment have shown that, er , well, we feel better; it can help us slim; it can protect us from coughs, colds and other illnesses.

Interviewer: Now, how does it do all those things?

Dr.Williams: Well, it makes us feel better because we have a gland in the brain which produces a substance called melatonin. Now a lot of melatonin makes us feel sleepy. Now, in the sunlight, ultraviolet rays enter the body through the eyes and make the gland produce melatonin, so therefore we feel brighter.

Interviewer: Oh, I see. What about keeping slim?

Dr.Williams: Ah, yes, well, ultraviolet rays help us to burn up calories. Sunlight makes the body use oxygen more efficiently. So therefore, we process our food better. And therefore we need less.

Interviewer: Now, you … you mentioned that sunlight can protect us against illness. Now, I' ve not heard that.

Dr.Williams: Indeed, indeed .Experiments shows that exposure to sunlight makes us produce more white blood cells, especially they cells responsible for fighting of disease So, with correct doses of sunlight we increase our chances of not catching coughs, colds or other illnesses.

Interviewer: So, to sum up, Dr. Williams, what is your advice? Go in the sun or not?

Dr.Williams: Oh yes, absolutely, but er, not too often, and not for too long, especially between midday and three pm when the sun is at the highest. If you think er of countries which have a very good climate, places we tend to go to for holidays, they have a very good traditions, the natives… of the siesta.

Interviewer: Yes, of course.

Dr.Williams: Yes, and especially if you have fair skin, you must be very, very carefull not to burn.

Interviewer: Thank you very much, Doctor Williams.

(From: a text book).

Comprehension Questions

1/ Are the following statements TRUE or FALSE.

- The sunlight makes us produce red blood cells.

- More melatonin makes body look brighter.

- The sun increases the aging process of the skin.

- Ultraviolet ray helps us to burn up calories.

4/ Listen and complete the following table

Positive Effects of the Sun	Negative Effects of the Sun
-…………………………………………	-…………………………………..
	-…………………………………………
-…………………………………	-…………………………………………

3/ How does the sun protect us against illnesses?

…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
…………………………………………………………………………………………………
………………………………………………………………………………………………

4/what was the last advice of Dr.Williams?

…………………………………………………………………………………………………
………………………………………………………………………………………………

Appendix B2: Pre-test Lesson plan

Listening Comprehension pre-test

Level :LMD 1/G01

Group Size : 25

Number of Students :19

Listening Material : A2 :28min Audio/report (two native speakers)

Listening questions handout

Topic : is the sun good or bad for us ?

Overview : the listening text revolves around the positive and the negative effects of the sun.

Teaching Aids : laptop, speakers, audio recording, listening questions handouts

Phase of the activity :

Phase one1 : Listening activity 40min

1 : Play the tape to answer the four questions.

2 : Listening questions

Appendix C
Training Phase

Appendix C1 *Pedagogical Sequence Handout*

Appendix C2 *Listening Texts used in the Training Phase*

Appendix C1

Pedagogical Sequence Handout

A/ Write down three main ideas that you think will be mention in the text:

1…………………………………………………………………………………

2…………………………………………………………………………………

3…………………………………………………………………………………

B/ Discuss your prediction with a partner and then write down at least two more ideas that your partner included in his/her list of predictions and that you consider logical possibilities:

4………………………………………………………………………………….

5………………………………………………………………………………….

C/ Listen To the text. Place a check mark beside the ideas that you and your partner predicted and that were in fact mentioned in the text. Then write down any other ideas that you had not predicted but were mentioned.

6..

7..

8………………………………………………………………………………….

9………………………………………………………………………………….

* verify your results with your partner.

D/ Listen to the text again to check your results and resolve any discrepancies in comprehension between you and your partner. Then add any points or information that you may not have understood during first listen.

1…………………………………………………………………………………

2…………………………………………………………………………………

3…………………………………………………………………………………

E. Listen to the text a third time to verify comprehension after a class discussion of the content of the text or reading of the text transcript

Reflections and Goal settings

I was successful in anticipating …….ideas.

What I will do next time.

Appendix C2

Listening Texts used in the Training Phase

Listening – Text1

Text: '' School Report ''

Girl: Dad, can I go to a movie with Sharon?

Dad: yeah, sure, but wait, weren't you supposed to get a report card sometime this past week?

Girl: well, oh yeah can I call Sharon now?

Dad: uh; hum. You didn't answer my question. Did you receive it or not ?

Girl: I love you dad! You're the best.

Dad: don't try to better me up. I can guess that your answer means that you didn't do well in some of your classes?

Girl: well! my English teacher is sooo boring, and he blows up every time someone talks.

Dad: in other words, you're not doing so well?

Girl: Uh, a C… minus

Dad: Oh. Well, how are you doing in your Spanish class? You said you liked that one

Girl: well, I do, but I forgot to turn in a couple of assignments, and I had problems on the last test. All those verbs tripped me up. I get them all mixed up in my head!

Dad: okay, and what about algebra?

Girl: Ah I'm acing that class. No sweat.

Dad: Oh!

Girl: Can I go now?

Dad: and how are you doing in history?

Girl: Oh, that's my favorite class. Mr. Jones is always passing out candy if you know the answer to his questions.

Dad: Great, now, I have a bright daughter with tooth decay.

Girl: Ah, Dad. Can I go now?

Dad: you can go if you answer my history question. How old am I ?

Girl: Uh, fifty-five?

Dad: fifty-five! You just failed a math and history test at the same time!

Girl: Dad…

Dad: well, okay, but you need to come straight home from the movie, and you need to practice your clarinet.

Girl: Oh, I forgot about that grade?

Dad: what ?

Girl: Gotta run, Dad

AGENDA WEB hundreds of free English exercises

http://www.agendaweb.org/listening/advanced.html

Appendix C2

Listening Texts used in the Training Phase

Listening – Text

Text: '' Immigration Goes Online ''

Thousands of immigrants who need to file papers related to immigration status, green cards, and resident cards no longer have to stand in line for hours on end. The immigration office now has a new system called Info Pass. Applicants simply schedule a time and a date to meet with an immigration officer using Info Pass. They don't even have to go to the immigration office. Info Pass is a website that they can access on their home computer or a library computer.

To beat the crowds, immigrants in Los Angeles used to get in line the night before. They would start lining up outside the building at 6:00 p.m. and spend the night in the cold or, occasionally, in the rain. By the following morning, there might be 200 people in line. This, of course, was an unpleasant surprise to people who thought they were early birds by arriving at 7:00 a.m. Sometimes people would sell their place in line to others for $50 or more.

Where there are lines, there are vendors. No one had to worry about going hungry in line because of the variety of hot and cold food and drinks being sold all night long. Occasionally the police received reports about people being pick pocketed while waiting in the overnight lines. But such reports were rare. Many immigrants prefer not to get involved with police for fear of being sent back to their native country.

With the new system, people with appointments are in and out of the building within an hour. Applicants show up 15 minutes before their appointment time. Things are so efficient now that about 120 applicants per hour can be processed through the immigration office. Before Info Pass, it was about 40 people an hour.

http://www.rong-chang.com/qa2/stories/story042.htm

Appendix C2

Listening Texts used in the Training Phase

Listening – Text3

Text: '' Polar Bears''

Interviwer: well, thank you, Mr Hardy, for that very clear account of the advantages of keeping bears in captivity. But, now we turn to Doctor Donald Makepeace from the R.S.P.C.A., who has done a considerable amount of research into the effects of zoos and captivity on polar bears. Doctore Mkaepeace, Tell us about it.

Dr. Makepeace: Well, quite frankly, I've done three years's research now into polar bears and I can see absolutely no argument at all for keeping them in cage. The cages and zoos just aren't big enough for them. There is every evidence that the bears become mentally and physically distributed and…erm… unfit in zoos; their behavior becomes unusual, they walk up and down, they pace round their cages constantly. When they're not pacing round , they rock their heads from side to side… it's like …it's like seeing an unhappy child, an unhappy baby.

They never behave like that in their natural environments under normal circumstances. They're hunters, they are explorers, they get plenty of exercise by roaming thousands of square kilometers… they are active animals; and they just don't respond to being kept in captivity.

Interviewer: But, er, many zoos have done quite a lot in the last few years to improve the conditions that bears are kept in.

Dr Makepeace: That's true, yes. Many of zoos are saying that they've hills, streams, even lakes for them to swim in. But even so, you still see these strange behavior patterns. You still see signs of mental and physical distress. If the zoo were build a place big enough for the bear to be happy, none of the public would be able to see it.

Interviewer: Do you think there are any arguments for keeping bears in captivity at all?

Dr. Makepeace: None at all, absolutely none. No it's not and endangered species, there's no conversation reason to keep it there, we…we have plenty of bears in the wild where they can be observed. No, absolutely no reason at all.

Interviewer: Well, Mr. Hardy very strong reasons for not keeping bears in captivity. What do you say to that?

From: ''a text book ''

Appendix C2

Listening Texts used in the Training Phase

Listening – Text4

Text: '' secrets of happiness''

Brendon Burchard

Source: Youtube Channel

https://www.youtube.com/watch?v=OI9jv_KJsTw

Appendix D

Listening Proficiency Post-Test

Listening Proficiency Test

Appendix D1 *Listening Comprehension Post-test*

Text: The advantages and the disadvantages of Internet.

Source: https://www.youtube.com/watch?v=xtQfV6COHb

Comprehension Questions

1/ Answer the following statements with True or False.

- Multiple search engines made it easier for internet users to find information.
- It is possible to carry out financial transactions online
- Malicious programs can make the computer malfunction
- Spamming mail is legal
- Spending a great amount of time on internet affect social interactions

2/ Listen and complete the table below:

Advantages of Internet	Disadvantages of Internet
-……………………………… -…………………………………	-…………………………………… -………………………………….. -………………………………….

3/ How the internet make it easy for people to communicate.

……
……
……
………………………………

4 The internet can affect kids. How?

……
……
……………………………………………………………………………………………

Appendix D2: Post-test Lesson Plan

Listening Comprehension Post-Test

Level: LMD 1 / G01

Group Size: 25

Number of Students Present: 18

Listening Material: A 3:37 min Audio/ report (One native speakers)

Listening questions handouts

Topic: The Advantages and the disadvantages of Internet ?

Overview: The listening text revolves around the positive and the negative effects of intenet.

Teaching Aids: Laptop, speakers, audio recording, listening questions handouts

Phases of the activity:

Phase1: Listening activity 40 min

1. Play the tape to answer the four questions.
2. Listening questions

Appendix E

Questionnaire

Appendix E1 Students pre and post Metacognitive Awareness Listening Questionnaire

Appendix E2 Teachers' Questionnaire

Appendix E1

Students' pre and post Metacognitive Awareness Listening Questionnaire

For each item, write the number that shows what you think, or best shows your level of agreement with the statement at the present time.

Strongly agree Agree Partially agree Partially disagree Disagree Strongly 6 5 4 3 2 1 disagree	The number
1/ Before I start to listen; I have a plan in my head for how I'm going to listen.	
2/ I focus harder on the text when I have to understand it.	
3/ I find that listening in English is more difficult than reading, speaking or writing in English.	
4/ I translate in my head as I listen	
5/ I use the words as I understand to guess the meaning of words I don't understand	
6/ When my mind wanders; I recover my concentration right away.	
7/ As I listen I compare what I understand with what I know about the topic	
8/ I feel that listening comprehension in English is a challenge for me.	
9/ I use my experience and knowledge to help me understand.	
10/ Before listening, I think of similar texts that I may have listened to.	
11/ I translate key words as I listen.	
12/ I try to get back on track when I lose concentration.	
13/ As I listen I quickly adjust my interpretation if I realize that it is not correct.	
14/ After listening, I think back how I listened, and about what I might do differently next time.	
15/ I don't feel nervous when I listen to English.	

16/ When I have difficulty understanding what I hear; I give up and stop listening. 17/ I use the general idea of the text to help me guess the meaning of the words that I don't understand 18/ I translate word by word as I listen. 19/ When I guess the meaning of word; I think back to everything else that I have heard, to see if my guess makes sense. 20/ As I listen; I periodically ask myself if I'm satisfied with my level of comprehension. 21/ I have a goal in mind as I listen.	

Teachers' Questionnaire

The questionnaire aims at collecting data about the practical teachers' techniques to foster their EFL learners' listening performance and make use of the existing strategies. We kindly invite you to help us answering the following questions by putting a cross (×) on the right response and add your comment when necessary.

Rubric One: Teachers' profile.

1/Teaching experience: …… years.

Rubric Two: Teachers' attitudes towards implicit training strategies and instructions to enhancing EFL students' listening performance?

1/ Does EFL students have problems in listening?

Yes ☐   No ☐

- If yes, what do you think the reasons behind are?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
……………..

2/ Are your EFL students aware or have any idea about listening strategies?

Yes ☐   No ☐

3/ Do you think that teaching listening strategies implicitly develop students' performance and comprehension?

Yes ☐   No ☐

- If yes, how?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
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Rubric Three: Teachers' suggested techniques and activities.

1/What are the practical listening techniques that you apply in your teaching?

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…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………….

2/When students do not get anything after listening multiple times, what do you generally do?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
………….

3/What do you suggest as a techniques and activities to fostering EFL learners' performance?

…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
…………………………………………………………………………………………
.………………………………………………………………………………Questionnai..…
…………………………………………………………………………………………

………………………………………………………………………………………………
………………..

4/Put cross (×) next to the listening activities that you apply in your classroom
teaching.

- Listening to a conversation / story, and ask students to taking notes.

- Listening and answering detailed questions.

- Listening and repeating(drills) as a class or individually

- Listening and picking out the main ideas

- Listening and answering general questions

- Listening to conversation / story and filling a chart (one word answer or true
  or false / yes or no.

4/ To what extent do you think we can utilize pair/group work in practicing
listening activities?

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