

**THE EFFECTS OF METACOGNITIVE  
LISTENING INSTRUCTION ON  
TURKISH EFL LEARNERS**

**Yüksek Lisans Tezi**

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**THE EFFECTS OF METACOGNITIVE LISTENING INSTRUCTION ON  
TURKISH EFL LEARNERS**

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Temel Serdar YILMAZ'ın "The Effects of Metacognitive Listening Instruction on Turkish EFL Learners" başlıklı tezi 05.07.2019 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında, Yüksek Lisans tezi olarak kabul edilmiştir.

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## ÖZET

### ÜST BİLİŞSEL DİNLEME ÖĞRETİMİNİN İNGİLİZCEYİ YABANCI DİL OLARAK ÖĞRENEN TÜRK ÖĞRENCİLER ÜZERİNDEKİ ETKİLERİ

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Bu çalışma üst bilişsel dinleme öğretiminin A2 seviyesinde yabancı dil olarak İngilizce öğrenmekte olan Türk öğrencilerin dinlediğini anlama ve üst bilişsel farkındalık düzeylerine etkisini bulmayı amaçlamıştır. Çalışmanın bir diğer hedefi de öğrencilerin üst bilişsel dinleme öğretimine yönelik tutumlarını belirlemektir. Bu doğrultuda, Balıkesir Üniversitesi Makine Mühendisliği bölümünde öğrenim gören 71 katılımcı rastgele deney (36) ve kontrol (35) gruplarına ayrılmıştır. Deney grubu 8 hafta boyunca üst bilişsel dinleme öğretimine tabi tutulurken, aynı süreçte kontrol grubu geleneksel dinleme derslerine katılmıştır. Nicel veri resmi bir KET dinleme sınavı örneği ve MALQ envanterinin iki grubun yabancı dilde dinlediklerini anlama ve üst bilişsel farkındalıklarını ölçmek ve karşılaştırmak için ön test ve son test olarak kullanılmaları sonucu toplanmış olup, nitel veri deney grubundan 15 gönüllü katılımcıyla gerçekleştirilen yarı yapılandırılmış görüşme yöntemiyle elde edilmiştir. Nicel veri bağımsız örneklem t-testi, nitel veri ise tümevarımsal içerik çözümleme yöntemiyle incelenmiştir. Nicel veri analizi üst bilişsel dinleme öğretiminin öğrencilerin yabancı dil olarak İngilizce’de dinlediğini anlama ve üst bilişsel farkındalık seviyelerini geliştirmelerine önemli derecede yardımcı olduğunu göstermiş olup, bu bulgular nitel veri analizi sonuçlarıyla da desteklenmiştir. Ayrıca, öğrenciler dinlemede kaygı seviyelerinin düştüğünü, öz yeterlik inançlarının ve motivasyonlarının ise önemli oranda arttığını vurgulamıştır. Son olarak, ilgili alanyazın ışığında araştırma bulgularının tartışması ve dinleme öğretimi ile gelecek araştırmalar için öneriler sunulmuştur.

**Anahtar Sözcükler:** Yabancı dilde dinleme ve anlama, üst bilişsel dinleme öğretimi, üst bilişsel farkındalık, öğrenci tutumları.

## ABSTRACT

### THE EFFECTS OF METACOGNITIVE LISTENING INSTRUCTION ON TURKISH EFL LEARNERS

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The study aimed to discover the effects of metacognitive listening instruction on A2 level Turkish EFL learners' listening comprehension and metacognitive awareness levels. Another purpose of the study was to reveal the students' attitudes towards the metacognitive instruction. To this end, a total of 71 students in mechanical engineering department, Balıkesir University were randomly assigned as the experimental group (n=36) and the control group (n=35). The experimental group was given 8-session metacognitive listening instruction, while the control group was taught via traditional listening lessons during the same time period. Quantitative data was collected by an official sample of the KET listening section and the Metacognitive Awareness of Listening Questionnaire used as the pre- and post-tests to track and compare developments of the two groups in comprehension and metacognitive awareness in L2 listening. Furthermore, 15 voluntary learners in the experimental group were interviewed to gather qualitative data regarding their attitudes towards the metacognitive instruction. The quantitative data was analyzed through the independent samples t-test whereas the interview responses were analyzed using inductive content analysis. The findings of the quantitative analyses indicated that metacognitive listening instruction significantly helped learners improve their listening comprehension and metacognitive awareness levels. These findings were also supported by the interview responses. The learners also reported that their anxiety decreased while their self-efficacy and motivation in L2 listening and learning increased remarkably. Finally, discussions of the findings along with implications for listening pedagogy and further research were presented in the light of related literature.

**Key words:** L2 listening comprehension, metacognitive listening instruction, metacognitive awareness, learner attitudes.

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Temel Serdar YILMAZ

Eskişehir 2019

## **ETİK İLKE VE KURALLARA UYGUNLUK BEYANNAMESİ**

Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmanın hazırlık, veri toplama, analiz ve bilgilerin sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; bu çalışmanın Anadolu Üniversitesi tarafından kullanılan “bilimsel intihal tespit programı”yla tarandığını ve hiçbir şekilde “intihal içermediğini” beyan ederim. Herhangi bir zamanda çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçları kabul ettiğimi bildiririm.

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I hereby truthfully declare that this thesis is an original work prepared by me; that I have behaved in accordance with the scientific ethical principles and rules throughout the stages of preparation, data collection, analysis and presentation of my work; that I have cited the sources of all the data and information that could be obtained within the scope of this study, and included these sources in the references section; and that this study has been scanned for plagiarism with “scientific plagiarism detection program” used by Anadolu University, and that “it does not have any plagiarism” whatsoever. I also declare that, if a case contrary to my declaration is detected in my work at any time, I hereby express my consent to all the ethical and legal consequences that are involved.

Temel Serdar YILMAZ

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## LIST OF ABBREVIATIONS

BBC	: British Broadcasting Corporation
CALLA	: Cognitive Academic Language Learning Approach
CEFR	: Common European Framework
EFL	: English as a Foreign Language
ESL	: English as a Second Language
ESOL	: English as a Second or Foreign Language
ETS	: Educational Testing Service
FSL	: French as a Second Language
IELTS	: International English Language Testing System
L1	: First language – Mother tongue
L2	: Second language
KET	: Key English Test
MALQ	: Metacognitive Awareness of Listening Questionnaire
NCLRC	: National Capital Language Resource Centre
SLA	: Second Language Acquisition
SPSS	: Statistical Package for the Social Sciences
TOEFL	: Testing of English as a Foreign Language
YLE	: Young Learner English
ZPD	: Zone of Proximal Development

# 1. INTRODUCTION

## 1.1. Introduction

Listening comprehension has a crucial role in the lives of people since it is the most basic one among the other skills –speaking, reading, and writing- in communication and language development (Gilakjani and Ahmadi, 2011). The reason is that listening comprehension provides comprehensible input, and thus creates the necessary conditions for language acquisition and improvement of other language skills (Krashen, 1995; Rost, 1994).

Recent research on L2 listening indicated that it is an active and complex skill which involves processing of the input along with many difficulties for language learners. Vandergrift (1999), for example, states that these processes require L2 listeners to discriminate between sounds, understand vocabulary and grammatical structures, analyze stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger socio-cultural context of the utterance” (p. 168). In other words, L2 listeners need to be able to automatically manage bottom-up processing and top-down processing of the input received. *Top-down processing* requires learners to utilize the context of the listening and their background knowledge to interpret the intended message. Various types of knowledge such as prior (world or experiential) knowledge, pragmatic knowledge, knowledge about the culture of the target language, and discourse knowledge- knowledge of different text genres and organization of information in these types of texts, are needed to be applied in listening situations by listeners. These knowledge types are assumed to be stored in the long-term memory (schemata) of listeners and selected appropriately to ease the comprehension of the sound streams. *Bottom-up processing*, on the other hand, is rather a mechanical process involving segmenting or decoding the sound stream and constructing meaning in an accretional fashion. To do so, listeners have to deploy segmental (individual sounds and phonemes) and suprasegmental (patterns of intonation like stress, rhythm, and tone) knowledge types as well as lexical (vocabulary) knowledge and syntactic (grammar) knowledge of L2. Although these processes seem to be distinct in nature, they do not work independently but require parallel processing on the part of listeners. Hence, listeners need to be able to simultaneously operate these two processes to understand the message of the utterances in the target language (Vandergrift and Goh, 2012). Compared to other language skills, therefore, listening is considered as the

hardest one to acquire (Long and Ross, 2009). For example, even the learners capable of reading and speaking might have difficulties when they listen to a record of a fast conversation (Ghaderpanahi, 2012). Language practitioners also think that teaching listening comprehension is challenging (Brown, 2011; Lynch, 2009; Vandergrift, 2007) basically because spoken discourse is rapid, accented, unplanned (Richards, 2015), and connected (Goh, 2000).

Despite its importance and multi-faceted pattern, unfortunately, second language listening had been believed to be a passive skill and learned automatically, and so had been ignored until the middle of the 20<sup>th</sup> century in language teaching and learning (Huei-Chun, 1998). Thus, many researchers called listening comprehension ‘Cinderella Skill’ (e.g., Jalongo, 2010; Vandergrift, 1997). This ‘paradoxical neglect’ might have stemmed from the fact that it was considered to be a receptive skill occurring naturally and requiring neither active involvement nor instruction (Spear-Swerling, 2016).

Beginning from 1950s, however, studies especially in the last two decades (e.g., Goh 1997, 2008; Graham and Macaro 2008; Vandergrift 2004, 2007; Goh and Hu 2013) have transformed the former understanding of L2 listening into a deeper conception of the skill. Accordingly, listening is defined as “an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement” (O’Malley, Chamot, and Küpper, 1989, p. 19). In line with this flow of change triggered by the research, listening instruction models practiced in language classes have undergone an evolution from ‘text-oriented’ to ‘communication-oriented’, and to ‘learner-oriented instruction’ (Vandergrift and Goh, 2012). Within the learner-oriented instruction paradigm, the studies focusing on the cognitive processes, or strategies that successful learners use to overcome difficulties and accomplish listening tasks (e.g., O’Malley et al., 1989; Goh, 1998) brought about the ‘Strategy-based Approach’ (Mendelsohn, 1994). The main purpose of the strategic approach was to identify effective strategies used by successful listeners, and then to teach them to less successful language learners through strategy training methods. This way, it was believed that, less skilled learners could become better listeners in L2. More recently, on the other hand, Vandergrift (2004, 2007) and Goh (1997, 2008) have taken learner-oriented instruction from the strategy-based approach to a more holistic concept of L2

listening instruction, called ‘metacognitive approach’. The purpose of the researchers is to help language practitioners and learners cope with and overcome the still-existing problems in second language listening comprehension through a systematic support which enables them to develop metacognitive awareness of listening. Supporting this view, empirical research in various contexts has shown that metacognitive awareness has a positive relationship with L2 listening (e.g., Goh and Hu, 2013, Vandergrift, 2005, Vandergrift, Goh, Mareschal, and Tafaghodtari, 2006; Zeng, 2012), and metacognitive instruction could help language learners become better listeners in the target language (e.g., Goh and Taib, 2007; Goh 2008; Liu and Goh, 2006; Mareschal, 2007; Vandergrift 2002; 2003; Vandergrift and Tafaghodtari, 2010). Inspired by the positive results, therefore, the present study aimed to examine the effects of metacognitive instruction on Turkish EFL learners’ listening comprehension and metacognitive awareness levels. The study also attempted to reveal the learners’ beliefs and attitudes towards the metacognitive instruction in L2 listening.

## **1.2. Statement of the Problem**

Despite the developments in its conception and instructional models, listening comprehension is still the most problematic language skill for both students and teachers in foreign and second language classrooms (Brown, 2011; Long and Ross, 2009; Lynch, 2009; Vandergrift, 2007). Language learners in the Turkish EFL context also often voice that they have much difficulty with understanding the oral input in English (Gerçek, 2000).

To help language instructors and learners overcome the problems with L2 listening, a process-based, metacognitive approach was proposed (Goh, 1997, 2000; Vandergrift 2004, 2007). Numerous experimental studies presented evidence in the effectiveness of the metacognitive approach in L2 listening in various teaching settings (e.g., Goh and Taib, 2007; Goh 2008; Liu and Goh, 2006; Mareschal, 2007; O’Bryan and Hegelheimer, 2009; Vandergrift, 2002; 2003; Vandergrift and Tafaghodtari, 2010). To be able to suggest the implementation of the metacognitive listening instruction in the Turkish EFL classrooms, however, ample research needs to be conducted on the influence of the approach on the learners in this context.

It should also be noted that, metacognitive listening approach differs from strategy instruction on L2 listening in several ways. Therefore, despite the fact that there

are also some other studies in the literature on the effects of strategy instruction on L2 listening, they view metacognition as only a group of strategy utilized by learners to orchestrate the use of other strategies such as cognitive and socio-affective, which leads them to treat strategy use with little reference to metacognition (Vandergrift and Goh, 2012). On the other hand, the metacognitive framework and the instructional cycle this study uses view metacognition as a more comprehensive overarching process that manages learning by incorporating metacognitive knowledge and metacognitive experience in addition to strategy use. In other words, this framework accepts strategy use as a part of metacognition, which is consistent with current discussions about metacognition in the field of education (Hacker et al., 2009). This is also in line with Wenden's (1991, 1998) understanding of learner autonomy which attempted to bring together the constructs of metacognition and strategy use.

### **1.3. Significance and Aims of the Study**

The main purpose of this experimental study was to find out the effects of metacognitive instruction in L2 listening on metacognitive awareness and listening comprehension of A2 level Turkish EFL learners at a state university. The study also aimed to find out the learners' perceptions and attitudes towards the metacognitive approach, so that the issue is examined not only from the researcher and instructor's point of view, but also from the learner perspective.

Recent research has indicated that metacognitive awareness has a positive relationship with second language listening comprehension (e.g., Goh, 2000; 2002; Goh and Hu, 2013, Vandergrift, 2005, Vandergrift, Goh, Mareschal, and Tafaghodtari, 2006; Zeng, 2012), and giving 'metacognitive instruction' in listening to second language learners increases both their metacognitive awareness and performance of listening comprehension (e.g., Goh and Taib, 2007; Goh 2008; Liu and Goh, 2006; Mareschal, 2007; O'Bryan and Hegelheimer, 2009; Vandergrift 2002;2003; Vandergrift and Tafaghodtari, 2010). There are also a few studies (Coskun, 2010; Haputlu and Ceylan, 2014; Ülke, 2014) on the issue in the Turkish EFL context. However, more research needs to be conducted for a better understanding of the role and influence of metacognitive instruction in second language listening in various contexts since metacognition in L2 listening is a relatively new conception (Goh and Hu, 2013). Especially in the Turkish EFL settings where language learners experience difficulties

with developing effective listening skills in the target language, the outcomes of metacognitive listening instruction are to be examined through more experimental studies. Highly motivated and inspired by the studies with encouraging results and the various reasons stated above, this study aims to close the gap in the literature through finding out the effects of metacognitive instruction on Turkish EFL learners' listening comprehension performances and metacognitive awareness levels. The study also attempted to reveal the students' opinions and attitudes towards the metacognitive instruction.

#### **1.4. Research Questions**

The following research questions led the experiment for the purposes of the study;

1. Is there any effect of metacognitive listening instruction on A2 level Turkish EFL learners' listening comprehension test performance?
2. Is there any effect of metacognitive listening instruction on the learners' metacognitive awareness in L2 listening?
3. What are the students' attitudes towards the metacognitive listening instruction?

#### **1.5. Definitions of the Terms**

To avoid any possible confusion by the terminology, definitions of the important terms used in the study are presented as follows;

*Listening*: “an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement” (O'Malley, Chamot, and Küpper, 1989, p. 19).

*Bottom-up Processing*: “segmentation of the sound stream into meaningful units to interpret the message” (Vandergrift and Goh, 2012, p. 18).

*Top-down Processing*: listener's use of expectations based on schema (pattern of background knowledge) coming from prior experience to infer the intended meaning of the speaker (Rost, 2006).

*Learning Strategies*: “operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make

learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (Oxford, 2001, p.166).

*Listening Strategies:* techniques and activities that directly helps understanding and recalling a listening input (Rubin, 1975).

*Cognitive Strategies:* “strategies operating directly on incoming information subsumed under three broad groupings: rehearsal, organization and elaboration processes” (O’Malley and Chamot, 1995, p.44).

*Socio-affective Strategies:* strategies that “involve either interaction with another person or ideational control over affect” (O’Malley and Chamot, 1995, p.45).

*Metacognitive Strategies:* “executive skills that may entail planning for, monitoring or evaluating the success of a learning activity” (O’Malley and Chamot, 1995, p.44).

*Metacognition:* “one’s knowledge concerning one’s own cognitive processes and products or anything related to them...the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects on which they bear, usually in the service of some concrete goals or objectives” (Flavell, 1976, p. 232).

*Metacognitive Awareness:* “a state of consciousness of our own thoughts as we focus on a particular cognitive or learning situation” (Vandergrift and Goh, 2012, p. 84).

*Metacognitive Experience:* “a thought or feeling about thinking and learning” (Goh and Hu, 2013, p.3).

*Metacognitive Listening Instruction:* pedagogical methods aiming to help learners improve their awareness of the nature, demands, and processes of listening in the target language (Vandergrift and Goh, 2012).

*Metacognitive Pedagogical Sequence:* “a sequence of learning activities that integrate metacognitive awareness-raising with listening input and comprehension activities that offer a structure to help learners improve their understanding of the content of the text and at the same time become more familiar with the metacognitive processes involved”(Vandergrift and Goh, 2012, p.127).

*Self-Regulated Learning:* “an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate, and control their cognition, motivation, and behavior, guided and constrained by their goals and contextual features in the environment” (Pintrich, 2000, p. 453).

## **2. REVIEW OF LITERATURE**

To better understand what the metacognitive approach is and the problems with L2 listening instruction that have brought the metacognitive approach into existence, a brief review of the evolution and models of listening instruction should first be visited. Then, the metacognitive approach into L2 listening and the metacognitive pedagogical sequence (Vandergrift and Goh, 2012) as an instructional model are discussed in the following sections. Finally, previous research on metacognition in L2 listening is reviewed.

### **2.1. Second Language Listening Instruction Models**

Vandergrift and Goh (2012) classifies the listening instruction models as *text-oriented*, *communication-oriented*, and *learner-oriented* instructions according to their aspects such as learning objectives and teaching procedures.

#### **2.1.1. Text-oriented listening instruction**

As result of an intense influence by reading and writing pedagogy (Brown, 1987), listening activities in the 1950s and 60s were not appropriate to teach listening as a language skill. The listening texts were comprised of written passages read aloud, and so carried the linguistic aspects of written texts rather than spoken language. The texts had high grammatical complexity and lexical density, which caused comprehension problems to learners because of the heavy cognitive loads on their working memory. Informed by the early principles of cognitive psychology, and resulted in the Audio-lingual methodology, text-oriented listening pedagogy emphasized identifying and comprehending various units of the spoken input like phonemes, words, and sentences. Learners needed to answer comprehension questions based on a listening text, write dictations, engage in memorizations of previously produced sentence patterns and imitations of dialogues, or complete written passages with specific details by listening (Martínez-Flor and Usó-Juan, 2006). Hence, listeners were mainly expected to rely on their decoding skills to discriminate sounds solely on the linguistic level, without any attention to higher cognitive dimensions of listening (Morley, 2001) Another problem was that the activities were aiming to check learners' correctness in comprehension instead of teaching them how to listen accurately and effectively (Vandergrift and Goh, 2012).

### **2.1.2. Communication-oriented listening instruction**

In the 1970s, the Council of Europe presented a model of the typical communicative needs of adult foreign language learners, which set the scene for listening to gain status as an individual and crucial skill in language learning (Howatt, 1984). Based on the model, Munby (1978) also put forward models for all four language skills as part of propositions on communicative syllabus design. Listening comprehension was suggested to be a complex communicative skill consisted of macro and micro skills to be mastered just like speaking, reading and writing (Vandergrift and Goh, 2012).

Furthermore, various dimensions of listening instruction such as teaching methods, material selection and development, and task design were also influenced by the triumph of communicative language teaching methodology in the 1970s (Johnson and Morrow, 1981). For example, the use authentic materials like movies, songs, and recorded conversations took place of lengthy written texts in language classrooms. Teachers also began to use pre-listening activities to activate student background knowledge of the topic of the listening texts (Anderson and Lynch, 1988; Underwood, 1989; Ur, 1984, Vandergrift and Goh, 2012).

Despite all the improvements in listening instruction, Vandergrift and Goh (2012) assert that listening comprehension did not get sufficient attention in four-skills integrated communicative language lessons where the emphasis on productive skills-speaking and writing. For instance, listening was mostly used as a preparation activity providing background information and teaching necessary vocabulary for language production tasks. The researchers also claim that learners were again assessed for accuracy of their comprehension rather than be taught how to process and deal with the oral input as in text-oriented listening instruction.

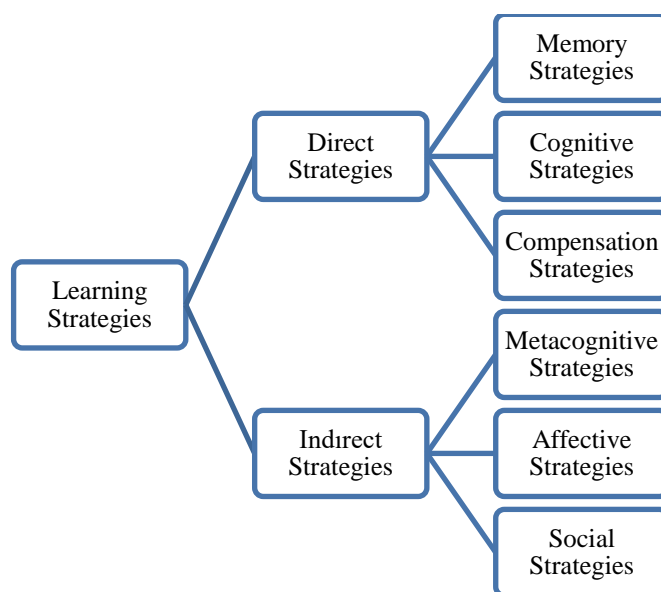
### **2.1.3. Learner-oriented listening instruction**

The late 1970s and 80s was the era of delving into the differences between less-skilled and more successful learners in the field of language teaching and learning. Scholars (e.g., O'Malley and Chamot, 1990; Oxford, 1990; Stern, 1983; Wenden and Rubin, 1987) have assumed that identifying effective strategies utilized by successful language learners and teaching these strategies to less skilled L2 listeners through strategy training models could be profitable to them. This notion has directed L2

listening research to develop several taxonomies of listening strategies (Kassem, 2015). Moreover, Chamot (1995) and Mendelsohn (1994, 1998) emphasized the need for a ‘strategy-based approach’ for teaching L2 listening (Vandergrift and Goh, 2012).

### 2.1.3.1. Strategy-based approach and listening strategies

Second language listening comprehension strategies have emerged from Oxford’s (1990) taxonomy of *language learning strategies*. Oxford (2001) referred these strategies as “operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations” (p.166). Oxford’s (1990) taxonomy of language learning strategies which are categorized under direct and indirect strategies can be seen in *Figure 2.1*.



**Figure 2.1.** Oxford’s Classification System of Learning Strategies (Oxford, 1990)

According to this classification, direct strategies include memory, cognitive, and compensation strategies. Memory strategies help learners store and retrieve new information through order strings like acronyms, sounds (e.g. rhyming), and mental images like pictures of words. Students can also use combinations of these techniques. Cognitive strategies involve more direct manipulation of the learning material itself; for instance, by reasoning, note-taking, and summarizing. Compensation strategies, on the

other hand, aid learners to understand or produce messages in the target language despite limitations of knowledge. For example, students can guess the meaning of unknown words from the context while listening to or reading a text.

Indirect strategies are metacognitive strategies, affective strategies, and social strategies. Metacognitive strategies involve planning, thinking about the learning process as it is taking place, monitoring, and evaluating one's progress. Affective strategies are used by learners to regulate emotions, motivations and attitudes during learning. Finally, social strategies such as asking for clarification or repetition help students to learn through interaction with others.

Based on Oxford's (1990) language learning strategies, several researchers developed classifications of listening comprehension strategies (e.g., O'Malley et al., 1989; Goh, 1998). Rubin (1975) defined these strategies as techniques and activities that directly helps understanding and recalling a listening input. The classification of O'Malley et al. (1989) is one of the leading and widely accepted taxonomies of listening comprehension strategies. The researchers categorized these strategies as metacognitive, cognitive, and socio-affective strategies as depicted in *Table 2.1*.

**Table.2.1.** *Foreign language listening comprehension strategies (O'Malley et al., 1989)*

<b>Foreign Language Listening Strategies</b>	<b>Definition</b>
<b>Metacognitive Strategies</b>	
Directed attention	Disregarding all unnecessary information and concentrating on the particular sections of the activity
Selective attention	Deciding on the input features which can facilitate retention
Self-evaluation and Self-reinforcement	Being aware of the circumstances that support learning and making necessary arrangements for the continuation of these situations
Self-monitoring	Being conscious of one's personal qualities and checking to confirm or correct understanding
Self-management	Making arrangements that aid to conception and learning
<b>Cognitive Strategies</b>	
Repetition	Imitating a language model through practicing overtly and/or repeating silently
Directed physical response	Connecting recently noticed information to physical performance using instructions
Translation	Use of L1 to facilitate comprehension of the target language

**Table.2.1.** (Continued) *Foreign language listening comprehension strategies (O'Malley et al., 1989)*

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Grouping	Rearranging the material for an effective learning
Note-taking	Noting down opinions, crucial details, and summarizing information
Deduction	Drawing inferences from important details provided by context through logical uses of rules
Imagery	Associating new information to visual conceptions to help retention
Auditory representation	Recalling the pronunciation of words, phrases, or sentences
Key word	Retaining new information through already known vocabulary items in L1
Contextualization	Putting a recently noticed vocabulary item into a wider and meaningful context
Elaboration	Associating new information to available knowledge in schemata
Transfer	Using previous knowledge related to the new notions about a language element to overcome difficulties with understanding
Inferencing	Predicting meanings of unknown vocabulary, making deductions, and compensating for incomplete information through using context
Resourcing	Consulting second language learning resources
<b>Socio-affective strategies</b>	
Cooperation	Benefiting from verbal clues of surrounding individuals for a clear comprehension of input
Question for clarification	Requesting interlocutors to repeat, explain or exemplify to make input comprehensible

---

As offered in this taxonomy, listening strategies have generally been classified as cognitive, metacognitive, and socio-affective strategies depending on their purposes and required processes. Cognitive strategies are procedures like note-taking, deduction, and inferring which are directly related to listening tasks. Language learners use these processes to manipulate the spoken input and understand the message (Brown and Palincsar, 1982; O'Malley and Chamot, 1990). Metacognitive strategies are techniques such as planning, monitoring, problem-solving, and evaluation which are used by language learners to orchestrate the cognitive processes (Goh and Hu, 2013). Socio-affective strategies include the processes used by learners to cooperate with other

people to clarify understanding of the message or to alleviate anxiety while listening (Vandergrift, 2003).

Along with the introduction of taxonomies of L2 listening strategies, a strategy-based approach for teaching listening was called into existence by some scholars (e.g., Chamot, 1995; Mendelsohn, 1994; 1998). The term ‘strategy-based approach’ was coined by Mendelsohn (1994), and the writer suggested that listening courses and curriculums should be built by taking strategy instruction as the baseline or organizing principles. Strategy-based approach is defined as;

A strategy-based approach, then, is a methodology that is rooted in strategy training ... is an approach that sees the objective of the ESL course as being to train students how to listen, by making learners aware of the strategies that they use, and training them in the use of additional strategies that will assist them in tackling the listening task... Learners have to be weaned away from strategies that are unhelpful or even destructive, like grabbing for a dictionary ..., and these have to be replaced by such helpful strategies as guessing the meaning of a word from the context (Mendelsohn, 1994, p. 37).

As it can clearly be understood from the definition, the strategic approach is informed by a socio-cognitive paradigm, and aims to teach learners how to use appropriate strategies to overcome the problematic factors of L2 listening (Mendelsohn, 1998). To this end, language practitioners were suggested to deploy techniques like *teacher modeling* to reveal their own mental processes used to construct understanding of listening materials to learners. For instance, teachers can use think-aloud procedures (Chamot, 1995), and demonstrate uses of cognitive strategies to check informed predictions (Field, 1998). According to Buck (1995), instructors should also raise learners’ awareness of the processes of listening through pre-communication activities.

Vandergrift and Goh (2012) note that strategic listening has come closest to teaching language learners how to listen since it produced an answer to ‘testing camouflages as testing’ problem in listening classes (Mendelsohn, 1994) and helped teachers make the necessary sub-skills for an effective listening explicit to learners. However, the researchers also state that strategic approach generally focuses on cognitive strategies, and do not provide sufficient support to learners in gaining metacognitive strategies and knowledge about learning. Moreover, although students get aware of the strategies, they do not find enough opportunities for more tangible experiences for using them. The writers also assert that learners only get to know about

how to listen individually and do not take advantage of peer-learning or learning from the other students' knowledge and experiences in listening lessons based on this approach. To overcome these problems, therefore, Vandergrift and Goh (2012) offered metacognitive L2 listening as a more holistic and comprehensive approach.

## **2.2. Metacognitive Approach to Listening**

The communication-oriented and learner-oriented instruction models have brought about some positive developments in teaching L2 listening. As mentioned in the preceding paragraph, however, they had their shortcomings such as insufficient support for learners to develop metacognitive strategies, lack of opportunities to gain first-hand experience in using strategies effectively, and not creating chances for peer-learning in a socio-culturally supported environment. Furthermore, researchers inform that the practices of text-oriented instruction are still in existence in today's second and foreign language classes. According to Vandergrift and Goh (2012), for instance, asking students comprehension questions based on a listening text is one example of these practices, which leads listening lessons to have a *product-based approach* instead of a *process-based* paradigm. In other words, these activities work well for testing students' comprehension of listening passages rather than teaching them listening processes. Teachers following this method provide very little support to learners in learning L2 listening processes and developing overall language learning competence (Field, 2008). Siegel (2014), in a study with university EFL instructors in Japan, found that comprehension questions were the most frequently used procedures of the language practitioners; checking comprehension of the learners took place in 70 % of the listening activities in their classrooms. Vandergrift and Goh (2012) also purport that even the most prominent techniques of communicative language teaching like *listening for details*, *listening for the gist*, and *making inferences* focus on learner comprehension, or the product of listening rather than aiming to help learners become aware of the cognitive and social qualities and demands of how to develop and use listening skills.

The dominance of product-oriented approaches is also evident in text-books and materials for teaching L2 listening. In a very recent study based on a review of 6 popular intermediate English as a Second/Foreign Language (ESL/EFL) course books for adults, Nguyen and Abbott (2016) revealed that the majority of the listening activities were designed to test word recognition or listening comprehension skills of

learners, which are the reflections of product-based approaches. As a response to these challenges in listening classes, Vandergrift (2004, 2007) and Goh (1997, 2008) proposed a process-oriented ‘metacognitive approach. The purpose of this approach is to help students become self-regulated and self-directed learners with support from teachers. In other words, the procedures in the metacognitive approach seek to support learners in gaining a deeper understanding of themselves as L2 listeners, becoming more aware of the demands and processes of listening in second language, and utilizing the appropriate strategies and knowledge to manage their comprehension and overall L2 listening learning. More specifically, metacognitive approach aims to develop learners who:

- understand the challenges of listening in a second language;
- think about their learning development individually and collaboratively with others;
- habitually make plans to self-direct and manage their progress in listening;
- use listening strategies appropriately;
- have greater self-efficacy and motivation; and, last but not least,
- can improve their listening proficiency to process aural input and engage effectively in oral interaction (Vandergrift and Goh, 2012, p.83).

### **2.2.1. The conception of metacognition**

The term ‘metacognition’ was first coined by Flavell (1976) referring to “one’s knowledge concerning one’s own cognitive processes and products or anything related to them, and ... active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective” (p. 232). According to Kluwe (1982), it facilitates individuals to be agents of their own thinking who are able to develop an awareness of themselves as well as the world surrounding them. These people also have power over their ideas and behaviors, and they can monitor the outcomes of these thoughts and actions.

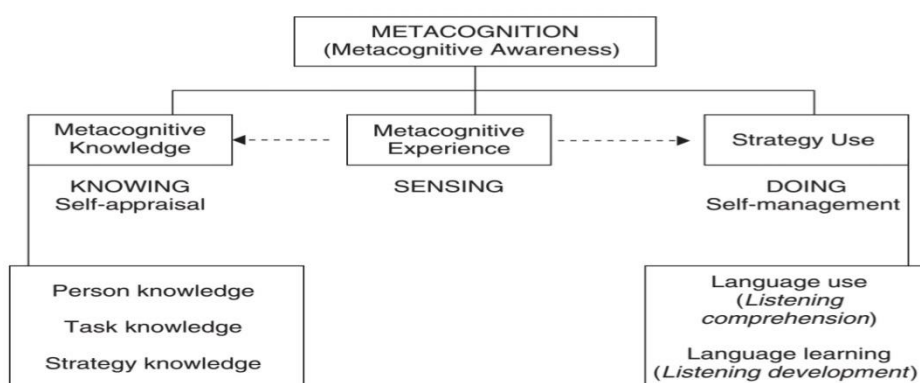
In language learning, the concept of metacognition was first suggested by Wenden (1987) depicting its role in autonomous learning and defining the distinct cognitive processes of individual learners. According to Wenden (1991), good language learners have ‘metacognitive awareness’ which enables them to take charge of their own learning and become self-regulated learners. “At the minimum, taking charge requires learners to be aware of their learning, to evaluate their learning needs, to

generate strategies to meet their needs, and to implement these strategies” (Hacker, Dunlosky, and Graesser, 2009, p. 1). Furthermore, Graham and Macaro (2008) views effective metacognitive control over use of appropriate strategies as a crucial quality for listening achievement of L2 learners in the long term.

### 2.2.2. Metacognitive awareness

Metacognitive awareness is defined by Vandergrift and Goh (2012) as “a state of consciousness of our own thoughts as we focus on a particular cognitive or learning situation” (p. 84). Several studies indicated that skilled L2 listeners have greater metacognitive awareness than less skilled ones (e.g., Goh, 2000; 2002; Goh and Hu, 2013, Vandergrift, 2005, Vandergrift, Goh, Mareschal, and Tafaghodtari, 2006; Zeng, 2012). Flavell (1979) argues that metacognitive awareness is revealed in two ways, namely experience and knowledge. Based on this conception and adding the use of strategies for problem-solving, comprehension, and learning as a third way, Vandergrift and Goh (2012) propose a new metacognitive framework for second language listening.

This framework with three components including experience, knowledge, and strategy use works for two functions. These functions are defined by Paris and Winograd (1990) as ‘self appraisals or knowledge about cognitive states and processes’ which are self-reflections of an individual related to his or her own capabilities to accomplish a cognitive task, and “self-management or control of cognition’ which aids to the organization of cognitive dimensions of problem-solving. In other words; how learners think, and how they control their thinking (Baddeley, 2000). *Figure 2.2.* below indicates the metacognitive framework with its components.



**Figure 2.2.** *Metacognitive Framework for L2 Listening (Vandergrift and Goh, 2012,p. 85)*

### 2.2.2.1. Metacognitive experience

Metacognitive experience is referred as “a thought or feeling about thinking and learning” (Goh and Hu, 2013, p.3). While listening in L2, for example, a learner confronts a problem like an unknown word and remembers a similar past situation and a strategy used to tackle this problem. Then, if the learner transfers this knowledge and strategy to the existing situation and solve the problem, it is called a metacognitive experience. Only when a learner utilizes a metacognitive experience in a productive manner as in the example, then it is considered useful. Moreover, this component can help learners build metacognitive knowledge and select and use appropriate strategies (Vandergrift and Goh, 2012).

### 2.2.2.2. Metacognitive knowledge

According to Flavell (1979), learners may possess three kinds of knowledge in declarative form; person, task, and strategy. In *Table 2.2.*, definitions of these types of knowledge and examples of how they are implemented in second language listening situations are clearly demonstrated.

**Table.2.2.** *Types of metacognitive knowledge about L2 listening and examples from learners (Vandergrift and Goh, 2012, p.88).*

Knowledge Type	Examples for L2 listening
<p><b>Person Knowledge</b> Knowledge of the cognitive and affective factors that facilitates one’s own listening comprehension and development.</p>	<p><b>Self-concept and self-efficacy about listening</b></p> <ul style="list-style-type: none"> <li>• I am an anxious listener.</li> <li>• I can improve my listening if I try harder.</li> <li>• I dare to take risks.</li> <li>• My ability to relate to the content of the text determined the accuracy of my anticipations which in turn affected the quality of my listening.</li> </ul> <p><b>Specific listening problems, causes, and possible solutions.</b></p> <ul style="list-style-type: none"> <li>• I have problems catching the beginning of what other people say.</li> <li>• English sounds and pronunciation are too different from Korean.</li> <li>• I can “psycho” myself, talk, and comfort myself to get rid of negative feelings.</li> </ul>
<p><b>Task Knowledge</b> Knowledge of purpose and nature of the listening task, knowledge of task demands and knowledge of when deliberate effort is required.</p>	<p><b>Mental, affective, and, social processes involved in listening</b></p> <ul style="list-style-type: none"> <li>• You need to concentrate very hard if you are not strong in the language.</li> <li>• You need to stay calm to hear clearly.</li> <li>• Listening is difficult because people expect you to respond to them when they talk to you.</li> </ul>

**Table.2.2.** (Continued) *Types of metacognitive knowledge about L2 listening and examples from learners (Vandergrift and Goh, 2012, p.88).*

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	<ul style="list-style-type: none"> <li>• Pay attention to the exercise in front of us and the oral at the same time because if we get lost, we can't catch up.</li> </ul> <p><b>Skills for completing listening tasks</b></p> <ul style="list-style-type: none"> <li>• When you listen to a talk, you need to get only the general idea.</li> <li>• Since I now can anticipate, I am more aware of what to listen to and can pick up more of the conversations.</li> <li>• I find I have slow reaction to numbers. So I want to do more practice like listen more to business news or anything that contains a lot of numbers.</li> </ul> <p><b>Factors that influence listening</b></p> <ul style="list-style-type: none"> <li>• That speaker's accent is different from the one my teacher has and it makes listening challenging for me.</li> <li>• News reports are more difficult to follow than stories.</li> <li>• I need to look for key words and not let myself mire in the dialogue . . . I really need to work on this.</li> </ul> <p><b>Ways of improving listening outside class</b></p> <ul style="list-style-type: none"> <li>• I should try to talk to English speakers more.</li> <li>• Mobile devices are excellent for my listening development.</li> <li>• I think I should listen to news and watch some documentaries too . . . not just listen to songs I like.</li> </ul>
<p><b>Strategy Knowledge</b></p> <p>Knowledge about effective strategies for listening tasks and knowledge about how best to approach listening tasks.</p>	<p><b>General and specific strategies to facilitate comprehension and manage learning</b></p> <ul style="list-style-type: none"> <li>• If you don't understand what you hear, just guess.</li> <li>• Watching English movies can help my but I should try not to read the Chinese subtitles.</li> <li>• Predicting may not always be correct but it helps.</li> </ul> <p><b>Strategies appropriate for specific types of listening tasks</b></p> <ul style="list-style-type: none"> <li>• To get the information on train time, you need to listen to all the details carefully.</li> <li>• When somebody is speaking too fast, we can ask them to slow down or repeat.</li> <li>• During the second listen, I can keep my ears open for the things I missed but my partner caught.</li> </ul> <p><b>Ineffective strategies</b></p> <ul style="list-style-type: none"> <li>• I shall make my reaction as quickly as possible as I can. The less translation the better.</li> <li>• Try not to focus too hard on the text, it will only make you anxious.</li> <li>• My listening depends on guessing too much. If I couldn't guess the topic correctly, what would I do?</li> </ul>

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### *2.2.2.3. Strategy use*

The third component of this framework is second language learners' ability to use appropriate strategies in cognitive, social and affective situations. Effective strategy use is built on strategy knowledge. Zhang and Goh (2006) assert that learners with better strategy knowledge are more effective strategy users also. The distinction between the two is while strategy knowledge is declarative, or stored in the memory of the learner, strategy use is procedural which requires ability to select specific strategies to utilize them in suitable or necessary conditions. Strategies directly have positive influences on both language learning and the use of the target language (Cohen, 1998; Cohen and Macaro, 2007). Listening comprehension strategies are derived from Oxford's (1990) language learning strategies and defined by Rubin (1975) as techniques and procedures used by language learners to understand and recall a spoken input. Listening strategies have been generally classified as cognitive, metacognitive, and socio-affective strategies depending on their purposes and required processes (e.g. O'Malley, Chamot, Küpper, 1989; Goh, 1998). Cognitive strategies are procedures like note-taking, deduction, and inferring directly related to listening tasks. Language learners use these processes to manipulate the spoken input and understand the message (Brown and Palincsar, 1982; O'Malley and Chamot, 1990). Metacognitive strategies are techniques such as planning, monitoring, problem-solving, and evaluation which are used by language learners to orchestrate the cognitive processes (Goh and Hu, 2013). Socio-affective strategies include the processes used by learners to cooperate with other people to clarify understanding of the message or to alleviate anxiety while listening (Vandergrift, 2003). However, the writers, in this new framework, prefer to organize these strategies in relation their facilitative roles in both listening comprehension and overall improvement of listening skills of the learners instead of using classifications according to their use as in the previous studies. These briefly include;

- “– helping to process and interpret information by manipulating and transforming the aural input,
- observing the way information is processed or learned,
- taking appropriate steps to manage and regulate these cognitive processes,
- managing emotions, and
- involving other people, or exploiting learning resources to assist in comprehension and learning” (Vandergrift and Goh, 2012, p.90).

### **2.2.3. Metacognitive Instruction in L2 Listening**

Metacognitive instruction in second language listening is defined by Vandergrift and Goh (2012) as pedagogical methods aiming to help learners improve their awareness of the nature, demands, and processes of listening in the target language. Recent research has shown that metacognitive listening instruction enhances second language learners' metacognitive awareness as well as their listening comprehension performance (e.g., Goh and Taib, 2007; Goh 2008; Liu and Goh, 2006; Mareschal, 2007; O'Bryan and Hegelheimer, 2009; Vandergrift 2002;2003; Vandergrift and Tafaghodtari, 2010). Furthermore, Goh (2010) claims metacognitive instruction enables students to be actively involved with self-evaluation and self-management processes with the help of their teachers. Veenman, Van Hout Wolters, and Afflerbach (2006) point out three essential principles for effective metacognitive instruction in listening. First, this instruction should not be isolated from listening activities; rather connectivity should be ensured by embedding it into the subject matter. Second, learners should be encouraged to put in extra effort by letting them see the benefits of metacognitive processes. Third, instructor should sustain training so that learners can maintain metacognition.

In addition to these principles, several strategy instruction models which emphasize metacognition in language learning have been proposed. Chamot, Barnhardt, Ei-Dinary, and Robbins (1999) suggested a metacognitive model of strategy training including planning, monitoring, problem-solving, and evaluating in a recursive process rather than a linear one. In this model, teachers choose the necessary strategies to teach learners according to their needs and demands of the tasks.

Similarly, Rubin's (2001) self-management model incorporates five metacognitive strategies; planning, monitoring, problem-solving, evaluating, and implementing. These processes occur recursively as well as in a linear sequence, but more importantly they are in interaction with beliefs and knowledge of learners.

Besides, Anderson (2002) presents instructional sequence including five metacognitive stages which are planning, selecting and using learning strategies, organizing various strategies, and evaluating the strategies used by learners. The distinctive feature of this model is that the author also offers ways for instructors to help students become better language learners.

In 2003, the National Capital Language Resource Centre (NCLRC) suggested a model encompassing planning, monitoring, managing learning, and evaluating language learning along with effectiveness of learning strategies. This is a circular model at the centre of which lies the problem –solving goals of language learners. In the outer circle are task-based learning strategies consisting of the use of previous knowledge, the use of organizational skills, and the use of various resources. For the implementation of this model, teachers’ resource guides were also developed for different levels including elementary immersion programs (NCLRC, 2003), high school foreign language settings (NCLRC, 2004a), and higher education foreign language programs (NCLRC, 2004b). Apparently, these models have some common aspects and aim to develop learners’ metacognitive strategy use for overall language learning.

### ***2.2.3.1. The metacognitive pedagogical sequence***

More recently, on the other hand, based on the studies Vandergrift (2004, 2007) and Goh (1997, 2008) Vandergrift and Goh (2012) proposed a *metacognitive pedagogical sequence specifically for L2 listening*. The researchers describe the metacognitive pedagogical sequence as;

“a sequence of learning activities that integrate metacognitive awareness-raising with listening input and comprehension activities that offer a structure to help learners improve their understanding of the content of the text and at the same time become more familiar with the metacognitive processes involved”  
(Vandergrift and Goh, 2012, p.127).

The aim of this model is declared by the writers as to make learners develop three types of metacognitive knowledge;

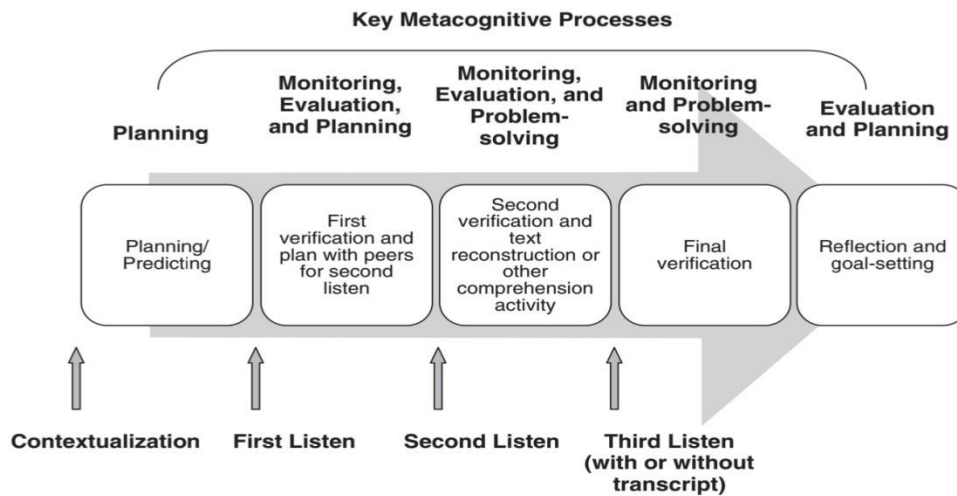
- I. *person knowledge*- knowledge about themselves as listeners,
- II. *task knowledge*- knowledge about the inherent complexities of second language listening with regards to task demands, and
- III. *strategy knowledge*- knowledge about effective listening strategies.

This model has a processes-based approach requiring learners to orchestrate *metacognitive processes- planning for the task, monitoring comprehension, solving comprehension-problems, and evaluating approach and outcomes*, as well as various relevant comprehension strategies such as inferencing and elaboration to become self-regulated learners. *Self-regulated learning* is defined as “an active, constructive process whereby learners set goals for their learning and attempt to monitor, regulate, and

control their cognition, motivation, and behavior, guided and constrained by their goals and contextual features in the environment” (Pintrich, 2000, p. 453).

### 2.2.3.1.1. The metacognitive processes and stages in the pedagogical sequence

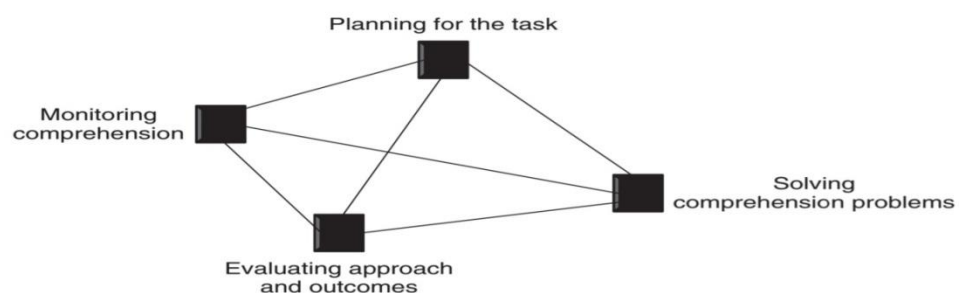
In this pedagogical sequence of Vandergrift and Goh (2012), L2 learners listen to a text three times with different purposes using various metacognitive processes in five stages as displayed in *Figure 2.3.*, below;



**Figure 2.3.** Stages in the Metacognitive Pedagogical Sequence for Listening Instruction (Vandergrift and Goh, 2012, p. 109).

The key metacognitive processes in the cycle include *planning, monitoring, problem-solving, and evaluation*. The *planning process* aims to lead learners to a proactive listening instead of just diving into the listening activity without knowing how to listen and what to listen for. Planning may be realized through remembering any relevant background information or contextual knowledge of the topic; predicting what is to be heard based on the background knowledge or contextual information; examining and recognizing the genre of the text and so the probable organization of the information; predicting words and concepts likely to be heard; deciding on how much and where to pay specific attention on the text based on the purpose of the listening; and preparing themselves and conditions to an effective listening by removing distractions and clearing their minds. *Monitoring comprehension process* is mainly related to checking learners’ predictions and making any adjustments needed for a successful comprehension. Students should continually check and assess their comprehension and

predictions through comparing them to their world knowledge and interpretation of the co-text in progress. Learners should also accept the fact that they do not need to understand every word they hear. Instead, they should make inferences and verify them. Additionally, whether their approach to comprehend the text is working or not should be determined. *Problem-solving* process requires learners to adjust their approach by deploying more suitable strategies or making more appropriate guesses according to what problems they have spotted in monitoring comprehension. They can also ask for clarification in case the context of the listening is suitable for this. In the *evaluation process*, students should judge their approach and decisions to understand the text in terms of their efficiency as the listening finishes. They need to reflect on what problems they have experienced, and why they have occurred. Learners can also use the transcription of the text to confirm their comprehension. Finally, they should reflect on their efforts to solve problems encountered. For example, students can evaluate the effectiveness of strategies or their use of knowledge while coping with difficulties. This also allows learners to decide if and how they can use these efforts in the next listening situations with similar contexts. These processes do not necessarily occur in a linear fashion. Rather, there is a bi-directional relationship among them as shown by *Figure 2.4.* below. The interactions between these processes may take various unique forms, depending on the selection and success of the strategies and metacognitive knowledge by listeners to construct meaning from the texts (Vandergrift and Goh, 2012).



**Figure 2.4.** *Metacognitive listening processes and their interaction (Vandergrift and Goh, 2012,p. 106).*

As shown in *Figure 1.4.*, the metacognitive processes are operated by listeners in five stages which are supported by teachers and peers to obtain a clear understanding from the texts and to develop metacognitive knowledge and strategies. In the *pre-listening, planning/prediction stage*, teachers inform learners of the topic and genre of the text. Then, students predict and note down possible words or ideas that they may

hear in the text. During the *first listen-first verification stage*, learners notice the correct guesses and write down new information. They compare their notes with their partners to see the discrepancies in their comprehension. Then, the learners prepare themselves for actively monitoring and planning of the parts of the text that they will pay more attention in the second listening. In the *second listen- second verification phase*, learners verify points of disagreement with their partners, and note down additional information after listening the text second time. Then, teacher starts a class discussion to let them reconstruct the main ideas and most important details of the listening text. In the *final verification stage*, learners listen to the text third time for the information they find in the class discussion that they have not understood yet. Optionally, the teacher may also provide them with the transcription of the whole or some parts of the text. The rationale is to let learners practice bottom-up skills like word-recognition, and grammatical features of the text as well as the top-down skills. The last step is the *reflection and goal-setting stage*. In this part, learners are led to evaluate their approach to the listening activity, the difficulties encountered, and their success or failure in coping with these difficulties. They may also set goals for future listening efforts based on their experience gained during the task. This is the *generic* version of the model which can be used with any listening text by teachers. The instructional stages and key metacognitive processes focused in the generic cycle are displayed in *Table 2.3*.

**Table 2.3.** *Stages of instruction and underlying metacognitive processes for generic listening activities (Vandergrift and Goh, 2012,p. 110).*

<b>Pedagogical Stages</b>	<b>Metacognitive Processes</b>
<p><i>1. Pre-listening—Planning/predicting stage</i></p> <p>After learners have been informed of the topic and text type, they predict the types of information and possible words they may hear.</p>	<p>1. Planning</p>
<p><i>2. First listen—First verification stage</i></p> <p>a. Learners verify their initial hypotheses, correct as required, and note additional information understood.</p> <p>b. Learners compare what they have understood/written with a partner, modify as required, establish what still needs resolution, and decide on the important details that still require special attention.</p>	<p>2a. Monitoring &amp; evaluation</p> <p>2b. Monitoring, evaluation, &amp; planning</p>

**Table 2.3.** (Continued) Stages of instruction and underlying metacognitive processes for generic listening activities (Vandergrift and Goh, 2012,p. 110).

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<i>3. Second listen—Second verification stage</i>	
a. Learners verify points of earlier disagreement, make corrections, and write down additional details understood.	3a. Monitoring, evaluation, and problem-solving
b. Class discussion in which all class members contribute to the reconstruction of the text’s main points and most pertinent details, interspersed with reflections on how learners arrived at the meaning of certain words or parts of the text.	3b. Monitoring, evaluation, and problem-solving
<i>4. Third listen—Final verification stage</i>	
Learners listen specifically for the information revealed in the class discussion which they were not able to make out earlier. This listen may also be accompanied by the transcript of all or part of the text.	4. Monitoring and problem-solving
<i>5. Reflection and goal-setting stage</i>	
Based on the earlier discussion of strategies used to compensate for what was not understood, learners write goals for the next listening activity.	5. Evaluation and planning

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Vandergrift and Goh (2012) also presented a *text-specific* version of the sequence which can be used by language practitioners as a template to adapt and produce their own metacognitive tasks based on the specific listening passages in their course books or texts they prefer using. For instance, learners can predict the correct sequence of the sentences to complete a story before listening to the passage in the first/planning and predicting stage of the model. Another example is that if learners are to answer multiple choice questions based on a text, they can be led by teachers to guess the correct answers relying on the contextual information provided by teacher or on their own background knowledge of the topic. Moreover, instructors can advise learners to pay specific attention to any words with difficult or unknown pronunciations. These can be frequently confused words, high numbers, or visual concepts in the choices. Learners can use auditory representation strategy to remember the sounds of these words and rehearse them so that they do not create any difficulty with their comprehension while listening.

In addition to the facilitative role of the model for learners to become aware of the nature and demands of the processes in L2 listening, it also helps teachers maintain a *stress free environment* for learners while listening. Instead of listening with the fear of being evaluated which provokes anxiety, learners have opportunities to learn, experience, and get used to the effective processes to be better L2 listeners in cooperation with their peers and instructors with this model. *Table 2.4.* summarizes the metacognitive procedures of the text-specific version of the model below.

**Table 2.4.** *Stages of instruction and underlying metacognitive processes for text-specific listening activities (Vandergrift and Goh, 2012,p. 115).*

<b>Pedagogical Stages</b>	<b>Metacognitive Processes</b>
<p><i>1. Pre-listening—Planning/predicting stage</i> Learners predict the correct sequence or the correct answers based on the choices provided.</p>	1. Planning
<p><i>2. First listen—First verification stage</i></p> <p>a. Learners verify their initial predictions, and make corrections as required.</p> <p>b. Learners compare their answers with a partner, modify as required, establish what still needs resolution, and decide on what will require special attention.</p>	<p>2a. Monitoring and evaluation</p> <p>2b. Monitoring, evaluation, and planning</p>
<p><i>3. Second listen—Second verification stage</i></p> <p>a. Learners verify points of earlier disagreement, make any required corrections.</p> <p>b. Verification of the correct sequence or the correct answers.</p>	<p>3a. Monitoring, evaluation, and problem-solving</p> <p>3b. Monitoring, evaluation, and problem-solving</p>
<p><i>4. Third listen—Final verification stage</i> Learners listen specifically for the information they were not able to decipher earlier. Depending on the difficulty of the text or task, this stage may be optional.</p>	4. Monitoring and problem-solving
<p><i>5. Reflection and goal-setting stage</i> Class discussion of strategies used to determine the correct sequence of answers and reflection on goals for the next listening activity.</p>	5. Evaluation and planning

### ***2.2.3.1.2. Learning theories and concepts informing the pedagogical sequence***

As mentioned above, one of the main purposes of the metacognitive pedagogical sequence (Vandergrift and Goh, 2012) is to help students become self-regulated listeners. In line with Borkowski's (1996) conception of *self-regulation*, the metacognitive processes in the sequence support learners in mastering the metacognitive knowledge and skills which in turn enable them to respond to novel listening situations and task requirements by adapting their cognitive processes. Metacognitive knowledge gained through experience with this model is able to affect the two main phases of self-regulation which are task-analysis and monitoring (Mareschal, 2007; Wenden, 1999). Besides, some scholars (e.g., Shimamura, 2000) views metacognition as a crucial precondition for self-regulation.

This metacognitive listening instruction also accords with the principles of the *cognitive theory of learning*. Corresponding with Bruer's (1998) cognitivist view, the model provides language learners with certain expected courses to follow with their awareness and management of mental processes in all learning activities. The important role of students and the constructivist nature of learning (O'Malley and Chamot, 1999) are also addressed by the self-directed student interactions during the stages of the cycle where learners discuss the strategies and knowledge types they utilize to solve their comprehension and learning problems (Vandergrift and Goh, 2012).

Another learning concept informed the model is the *socio-cultural theory of learning*. As Vygotsky's (1978) Zone of Proximal Development (ZPD) suggests, the dialogic interactions of learners in small groups and class discussions support the overall learning developments of the students. According to Lantolf and Appel (1994), this scaffolding created by less-skilled and more able learners in the interaction not only enables them to accomplish tasks but also leads the novice learners to take the utmost levels of cognitive benefits. Hancock (2004) also claims working and conversing together to discover ways of learning can yield both affective and cognitive profits for students. Cross (2010) studied specifically the role of peer dialogue in the metacognitive pedagogical sequence with Japanese EFL learners, and found that both individual knowledge construction and peer joint-construction occurring in these dialogues increased the learners' metacognitive awareness of listening text, listening comprehension, and listening strategies.

## **2.3. Research on Metacognition in Second Language Listening**

### **2.3.1. Early research on metacognition in L2 Listening**

Today, most of the SLA research throughout the world has focused its attention over integrated skills teaching, thus, developments in listening instruction have also gaining gravity among researchers. Recent research in listening teaching has evolved a lot in terms of shaping the significant role of effective listening procedures in language classrooms. Both qualitative and quantitative research mostly diverted their attention on the metacognitive listening approach in an attempt to address the needs of students in L2 listening comprehension and learning.

Early research on metacognition in second language listening were comprised of qualitative studies in French as a Second Language (FSL) context. Vandergrift (2002, 2003) examined the place of metacognition in learning and teaching French in two studies. The first study (Vandergrift, 2002) integrated the guided reflections ('retour réflexif') of beginner level FSL learners in Canada to understand their reactions to the practice of the metacognitive sequence in listening courses. A total of 420 students in 17 Core French classes (grades 4-6) participated in the study. The instruments aimed to lead students to sensitize of and engage in the metacognitive processes of listening such as prediction and evaluation. The subjects were given three text-specific listening tasks to understand the texts. The listening tasks demanded the learners to acquire specific information from the texts (communication), comprehend the vocabulary items in relation to the theme (language), and concentrate on the listening to be able to predict the answers using their previous knowledge or visuals (strategy). The 'retour réflexif' was then applied as a follow-up task focusing on how students comprehended the texts. These reflective tasks leaded discussions to get answers to questions such as 'What helped you understand? Did it help you to listen for key words? What hints or clues helped you? Why? Could you understand the message without understanding every word? How did the second listen help you?' Finally, the students responded to the questionnaire on the formative qualities of the tasks and activities. The analysis of the qualitative data gathered through these instruments indicated that the employment of metacognitive exercises aided the students to get aware of the L2 listening processes and increased their metacognitive knowledge. The subjects reported they gained a high degree of task and strategy knowledge along with a lesser degree of person knowledge.

The second study (Vandergrift, 2003) was a small-scale study including 41 university students attending beginner-level French as a Second Language course. The purpose of the study was to find out the influence of metacognitive tasks on facilitating comprehension and increasing awareness of the learners in FSL listening. To this end, the researcher utilized two metacognitive listening tasks directing the learners to planning and prediction, monitoring, problem-solving, and evaluation processes and reflective journals to obtain the participants' opinions regarding the effectiveness of the metacognitive approach on facilitating their comprehension in L2 listening. The students completed one reflective journal every two weeks over the 13 week period, and they focused on different dimensions of the learning progress in each journal entry. The analysis of the qualitative data suggested that the systematic implementation of the metacognitive instruction raised the students' awareness of the metacognitive listening processes and their motivation to make use of their metacognitive knowledge.

Mareschal (2007), in her doctoral dissertation, also investigated the effects of process-based L2 listening instruction adopting self-regulatory approach on language learners' metacognitive awareness, self-regulatory abilities, use of listening comprehension strategies, and overall listening comprehension achievement. The subjects of the study were two small groups-low achievers and high achievers, of civil servants in intensive French as a second language program in Canada. Data were collected through six types of instruments including questionnaires, stimulated recalls, think-aloud protocols, interviews, listening note-books, and observation. The findings indicated that the instructional method used in the study had positive effects on both low-achiever and high-achiever students' metacognitive awareness, strategy use, confidence and interest in listening. Furthermore, think-aloud protocols revealed that the learners with lower listening proficiency who showed remarkable improvement in terms of listening comprehension over nine weeks took greater gains from the instruction.

All three studies provided evidence that reflective practice on listening processes may enable language learners to gain metacognitive knowledge, which in turn helps them to be more successful listeners. Similar findings supporting this argument have also been found in the studies in English Language teaching and learning contexts. Recent research on metacognition in English language listening has mainly focused on the relationship between metacognitive awareness and L2 listening comprehension, and

the effects of metacognitive listening instruction on L2 listeners in both ESL and EFL settings.

### **2.3.2. Recent research on the relationship between metacognitive awareness and L2 listening comprehension**

In the last two decades, there has been a growing interest in research on English language learners' metacognitive listening awareness. The studies have generally investigated the differences between skilled L2 listeners and less skilled ones in terms of metacognition in various teaching contexts. For example, Vandergrift, Goh, Mareschal, and Tafaghodtari (2006) conducted a study with a total of 512 participants including 341 learners of French as a second language in Canada, and 171 EFL learners in Iran. The Metacognitive Awareness Listening Questionnaire (MALQ) which was developed and validated by the researchers and listening comprehension tests were used to collect data. According to the results of Pearson's correlation coefficient analysis, a significant correlation between learners' metacognitive awareness and listening comprehension test scores was found. Furthermore, multiple regression analyses showed that 13 % of the variance in the subjects' listening performance could be explained by metacognition.

In another study in the Iranian EFL context, Baleghizadeh and Rahimi (2011) explored the relationship among metacognitive awareness, listening test achievement, and motivation of university level EFL learners. The subjects of the study were 82 English Translation and English Literature students at Allameh Tabataba'i and Shadid Beheshti Universities in Tehran. The participants included both male and female students aged 19-23. Three instruments were used to collect data. First, the MALQ (Vandergrift et al., 2006) was implemented to measure the learners' metacognitive awareness of listening in English. Secondly, the Persian version of the Academic Motivation Scale (AMS), which was developed by Vallerand et al. (1992) based on Self-Determination Theory was given to the participants to assess their intrinsic motivation, extrinsic motivation, and amotivation levels. The instrument was also piloted and found to be reliable before the study. The third instrument was the listening section of a TOEFL test to determine the students listening comprehension performances. As a result of the correlational analyses, metacognitive awareness of the

subjects showed significant correlations with both of their listening comprehension scores and motivation (both intrinsic and extrinsic levels).

Al-Alwan, Asassfeh, and Al-Shboul (2013) also conducted a study to check the correlation between the metacognitive awareness and listening test scores of EFL learners in Jordan. A total of 386 (207 female, and 179 male) low-intermediate level 10<sup>th</sup> grade public school learners in Amman participated in the study. The students were all native speakers of Arabic, and had been studying for English as a foreign language for ten years. The MALQ-Metacognitive Awareness of Listening Questionnaire (Vandergrift et al., 2006) was given to the subjects to collect data related to their level of metacognition in L2 listening in five areas; problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention. The reliability of the instrument was found to be .79 via Cronbach's Alpha in the context of the study. Another instrument used was a listening test which was developed by the researchers to identify the learners' listening comprehension performance in English. The test consisted of 24 items which demanded finding the main ideas, making inferences, and listening for details in two texts. The items were in the forms of multiple-choice, gap-filling, and short-answer questions. The validity of the test was ensured by a panel of expert teachers and supervisors. The reliability of the instrument was also checked in two pilot studies including 40 subjects, and revealed as .77. According to the Pearson Correlation Coefficient and descriptive statistics analyses on SPSS, the participants hold moderate level metacognitive awareness in L2 listening and, it has a significant correlation to their listening test scores. Moreover, multiple regression analyses indicated that problem-solving (24%), planning-evaluation (17%), and directed attention (15%) dimensions of the students' metacognitive awareness explained 56 % of the total variance in their L2 listening comprehension performance, whereas the other two dimensions- person knowledge and mental translation, were not found to explain any significant variance.

Moreover, Goh and Hu's (2013) study included 113 Chinese ESL learners in Singapore. The subjects were participating in an intensive English Language program at a Singaporean university to be able to acquire proficient level of the target language for their undergraduate courses. The medium of both the school program and social life was English. The researchers sought to obtain a nuanced comprehension of the correlation between learners' L2 metacognitive awareness of and listening competence. More

specifically, the relationships between listening comprehension performances of the learners with each metacognitive knowledge types, namely directed attention, mental translation, person knowledge, planning and evaluation, and problem solving were under investigation. Another concern of the study was to find if there were any intrapersonal differences among the distinct features of metacognitive awareness in L2 listening. Relevant data was gathered through the MALQ-Metacognitive Awareness of Listening Questionnaire (Vandergrift et al., 2006) and a sample listening section of IELTS. Bivariate and multiple regression analyses showed a significant correlation between participants' listening test performance and metacognitive awareness. Besides, the learners' metacognition in L2 listening accounted for 22 % of the variance in their test scores. Regarding individual metacognitive awareness aspects, directed attention and problem solving knowledge types indicated significant correlations with the learners' listening success. On the other hand, planning and evaluation and mental translation strategies were reported to have a moderate level of variances.

In the Turkish EFL context, Harputlu and Ceylan (2014) investigated the relationship between listening proficiency and metacognitive strategy use of tertiary-level Turkish students. The researchers also attempted to discover the correlation between motivation types and metacognition. The participants of the study were of 33 ELT students in Buca Education Faculty at Dokuz Eylul University. 20 of the participants were second grade students, while 13 were fourth year learners. The listening section of a sample TOEFL test was used to detect the subjects' L2 listening competence levels. The test consisted of 33 multiple-choice items, two dialogues and four lectures of various topics like anthropology, art history, astronomy, and biology. The second instrument was the MALQ (Vandergrift et al., 2006) to assess the participants metacognitive awareness in five dimensions; directed attention, problem-solving, person knowledge, and mental translation. Moreover, Language Learning Orientations Scale, developed by Noels, Peletier, Clément, and Vallerand (2000) were implemented to measure the motivational orientations of the subjects for data collection. The data analysis indicated a negative significant correlation between the listening proficiency of the participants and the two subscales of the MALQ, person knowledge and mental translation. On the other hand, they found positive but not significant relationships between the proficiency levels and problem-solving, directed attention, and planning and evaluation subscales of the questionnaire. Furthermore, negative but

no significant correlations were found between amotivation and the three metacognitive factors; problem-solving, directed attention, and planning and evaluation. Extrinsic motivation, on the other hand, was reported to be positively correlated with the same constructs. However correlation was not significant. Finally, the relationships between extrinsic motivation and the two metacognitive aspects- mental translation and person knowledge, were found to be significantly negative. *Table 2.5.* summarizes the recent studies on the correlation between metacognitive awareness and L2 listening comprehension below.

**Table. 2.5.** *Recent studies on correlation between metacognition and listening comprehension and findings.*

<b>Study</b>	<b>Context</b>	<b>Finding</b>
Vandergrift, Goh, Mareschal, and Tafaghodtari (2006)	Canada, French SL+ Iran, EFL	significant correlation
Baleghizadeh and Rahimi (2011)	Iran, EFL	significant correlation
Al-Alwan, Asassfeh, and Al-Shboul (2013)	Jordan, EFL	significant correlation
Goh and Hu (2013)	Singapore, ESL	significant correlation
Harputlu and Ceylan (2014)	Turkey, EFL	partly significant correlation

### **2.3.3 Recent research on the effects of metacognitive listening instruction on L2 listeners**

To see the benefits of metacognitive instruction in L2 listening on language learners, researchers have conducted various experimental studies in different settings. In the *ESL context*, Goh and Taib (2006) conducted a small-scale study to determine metacognitive knowledge of elementary school students who were learning English as a second language. Two types of metacognitive knowledge were under investigation; task knowledge and strategy knowledge. Another purpose of the study was to examine the effectiveness of process-based metacognitive instruction on the pupils' L2 listening learning. The participants of the study were five male and five female young learners aged between 11 and 12 at a primary school in Singapore. Five of the pupils were identified as poor or average listeners according to the mid-year listening test of the school and assessment of their teacher. The pupils were given eight one-hour sessions of specifically designed process-based lessons. The lessons consisted of three stages:

listen and answer, individual reflection, and self-report and group discussion. In the first stage, the learners dealt with traditional listening activities including various types of text genres and mostly 10 multiple choice exercises. Activities in the last two sessions demanded short answers from the pupils instead of multiple choice questions. In the second stage, the learners were asked to individually reflect on their performance on the first stage based on guiding questions written on the board. In the final stage which was facilitated by the teacher, the students read aloud their reflections, asked questions and make comments about one another's reports. To discover the efficiency of the metacognitive lessons conducted, the researchers first directed the participants to write reflections on what they had learned about L2 listening in the lessons, and their L2 listening abilities after the process-based instructional treatment. Secondly, the students were given two sets of listening exams before and after the instructional sessions implemented. The findings of the study indicated that the process-based metacognitive instruction produced two types of gains on the part of the pupils. Firstly, their confidence in L2 listening and metacognitive knowledge, especially strategy knowledge increased. Secondly, the students L2 listening performances were found to improve based on the scores on two sets of listening tests. Moreover, the weaker listeners were observed to benefit the most from the metacognitive instruction.

To examine the effects of the pedagogical sequence proposed by Vandergrift (2004), Vandergrift and Tafaghodtari (2010) conducted a study with six intact classes consisting of 106 tertiary level learners of French as an L2 in Canada. The researchers hypothesized that the learners given metacognitive listening instruction with the pedagogical sequence would outperform the students who were taught by the same teacher in the traditional listening approach and with no guided attention to listening processes in the listening comprehension test. Additionally, the less-skilled listeners in the experimental group were expected to gain the greatest benefit from the treatment in terms of both listening comprehension performance and metacognitive awareness of listening. To this end, the students in two high-beginner and four low-intermediate French classes were randomly assigned as the experimental (n=59) and control groups (n=47). During thirteen weeks, the learners in the experimental group were given treatment through the process-oriented metacognitive pedagogical sequence, which directed them to experience the metacognitive processes; prediction/planning, monitoring, problem-solving, and evaluation. The control group, on the other hand, also

listened to the same texts three times and was given the same contextual information before listening by the researchers to control all the other variables, but received no specific focus on metacognition. As a data collection instrument, the researchers used the listening section of university's French as a Second language Placement Test as pre-test and post-test to assess the subjects listening comprehension. The Metacognitive Awareness of Listening Questionnaire was also applied at the beginning, in the middle, and at end of the experiment to track the students' development in the metacognition about L2 listening. Moreover, six participants who were randomly selected from the experimental group took part in stimulated recall sessions to provide further evidence of the improvement of the learners' awareness of the metacognitive processes. The results of the post-test revealed that the experimental group significantly outperformed the control group. Additionally, less skilled learners were found to get more benefit from the metacognitive instruction regarding both listening performance and metacognition, similar to the findings in the studies of Mareschal (2007), and Goh and Taib (2006).

Some studies in various *EFL settings* also provided evidence for the effectiveness of metacognitive listening instruction. Cross (2009a), for instance, examined the effects of the metacognitive pedagogical sequence with fifteen advanced level EFL learners in Japan. Three of the participants in this quasi-experimental study were male, whereas twelve were female aged 26-45. Eight participants formed the experimental group, and the other seven were assigned to the control group. Both groups of the controlled study received 10 week implicit process-based instruction through the model while listening to news videotexts, whereas the experimental group also took twelve hours of explicit strategy training. As the pre-test and post-test the subjects were supplemented a BBC news videotext. Based on this, the participants were demanded to accomplish a listening task similar to the ones used in the intervention sessions like writing extended answers with a focus on meaning in response to a segmented news videotext. The researcher conducted dependent samples t-test between the pre-tests and post-tests of each group to see the in-group performance improvements. On the other hand, independent samples t-test was run to find out if there was a difference between the two groups' post-test scores. According to the analysis of pre-test and post-test results, the learners in both groups significantly improved in their L2 listening comprehension. Furthermore, no significant difference was found between the two groups post-test results. Based on this, the researchers

concluded that systematic instruction by using the pedagogical sequence caused learners to develop not only their metacognitive processes, but also other related strategies in second language listening comprehension.

In Chinese EFL context, Zeng (2007) conducted an MA thesis study which investigated the effect of metacognitive instruction on Chinese EFL learners' metacognitive knowledge and comprehension abilities in L2 listening. The participants of the study were 60 freshman non-English major students at a technology university in China. The students had similar demographic characteristics in terms of age, language learning experience, and educational background. The subjects were randomly separated into experimental and control groups in equal numbers for the purposes of the study. The subjects in the experimental group received a seven-week process-based metacognitive listening program while the participants of the control group taught by conventionally teacher dominated lessons. The researchers applied a listening comprehension test and the Metacognitive Awareness of Listening Questionnaire-MALQ (Vandergrift et al, 2006) before and after the treatment to track both groups' improvements regarding metacognitive awareness and listening comprehension. The subjects in the experimental group were also asked to write lesson diaries focusing on the problems encountered and strategies utilized during the listening tasks. Independent samples t-test results indicated that although both groups made considerable progress in L2 listening ability, the post-test score of the experimental group was significantly higher than that of the control group thanks to the metacognitive instruction. Furthermore, qualitative data and the MALQ responses suggested that the learners were fairly aware of the learning processes and demands of listening in L2. For example, speaking rate, distractions, gaps between the words and the same ones heard, unknown vocabulary, missing incoming input, complex sentences, lack of background knowledge, unfamiliar pronunciation, nervousness, anxiety and frustration were reported by the subjects as the problematic factors in listening. On the other hand, the learners were not well aware of, directed attention, evaluation, and mental translation strategies.

In a PhD thesis study, Zeng (2012) also empirically examined a metacognition-based self-regulated learning model as an alternative to L2 listening strategy teaching approaches. The project was composed of three inter-related studies. In one of the studies, the correlation between metacognitive knowledge types and 1044 Chinese

undergraduate EFL students' listening comprehension performances was investigated. The Metacognitive Awareness of Listening Questionnaire- MALQ (Vandergrift et al, 2006), a university based listening comprehension test and a national CET4 listening test were used to collect data. The second was an intervention study including 24 participants randomly assigned into experimental and control groups. The purpose of the study was to assess the effectiveness of the metacognitive instructional model on the learners' metacognitive knowledge and listening comprehension improvements. The third was a case study delved into the developmental differences of two high achiever and two low achiever listeners with regard to L2 listening metacognitive awareness and listening comprehension over six months. The findings of the study indicated that the Chinese undergraduate EFL learners' awareness levels of directed attention, problem-solving, and planning-evaluation metacognitive dimensions were moderately high, but not in person knowledge and metal translation strategies. Supporting the outcomes of previous studies, they also found a significant correlation between the two constructs as a result of the regression analyses. Furthermore, the metacognition of the subjects explained the 13-15 % of the variance in the listening test performance of the subjects. Moreover, the results of both independent samples t-test and paired sample t-test analyses showed that the experimental group significantly outperformed the control group, proving that the metacognitive instruction was considerably beneficial to learners L2 listening comprehension competence. The case study findings also suggested that despite descriptions of the L2 listening tasks were quite alike, high achiever listeners' self-regulatory abilities in goal setting and planning, metacognitive adaptation, and strategy enactment were considerably higher than those of their low achieving counterparts.

Similarly, Lin (2015) carried out an experimental study with young learners in Taiwanese EFL context. The purpose of the study was to find out the effects of metacognitive cycle (Vandergrift, 2004) on the learners' L2 metacognitive awareness and listening comprehension performance. The researcher also attempted to reveal the learners' perceptions of the metacognitive instruction. The participants of the study were a total of 140 sixth grade elementary school pupils in New Taipei City. For the purposes of the study, the students were randomly assigned to experimental and control groups. While the experimental group students went through a three- month metacognitive instruction with a focus on planning, verification, and reflection

metacognitive processes, the learners in the experimental group received no guided attention to the metacognitive processes despite they were instructed by the same teachers and dealt with identical listening texts and tasks. To collect data regarding the difference in the two groups development of metacognitive awareness, the MALQ- The MALQ-Metacognitive Awareness of Listening Questionnaire (Vandergrift et al., 2006), was implemented before and after the intervention. Furthermore, Young Learner English (YLE) starter level test, which was developed by the University of Cambridge ESOL Examinations, was given to the subjects as the pre-and post-tests to track difference between the two groups in L2 listening comprehension improvement. Moreover, qualitative data concerning the students' perceptions of the metacognitive cycle was gathered through reflective journals. The researcher run independent samples t-test to see if there were any significant differences between the experimental and control groups regarding the improvements in metacognitive awareness and listening comprehension. The qualitative data was also analyzed descriptively by the researcher. The findings of the study showed that there was no significant difference between the two groups in terms of listening comprehension. However, the experimental group's improvement in metacognitive awareness in L2 listening was significantly higher than that of the control group thanks to the metacognitive instruction. Besides, the learners' reflective journals reported that the metacognitive cycle helped the students grow self-efficacy in the processes of L2 listening comprehension.

There are also numerous studies on the issue in the *Middle East* context, being mostly in *Iran*. Bozorgian (2012), for instance, attempted to find the influence of metacognitive instruction on Iranian EFL learners' listening comprehension improvements. Twenty-eight male students aged 17-24 took part in the study. The participants were learning English at a high-intermediate level class in an English Language institute, and not taking any instruction related to metacognitive listening. The main purpose of the study was to find out if metacognitive instruction benefited the less-skilled listeners more. Another aim was to reveal the subjects' perceptions and attitudes towards the importance of listening skill in language learning and the effectiveness of the metacognitive instruction. To this end, the researcher first gave the listening section of an IELTS practice test as the pre-test. According to the scores of the pre-test, the participants were divided as less-skilled and more-skilled listeners. Then four sessions of metacognitive instruction was conducted with both groups. Each

session lasted 70 minutes and consisted of three strategy-based stages informed by Wilson (2003) to teach students how to utilize advance organization, directed attention, selective attention, and self-management metacognitive strategies. In the first stage- *listening*, learners got familiar with the topic of the text and self- assessed their comprehension levels by listening for the first time. The topic familiarity gained in this phase worked as advance organization to help students direct their attention to the content in the next listening. Then the subjects listened to the text two more times to take any helpful notes for a better understanding. In the second stage-*reconstruction*, the learners tried to reconstruct the text in small groups by sharing information and using notes taken. In the third stage- *discovery*, the participants first compare their reconstructed texts with the original ones to detect the reasons for their mistakes. Secondly, students evaluated the relative significance of the errors made. Finally, the learners listened to the text again without notes to check their performance. Following the instructional sessions, the researcher implemented the IELTS listening section as the post-test. Moreover, short interviews were carried out with the learners to gather qualitative data about their beliefs in the significance of listening skill in L2 learning and the efficiency of the strategy-based metacognitive instruction. The comparison of the pre-test and post-test scores of the both groups indicated that the less-skilled students gained more benefits from the metacognitive instruction than the more-skilled listeners. Qualitative data analysis also revealed that the participants thought listening plays a crucial role in language learning, and metacognitive instruction aided the learners to process audial input and to improve their comprehension.

Rahimi and Katal (2013) compared the effects of metacognitive listening instruction and conventional teaching of L2 listening on Iranian EFL learners' metacognitive awareness of foreign language listening strategies, L2 listening comprehension performances, and oral proficiency in the English language. A total of fifty participants including both graduate and undergraduate university students took part in the study. The language proficiency of the learners was upper-intermediate level, and they were randomly assigned in experimental and control groups. The experimental group was treated by metacognitive listening instruction via Vandergrift and Tafaghodtari's (2010) pedagogical cycle to teach listening strategies during sixteen weeks. On the other hand, the control group was taught by the traditional model of listening consisting of pre-listening, while-listening, and post-listening procedures

without any specific emphasis on strategies. The researchers utilized three instruments to collect data for the purposes of the study. The first instrument was the MALQ- Metacognitive Awareness of Listening Questionnaire (Vandergrift et al., 2006) aiming to measure and compare the levels of awareness in L2 listening of the participants' in the experimental and control groups. The MALQ was applied as pre-test at the onset and as post-test at the end of the experiment. The internal consistency of the instrument was also checked by Cronbach's Alpha on SPSS and estimated to be .76 in the context of the study. Secondly, the listening section of a TOEFL test was given as the pre-test and post-test to determine the listening comprehension performances of the learners before and after the instructional sessions. The test consisted of six different listening tasks including distinct topics and contexts such as an academic lecture, a conversation performed by a university professor and a student, and a dialogue between two classmates. The reliability score of the test was found to be .76 for the sample of the study. Thirdly, the researchers used the speaking section of the same test to rate the subjects' oral proficiency levels in L2. The students participated in six tasks with different demands and styles like listening to and giving a speech about a topic, hearing a talk and responding to relevant questions. The learners had 15 seconds to prepare for each task and needed to manifest 45-60 seconds of oral performances during them. Two EFL instructors scored the recorded answers of the subjects according to the TOEFL speaking rubric individually, and the inter-rater reliability of the assessment was determined as .91. The ANCOVA- a one way between groups of covariance analysis indicated that the metacognitive awareness of L2 listening levels of the students in the experimental group was significantly higher than the levels of the learners in the control group thanks to the metacognitive instruction. Moreover, the researchers conducted multivariate analyses of covariance to compare the mean scores of the post- listening tests and post-speaking tests of the two groups. The results revealed that the listening comprehension performance of the experimental group was higher than the control group, but the difference did not reach a statistically significant level. On the other hand, the learners in the experimental group were found to significantly outperform the students in the control group in the oral proficiency test.

In another small-scaled study, Bozorgian (2014) examined the influence of the metacognitive pedagogical sequence (Vandergrift, 2004) on the listening comprehension and metacognitive awareness of 30 high-intermediate level EFL learners

in Iran. The students were all male aged 18-24 and studying English as a foreign language at a language institute to be able to study or work abroad. Two instruments were utilized for collecting data. First, the Metacognitive Awareness of Listening Questionnaire- MALQ (Vandergrift et al, 2006) was used to track the improvement of the students' awareness of metacognition in L2 listening as the pre-test and post-test. As a second instrument, the subjects were given the listening section of an IELTS practice test two times as pre and post-tests. The metacognitive instructions were performed through 8 weeks. Each lesson lasted 50 minutes and consisted of five stages, namely planning-predicting, first verification, second verification, final verification, and reflection. The learners were directed to experience the use of planning, directed-attention, monitoring, selective attention, and evaluation strategies for a successful L2 listening during the stages. The activities used in the lessons were taken from the learners' course book and included text genres such as daily conversation, public speech, academic discussion, and academic lecture in resemblance to IELTS listening tasks. To analyze the data, t-test for dependent measures were conducted on SPSS to see the differences between the pre-tests and post-tests of the subjects. According to the analyses, the metacognitive instruction increased the learners' L2 listening performance significantly with an effect size 1.41 by Cohen's d. On the other hand, no significant development of metacognitive awareness on the part of the students was reported.

Mohaved (2014) also investigated the effects of metacognitive instruction on listening comprehension performance, metacognitive awareness, and listening anxiety levels of 55 beginner level Iranian EFL learners. The participants including both males and females were studying English Translation and Teaching in the University of Zabol. The researchers randomly divided the subjects in the experimental (n=30) and control (n=25) groups. To gather data, a sample listening section of TOEFL, the Metacognitive Awareness of Listening Questionnaire (Vandergrift et al, 2006), and the Foreign Language Listening Anxiety Scale (Kim, 2005) were used as the pre-tests and post-tests to track the students' improvements in the three constructs under investigation. The experimental group received an 8 - week metacognitive instruction based on Vandergrift's (2004) pedagogical sequence. The instructions were performed twice a week, and each session lasted 45 minutes. On the other hand, the control group did not undergo any metacognitive training in the listening courses during the process. According to independent samples t-test results on the pre and the post-test, the learners

in the experimental group were reported to significantly outperform the students in the control group on all the tests. The findings suggested that metacognitive listening instruction helped EFL learners improve their L2 listening competence and metacognitive awareness while alleviating their anxiety in a marked degree.

Moreover, Fahim and Fakhri (2014a) carried out a small scale study in Islamic Azad University, Iran. The purpose of the study was to examine the influence of metacognitive listening instruction on EFL learners' metacognitive awareness and listening comprehension skills in the target language. The participants were 30 second-year English Translation students, including both males and females. The subjects were determined to have intermediate level English as a foreign language by means of a standardized language proficiency test developed and validated by ETS- Educational Testing Service. To collect data about the listening performances of the participants, the researchers designed a listening comprehension test consisting of 30 multiple choice questions. The listening test had been piloted in an initial study with subjects similar to the target sample. The reliability score of the test was found to be .80 by Cronbach's Alpha in the study. The researchers also conducted Pearson product-moment correlation analysis between the listening test and the proficiency test, and the score was found as .74, which proved the test as valid. The second instrument was the MALQ- Metacognitive Awareness of Listening Questionnaire (Vandergrift et al., 2006). Both the listening test and the MALQ was implemented to the subjects as pre-tests and post-tests before and after the intervention to track the subjects improvement in listening comprehension and metacognitive knowledge. The intervention was conducted with the Metacognitive Pedagogical Sequence (Vandergrift and Goh, 2012) during 10 weeks. Pre-test and post-test scores of the students related to the two constructs were compared through Wilcoxon signed-rank test. The analysis revealed that the 10-week metacognitive instruction enabled the participants to show significant progress in terms of both L2 listening comprehension and metacognitive awareness.

In a subsequent study, Fahim and Fakhri (2014b) attempted to reveal the effects of two distinct models of metacognitive listening instruction on EFL learners' listening comprehension skills. A total of 90 Iranian L2 listeners homogenous in terms of EFL proficiency were selected among 210 junior English Translation and Literature department students at two universities according to the scores on a TOEFL test. The participants were then randomly assigned to three groups, namely experimental group I,

experimental group II, and control group. The learners in the first experimental group received a ten-week linear model of metacognitive listening instruction informed by Thompson and Rubin (1996), and Graham and Macaro (2008). The model allowed the students to learn and practice one metacognitive strategy at a time presented by the instructor without any opportunities for peer learning in student-student interactions. The second experimental group, on the other hand, was instructed through the Metacognitive Pedagogical Sequence proposed by Vandergrift and Goh (2012), which enabled the students to participate in peer discussions on the strategies and knowledge types aiding them to overcome listening difficulties in a cyclical fashion. The control group also listened to the same texts and dealt with the same tasks during 10 weeks. However, no explicit or implicit focus on metacognition or listening strategies was in action. The learners received conventional model of listening instruction consisting of pre-listening, during listening, and post-listening stages. To collect data, the researchers developed a listening comprehension test to use as the pre-test and post-test in the study. The test demanded students to listen for main ideas and specific details along with making inferences in true/false and multiple choice question formats. A pilot study with 30 participants was conducted to estimate the internal consistency and validity of the instrument before given as the pre-test. The Cronbach's Alpha score of the test was calculated as .80, and validity was ensured by Pearson product-moment test with the TOEFL exam. The pre-test mean scores of the three subject groups were compared by one way ANOVA, and no significant difference was found in terms of listening comprehension ability. The post-test scores were then analyzed via Kruskal-Wallis test. The analysis showed that the experimental groups significantly outperformed the control group in the post-test. Moreover, there was also statistically significant difference between the two experimental groups' post-test scores in favor of the second one which received the Metacognitive Pedagogical Sequence. Therefore, the findings of the study indicated that the choice of the metacognitive instruction model and how the metacognitive processes are orchestrated also play crucial roles in the development of learners' listening skills.

Additionally, Shabani and Heiderian (2015) conducted a study to determine the effects of metacognitive listening instruction on young Iranian EFL learners' perceptions of listening and comprehension development. Moreover, the researchers attempted to reveal if less-skilled listeners benefitted more from the metacognitive

instruction than their more-skilled counterparts. A total of 90 students from a private language institute participated in the study. The learners were divided into experimental and control groups. The experimental group received a 5-session metacognitive pedagogical sequence suggested by Vandergrift (2004). The instruction included four metacognitive processes; planning and predicting, monitoring comprehension, problem-solving, and evaluation. The control group, on the other hand, did not get any experience of practicing the processes although they dealt with the same listening activities. Data was collected through three instruments. First, Key English Test designed by Cambridge University Press was implemented as the pre-and post-test to determine the effect of the instructional model on the subjects' listening development. As a second instrument, semi-structured instruments were conducted with 30 students in the experimental group and 15 students from the control group to learn about the change in their perception of listening in language learning after the treatment. The participants were also asked to respond to open ended questions to collect more qualitative data for a better understanding of their perceptions. The qualitative data gathered through the interviews and student responses to open ended questions were transcribed and coded according to main categories obtained from grounded theory method. The pre-test and post-test results of the two groups were also compared by means of independent samples t-test to check if there was a significant effect of the metacognitive pedagogical sequence on the subjects' listening performance. The students in the experimental group were also classified as less-skilled and more-skilled listeners according to their scores in the pre-test. Then one way between- groups analysis of variance was done to see if there was a significant difference between the less-skilled and more-skilled subjects in terms of listening comprehension improvement. The findings of the study produced the following outcomes. First, the experimental group significantly outperformed the control group in the post-test, indicating the marked effect of the metacognitive pedagogical sequence on the learners' listening competence. Second, the less-skilled learners showed greater improvement thanks to the instruction compared to the more-skilled students. Besides, the difference between the two parties was found to be statistically significant. Finally, the subjects in the experimental group were reported to be pleased with the metacognitive instruction received in the experiment. The pedagogical sequence also led the learners to alter their less-positive and simplistic views of L2 listening to a more positive and mindful attitude.

Likewise, Maftoon and Alamdari (2016) aimed at revealing the effects of process-based metacognitive listening instruction on learners' L2 listening comprehension performance and metacognitive awareness in Iranian EFL context. Sixty intermediate level university EFL students were randomly assigned in experimental and control groups in equal numbers. The participants including males and females were majoring in English Translation and Literature at two Iranian universities. First, the subjects were given a language proficiency test developed by ETS to assure the homogeneity of the learners in terms of English language competence level. The second instrument was the MALQ-Metacognitive Awareness of Listening Questionnaire (Vandergrift et al., 2006) to gather information related to the participants' metacognitive awareness in L2 listening in five areas; problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention. The questionnaire was applied two times, being at the beginning and end of the experiment. The researchers also designed a listening test to implement as the pre- and post-tests. The test was piloted in a study with 30 subjects for internal consistency and validity. The reliability score of the test was calculated as .80 by Cronbach's Alpha on SPSS. The validity score was also found as .74 through running a correlational analysis with the standardized language proficiency test designed by ETS. The researchers also conducted a 10-week intervention program for the purposes of the study. The experimental group received a process-based metacognitive listening instruction focusing on planning, monitoring and evaluation metacognitive processes. The intervention aimed to teach 10 strategies and each lesson consisted of three stages. Stage one involved describing and exemplifying the target metacognitive strategies to the learners. In stage two, the students were led by the instructor to put the strategies in practice to deal with the listening tasks. In the third stage, the students reflected on the significance of specific metacognitive strategies and were given more time to practice them. Each session lasted 90 minutes, and included listening texts types such as interviews, lectures and conversations which featured various topics and accents. The control group, on the other hand, listened to the same texts in exact numbers of time, and dealt with identical tasks, in pre-listening, during listening, and post-listening lesson format. However, no specific attention to the metacognitive processes and strategies was paid in those classes. The researchers conducted independent samples t-tests on SPSS to discover if there were any differences between the two groups' post-test results

concerning both listening comprehension and metacognition. The analyses indicated that the experimental group significantly outperformed the control group in both post-tests. The study, therefore, concluded that the process-based metacognitive listening instruction caused a marked effect on the Iranian EFL learners' L2 listening comprehension performance and metacognitive awareness levels.

More recently, Mahdavi and Miri (2019) conducted a study to compare the effects of process-based metacognitive instruction and product-oriented listening teaching models on EFL learners' listening comprehension and metacognitive awareness developments. The participants were 60 female EFL learners aged 11-12 at a public high school in Lorestan, Iran. The students were determined to have high-beginner level of proficiency in English through the Flyers language test. The subjects were randomly assigned to process-based and product-based groups in equal numbers. The process-based group was taught via the metacognitive listening cycle (Vandergrift, 2004) as the listening instruction in 8 sessions in which they had opportunities to take part in conversations and discussions about the process of L2 listening and strategies utilized to accomplish the given tasks. The control group, meanwhile, received product-oriented listening instruction without any opportunities for dialogic interaction on the listening processes and strategy use. To collect data, the Metacognitive Awareness of Listening Questionnaire (Vandergrift et al, 2006), and Flyers Listening test designed by the Cambridge University Press were implemented before and after the instructional sessions. The researchers also carried out microgenetic analysis on the dialogic interactions of the learners in the process-based group to reveal if and how those conversations helped the students co-shape their metacognitive knowledge as aimed by the metacognitive cycle. Microgenesis is defined as "the moment-to-moment co-construction of language and language learning (Guitierrez, 2008, p.2), and microgenetic analysis allows researchers to observe any subtle alterations that may be missed during the process of knowledge co-construction (Ellis and Barkhuizen, 2005). To perform the analysis, the researchers recorded the dialogues between the students, and then transcribed them verbatim to individually review them to spot all the instances of the learners' discussions on the process of listening and use of strategies to cope with their problems during the listening activities. Then the relevant sections of the data were highlighted by colored marks and classified as strategic awareness, text awareness, and comprehension awareness according to Cross's (2010) framework. The inter-rater

reliability of the analysis was found as .89. The researchers also discussed on the differing points to reach a complete agreement. Paired samples t-test and independent samples t-test analyses were done on the pre-test and post-test results of the learners to note the effects of the process-based metacognitive instruction. The findings indicated that the subjects in the process-based group improved their listening comprehension and metacognitive awareness levels significantly. Moreover, they also did better on the post-tests than the participants in the product-based group by a statistically significant degree. The microgenetic analysis, on the other hand, suggested that the dialogic interaction and cooperation of the students during the strategy-based metacognitive courses enabled them to co-construct their knowledge and develop their metacognitive knowledge of L2 listening.

In the *Turkish EFL context*, Coskun (2010) conducted an experimental study with beginner-level EFL preparatory class students in a Turkish university to find out the effectiveness of metacognitive strategy instruction on listening comprehension achievement. In this study, the experimental group including 20 participants received 5 weeks of metacognitive strategy training using Chamot and O'Malley's (1994) Cognitive Academic Language Learning Approach (CALLA) embedded in their listening courses. The CALLA-based lessons contained preparation, presentation, practice, evaluation, and expansion steps to teach the experimental group students the metacognitive processes- planning, monitoring, evaluation, and problem identification, which were determined by Vandergrift (1997). The other 20 participants in the control group, on the other hand, were not given any metacognitive treatment. Two listening comprehension tests similar to the listening activities in the metacognitive instruction period were used as pre-test and post-test to collect data. The activities were adapted from the teacher's manual and test booklet of the listening textbook students were using. The tests consisted of two sections. The first section demanded the learners to predict and choose the best option for the topic or main idea of the text by listening to the beginning part of it. In the second part, the students had to listen to the whole text and answer some detail questions in the form of multiple choice items. The reliability and validity of the tests were also ensured by the researcher. Independent samples t-test results showed that while there was no significant difference between the two groups in the pre-test, the experimental group did significantly better in the post-test than the

control group. The findings of the study concluded that the metacognitive instruction had a marked effect on the learners L2 listening performance.

More recently, Ülke's (2014) MA thesis study explored the effects of metacognitive listening instruction on Turkish EFL learners' listening comprehension and metacognitive awareness development. The study also aimed to reveal if there was a difference between the less-skilled and more-skilled learners in concerning L2 listening comprehension improvement after the metacognitive instruction. A total of 31 pre-intermediate level EFL learners at a private university in Istanbul were selected as the participants of the study. The learners were attending one-semester compulsory English language program specifically designed for students of the Faculty of Arts by the School of Foreign Languages. The participants were divided into the experimental (n=16) and control groups (n=15) by the researcher. The experimental group was provided with a 5-week metacognitive instruction through the metacognitive listening cycle (Vandergrift, 2004). The training focused on the predicting/planning, monitoring, problem-solving, and evaluation metacognitive processes as well as inferencing, elaboration, summarizing, note-taking, and cooperation strategies. On the other hand, the control group was instructed by the same teacher, and listened to the same texts the same number of times, but received no metacognitive instruction on the processes of L2 listening. Data was collected through three instruments. The first one was the pre-listening test developed by the researcher. The test consisted of 14 items in the form of multiple-choice, gap-filling, and open ended question formats. The test required the students to listen to a major-related academic video lecture twice to take notes to answer the questions. The second instrument was the post-listening test based on an academic video lecture related to the students' field of study. The learners were demanded to take notes on a paper with the outline of the lecture while listening to the text twice. Then they responded to 17 questions including multiple choices, open-ended, gap-filling, and true/false items. The two instruments were used to track the participants' listening comprehension improvements thanks to the instructional sessions. The third instrument was the Metacognitive Awareness Questionnaire of Listening (MALQ) developed by Vandergrift et al (2006) to measure the subjects' metacognitive awareness developments in L2 listening over the course of the experiment. According to the pre-test results, the learners in the experimental group were also classified as less-skilled and more –skilled listeners for the purpose of the study. The non-parametric Mann-

Whitney U-test and Wilcoxon Signed -rank test were run on SPSS to analyze the quantitative data. The analyses showed that the learners in the experimental group significantly outperformed the students in the control group on the post-listening test. Moreover, the metacognitive instruction was reported to be more beneficial for the less-skilled listeners than it was for the more-skilled ones. On the other hand, the subjects indicated a slight growth regarding metacognitive awareness in L2 listening contrary to the hypothesis that the metacognitive listening instruction would help students significantly improve their metacognitive knowledge.

Based on research, Goh (2008) asserts that metacognitive instruction in L2 listening can contribute to language learners in at least three ways. First, it can increase learners' confidence and motivation in listening, and help them feel less anxious. Besides, it can improve their listening comprehension achievement. Finally, it is potentially more beneficial for weaker listeners. *Table 2.6.* summarizes the studies on the effects of metacognitive instruction on language learners' listening comprehension and metacognitive awareness levels.

**Table. 2.6.** *Recent studies on the effects of metacognitive instruction on language learners' listening comprehension and metacognitive awareness levels.*

<b>Study</b>	<b>Context</b>	<b>Finding</b>
Goh and Taib (2006)	Singapore, ESL	positive effects on LC and MA
Vandergrift and Tafaghodtari (2010)	Canada, French SL	significantly positive effects on LC & MA
Zeng (2007)	China, EFL	significantly positive effects on LC + moderately positive effects on MA
Zeng (2012)	China, EFL	significantly positive effects on LC + moderately positive effects on MA
Lin (2015)	Taiwan, EFL	significantly positive effects on MA
Rahimi and Katal (2013)	Iran, EFL	moderately positive effects on LC + significantly positive effects on MA
Mohaved (2014)	Iran, EFL	significantly positive effects on LC & MA
Fahim and Fakhri (2014a)	Iran, EFL	significantly positive effects on LC & MA

**Table. 2.4.** (Continued) Recent studies on the effects of metacognitive instruction on language learners' listening comprehension and metacognitive awareness levels.

Shabani and Heiderian (2015)	Iran, EFL	significantly positive effects on LC
Maftoon and Alamdari (2016)	Iran, EFL	significantly positive effects on LC & MA
Mahdavi and Miri (2019)	Iran, EFL	significantly positive effects on LC & MA
Coskun (2010)	Turkey, EFL	significantly positive effects on LC
Ülke (2014)	Turkey, EFL	significantly positive effects on LC + slightly positive effects on MA

\*LC: Listening comprehension; \*MA: Metacognitive Awareness

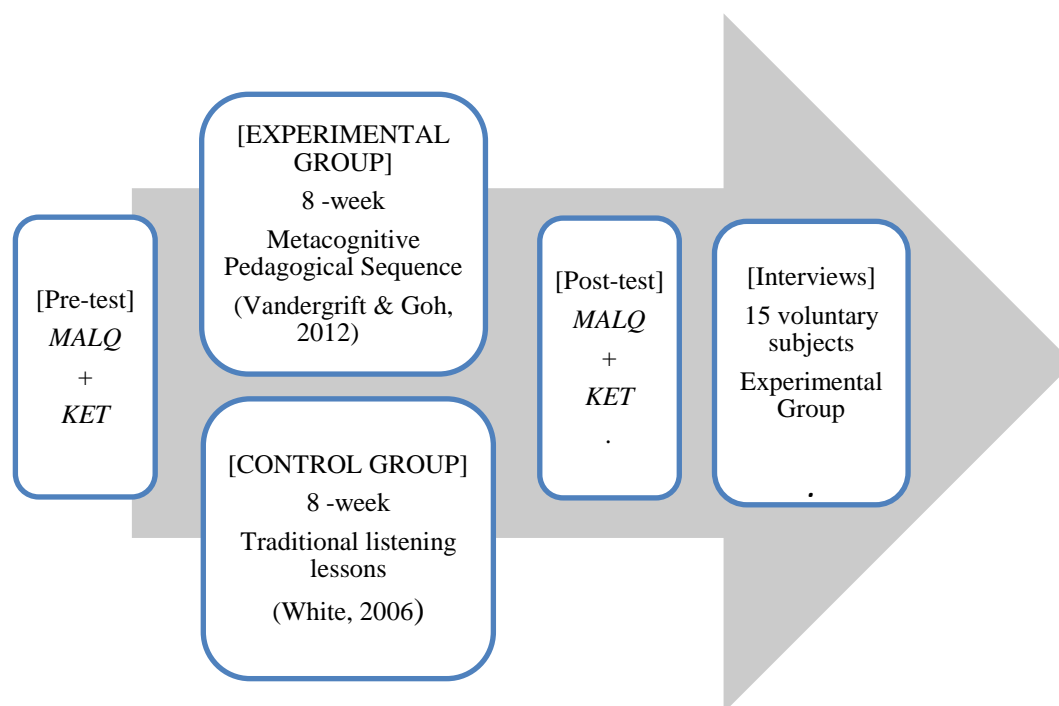
Drawing insight from the conclusions of the previous studies that a metacognitive approach into L2 listening might yield positive outcomes for language learners, and as more empirical research should be done to better understand the role of metacognition in second language listening (Goh and Hu, 2014), the researcher attempted to conduct the present study to find out the effects on metacognitive instruction on learners' listening comprehension and metacognitive awareness levels in Turkish EFL context, where there are only a few studies on the issue. Another purpose of the study was to discover the Turkish EFL learners' beliefs and attitudes towards the metacognitive instruction, so that the approach could also be evaluated directly from students' perspectives. To this end, the following research questions led the study;

1. Is there any effect of metacognitive listening instruction on A2 level Turkish EFL learners' listening comprehension test performance?
2. Is there any effect of metacognitive listening instruction on the learners' metacognitive awareness in L2 listening?
3. What are the students' attitudes towards the metacognitive listening instruction?

### 3. METHODOLOGY

#### 3.1. Research Design

This experimental study has a mixed-methods design as data was collected by using both qualitative and quantitative methods, which enables the researcher to reach data triangulation and so cross-check the relevant data as well as to ensure the reliability and validity of the outcomes drawn from the analyses of the data (Dörnyei, 2007). The quantitative instruments were consisted of an official sample listening section of the Key English Test (KET) and the Metacognitive Awareness of Listening Questionnaire-MALQ (Vandergrift et al., 2006) used as pre- and post-tests. Semi-structured interviews, on the other hand, were conducted as a qualitative data collection instrument. Furthermore, the participants were assigned as experimental and control groups. While the experimental group received an 8-week treatment through the metacognitive pedagogical sequence (Vandergrift and Goh, 2012), the control group was taught by traditional listening lessons (White, 2006) during the same time period. *Figure 3.1.* below indicates the design of the study along with instruments utilized for the purposes of the study.



**Figure 3.1.** Research design and the data collection instruments used in the study.

### 3.2 Participants and Setting

The study was conducted in Balıkesir University, Faculty of Engineering in the spring semester of the academic year 2018-19. The participants were a total of 71 first grade students including males and females in two Mechanical Engineering classes. They were native speakers of Turkish and coming from similar cultural backgrounds. The students were determined as A2 Common European Framework for Reference (CEFR) level EFL learners based on the language proficiency examination given by the School of Foreign Languages at the beginning of the year. The researcher was the instructor of the two classes, and the subjects were taking 2 hours of compulsory Basic English classes per week. Hence, the learners were chosen as the participants of the study based on purposeful sampling (Creswell, 2012), as they were quite convenient to work together for the researcher. Another reason for the selection was that metacognitive listening instruction is most profitable for lower level language learners (Goh, 2008). All the subjects were volunteers and Informed Participation Form (see *Appendix 1.*) was obtained from all to avoid any ethical violation. They were informed about all the stages of the study and the right to withdraw at any time during the experiment and assured of the confidentiality of their personal information. Then, the two classes were randomly assigned as the ‘experimental (n = 36)’ and ‘control (n = 35)’ groups for the purposes of the study.

The course book used for these classes was ‘The English File Elementary Students’ Book’ designed by Oxford University Press. The book follows a four-skill syllabus with a clear focus on pronunciation and grammar. Although the students were exposed to listening texts and completed related tasks in the course book, the instructor also made use of additional listening sources such as British Council listening activities, practice tests for the KET (Key English Test) developed by Cambridge University Press to provide the learners with opportunities to get optimum amount of oral input in and out of the classroom. Besides, the course book has no specific attention to metacognition or listening strategies. The students also declared that they had no experience in using listening strategies or metacognitive knowledge from their previous language learning situations.

### **3.3. Instruments**

In the present study, both quantitative and qualitative data were gathered by three instruments. The quantitative data collection instruments were the KET (Key English Test) listening section to answer the first research question ‘Is there any effect of metacognitive listening instruction on A2 level Turkish EFL learners’ listening comprehension test performance?, and the MALQ- Metacognitive Awareness of Listening Questionnaire (Vandergrift et al., 2006) to provide response to the second research question ‘Is there any effect of metacognitive listening instruction on the learners’ metacognitive awareness in L2 listening?’ The qualitative data related to the third research question ‘What are the students’ attitudes towards the metacognitive listening instruction?’, on the other hand, was gathered through *guided interviews*.

#### **3.3.1. Quantitative data collection instruments**

##### ***3.3.1.1. Listening section of Cambridge Key English Test (KET)***

The study used an official sample of KET listening section as the pre-test and post-test to assess the subjects’ overall listening abilities before and after the experiment. In this way, the researcher managed to track and compare the improvements of learners in the experimental and control groups in listening comprehension as a result of the metacognitive treatment. The KET is a widely accepted standardized language test for A2 CEFR level English. The test was developed and validated by Cambridge English Language Assessment, the University of Cambridge. The assessments of the pre-test and post-test was also carried out by two colleagues individually to maintain inter-rater reliability and no disagreement was found between the two raters.

The listening section used in this study consists of 30 questions in 5 parts. In the first part, learners listen to five short conversations twice to answer a multiple choice question for each. In the second part, there is a talk about a sports afternoon between two friends. Students listen to the talk twice and match the given sports activities with correct people who do them. The number of the questions learners need to respond to in this task is 5. The third part of the test consists of a conversation about buying a computer game and 5 multiple choice items related to the text. Students again listen to the passage two times to answer the questions. In the fourth part, on the other hand, students hear a conversation between a man asking for information about a train and a

ticket officer twice. The task in this section requires them to complete five missing information on a chart including day of journey, time of departure, ticket cost, food available on train and the address of the travel agency. The fifth part, finally, demands learners to complete information given in a table by listening to a monologue presenting information about a museum. There are five questions related to the objects in various locations of the museum, price of guide book, and closing time of the museum. Each question carries one mark and test-takers are allowed 30 minutes to complete the test. The KET listening section can be seen in *Appendix 2*.

### **3.3.1.2. Metacognitive awareness of listening questionnaire (Vandergrift et al., 2006)**

The MALQ was used as the pre-test at the beginning and the post-test at the end of the experiment by the researcher to find out the participants' metacognitive awareness development in second language listening. The instrument was developed by Vandergrift, Goh, Mareschal, and Tafaghodtari (2006) to elicit language learners' metacognitive awareness in L2 listening. The questionnaire aims to understand learners' reported use of strategies during listening in L2, and their metacognitive knowledge about themselves as listeners, the nature and demands of listening, and listening strategies. The MALQ consists of 21 items on a 6-point Likert scale (in which 1 stands for 'strongly disagree', 2 stands for 'disagree', 3 stands for 'partially disagree', 4 stands for 'partially agree', 5 stands for 'agree', and 6 stands for 'strongly agree') representing five areas of metacognitive awareness including four areas of strategy use as well as one area as person knowledge;

1. *problem-solving strategies*; making and monitoring inferences (6 items),
2. *planning and evaluation strategies*; preparing for listening and evaluating outcomes of listening efforts (5 items),
3. *mental translation strategies*; finding L1 equivalents of L2 input (3 items),
4. *directed attention strategies*; focusing and staying on task (4 items), and
5. *person knowledge*; perceptions of anxiety, self-efficacy, and challenges (3 items).

Moreover, the researchers suggested that the two items in the person knowledge regarding anxiety and difficulties in listening should be reverse-coded prior to scoring as these items manifest negative feelings. The same process also need to be done for the

three items in mental translation, since translating the input into L1 increases the cognitive load for listeners and decreases time for input processing.

The MALQ was validated by Vandergrift et al. (2006) in a comprehensive study with a total of 512 participants including 341 learners of French as a second language in Canada, and 171 EFL learners in Iran. The internal consistency of the questionnaire calculated through Cronbach's Alpha in this study was reported as .74 for problem-solving, .75 for planning and evaluation, .78 for translation, .74 for person knowledge, .68 for and directed attention sub-scales. The researchers also noted that there was a significant correlation between the MALQ scores and listening comprehension test marks of the subjects in this study.

To check the reliability of the instrument in the context of the study before beginning the experiment, the researcher conducted a *pilot study* including 77 subjects in two other mechanical engineering classes in the same faculty. The Cronbach's Alpha score in this study was calculated as .726, which is acceptable as Garson (2010) states that .60 is accepted for exploratory purposes; .70 is acceptable for confirmatory purposes; and .80 is regarded as good. The Cronbach's Alpha scores of the MALQ implemented as the pre- and post-tests in the actual experiment were also estimated and found as .667 and .732, respectively. Furthermore, a significant correlation between the subjects' scores in the KET listening and the MALQ ( $r = .018$ ,  $p < .05$ ) was found according to the results of a Pearson correlation product analysis on SPSS. The MALQ can be seen in *Appendix 3*.

### **3.3.2. Qualitative data collection instrument**

#### **3.3.2.1. Semi-structured interviews**

The researcher conducted interviews with 15 voluntary students in the experimental group to gather qualitative data regarding the learners' attitudes and perceptions towards the metacognitive listening instruction. The aim of the researcher was to see the role of the metacognitive pedagogical cycle in L2 listening from a second perspective; through the lenses of the learners. Moreover, carrying out interviews is a suitable method for this purpose, since it provides researchers with vast amount of valuable data to be directly observed (Creswell, 2012; Glasser and Strauss, 1967). Glesne and Peshkin (1992) also stated "the opportunity to learn about what you cannot

see and to explore alternative explanations of what you do see is the special strength of interviewing in qualitative inquiry (p.65).

The interviews were carried out in the medium of Turkish, the subjects' native language, and the interviewees were informed about the interview questions beforehand, so that they can express their ideas more easily and precisely. Moreover, the learners were informed that the information provided by them would be confidential regarding ethical considerations. Then each student individually took part in the interview sessions, and their responses were recorded. Finally, the recordings were transcribed verbatim and translated into English by the researcher. The translations were also checked by another EFL instructor teaching at the School of Foreign Languages, Balıkesir University.

The interview questions were prepared by the researcher drawing insight from the study of Vannestal and Lindquist (2007). The researcher also obtained expert opinion about the questions from an experienced teacher trainer with a PhD degree in the field of ELT. The questions led the interviewees to state their opinions and beliefs in L2 listening skill and related tasks, the presentation and instructional way of the metacognitive model, whether their attitudes towards L2 listening had changed after the implementation of the metacognitive instructional sessions, the difference between the metacognitive model and traditional way of listening instruction, and whether the metacognitive instructional sessions they participated in the experiment would help them in their future language learning situations. Both Turkish and English versions of the interview questions can be seen in *Appendix 4*.

### **3.4. Data Collection Procedure**

Data was gathered for the purposes of the study during 10 weeks time in the following order;

1. Before starting the experiment the researcher took the necessary permission from the *Ethical committee* of Balıkesir University. Then the participants were given the *Informed Participation Forms* and let known of the aims and all the steps of the study. They were asked to sign a copy of the form and keep an unsigned copy for themselves.

2. After dealing with the ethical considerations, in the first week, one of the two intact classes was randomly assigned as the experimental group and the other was defined as the control group. Then all of the subjects were given the MALQ and the

listening section of an official sample of the KET as the pre-tests. The aim was to make sure that there was no significant difference between the groups in terms of both metacognitive awareness and listening comprehension levels.

3. In the second week, the treatment sessions began. The experimental group was instructed through the process-based metacognitive pedagogical sequence (Vandergrift and Goh, 2012) with a focus on the key metacognitive processes—planning, monitoring, evaluation, problem-solving, and the use of relevant strategies along with metacognitive knowledge types. The control group, on the other hand, received the instructional sessions by means of the product-oriented conventional lesson plans for teaching listening (White, 2006) consisting of pre-listening, during-listening, post-listening stages. Both groups were taught by the researcher, and they were exposed to the same texts the same amount of times to answer identical questions, so that all the other variables were under control. The treatment lasted for 8 weeks and one lesson hour (45 min.) instructional session was conducted each week (from week 2 to week 9).

4. In week 10, finally, all the subjects were given the MALQ and the listening section of the KET again as the post-tests. Besides, semi-structured interviews were conducted with 15 voluntary students from the experimental group to collect qualitative data.

To *avoid any ethical problems*, by the way, the students in the control group were also taught by the same instructional model by the instructor after the experiment had finished.

### **3.5. Experimental Group Treatment Program**

The participants in the experimental group were instructed by the researcher through the metacognitive pedagogical sequence proposed by Vandergrift and Goh (2012), and also described in the introduction part of the paper under the subsection in relation to metacognitive approach to listening. The aim of the instructional model was to help learners get a deeper understanding of themselves as L2 listeners, become more aware of the demands and processes of listening in second language, and be able to use appropriate strategies and metacognitive knowledge to manage their comprehension and overall L2 listening learning. The instruction took place in five stages including the key metacognitive processes which are predicting/planning, monitoring comprehension, problem-solving and evaluation. The teaching procedures performed by the researcher

were informed from the lesson plans of the generic and text-specific versions of the model presented by Vandergrift (2004). Rather than using the lesson plans in their identical forms, however, the researcher adapted the lesson plans and developed the instructional procedures in accordance with the nature and demands of the listening tasks and the teaching context. This type of adjustment is also suggested by Vandergrift and Goh (2012). The stages along with the procedures carried out in the treatment sessions in general are explained below;

*Stage1. Planning / predicting:*

The purpose of this stage is to teach students how to get prepared for a proactive listening by making effective plans and taking necessary precautions. To this end, the instructor first informed the learners about the context and topic of the listening text to activate their background knowledge. Then the students were directed to select and perform appropriate strategies and actions among various options depending on task demands. These included;

- guessing what is to be heard based on background knowledge and contextual information;
- examining and recognizing the genre of the text and so the probable organization of the information;
- guessing words and concepts likely to be heard;
- deciding on how much and where to pay specific attention on the text based on the purpose of the listening;
- preparing themselves and conditions for an effective listening by removing distractions and clearing their minds; and
- predicting correct answers based on the choices provided if the task allowed doing so.

*Stage2. First-listen-First verification:*

At this stage, the learners listened to the text for the first time to check and verify their initial predictions on the answers if they had made any in the first stage. If not, they tried to catch the relevant information for the correct responses. Then, the students worked in pairs to compare and modify their answers. The learners also worked to determine what still needed resolution and what to focus in the second listening in pair discussions. The key metacognitive processes used by the students are monitoring, evaluation, and planning. This stage serves to help learners check and assess their

efforts in cooperation with a partner, and to prepare learners for the second listening by having them decide on important points to pay specific attention in the text to complete the task and identify strategies to use to cope with potential challenges while listening.

*Stage 3. Second listen-Second verification:*

At the third stage, the students listened to the text for the second time to verify points of earlier disagreement and make any required corrections with regard to their responses. Then, they participated in class discussions to verify the correct answers to the questions. The discussions also worked for the learners to share opinions about the difficult points experienced and strategies utilized to overcome these problems. For instance, the students underscored the importance of constantly checking their comprehension with old and new information in the text even if they were sure about their answers in one discussion.

Especially in the first sessions, the instructor also explained and modeled uses of effective strategies or metacognitive knowledge types when needed during these class discussions. In one activity, for example, the learners were advised to remember and take notes of the written forms of the concepts depicted in visuals in the task such as a type of clothing, food, or an activity, and then to use auditory representation to recall the pronunciations of these words, which makes the listening easier. These techniques were also used for other problematic points for the students like high numbers, expressions of dates and hours, or prices. Moreover, synonyms of the words given in the questions were paid attention since using a word with an identical or similar meaning in questions rather than the exact word to be heard in the listening passages is a common task facet. In another activity, the instructor modeled how to guess the meaning of an unknown word by using background knowledge and information obtained from the context while listening. Teacher modeling and explanations were mostly held in the first sessions, and gradually removed as the students gain more experience with them. The rationale for this was to give room for the students to get accustomed to self-regulate these metacognitive processes.

The rationale of this stage is to lead learners to see what they have achieved and have not managed to do so far, and to what strategies or information they can utilize to solve some particular problems with listening, and to add them to their repertoire. Accordingly, monitoring, evaluation, and planning processes were utilized in a multi-directional fashion.

*Stage 4.Third listen-Final verification:*

Though stage 4 is optional in the metacognitive pedagogical sequence, it serves for multiple purposes. The first purpose of this stage is to support L2 listeners in checking progress of their efforts in both accomplishing listening tasks and learning to listen in general. Another aim is to let students see how they can benefit from the strategies or knowledge they have learned in the previous stage to solve some specific problems. Moreover, practicing bottom-up skills as well as top-down skills through following the transcript of listening texts is another goal to be accomplished in this stage. Main metacognitive processes practiced are monitoring and problem-solving.

To achieve these goals, the instructor had the students listen to the texts for the third time while following the full transcript or some parts of the text. In this way, the learners found opportunities to listen specifically for the information they were not able to decode in the previous listens. The listeners also had the chance to track if and how the strategies and metacognitive knowledge types discussed in the third stage worked well, as well as to practice and improve their segmenting or decoding skills. This stage was mainly followed in the earlier instructional sessions of the treatment procedure. In the latter lessons, however, the learners were set free to decide whether they needed to perform it or not depending on the difficulty of the listening texts and tasks.

*Stage 5.Reflection and goal setting:*

Evaluation and planning are the targeted metacognitive processes to master at stage 5. In other words, the students took part in class discussions which led them to reflect on their efforts and strategies used to overcome their problems. They also set goals for future listening efforts based on their experience gained during the task. To do so effectively, the listeners tried to write down answers to some questions such as;

- *I was successful in ...*
- *What made this task easy or difficult?*
- *What strategies and metacognitive knowledge did I use to overcome these problems?*
- *What can I do in the upcoming listening tasks for a successful comprehension and task accomplishment?*

Responding to and discussing about these questions, the learners not only derived immediate knowledge or strategies to be used in listening activities like “we always need to check and verify our comprehension with old and new information in

the text even if we are sure of it”, but also set long-term learning goals. In one session, for example, the students came up with the idea “*we need to practice how to spell the words*”. In other classes, they also generated such opinions like “*we should listen to a lot of texts spoken by people with different accents*”, and “*we must practice and learn how to say years and numbers*”.

This is a general description of the treatment sessions based on the metacognitive pedagogical sequence (Vangerdgrift and Goh, 2012). During each of the 8 lessons the same stages were followed in the exact order. However, the metacognitive knowledge types such as person knowledge, task knowledge, and strategy knowledge along with the utilization of techniques and strategies showed variety depending on the contextual conditions and task requirements. Furthermore, the researcher tried to exploit different types of listening materials such as KET listening practice tests, listening tasks derived from the British Council’s official website, and activities adapted from a few course books like North Star, Longman, and Select Readings, Oxford. The purpose of the selection of distinct sources was to make the learners deal with different types of texts and task which had their idiosyncratic demands. In this way, students were assumed to need to activate various types of strategies, techniques and metacognitive knowledge types, which is akin to the conditions and necessities of real life listening. A sample lesson plan of the metacognitive instructional lessons can be seen in *Appendix 5*.

### **3.6. Control Group Listening Sessions**

While the experimental group was taught by the metacognitive pedagogical sequence, the control group lessons were conducted through the product-oriented conventional lesson plans for teaching listening (White, 2006). The lessons were comprised of pre-listening, during-listening, post-listening stages. In the *pre-listening* stages, the instructor introduced the topic and context of the listening texts to the learners or tried to warm them up by directing them to guess the topic or some possible words they might hear in the text. The students were also allowed to say what they already knew about the topics. Besides, the teacher pre-taught some new and complex vocabulary items in some lessons. They were then provided with the questions of the listening tasks before they listened to the texts. While listening to the texts, the learners tried to answer the questions. After that they shared first checked their responses in pairs and then verified them in whole-class discussions. In the post-listening stages, the

students were led to use the topic, new concepts of the text and key vocabulary in producing language with another skill such as writing and speaking. In one lesson, for example, the students participated in role-plays where one of the speakers sought to get information about sports courses from the second speaker after they completed a listening activity requiring them to fill up a chart by listening to two friends about a tennis course. In other lessons, such role-play activities had various contexts like inviting for entertainment events, or buying bus tickets depending on the topic of the texts. In another follow-up activity, where the targeted skill was writing, the learners wrote about their last vacations or fantasy trips depending on their choice. Additionally, the control group students were also taught by the researcher, and they listened to the same texts the same amount of times to answer identical questions. A sample lesson plan of the traditional listening lessons of the control group can be seen in *Appendix 6*.

### **3.7. Data Analysis Procedure**

#### **3.7.1. The analyses of the pre-tests**

To be able to begin the experiment, the researcher first needed to make sure that there was no significant difference between the pre-test scores of the experimental and control groups regarding the two constructs; metacognitive awareness and comprehension levels in L2 listening. Hence, the listening section of the KET exam was separately assessed by the researcher and another EFL instructor. Finding that there was no disagreement and so assuring the inter-rater reliability, the researcher entered the scores in the SPSS (Statistical Package for Social Sciences) 24 program. Then, the independent samples t-test was run between the test scores of the two groups.

Secondly, the MALQ scores of the students were loaded into the SPSS to calculate descriptive statistics like mean scores and standard deviation. Two items under the person knowledge sub-section and three items in the mental translation part of the MALQ were reverse-scored as suggested by the developers of the instrument, Vandergrift, Goh, Mareschal, and Tafaghodtari (2006). Following the scoring, the independent samples t-test was conducted for the mean scores of the experimental and control groups in the MALQ.

### **3.7.2. The analyses of the post-tests**

For the result of the *first research question*-‘Is there any effect of metacognitive listening instruction on A2 level Turkish EFL learners’ listening comprehension test performance?’, the test scores of subjects in the experimental and control groups coming from the KET listening section as the post-test were compared conducting independent samples t-test to see if there was a significant difference between the two groups in terms of listening comprehension after the treatment.

Furthermore, to find the answer to the *second research question*- ‘Is there any effect of metacognitive listening instruction on the learners’ metacognitive awareness in L2 listening?’, the mean scores of the two groups coming from the MALQ as the post-test were analyzed through independent samples t-test to see if there was a significant difference between the two groups with regard to metacognitive awareness as a result of the metacognitive instructions in L2 listening.

### **3.7.3. The analysis of the Interviews**

The qualitative data gathered through the interviews with 15 voluntary students in the experimental group was analyzed through content analysis. Content analysis is “a research technique for making replicable and valid inferences from texts (or other meaningful matter) to the contexts of their use” (Krippendorff, 2004, p. 18). Grbich (2013) also notes that textual data is examined through systematic coding and sorting by content analysis method to identify the trends and patterns of words in transcriptions, along with their use and frequency, contextual relationship and the structures and discourses of communication. Content analysis can be used in either deductive or inductive way. The deductive approach is recommended to be used when the pattern of data analysis is grounded on previous knowledge or if the aim of the study is testing a particular theory (Kyngäs and Vanhanen, 1999). Hence, the data moves from general to specific, as the analysis is based on a previous theory or model (Burns and Grove, 2005). The inductive approach, on the other hand, is used when researcher does not have sufficient previous information, or has merely fragmented knowledge about the phenomenon. Therefore, the main themes and subcategories are derived from the data in inductive content analysis by observing certain specific instances and combining them into a general statement (Chinn and Kramer, 1999; Lauri and Kyngäs, 2005).

Accordingly, the researcher used inductive content analysis method to derive meaningful explanations with regard to the subjects' opinions and attitudes towards the metacognitive instruction in L2 listening. To this end, the recordings of the interviews were first transcribed word by word. Then, the interviews were translated into English by the researcher and another EFL instructor independently, and the data was labelled with numbers representing the interviewees. As it is not possible to gain any insights from the data without a complete understanding of it (Polit and Beck, 2004), the researcher carefully read the transcriptions several times as the next step. After making sense of the data, the researcher conducted inductive analysis following the three steps proposed by Strauss and Corbin (2008). In the first step-open coding, the researcher read the transcriptions to write down notes or headings describing the aspects of the content in the data (Burnard 1991, 1996, Hsieh and Shannon 2005). Then, the headings are noted onto the coding sheet to form free categories (Burnard 1991, Cole 1988, Downe-Wamboldt 1992, Dey 1993). In the second step-axial coding, the data was read again to make comparisons and infer relations between the categories obtained in the open-coding stage, so that similar categories were listed under meaningful higher order groups, and the number of categories was reduced (Burnard 1991, Downe- Wamboldt 1992, Dey 1993, McCain 1988). In the last step-selective coding, data and the former categories were reanalyzed to constitute ultimate core categories along with subcategories and to validate the relationships between the data and those main and sub categories. In this phase, each category was given a content-characteristic name. Then, subcategories with similar instances were classified under categories, and categories were classified as main categories (Dey 1993, Robson 1993, Kyngäsand Vanhanen 1999; Strauss and Corbin, 2008).

Furthermore, another colleague with a PhD in language teaching also analyzed the qualitative data independently. Then *inter-rater reliability* was assessed via “[agreement/(agreement + disagreement)] X 100” formula (Tawney and Gast, 1984), and found to be .84. Therefore, the reliability of the qualitative analysis was ensured not to allow any inconvenience regarding the soundness of the study.

All in all, the study used both qualitative and quantitative instruments to answer the research questions. The quantitative instruments included the listening section of an official sample of KET and the MALQ - Metacognitive Awareness of Listening Questionnaire (Vandergrfit et al., 2006). The KET listening section was used to assess

and track the subjects' improvement in L2 listening comprehension, while the MALQ was utilized to see their progress in terms of metacognitive awareness in how to listen in the target language. On the other hand, the interviews sought to discover the opinions and attitudes of the learners in the experimental group towards the metacognitive listening instruction. *Table 3.1.* below indicates the data collection instruments along with their data analysis methods used to answer each research question.

**Table. 3.1.** *Summary of data collection and analysis methods used to answer research questions.*

<b>Research Question</b>	<b>Data Collection Instrument</b>	<b>Data Analysis Method</b>
<b>1.</b> Is there any effect of metacognitive listening instruction on A2 level Turkish EFL learners' listening?	- KET Listening Section (n=71)	- Independent samples t-test
<b>2.</b> Is there any effect of metacognitive on listening instruction the learners' metacognitive awareness in L2 listening?	- MALQ (n=71)	- Independent samples t-test
<b>3.</b> What are the students' attitudes towards the metacognitive listening instruction?	- Semi-structured interviews (n=15)	- Inductive content analysis

*\*n: number of subjects*

## 4. RESULTS AND DISCUSSION

### 4.1. Overview of the Study

The present study aimed to find out the influence of metacognitive listening instruction on Turkish A2 level Turkish EFL learners' metacognitive awareness and comprehension improvement in L2 listening. Another purpose of the study was to reveal the students' attitudes towards the metacognitive instruction. Accordingly, the following research questions led the study;

1. Is there any effect of metacognitive listening instruction on A2 level Turkish EFL learners' listening comprehension test performance?
2. Is there any effect of metacognitive listening instruction on the learners' metacognitive awareness in L2 listening?
3. What are the students' attitudes towards the metacognitive listening instruction?

To reach the answers to these questions, the researcher randomly assigned two intact classes of mechanical engineering department, Balıkesir University as the experimental group (n=36) and the control group (n=35). For the purposes of the study, the experimental group was given 8-session metacognitive listening instruction through the metacognitive pedagogical sequence (Vandergrift and Goh, 2012). On the other hand, the control group was taught via the *traditional* pre-listening, during listening, post-listening lesson plan (White, 2006) with no specific focus on the key metacognitive processes in L2 listening during the same time period.

Data was collected before and after the instructional treatment by using both quantitative and qualitative instruments. Before the treatment, all the participants in the experimental group and control group were given an official sample of the KET (Key English Test) listening section and the MALQ-Metacognitive Awareness of Listening Questionnaire (Vandergrift et al, 2006) as the pre-tests to ensure that there were no statistically significant differences between the two groups in terms of L2 listening comprehension ability and metacognitive awareness. Following the 8 – week intervention program, the students in both groups again took the KET listening and the MALQ as the post-tests to see the effects of the metacognitive instruction. Furthermore, 15 voluntary learners in the experimental group were interviewed by the researcher to gather qualitative data regarding their perceptions and attitudes towards the metacognitive instruction in L2 listening.

Data collected from the quantitative instruments - the KET listening test and the MALQ, were analyzed through the independent samples t-test to discover whether the metacognitive instruction caused any significant differences between the experimental and control group students in terms of L2 listening comprehension and metacognitive awareness. The qualitative data gathered through the interviews, on the other hand, was first transcribed and translated into English. Then the researcher analyzed the data using the content analysis method.

The findings of the study and discussion of the results in the light of current literature were provided in the following sections.

#### 4.2. The results of the Pre-tests

To be able to begin the experiment, the priority was to be sure that there were no significant differences between the experimental group and the control group in terms of the two constructs under investigation, namely, L2 listening comprehension competence and metacognitive awareness. Towards this purpose, the researcher first conducted the independent samples t-test between the KET listening pre-test scores of the participants in two groups. The t-test results are displayed in *Table 4.1.* below.

**Table 4.1.** *T-test results of the KET listening pre-test*

Test	Groups	Mean	SD	t	df	p	mean difference
<b>KET</b>	experimental (n=36)	13,8333	4,00357	1,805	69	0,075	1,66190
	control (n=35)	12,1714	3,74547				

Despite the mean score of the experimental group (M=13,833, SD=4,00357) in the KET listening pre-test was higher than the mean score of the control group (M=12,1714, SD= 3,74547), there was no statistically significant difference ( $t(69) = 1,805, p > 0.05$ ) between the two groups in terms of L2 listening comprehension performance according to the results in *Table 4.1.*

Likewise, another independent sample t-test was carried out between the MALQ pre-test scores of the two groups. The mean score of the control group (M=3,7592, SD=0,39148) in the MALQ pre-test was slightly higher than the mean score of the experimental group (M=3,5860, SD=0,53595) . However, the difference between the

mean scores was found not to be statistically significant ( $t(69) = -1,551, p > 0.05$ ). *Table 4.2.* below indicates the results of the *t*-test analysis.

**Table 4.2.** *T-test results of the MALQ pre-test*

<b>Test</b>	<b>Groups</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>p</b>	<b>mean difference</b>
<b>MALQ</b>	experimental (n=36)	3,5860	0,53595	-1,551	69	0,125	-,17320
	control (n=35)	3,7592	0,39148				

The findings of these analyses suggested that there was no obstacle to begin the experiment which aimed to reveal the effects of metacognitive instruction on the learners' metacognitive awareness and comprehension performance in L2 listening.

### 4.3. Research Question 1.

To find the answer to the first research question which aims to examine the effects of metacognitive listening instruction on Turkish EFL learners' L2 listening comprehension competence, first descriptive statistics (minimum, maximum, mean scores, and standard deviation) of the KET listening post-test scores of all the participants were calculated. Then, the independent samples *t*-test was run to check whether there was a significant difference between the test scores of the experimental and control groups. *Table 4.3.* depicts the results of the analysis below.

**Table 4.3.** *T-test results of the KET listening post-test*

<b>Test</b>	<b>Groups</b>	<b>Mean</b>	<b>SD</b>	<b>t</b>	<b>df</b>	<b>p</b>	<b>mean difference</b>
<b>KET</b>	experimental (n=36)	16,8889	3,36178	2,987**	69	0,004	2,48889
	control (n=35)	14,4000	3,65578				

\*\* $p < 0,01$

According to the *t*-test results, the experimental group (M=16,8889, SD=3,36178) outperformed the control group (M=14,4000, SD=3,65578) in the KET listening post-test. Furthermore, the difference between the scores of the two groups were reported to be statistically significant ( $t(69) = 2,987, p < 0.01$ ) in favor of the

experimental group, which suggests that the metacognitive instruction remarkably aided the participants in the experimental group to improve their L2 listening comprehension.

The finding of the present study that metacognitive instruction is dramatically effective on L2 learners' listening comprehension improvement is consistent with those of numerous previous studies which were carried out with different types of language learners in various teaching contexts. For example, Vandergrift and Tafaghodtari (2010) found that the metacognitive cycle (Vandergrift, 2004) caused a significant positive effect on university level French learners' L2 listening abilities. In another context, Cross's (2009a) study indicated that advanced level Japanese EFL students notably improved their L2 listening abilities thanks to the metacognitive listening instruction. Furthermore, Zeng (2007; 2012) provided evidence that Chinese EFL learners tremendously benefited from the metacognitive instruction in developing their listening skills. Similarly, a lot of studies including university students with beginner (Mohaved, 2014) high-beginner (Mahdavi and Miri, 2019) , intermediate (Fahkim and Fakhri, 2014a; Fahkim and Fakhri, 2014b; Maftoon and Alamdari,2014); and high-intermediate (Bozorgian, 2012; Bozorgian 2014) language levels, and young language learners (Shabani and Heiderian, 2015) in the Iranian EFL context yielded significantly positive results in terms of the influence of metacognitive instruction on L2 listening improvement. In the Turkish EFL context also, Coskun's (2010) study with beginner level EFL learners at a state university, and Ülke's (2014) MA thesis study including private university students with pre-intermediate level of language proficiency in English indicated the crucial importance of metacognitive instruction in L2 listening. On the other hand, the findings of the present study contradicts with the results of some other studies (e.g., Rahimi and Katal, 2013; Lin, 2015), which showed that the metacognitive instruction had some positive effects on learners' L2 listening but failed to reach a significant impact degree. Bozorgian (2014) attributes such insignificant effects of the metacognitive instruction to several factors such as the students' lack of familiarity with the metacognitive strategies, their lack of experience in applications of the metacognitive knowledge and strategies, and the learners' failure to grasp in-depth understanding of the functions of the key metacognitive factors. Moreover, the length and context of the instruction are other key factors determining the success of metacognitive approach. Researchers assert that a prolonged metacognitive treatment is of utmost importance for more profitable outcomes regarding L2 learners listening

proficiency enhancement (e.g., Mareschal, 2007; Vandergrift and Tafaghodtari, 2010; Veenman et al., 2006). The context of metacognitive training should also be a supportive and encouraging one since one of the most fruitful and promising dimensions of the metacognitive instruction is the opportunity for dialogic interactions in which students discuss and learn from one another about the processes and difficulties in L2 listening, along with the knowledge and strategies to be utilized to tackle the problems. As Vygotsky (1978) noted, learner development initially takes place in a social interaction where knowledge is co-constructed with more able peers, and later gets internalized and stored on the individual level.

#### 4.4. Research Question 2.

The second research question aimed to investigate the influence of the metacognitive instruction on the learners' metacognitive awareness in L2 listening. To reach an answer to this question, the researcher first calculated the descriptive statistics (minimum, maximum, mean scores, and standard deviation) of the MALQ post-test scores of the subjects in the experimental and control groups. Secondly, the independent samples t-test was conducted to reveal whether there was a significant difference between the MALQ scores of the two groups after the metacognitive treatment. The results of the *t*-test analysis are shown in *Table 4.4.* below.

**Table 4.4.** *T-test results of the MALQ post-test*

Test	Groups	Mean	SD	t	df	p	mean difference
MALQ	experimental (n=36)	4,0529	,43995	2,465*	69	0,016	,25291
	control (n=35)	3,8000	,42416				

\* $p < 0,05$

*Table 4.4.* indicates that the mean score of the experimental group (M=4,529, SD=0,43995) in the MALQ post-test was significantly higher ( $t(69) = 2,465, p < 0.05$ ) than that of the control group (M=3,8000, SD=0,42416) despite the fact that learners in the control group (M=3,7592, SD=0,39148) reported higher metacognitive awareness than the experimental group (M=3,5860, SD=0,53595) in the pre-test. Based on this finding, it can be concluded that process-based metacognitive instruction was

considerably facilitative in developing the learners' metacognitive awareness in L2 listening. This finding is also in line with a body of previous research in various teaching settings. In the French as second language context, Vandergrift and Tafaghodtari (2010) found that the university students in Canada made significant gains from the metacognitive instruction given through the process-oriented metacognitive pedagogical sequence. In another context, Lin (2015) conducted an experimental study with Taiwanese young learners of English as a foreign language. According to the findings, the experimental group's improvement in metacognitive awareness in L2 listening was significantly higher than that of the control group as a result of the metacognitive instruction. Furthermore, a number of studies (Fahkim and Fahkri, 2014a; Mahvadi and Miri, 2019; Maftoon and Alamdari, 2016; Mohaved, 2014; Rahimi and Katal, 2013) including Iranian university students with various levels of proficiency in English as a foreign language revealed that listening instruction based on metacognitive approach were significantly effective on the learners' development of metacognition. In some other studies, on the other hand, metacognitive instruction was partly effective on the learners' metacognitive knowledge building. In Zeng (2007), for example, sixty Chinese tertiary level EFL learners became well aware of the learning processes and demands of L2 listening, whereas they could not show significant progress concerning directed attention, evaluation, and mental translation strategies after the metacognitive treatment. There are also other studies that produced different results from the findings of the current study. Bozorgian's (2014) study with 30 high-intermediate level EFL learners in Iran reported no significant development of metacognitive awareness on the part of the students after 8-week listening instruction through the metacognitive pedagogical sequence. Likewise, Ülke (2014) conducted a study with a total of 31 pre-intermediate level EFL learners at a private university in Istanbul and noted that the subjects who received a 5-week metacognitive treatment showed only a slight progress regarding metacognitive awareness in L2 listening. Ülke (2014) ascribed the insignificant gains to the shortness of the intervention. Graham (2006) also claimed that metacognitive instruction would be more effective if carried out during longer periods of time.

### 4.5. Research Question 3.

The purpose of the third research question was to discover what the students in the experimental group thought and felt about the metacognitive instruction provided to them. To achieve this, the researcher conducted guided interviews with 15 voluntary learners a week after the metacognitive treatment process. The interviews were first recorded and then transcribed verbatim and translated into English. To analyze the data the researcher used the content analysis method. The analysis was done by following the three steps suggested by Strauss and Corbin (2008). The levels of analysis involved; open coding, axial coding, and selective coding, respectively. The main themes and categories obtained from the qualitative analysis regarding the learners' perceptions and feelings in the effects of the metacognitive listening instruction are as follows;

1. Comprehension improvement
  - a. in-class L2 listening activities
  - b. out-of-school listening situations
2. Development of metacognitive awareness
3. Positive changes in the students' attitudes
  - a. positive opinions and feelings
  - b. lower L2 listening anxiety
  - c. enhanced self-efficacy
  - d. increased motivation

The voluntary students in the interviews stated positive perceptions and feelings towards the metacognitive listening treatment. The learners reported that the metacognitive instruction was beneficial for them, the presentation and flow of the lessons were clear and easily understandable, and the treatment procedures were enjoyable to them. The following extracts from the interviews present examples of manifestations of such opinions and feelings;

*a. Despite I do not have a high level of proficiency in English; these metacognitive activities are different than those in my previous language lessons in that they were both entertaining and informative.* - Interviewee13

*b. Learning L2 listening through the metacognitive approach is easier and funnier. It is also more profitable because teachers were trying to teach us listening without showing how to use questioning and inferencing skills in traditional listening lessons. However, we can now formulate opinions and make plans before listening.*

-Interviewee14

These scripts are provided only to display the general view of the learners regarding the metacognitive instruction. Since it is essential to frankly provide a series of realities to assure reliability (Golafshani, 2003; Johnson, 1997), the upcoming sections which are specifically organized according to the coding categories and sub-categories, aimed to provide the outcomes of the qualitative analysis in link with data from student responses. The findings were also discussed in the light of related literature and supported by the previous results of the present study.

#### **4.5.1. Comprehension improvement**

According to the content analysis, the subjects in the experimental group asserted that their L2 listening comprehension improved as a result of the metacognitive treatment sessions. Their success in L2 listening was noted to be realized both *in class activities* and *out-of-school listening situations*.

The listeners claim that they are better able to listen to the passages and accomplish the tasks in their classes after they began receiving the metacognitive pedagogical sequence. One of the students expressed this notion as:

*a. I think I am a better listener after these metacognitive instructional lessons. The reason is that we had learned a lot in terms of effective listening by using strategies. Now, I can listen to and comprehend the texts more clearly and respond to the questions more successfully during the listening activities in the classroom.*

– Interviewee 8

Another student reported similar opinions regarding the increase in listening comprehension as follows;

*b. I believe that the metacognitive activities enhanced my L2 listening comprehension. I can now clearly understand the texts and do better in the activities which used to be very difficult to me thanks to the tactics we were taught. I find this method useful based on the improvement I see in myself.*

– Interviewee 12

With reference to the participants' interview responses, they are also more successful at out-of-class listening activities like watching movies or TV shows, listening to songs, and speaking to foreigners after the metacognitive treatment. The following student scripts illustrate this progress in these various types of everyday situations:

*c. I can see the positive effects of the strategies we learned even while watching TV shows or movies. I think I clearly understood the goals and functions of these strategies, and I have made a considerable progress in terms of listening more efficiently by using them.*

– Interviewee 14

*d. I used to have trouble with understanding songs in English. As a result of using strategies I learned in the metacognitive instructions, I can clearly comprehend ninety percent of the lyrics of the songs I listen to now.*

– Interviewee 15

*e. We spent ample time for L2 listening thanks to the metacognitive listening tasks. I can see the positive effects directly in my extracurricular listening situations. As time progresses, I have been remarkably developing with regard to listening in English language. I can understand my foreign friends more clearly when I try to speak to them.*

– Interviewee 9

As clearly understood by the sample student extracts, the learners think that the metacognitive instruction considerably helped them develop their L2 listening comprehension. This qualitative analysis allowed the researcher to see the influence of metacognitive instruction on L2 listening comprehension also from the learner point of view. More importantly, the qualitative finding supports the result of the first research question drawn from the independent samples t-test analysis of the subjects' KET listening post- test scores that the learners in the experimental group significantly outperformed the students in the control group thanks to the process-based metacognitive instruction in L2 listening. With the convergence of the qualitative and quantitative findings on the same construct, the study reached data triangulation, which provides support to the reliability and validity of the present data interpretation (Glesne and Peshkin, 1992).

#### **4.5.2. Metacognitive awareness development**

The analysis of the interviews revealed that the learners also developed their metacognitive awareness in various dimensions such as knowledge of key metacognitive listening processes (e.g. planning, comprehension monitoring, evaluation, and problem –solving), and knowledge of strategy use, person knowledge, and task knowledge. One student, for example, stated in the interview that:

*a. I learned what to do before listening, during listening, and after listening. I believe I will gain more if I continue learning through the metacognitive approach.*

– Interviewee 5

Similarly, another student reflected that;

*b. We used to try to listen to and understand a movie or text without any planning and knowing what to do in the traditional listening methods. With metacognitive listening approach, we now have plans for every step of our actions while listening. I clearly understood what I need to do before starting to listen, while listening, and after I listen to the texts.* – Interviewee 12

The following extracts presents more specific declarations of student progress in the awareness and use of metacognitive knowledge types. In the following script, for instance, one of the subjects report that s/he makes *plans* and use *task knowledge* to get ready for an effective listening and this makes listening comprehension easier for the listener:

*c. I did not have a certain plan about how to listen before the metacognitive instruction. Therefore, this made listening complicated. Now, however, I know what to do before listening. For example, I look at the questions and determine where to look for the information in the text. I also try to remember the pronunciation of the words in the questions or answer choices. Following a specific plan especially made listening in L2 easier to me.* – Interviewee 4

Students also think that they can *monitor* their *comprehension* by using co-text, along with *selective attention* and *directed attention strategies* because of the metacognitive listening lessons instead of overlooking the old and new information in the text. The following scripts display the student responses in relation to this point:

*d. I used to accept the first thing I hear about the question as true and just go on without paying attention to the next parts of the text. However, I now focus on the upcoming sections to check my answer and correct it as needed.* – Interviewee 3

*e. Before the metacognitive treatment, I ticked off the first word in the answer choices when I heard it. The reason was that I did not know where to attract my attention. Now, on the other hand, I know where I need to focus on to check my answers if they are correct or not; rather than skipping to the next question in a hurry.* – Interviewee 6

The excerpts from the interviews below exhibit the learner progress also in *problem-solving process* by using *elaboration, inferencing, and selective attention strategies* to overcome difficulties while listening:

*f. I now pay more attention to speakers' pronunciations of words. Moreover, I try to use my background knowledge to make predictions and deduce meanings from the points I do not know or understand in the text.* – Interviewee 15

*g. Even if I do not comprehend some words, I try to make logical guesses for their meanings through using the parts of the text I have clearly understood.*

– Interviewee 4

*h. I did not try to tackle comprehension problems in my previous listening, but now I focus on key words in the text to deduce meanings.*

– Interviewee 14

Furthermore, the learners proclaim that they not only monitor but also *evaluate* their efforts and *set future goals (reflection)* to become better listeners. This process also allows them to develop *person knowledge* about themselves. The following sample interview response illustrates this situation:

*i. I think the metacognitive activities conducted in our English lessons are useful because I can spot my weaknesses and deficiencies in listening activities and learn what to do to overcome them during pair and class discussions.*

– Interviewee 15

This extract also shows evidence to the positive influence of interactive dialogues carried out during the metacognitive pedagogical sequence where students find opportunities to learn from each other and co-construct knowledge as suggested by Vygotsky (1978).

The reports of the participants of the present study are in line with some other student assertions in previous studies regarding their metacognitive awareness development as a result of the metacognitive instructions. In Vandergrift (2002), for example, the French as second language learner responses to the questions in the reflective tasks and open ended questionnaire suggested that the employment of metacognitive exercises aided the students to get aware of the L2 listening processes and increased their metacognitive knowledge. The subjects also reported to gain a high degree of task and strategy knowledge along with a lesser degree of person knowledge. Likewise, Vandergrift (2003) attempted to find out learners perceptions in the effectiveness of the metacognitive cycle through collecting reflective journals from the students on the metacognitive tasks each week during a 13-week period of time. The analysis of these qualitative data indicated that systematic implementation of the metacognitive instruction raised the students' awareness of the metacognitive listening processes and their motivation to make use of their metacognitive knowledge.

The qualitative findings from the guided interviews, suggesting that the participants in the current study believe their metacognitive knowledge in L2 listening developed after the metacognitive treatment evidently support the results of the

quantitative analysis concerning the second research question. The independent samples t-test analysis of student responses to the MALQ post-test revealed that the experimental group students' metacognitive awareness was significantly higher than that of the learners in the control group due to the 8-session metacognitive listening instruction. Thus again, as in the first research question, data regarding the answer to the second research question reached triangulation, which yields evidence to the trustworthiness and validity of the interpretation of the data derived from the MALQ.

#### **4.5.3. Positive changes in learner attitudes**

An additional outcome of the metacognitive instruction derived from the analysis of student interviews was that learners experienced remarkable alterations into their attitudes towards *L2 listening* and *learning*. The subjects' general view was that their perceptions and feelings in L2 listening and learning had changed *positively*. The participants think that the lessons given through the metacognitive pedagogical sequence alleviated their negative preconceptions about L2 listening and language learning. As a consequence, what might be derived from student responses is that these processes now seem to be more interesting, enjoyable, and easier for them. The following student excerpts reveal such attitude changes:

*a. At the beginning of this term before we were taught by metacognitive approach, I was quite prejudiced against L2 listening. However, I developed a positive view of listening in English because of the strategies we had learned. I now think that it is easier, more interesting and beneficial.* -Interviewee 11

*b. Listening in English was initially difficult. They became easier and more comprehensible after the metacognitive activities. Learning and using new strategies made listening tasks more interesting and useful.* - Interviewee 7

*c. Thanks to the strategies we learned, L2 listening became more enjoyable and less problematic.* - Interviewee 8

##### **4.5.3.1. Lower anxiety**

More importantly, the students mentioned in the interviews that their *anxiety* while listening in English *decreased* after the metacognitive listening courses. . In other words, they revealed the fact that they feel more relaxed, enthusiastic and self-confident during listening sessions. For example, two students expressed this feeling as follows:

*d. The metacognitive instruction had a very nice influence on me. In time, I started to listen to the texts and respond to the questions during the class activities in a calm manner rather than panicking and worrying. I also think that English is not as hard to understand as I thought it was.*

- Interviewee13

*e. I always believed English language has an important place in my future career as I study engineering. On the other hand, I was worried that I could never learn English through the traditional listening method. I also lost my enthusiasm in learning it. Now, however, I am free of such fears and willing to learn foreign languages thanks to metacognitive listening.*

- Interviewee12

One possible reason for lower anxiety in the learners might be the process-oriented nature of the metacognitive pedagogical sequence instead of focusing on the outcome of the tasks or the correctness of students' answers. Product-oriented classroom procedures which associate L2 listening to evaluation enhances the learner belief that listening is the most difficult language skill, and this in turn provokes severe anxiety in the students (Graham, 2006; Mendelsohn, 1994; Vandergrift and Goh, 2012). One student also underscored this notion as shown in the extract below:

*f. Doing the activities without pressure in the metacognitive lessons, which is contrary to listening tasks that I was afraid while doing at the high school, allowed me to be able to understand the utterances in English and to get pleasure from L2 listening.*

- Interviewee 5

It can also be concluded from the student response above that without the pressure of evaluation and lower anxiety, the learners can increase their performance in L2 listening. Vandergrift and Goh (2012) claimed;

“If learners know that the final product will be evaluated for purposes of a mark, their level of anxiety will increase considerably. A high level of anxiety, concomitantly, decreases the ability of working memory to process information. Practice without the threat of evaluation allows learners to use working memory to full capacity”(p.133).

Listening anxiety, which is closely associated with negative emotions like uneasiness, apprehension, self-doubt, and frustration (Fang, 2011), directly debilitates motivation and leads to a negative affective reaction to the language which is learned (Garner, Lalonde, Moorcroft and Evers, 1987). Yan's (2005) study also indicated that listening anxiety had a negative effect on listening comprehension of language learners. Therefore, the finding that the learners' anxiety in listening is alleviated by the metacognitive treatment underscores the importance of the holistic nature of

metacognitive approach that considers not only the cognitive aspects but also the affective dimensions of learners.

#### ***4.5.3.2. Enhanced self-efficacy***

Furthermore, the subjects reported that their *self-efficacy* was *enhanced* as a result of the metacognitive listening instructions. Learner self-efficacy refers to students' beliefs about their capability to accomplish classroom tasks or learning practices (Bandura, 1993), which is an important factor in L2 listening because when listeners have high self-efficacy, they are more confident in their capability to successfully manage listening events (Vandergrift and Goh, 2012). Hence, students with greater self-efficacy beliefs also have higher motivation to embark on new listening situations and to show persistence in their efforts to deal with difficulties during listening. The following student scripts reveal the improvement in their self-efficacy beliefs in listening:

*g. Listening activities used to be so difficult to me. Therefore, I was always worrying about not being able to do anything while listening. After learning and starting to use the strategies and tactics in these lessons, however, L2 listening became easier and more enjoyable because I know what to do and I believe I can do better in listening tasks.* - Interviewee 6

*h. By means of the metacognitive approach, I acquired a way to study for L2 listening with books and online resources. This helped me break my prejudgments. I also believe that I can make more progress in L2 listening.* -Interviewee13

The increase in learner self-efficacy may be explained by the decrease of anxiety as noted above. Since anxiety in high degrees contributes to lower levels of confidence and self-efficacy (Graham, 2006), the decrease in anxiety levels results in increased learner self-efficacy. Another reason in self-efficacy development according to self-efficacy theory (Bandura, 1993) might be the students' successful experiences during the metacognitive activities where they could use metacognitive knowledge and strategies effectively to manage listening processes and tackle problems. Similar to this finding, Graham and Macaro (2008) revealed that learning efficient use of listening strategies also contributed to L2 learners' self-efficacy in listening. Based on student responses in reflective journals, moreover, Lin (2015) claimed that metacognitive listening instruction helped Taiwanese students grow self-efficacy in the processes of

L2 listening comprehension. Based on these assumptions, therefore, it can be suggested that metacognitive instruction may also support learners in developing confidence and greater self-efficacy in listening and understanding aural input in the target language.

#### **4.5.3.3. Increased motivation**

The last but not the least, the qualitative analysis revealed that the learners' motivation to learn how to listen in the target language increased, and so they started to put more effort to be more successful listeners. This feeling can be clearly seen in the following quotations:

*i. My attitude towards L2 listening has changed positively. Since I get pleasure from it, I try to learn new vocabulary and seek for more opportunities to speak with foreign people.* -Interviewee1

*j. The presentation and activities were crystal clear and comprehensible during the implementation of this method. I think it really helped me improve. Consequently, my ambition to learn English and to be successful in listening increased. This method is encouraging.* -Interviewee 5

*k. Metacognitive listening instruction supports my efforts to learn English. I have been doing online listening activities and tests with my own will since I met it.* -Interviewee 2

*l. Listening in English was boring to me. I did not use to check up on the words I do not know or the parts I could not understand while listening to songs or texts, but I do now. Moreover, I can focus on the speakers' utterances instead of looking at subtitles while watching movies. Sometimes, I even rewind movies to test myself. I greatly enjoy listening in English now.* - Interviewee 15

The increase in student motivation towards L2 listening and learning might be related to their development of metacognitive knowledge of the processes of listening and strategy use as indicated by the MALQ post-test results and interview responses of the learners. Supporting this view, the studies of Goh and Taib (2006) and Vandergrift (2002, 2003b) provided some evidence that L2 listeners became more confident and motivated as a result of their participation in metacognitive listening tasks. This also implies that the learners' improved test scores depicted by their scores in the KET post-listening test, and increased self-efficacy in listening which they reported in the interviews may be linked to their motivational growth. In line with these views, Vandergrift's (2005) study found that listening comprehension was negatively

correlated to amotivation, but had a positive relationship with intrinsic motivation in significant manners. The study also revealed that the subjects who showed lower levels of motivation probably due to a lack of self-efficacy and self-confidence, were found to use less effective strategies while listening in the target language. On the contrary, the participants who showed high degree of motivation also performed metacognitive listening actions to an increasing extent. Moreover, Baleghizadeh and Rahimi (2011) indicated that language learners' metacognitive awareness levels were significantly correlated to both listening comprehension scores and motivation levels.

All in all, the qualitative findings exhibited that the implementation of the metacognitive pedagogical sequence might have aided the Turkish EFL learners to develop more awareness in the processes and demands of L2 listening. This in turn may have caused them to be able to more skillfully select and apply effective strategies to tackle comprehension problems in appropriate listening contexts. Moreover, their comprehension levels in both classroom and everyday listening situations increased. Besides, the lack of pressure of being evaluated by the teacher and the simultaneously entertaining and informative nature of interactive dialogues with peers during the metacognitive tasks, along with greater success in understanding spoken English resulted in reduced anxiety in the students. These improvements also gave rise to increased learner self-efficacy and motivation in L2 listening and learning.

## **5. CONCLUSION**

### **5.1. Summary of the Study**

Parallel to the contemporary understanding of foreign language listening as an active but complex construct along with its vital role in language acquisition and learning, learner-centered methods of listening instruction have gained prominence in the realm of EFL and ESL teaching. The main purpose of the learner-centered methods was to address the difficulties encountered by language learners stemming from various factors like speed of delivery, insufficient vocabulary, concentration, and lack of contextual knowledge (Underwood, 1989). More importantly, learners could not be provided with sufficient support by their instructors in terms of how to approach L2 listening processes through product-oriented conventional listening models in language classrooms. The ultimate goal of listening lessons was to test comprehension rather than teaching how to listen strategically and effectively (Field, 2008; White, 2006). As one of the most recent learner-oriented approaches to the teaching of L2 listening comprehension, metacognitive instruction in L2 listening was suggested by Vandergrift (2004, 2007) and Goh (1997, 2008) as a remedy for such problems. Metacognitive listening approach aims to help students learn how to listen successfully by gaining awareness of key processes in listening comprehension and experience in using effective strategies to overcome problematic factors while listening in the target language. ‘Metacognitive instruction in listening’ is referred by Goh and Taib (2007) as the “teaching that explicitly elicits and develops learners’ knowledge about the listening process” (p.222). Numerous recent studies in various contexts provided empirical evidence for the success of metacognitive instruction on improving L2 learners’ listening performances and metacognitive awareness levels (e.g. Bozorgian, 2012;2014; Coskun, 2010; Cross, 2009a; Lin, 2015; Mahvadi and Miri, 2019; Shabani and Heiderian, 2010; Ülke, 2014; Vandergrift and Tafahghodtari, 2010; Zeng, 2012). However, more empirical research should be conducted to see the role metacognitive instruction plays in teaching L2 listening and points affecting its efficiency, since it is relatively a new conception in the field of language learning and teaching (Goh, 2008). Thus, the present study attempted to reveal the effects of metacognitive listening instruction on A2 level Turkish EFL learners’ listening comprehension test performance and metacognitive awareness levels. Another purpose of the study was to explore the

students' attitudes and opinions towards the listening practice through metacognitive approach.

The participants of the study were a total of 71 in two mechanical engineering students at Balıkesir University. As the study embraced pre-/ post-test experimental design, 36 learners in one class were assigned as the experimental group whereas 35 students in the other class were determined as the control group. The experimental group was instructed through the metacognitive pedagogical sequence (Vandergrift and Goh, 2012) with a focus on key metacognitive processes and utilization of metacognitive, cognitive, and socio-affective strategies to overcome difficulties while accomplishing tasks. The control group, on the other hand, was taught by conventional listening method including the procedures of pre-listening, during listening, and post listening sequence with no deliberate attention to key metacognitive processes and strategy use. The instructions for both groups consisted of 8 sessions for each and conducted by the researcher.

Data was gathered via three instruments. As a quantitative instrument, an official sample of the KET (Key English Test) listening section was given both groups as the pre-test before the treatment. The same test was applied again as the post-test at the end of the experiment to track and compare the subjects L2 listening comprehension improvements. The second quantitative instrument was the MALQ-Metacognitive Awareness of Listening Questionnaire (Vandergrift et al., 2006). The questionnaire was also implemented both at the beginning and end of the instructional sessions. The purpose of the instrument was to check the difference between the experimental and control groups in terms of metacognitive awareness development. As third instrument, semi-structured interviews were conducted with 15 voluntary students from the experimental group to collect qualitative data regarding their assumptions about the metacognitive instruction.

The quantitative data collected by the KET and the MALQ (Vandergrift et al., 2006) were analyzed through the independent samples t-tests to identify whether the metacognitive instruction caused any significant differences between the experimental and control group students in terms of L2 listening comprehension and metacognitive awareness. The quantitative analyses showed that there were no significant differences between the experimental and control groups with regard to listening comprehension and metacognitive awareness at the beginning of the study. However, the results of the

post-tests indicated that the subjects in the experimental group significantly outperformed the participants in the control group with reference to both constructs. Thus, it can be concluded that metacognitive listening instruction can have a marked influence on Turkish EFL learners' listening comprehension and metacognitive developments.

The qualitative data from the interviews, on the other hand, was first transcribed and then analyzed using Content Analysis Method according to the three stages offered by Strauss and Corbin (2008). The stages of analysis consisted of open coding, axial coding, and selective coding. These findings from the qualitative data support the results of the quantitative analyses that the metacognitive instruction significantly helped the learners improve both their L2 listening comprehension and metacognitive awareness. First of all, the learners declared that their comprehension performances in both in-class listening tasks and out-of school listening situations were enhanced by the metacognitive approach. The qualitative analysis also signified that the subjects' metacognitive awareness of L2 listening was supported by metacognitive instruction. The participants reported that metacognitive tasks in the treatment period aided them to build knowledge about listening strategies and tasks and to recognize their individual weaknesses and strengths regarding L2 listening. In turn, the students were better able to make plans before listening, to monitor and verify their comprehension during listening, to cope with difficulties more successfully, and to set short-term and long-term learning goals.

The interview responses also suggest that listening instruction through metacognitive approach enabled the students to develop positive attitudes towards EFL listening. The interviewees proclaimed that the metacognitive instruction made listening lessons more interesting and enjoyable, which led them to replace their negative feelings and pre-conceptions towards learning to listen in the target language with positive assumptions and enthusiasm. More specifically, they reported to observe lower anxiety but higher self-efficacy during listening in English in both classroom tasks and everyday situations. Their levels of motivation and efforts towards listening and learning to listen also showed a considerable increase thanks to the metacognitive lessons, according to the students.

## **5.2. Conclusions and Implications**

The findings of the current study provided further empirical support for the implementation of metacognitive listening instruction in language classrooms. Similar to the previous studies in various contexts (e.g. Bozorgian, 2012;2014; Coskun, 2010; Cross, 2009a; Lin, 2015; Mahvadi and Miri, 2019; Shabani and Heiderian, 2010; Ülke, 2014; Vandergrift and Tafahghodtari, 2010; Zeng, 2012), the results of this study suggested that incorporation of metacognitive tasks into listening classes can considerably support L2 learners' listening comprehension and metacognitive awareness developments. Additionally, the subjects who received metacognitive listening instruction in this study reported fruitful outcomes of the approach on their affective qualities in relation to L2 listening. According to the learners, their anxiety decreased whereas their self-efficacy and motivation levels in listening and learning to listen in the target language increased. Therefore, the present study also supported the conclusions of the previous studies on the benefits of metacognitive pedagogy for L2 learners' affective variables in L2 listening like self-efficacy development (e.g. Graham and Macaro, 2008; Lin 2015), and motivation improvement (e.g. Baleghizadeh and Rahimi, 2011; Goh and Taib, 2006; Vandergrift, 2002; 2003b; 2005).

Based on these conclusions, thus, it can be implied that metacognitive instruction in L2 listening should be incorporated in language classrooms. In this way, language practitioners may be able to shift the focus of listening classes from the product to the processes of listening. Hence, they can better support students to learn how to listen effectively in a stress-free environment. Moreover, the metacognitive pedagogical sequence (Vandergrift and Goh, 2012) used in this study provide for students with ample opportunities to participate in dialogic interactions which facilitate knowledge co-construction in a socio-culturally supported contexts (Vygotsky, 1978). Especially less-skilled listeners may acquire more cognitive gains as a result of scaffolding from their more able peers and teachers as suggested by Lantolf and Appel (1994). Another advantage instructors and learners can derive from metacognitive listening is that once students develop metacognition; they can self-regulate their own learning. Specifically considering the situations of language learners with lower proficiency in L2 listening with insufficient classroom time, being able to self-regulate their own learning will also enable them to practice L2 listening outside school more efficiently and to use authentic texts more comfortably and enthusiastically. Following

the metacognitive model used in the present study, furthermore, instructors can have students practice and develop both bottom-up skills like lexical segmentation and word recognition as well as their top-down skills with contextualized listening passages.

As Graham (2006) states, longer periods of metacognitive instruction is essential for a successful learning of L2 listening. The reason is that the development of metacognitive awareness and skills in learners takes repetitive practice. In line with this, skill acquisition theory suggests that procedural knowledge is gained through constant practice until the behavior becomes automatic (De Keyser, 2007). However, implementing the metacognitive instruction in the same manner for a long time may cause learners to lose their attraction to the lesson (Goh, 2008). Therefore, instructors should use different types of metacognitive tasks and instructional models. In particular with the metacognitive pedagogical sequence (Vandergrift and Goh, 2012), the study used *text-specific* version of the model. Teachers can also use the *generic* version of the instruction with authentic texts or any listening passages available to them. Instructors may also use different text genres with various topics which are interesting and relevant to learners. Another profit of text variety is the demand of using a wide variety of metacognitive knowledge types and listening strategies on the part of students.

To be able to conduct metacognitive listening models effectively, teachers should be well aware of the key processes and demands of listening in the target language. Buck (1995) also asserts that language practitioners need to fully comprehend the fundamental qualities and dynamics of L2 listening, so that they can provide for students with the ideal listening practice. As Brown (1987) points out, however, there may be a gap between theory and practice in second language listening teaching in that novel assumptions have not made a significant influence on language teaching materials and everyday listening instruction. As a result, product-oriented listening instruction has been dominant in language classrooms. For example, Siegel's (2014) study indicated that 70 percent of listening activities of EFL teachers were composed of answering comprehension questions with a focus on the outcome of listening instead of unveiling the key processes for students. Therefore, teacher education programs should evaluate the place of metacognition in teaching listening comprehension and incorporate relevant theories and procedures along with other recent developments in listening practice into their schedules for pre-service teachers. Directorates for education may also organize workshops to inform in-service teachers about metacognitive approach in listening.

Language instructors may also be encouraged to carry out action research and self-study teacher research to test the practicality and check the outcomes of metacognitive listening in their classrooms.

It may also be helpful for language teachers if curriculum developers recognize the role and qualities of metacognitive listening approach and embrace process-based metacognitive tasks. Moreover, most language teaching materials and course books today do not contain sufficient room for process-based listening instruction. Nguyyen and Abbott (2016), for instance, reviewed 6 popular intermediate English as a Second/Foreign Language (ESL/EFL) course books for adults and found that the major part of the listening practice in those books consisted of word recognition and text comprehension. These activities are only useful for product-based approach to listening. Therefore, course book and material developers may consider incorporating process-based metacognitive tasks to help both teachers and learners have effective listening classes. As the crucial point is to aid instructors and students to be well aware of the metacognitive processes of listening and to be able to utilize any listening activities in a process-based metacognitive manner, these metacognitive tasks may be in the form of frameworks or guidelines like ‘the metacognitive pedagogical sequence’ used in this study which direct the learners to the plan, monitor, and evaluate the listening situations as well as to get aware of their affective dimensions in listening such as anxiety, self-efficacy, and motivation. Vandergrift and Goh (2012), also offer some other metacognitive tasks and activities such as ‘self-directed listening’, ‘post-listening perception activities’, ‘listening diaries’, ‘anxiety and motivation charts’, ‘process-based discussions’, and ‘self-report checklist’. Teachers and learners can use these activities with any types of in-class or out-of -class listening situations to develop metacognitive awareness. Samples for these metacognitive activities can be seen in *Appendix 7*.

### **5.3. Limitations of the Study and Suggestions for Further Research**

As the current study is conducted in a Turkish EFL context with 71 A2 (CEFR) level university students, the findings of the study cannot be generalized to all EFL and ESL learners in other settings. Therefore, there is a need for further research with larger sample sizes in various settings.

Secondly, the researcher conducted 8 sessions of instruction to identify the effects of the metacognitive approach to L2 listening because of time limitations.

Scholars like Graham, (2006) and Vandergrift and Goh, (2012), on the other hand, claim that the length of instruction is important to obtain more promising results from metacognitive listening instruction. Hence, future studies should involve longer intervention programs to check the role of metacognition in L2 listening.

Thirdly, this study utilized the MALQ-Metacognitive Awareness of Listening Questionnaire (Vandergrift et al., 2006) and an official sample of KET listening test to explore the effects of metacognitive approach on L2 listeners. The questionnaire was validated by Vandergrift et al. (2006) in several studies including nearly 1000 subjects from various countries, and has been used by numerous studies (e.g. Mareschal, 2007; Zeng, 2012), providing evidence for its internal consistency. The KET was also validated by Cambridge University Assessment Centre. The researcher also conducted interviews with fifteen students to gain more insight in the issue. However, it is advisable to add other introspective methods like think-aloud procedures and reflective diaries in further studies to cross-check gathered data and to reach a deeper understanding out of inquiries conducted.

Furthermore, the metacognitive pedagogical sequence (Vandergrift and Goh, 2012) used as the instructional model in this study adopts an implicit way to teach metacognition embedded into the listening tasks. However, some studies like Goh and Taib (2006) offer explicit way of teaching metacognitive awareness. On the other hand, Cross (2009b) found no significant influence of explicit metacognitive training in addition to the implicit metacognitive instruction. Therefore, more studies comparing the effects of explicit and implicit metacognitive listening instructions can be done to bring solution to the controversy.

Additionally, the findings of the present study also revealed that metacognitive instruction brought about some positive developments in students' emotional states such as self-efficacy, motivation, and anxiety in L2 listening. However, these results were drawn only from student responses in the semi-structured interviews. To contribute to the understanding of the issue, thus, further studies should be carried out on the effects of metacognitive listening on language learners' affective dimensions in listening by using various sources of data such as quantitative scales, open-ended questionnaires, and reflective diaries.

The last but not the least, language teachers and researchers can conduct reflective studies in relation to developing metacognitive listening instruction. For

instance, metacognitive tasks and procedures can be tested and redesigned according to feedback from students as well as the outcomes of the instruction. This way, language practitioners can create further improvements in teaching metacognition and listening instruction. This also gives instructors opportunities to evolve from ‘passive technicians’, who only try to transfer their professional knowledge generated by theorists and research experts to learners in order to maximize students’ content knowledge through prescribed activities to ‘reflective practitioners’ who can facilitate learning as well as evaluating and testing their professional knowledge produced by experts, and they try to generate their own personal theories by taking the conditions of their teaching settings, students’ needs and wants into consideration (Kumaravadivelu, 2003).

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## APPENDICES

### APPENDIX-1. Informed Participation Form

Bu çalışma Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programında yüksek lisans yapmakta olan Balıkesir Üniversitesi Yabancı Diller Yüksek Okulu Öğretim Görevlisi Temel Serdar Yılmaz tarafından yürütülmektedir. Çalışmanın amacı Balıkesir Üniversitesi Mühendislik Fakültesi Makine Mühendisliği Bölümü ilk yılında öğrenim görmekte olan öğrencilerin yabancı dil olarak İngilizce dinleme becerileri ve üst bilişsel farkındalıkları üzerinde ‘Üst bilişsel Dinleme Öğretimi’ adlı metodun etkilerini araştırmak ve öğrencilerin bu metoda yönelik tutumlarını araştırmaktır.

Çalışmanın amacı doğrultusunda sizden ‘Üst bilişsel Dinleme Öğretimi/Geleneksel dinleme’ derslerine katılım sağlamanız ve verilen formları eksiksiz ve doğru bir şekilde doldurmanız istenecektir. Çalışmanın amacı sizi değerlendirmek değildir.

Bu çalışmaya katılmak tamamen gönüllülük esasına dayanmaktadır. Bu araştırmaya katılmanız ders notlarınızı etkilemeyecektir. Çalışmaya katılmama veya katıldıktan sonra herhangi bir anda çalışmadan çıkma hakkına sahipsiniz. Bu çalışmadan elde edilecek bilgiler tamamen araştırma amacı ile kullanılacak olup kişisel bilgileriniz gizli tutulacaktır.

Çalışmanın gerçekleştirileceği süreç boyunca çalışmanın başında ve sonunda olmak üzere katılımcılar iki kez ‘The Metacognitive Awareness Listening Questionnaire’-Üst Bilişsel Dinleme Anketi- (Vandergrift, Goh, Mareschal, & Tafagodtari, 2006) adlı envanteri yanıtlayacak ve 0Cambridge University Press tarafından hazırlanan KET- Key English Test sınavının dinleme bölümüne katılacaklardır. Buna ilaveten deney grubundaki öğrencilerle dinleme dersleri bu metotla gerçekleştirilecektir. Ayrıca bu gruptan bazı gönüllü katılımcılarla bu metoda ilişkin tutumlarını öğrenmek amacıyla yüz yüze mülakatlar yapılacaktır ve ses kayıtları alınacaktır.

Çalışmaya katılımınız için teşekkür ederim.

---

Yukarıda yer alan bilgileri okudum ve katılmam istenen çalışmanın kapsamını ve amacını, gönüllü olarak üzerime düşen sorumlulukları anladım. Kişisel bilgilerimin özenle korunacağı konusunda yeterli güven verildi. Bu koşullarda söz konusu araştırmaya kendi isteğimle, hiçbir baskı ve telkin olmaksızın katılmayı kabul ediyorum.

Katılımcının:

Adı: \_\_\_\_\_ Soyadı: \_\_\_\_\_ Doğum Yılı: \_\_\_\_\_

E-posta: \_\_\_\_\_ Telefon: \_\_\_\_\_

Araştırmanın sonucu ile ilgili bilgi almak: İstiyorum   
İstemiyorum

Tarih: \_\_\_/\_\_\_/\_\_\_\_\_

İmza: \_\_\_\_\_

**Not:** Bu form, iki nüsha halinde düzenlenir. Bu nüshalardan biri imza karşılığında gönüllü kişiye verilir, diğeri araştırmacı tarafından saklanır.

## APPENDIX-2. Key English Test – Listening Section

---



### KEY ENGLISH TEST

Listening

**0085/02**

### SAMPLE TEST 1

**Time** Approximately 30 minutes (including 8 minutes' transfer time)

#### INSTRUCTIONS TO CANDIDATES

Do not open this question paper until you are told to do so.

**Write your name, centre number and candidate number on your answer sheet if they are not already there.**

Listen to the instructions for each part of the paper carefully.

Answer all the questions.

While you are listening, write your answers on the question paper.

You will have 8 minutes at the end of the test to copy your answers onto the separate answer sheet. Use a pencil.

At the end of the test, hand in both this question paper and your answer sheet.

#### INFORMATION FOR CANDIDATES

There are five parts to the test.

Each question carries one mark.

You will hear each piece twice.

For each part of the test there will be time for you to look through the questions and time for you to check your answers.

\*

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Cambridge English Entry Level Certificate in ESOL International (Entry 2)

## Part 1

## Questions 1-5

You will hear five short conversations.  
 You will hear each conversation twice.  
 There is one question for each conversation.  
 For questions 1-5, put a tick (✓) under the right answer.

## Example:

0 How many people were at the meeting?

<b>3</b>
----------

A

<b>13</b>
-----------

B

<b>30</b>
-----------

C

1 Where is the woman going to go on holiday this year?

<b>Canada</b>
---------------

A

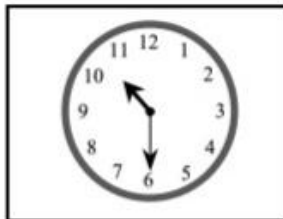
<b>Italy</b>
--------------

B

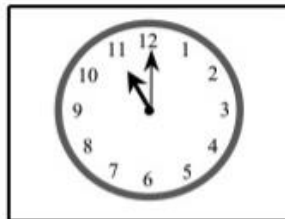
<b>Turkey</b>
---------------

C

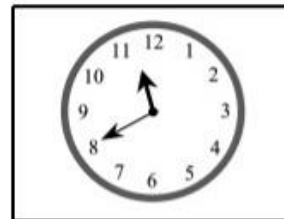
2 What time was the man's appointment?



A

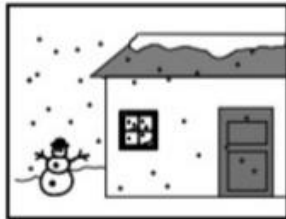


B



C

3 What will the weather be like?



A

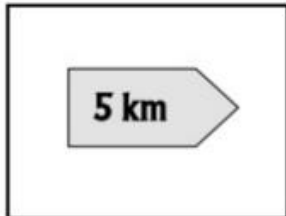


B

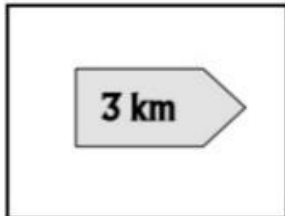


C

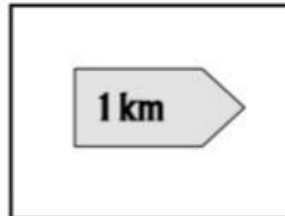
4 How far is the nearest supermarket?



A



B



C

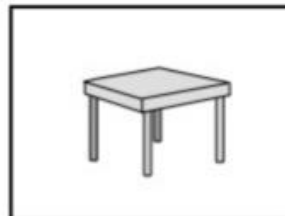
5 Which table does Sally like?



A



B



C

## Part 2

## Questions 6-10

Listen to Tom talking to a friend about a sports afternoon.  
What sport did each person do?

For questions 6-10, write a letter (A-H) next to each person.  
You will hear the conversation twice.

## Example:

0 Tom  D

---

## People

- 6 Sam
- 7 Jane
- 8 Paul
- 9 Susan
- 10 Anne

## Sports

- A basketball
- B football
- C golf
- D horse-riding
- E skiing
- F table-tennis
- G tennis
- H volleyball

## Part 3

## Questions 11-15

Listen to Jenny talking to Mark about buying a computer game.

For questions 11-15, tick (✓) A, B or C.  
You will hear the conversation twice.

## Example:

- |   |                                  |             |                                     |
|---|----------------------------------|-------------|-------------------------------------|
| 0 | The name of the computer game is | A City 2010 | <input checked="" type="checkbox"/> |
|   |                                  | B City 2001 | <input type="checkbox"/>            |
|   |                                  | C City 2100 | <input type="checkbox"/>            |
- 

- |    |  |                      |                          |
|----|--|----------------------|--------------------------|
| 11 | The game is <b>not</b> good for people under | A eight.             | <input type="checkbox"/> |
|    |  | B ten.               | <input type="checkbox"/> |
|    |  | C twelve.            | <input type="checkbox"/> |
| 12 | Black's PC shop is in                        | A Cambridge.         | <input type="checkbox"/> |
|    |  | B London.            | <input type="checkbox"/> |
|    |  | C Peterstown.        | <input type="checkbox"/> |
| 13 | The address of the shop is                   | A 29 Hunter Road.    | <input type="checkbox"/> |
|    |  | B 29 Walker Street.  | <input type="checkbox"/> |
|    |  | C 29 Marsden Street. | <input type="checkbox"/> |
| 14 | The last day you can get a free game is      | A Monday.            | <input type="checkbox"/> |
|    |  | B Thursday.          | <input type="checkbox"/> |
|    |  | C Friday.            | <input type="checkbox"/> |
| 15 | The computer game cost                       | A £26.               | <input type="checkbox"/> |
|    |  | B £30.               | <input type="checkbox"/> |
|    |  | C £48.               | <input type="checkbox"/> |

## Part 4

## Questions 16-20

You will hear a man asking for information about a train.

Listen and complete questions 16-20.

You will hear the conversation twice.

**TRAIN**

To:	Newcastle
Day of journey:	16 <input type="text"/>
Train leaves at:	17 <input type="text"/>
Return ticket costs:	18 £ <input type="text"/>
Food on train:	19 Drinks and <input type="text"/>
Address of Travel Agency:	20 22 <input type="text"/> Street

## Part 5

## Questions 21-25

You will hear some information about a museum.

Listen and complete questions 21-25.  
You will hear the information twice.

### Manor House Museum

#### YOU CAN SEE:

##### Downstairs:

Entrance Hall: *old photos*

Ford Room: 21 pictures of Italian .....

##### Upstairs:

Left: 22 more than 150 .....

Right: 23 ..... from films and TV

Price of guide book: 24 £ .....

Museum closes at: 25 .....

**You now have 8 minutes to write your answers on the answer sheet.**

**TAPESCRIPT - SAMPLE TEST 1**

**This is the Cambridge Key English Test Listening Test, Sample Paper 1.  
There are five parts to the test. Parts One, Two, Three, Four and Five.**

**We will now stop for a moment before we start the test.  
Please ask any questions now because you mustn't speak during the test.**

*Pause*

**Now look at the instructions for Part One.**

*Pause*

**You will hear five short conversations.  
You will hear each conversation twice.  
There is one question for each conversation.  
For questions 1-5, put a tick under the right answer.  
Here is an example:**

**How many people were at the meeting?**

Woman	Were there many people at the meeting?
Man	About thirty.
Woman	That's not many.
Man	No, but more than last time.

*Pause*

**The answer is 30, so there is a tick in box C.  
Now we are ready to start.  
Look at question one.**

*Pause*

**1 Where is the woman going to go on holiday this year?**

Man	Are you going to go on holiday with your sister again this year?
Woman	Yes, she comes home from Canada tomorrow, and then we're going to go away next week.
Man	Where are you going?
Woman	I've booked a hotel in Turkey. My sister wanted to go to Italy again, so I hope she doesn't mind.

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**2 What time was the man's appointment?**

Man Hello – I have an appointment to see the dentist at eleven.  
Woman Oh dear, you're very late. That was over half an hour ago.  
Man What time is it now?  
Woman It's eleven forty.

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**3 What will the weather be like?**

Man I hope you have a nice holiday with lots of sun.  
Woman Thanks, but I heard the weather forecast and it isn't very good.  
Man Is it going to rain?  
Woman It's worse than that. It's going to snow!

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**4 How far is the nearest supermarket?**

Woman How far is the nearest supermarket?  
Man Well, Johnson's is the best one but that's nearly five kilometres away.  
Woman Isn't there one nearer?  
Man Well, there is one three kilometres away but it's not very good.

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**5 Which table does Sally like?**

Man What are you looking for, Sally?  
Sally A table for my bedroom.  
Man There are some small round ones there.  
Sally I think I'd prefer that small square one.

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**This is the end of Part One.**

*Pause*

**Now look at Part Two.**

*Pause*

**Listen to Tom talking to a friend about a sports afternoon.**

**What sport did each person do?**

**For questions 6-10, write a letter A-H next to each person.**

**You will hear the conversation twice.**

*Pause*

Girl Did you go to the sports afternoon last Friday, Tom? I couldn't go.  
Tom Yes, we had a great afternoon. We all did a new sport. I had some horse-riding lessons.  
Girl Really! What did the others do?  
Tom Well, Sam was happy. There's a dry ski slope there so he went skiing.  
Girl Really? Did Jane do the same thing?  
Tom She didn't want to. She played volleyball with some other people. She was tired after the game.  
Girl What about Paul and Susan?  
Tom Well, Paul wanted to try basketball, but they don't do that on Fridays - so he did golf. And Susan did very well. She played in a football team and got two goals!  
Girl Great.....Did anyone play tennis?  
Tom Nobody did that. Anne didn't want to do anything but she had to play something so she had a game of table-tennis.  
Girl Did she like that?  
Tom Yes - I think so.  
Girl Well, I hope I can go next time.

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**This is the end of Part Two.**

*Pause*

**Now look at Part Three.**

*Pause*

**Listen to Jenny talking to Mark about buying a computer game.**

**For questions 11-15, tick A, B or C.**

**You will hear the conversation twice.**

**Look at questions 11-15 now. You have 20 seconds.**

*Pause*

**Now listen to the conversation.**

Jenny Hi, Mark. What are you doing?  
Mark Hello, Jenny. Shopping for a present for my little brother.

Jenny I bought *my* brother a computer game called City two thousand and ten. He plays with it for hours.

Mark How old is he?

Jenny 10.

Mark Oh - my brother's twelve.

Jenny That's OK. This game's good for eight to thirteen year olds.

Mark Great! Where did you buy it?

Jenny In Black's PC shop. I looked everywhere in Cambridge and Peterstown, but I had to go to a shop in London to find it.

Mark Where is the shop?

Jenny In Marsden street. You know Hunter Road? Turn left at the end and it's opposite Walker's department store at number twenty nine.

Mark I can go there next Thursday.

Jenny That's good. Next week from Monday to Friday you get a second game free!

Mark Great. How much was your brother's game?

Jenny I bought two games that day and paid forty-eight pounds altogether, so my brother's game was twenty six pounds.

Mark Oh, less than thirty! That's not bad. Thanks, Jenny.

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**This is the end of Part Three.**

*Pause*

**Now look at Part Four**

*Pause*

**You will hear a man asking for information about a train.**

**Listen and complete questions 16-20.**

**You will hear the conversation twice.**

*Pause*

Woman Hello. Can I help you?

Man Yes, please. I want some information about a train to Newcastle.

Woman Certainly. When are you going to travel? Today?

Man Oh no. On Tuesday. I think there's one at about half past eleven in the morning.

Woman Let me see. Yes, there is, it arrives in Newcastle at half past one.

Man That's fine. How much is a ticket please?

Woman Well, a single is twenty five pounds.

Man I'd like a return, please.

Woman Then that's forty pounds.

Man Right. Can I get a meal on that train, you know, lunch?

Woman Mmm. I'm afraid there isn't a restaurant car on that train, but they sell drinks and sandwiches.

Man That'll be OK. Must I buy my ticket at the station ticket office, or can I get one in the town centre?

Woman You can buy one at the Northern Travel Agency at 22 Mallet Street.

Man 22 what street?

Woman Mallet. M A double L E T.

Man I'll do that then. Thank you very much.  
Woman Not at all. Goodbye.

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**This is the end of Part Four.**

*Pause*

**Now look at Part Five**

*Pause*

**You will hear some information about a museum.**

**Listen and complete questions 21-25.**

**You will hear the information twice.**

*Pause*

Man Good afternoon, everybody, and welcome to the Manor House Museum. Before you go round, I'd like to tell you about some of the interesting things we have for you.

Here in the entrance hall, you can see some old photos of the town. Over there in the Ford Room, we have some pictures of gardens painted in Italy. The colours of the flowers are really beautiful.

Upstairs on the left is our famous clock collection. We have more than a hundred and fifty different clocks and they all tell the right time. The oldest is four hundred years old!

On the right we have a clothes show. Famous actors once wore these clothes in films or television plays. Some of them are really beautiful.

You may like to buy the guide book to the museum - this has many coloured photographs and it costs £1.75. You can buy one over there.

We are open until five thirty today, so you have lots of time. Enjoy your visit!

*Pause*

**Now listen again.**

*Repeat*

*Pause*

**This is the end of Part Five.**

**You now have eight minutes to write your answers on the answer sheet.**

*Pause*

**You have one more minute.**

*Pause*

**This is the end of the test.**

**KET LISTENING - HANDBOOK 2004 - ANSWER KEY - SAMPLE TEST 1**

1	<b>C</b>
2	<b>B</b>
3	<b>A</b>
4	<b>B</b>
5	<b>C</b>
6	<b>E</b>
7	<b>H</b>
8	<b>C</b>
9	<b>B</b>
10	<b>F</b>
11	<b>A</b>
12	<b>B</b>
13	<b>C</b>
14	<b>C</b>
15	<b>A</b>

**For numbers 16-25, recognisable spelling is accepted, except in numbers 16, 20, 21, 22.**

16	<b>Tuesday</b>
17	<b>11.30 / half past eleven / eleven thirty</b>
18	<b>(£) 40 / forty pounds</b>
19	<b>sandwich(es)</b>
20	<b>(22) Mallet (Street)</b>
21	<b>garden(s)</b>
22	<b>clock(s)</b>
23	<b>clothes</b>
24	<b>(£) 1.75</b>
25	<b>5.30 / half past five</b>

### APPENDIX-3. The Metacognitive Awareness of Listening Questionnaire (MALQ)

*Vandergrift, Goh, Mareschal, & Tafaghodtari (2006)*

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

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Slightly disagree</b>	<b>Partly agree</b>	<b>Agree</b>	<b>Strongly agree</b>
like learning another language	1	2	3	4	5	6
1. Before I start to listen, I have a plan in my head for how I am going to listen.	1	2	3	4	5	6
2. I focus harder on the text when I have trouble understanding.	1	2	3	4	5	6
3. I find that listening is more difficult than reading, speaking, or writing in English.	1	2	3	4	5	6
4. I translate in my head as I listen.	1	2	3	4	5	6
5. I use the words I understand to guess the meaning of the words I don't understand.	1	2	3	4	5	6
6. When my mind wanders, I recover my concentration right away.	1	2	3	4	5	6
7. As I listen, I compare what I understand with what I know about the topic.	1	2	3	4	5	6
8. I feel that listening comprehension in English is a challenge for me.	1	2	3	4	5	6
9. I use my experience and knowledge to help me understand.	1	2	3	4	5	6
10. Before listening, I think of similar texts that I may have listened to.	1	2	3	4	5	6

<b>11.</b> I translate key words as I listen.	1	2	3	4	5	6
<b>12.</b> I try to get back on track when I lose concentration.	1	2	3	4	5	6
<b>13.</b> As I listen, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	4	5	6
<b>14.</b> After listening, I think back to how I listened, and about what I might do differently next time.	1	2	3	4	5	6
<b>15.</b> I don't feel nervous when I listen to English.	1	2	3	4	5	6
<b>16.</b> When I have difficulty understanding what I hear, I give up and stop listening.	1	2	3	4	5	6
<b>17.</b> I use the general idea of the text to help me guess the meaning of the words that I don't understand.	1	2	3	4	5	6
<b>18.</b> I translate word by word, as I listen.	1	2	3	4	5	6
<b>19.</b> When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1	2	3	4	5	6
<b>20.</b> As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	3	4	5	6
<b>21.</b> I have a goal in mind as I listen.	1	2	3	4	5	6

## **APPENDIX-4. Interview Questions**

### **Turkish**

1. Genel olarak İngilizce dinleme becerisi ve aktiviteleri hakkında ne düşünüyorsunuz? Zor mu, kolay mı? İlginç mi, sıkıcı mı? Yararlı mı, değil mi? Neden?
2. Bu derste aldığınız Üst bilişsel Dinleme Öğretimi hakkında ne düşünüyorsunuz? Anlatım ve sunum açık ve net mi? Aktiviteler sizin için anlaşılır mıydı?
3. İngilizce dinlemeye karşı tutumunuzun bu dersle (Üst bilişsel Dinleme Öğretimi) değişime uğradığını düşünüyor musunuz? Ne şekilde?
4. İngilizce dinlemeyi, geleneksel dinleme eğitimine kıyasla bu yöntemle (Üst bilişsel Dinleme Öğretimi) öğrenme hakkındaki fikirleriniz nelerdir? Daha zor mu, kolay mı? Daha sıkıcı mı, eğlenceli mi? Daha faydalı mı, değil mi? Diğer fikirleriniz nelerdir?
5. Bu süreçte katıldığınız Üst bilişsel Dinleme Öğretimi size gelecek İngilizce öğrenme çabalarınızda faydalı olabilir mi? Nasıl?

### **English**

1. What do you think EFL listening as a skill and L2 listening activities? Are they easy or difficult? Interesting or boring? Are they useful or not? Why?
2. What do you think about the metacognitive listening instructions you participated in this semester? Were the presentation and activities open and comprehensible to you?
3. Do you think your attitude towards learning to listen in L2 has changed as a result of the metacognitive instruction? In what ways has it changed?
4. What do you think about learning L2 listening through metacognitive instruction compared to learning via the traditional listening method?
5. Do you think that the metacognitive listening instruction will be useful to your future language learning situations? Why and in what ways?

## APPENDIX-5. Sample Metacognitive Listening Instruction Lesson Plan

You will hear André telling a friend about his tennis lessons.  
Listen and complete questions 16–20.  
You will hear the conversation twice.

### André's tennis lessons

Teacher's name: Paul

Day: 16

Cost: 17 £ ..... per hour

At tennis courts in: 18 ..... Street

Starting time: 19 ..... pm

Wear: 20 ..... and T-shirt

Pedagogical Stages	Metacognitive processes	Metacognitive Procedures & Strategies Used	Rationale
<b>1.Prelistening-Planning/Predicting Stage</b>  <b>(10 min.)</b>	<i>Planning &amp; Predicting</i>	1.Students look at the text and the questions to bring to consciousness their knowledge of the topic and any relevant cultural information  2.Learners analyze text genre and recall how information might be organized in it  3. Students anticipate the words or ideas they might hear in the text based on the contextual information and take notes  4. Learners look at the questions in the task to determine the specific type of information they need to catch and where to specific attention while listening questions  5. Students try to remember and note down synonyms of the key words in the questions  6. Students try to remember and rehearse the pronunciations of key	1. To help students activate their background knowledge about the topic of the text.  2.To prepare learners for the first listening by having them decide on main points to pay specific attention in the text and strategies to use to cope with potential challenges while listening



		<p>will require special attention</p> <p>b. Students engage in a class discussion for the verification of the correct answers and evaluation of the success of their listening approach and efforts to solve comprehension problems</p>	
<p><b>4. Third listen-Final verification stage</b></p> <p><b>(5 min.)</b></p>	<p><i>Monitoring &amp; Problem-solving</i></p>	<p>1. Learners listen specifically for the information they were not able to decipher earlier.</p> <p>2. Students also follow the transcription of the text.</p>	<p>1. To help students check progress of efforts during listening and in learning to listen.</p> <p>2. To see how they can benefit from the strategies or knowledge they have learned in the previous stage to solve some specific problems.</p> <p>3. To help them practice bottom-up skills along with top-down skills as they listen.</p>
<p><b>5. Reflection &amp; Goal –Setting</b></p> <p><b>(10 min.)</b></p>	<p><i>Evaluation &amp; Panning</i></p>	<p>1. Learners engage in a class discussion of strategies used to determine the answers and reflection on goals for the next listening activity.</p>	<p>1. To help learners judge their efforts of success at listening and learning to listen in L2.</p> <p>2. To help them consider strategies coping with potential challenges and make preparations and plans to overcome these challenges in the next listening situations.</p> <p>3. To help them set personal goals for their L2 listening development.</p>

## APPENDIX-6. Sample Traditional Listening Instruction Lesson Plan

You will hear André telling a friend about his tennis lessons.  
Listen and complete questions 16–20.  
You will hear the conversation twice.

### André's tennis lessons

Teacher's name:	Paul
Day:	16 <input type="text"/>
Cost:	17 £ <input type="text"/> per hour
At tennis courts in:	18 <input type="text"/> Street
Starting time:	19 <input type="text"/> pm
Wear:	20 <input type="text"/> and T-shirt


Pedagogical Stages	Procedure	Rationale
<b>Pre-listening</b>  <b>(10 min.)</b>	1. Students are introduced to the topic and context of the listening text.  2. Learners predict & note-down possible words they might hear based on the contextual information.  3. Students are pre-taught some new and complex vocabulary items.	1. To help students activate their background knowledge about the topic of the text.  2. To help students prepare for the potential difficulties during listening.
<b>During listening</b>  <b>(20 min.)</b>	1. Students listen to the text twice to write the missing words in the chart.  2. Learners check their responses in pairs and then verify them in whole-class discussions.  3. Learners listen to the text third time with transcripts.	1. To help students get some specific information from a listening text to complete the missing parts.  2a. To help learners check and assess their efforts drawing on the information on the text. 2b. To help learners check and assess their efforts in cooperation with a partner and whole class.  3. To help them practice bottom-up skills along with top-down skills as they listen.
<b>Post-listening</b>  <b>(15 min.)</b>	1. participate in role-plays where one of the speakers seek to get information about sports courses from the second speaker.	1. To help students transfer the vocabulary & expressions they learned from the listening text to a life-like situation & relate them to their own life.

**APPENDIX-7. Samples for Meacognitive Tasks**

<p><b>Plan for Directing My Listening/Viewing Activity</b></p> <p>Date: _____</p> <p>Title of selected recording: _____ Source: _____</p> <p>I selected it because: _____</p>	
<p><b>Before I Listen/View</b></p>	
<p>1. Setting my goal</p> <ul style="list-style-type: none"> <li>• What do I hope to achieve from listening to/viewing this recording?</li> <li>• How many times should I listen to/view it?</li> </ul>	
<p>2. Preparing to listen</p> <ul style="list-style-type: none"> <li>• What do I know about this topic?</li> <li>• What type of information can I expect to hear?</li> <li>• What words can I expect to hear? (Use a dictionary, if necessary.)</li> <li>• What difficulties can I expect?</li> <li>• What strategies should I use?</li> </ul>	
<p><b>After I Listen/View</b></p>	
<p>3. Evaluating my listening</p> <ul style="list-style-type: none"> <li>• What have I understood?</li> <li>• Was I able to make use of my prior knowledge about the topic?</li> <li>• What difficulties did I face? Were my strategies useful?</li> <li>• Write some words and phrases you heard.</li> <li>• What have I learned about learning to listen from this experience?</li> </ul>	
<p><b>Before I Listen/View Again</b></p>	
<p>4. Planning to listen/view again</p> <ul style="list-style-type: none"> <li>• What should I pay attention to this time?</li> <li>• What strategies can I use to improve my understanding?</li> <li>• What can I do to help myself enjoy the recording?</li> </ul>	

<b>Prompts 1: Reflections on a Selected Listening Event</b>	<b>Prompts 2: Self-Evaluation of Skills Learned from Listening Lessons</b>	<b>Prompts 3: Think-Aloud Immediately After a Lesson</b>
<ul style="list-style-type: none"> <li>• What was the listening event?</li> <li>• Did you understand what you heard?</li> <li>• What did you do to help your understanding?</li> <li>• Are you pleased with the results?</li> <li>• Would you do things differently next time?</li> </ul>	<ul style="list-style-type: none"> <li>• List the listening skills you have been developing during the last week (e.g., listening for details in a description; inferring speaker attitude from tone).</li> <li>• How well do you think you have learned each of these skills?</li> </ul>	<ul style="list-style-type: none"> <li>• What strategies did you use during the listening tasks?</li> <li>• What made listening easy or difficult for you?</li> <li>• How do you feel about the class today? Why do you feel this way?</li> </ul>

Examples of Promts for Reflection in Listening Diaries (Vandergrift & Goh, 2012, p.133)



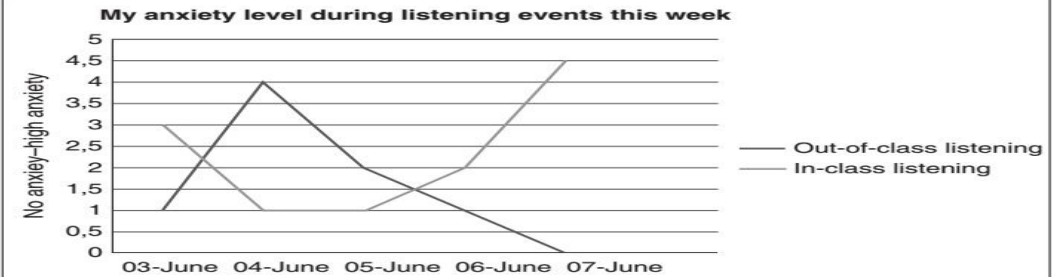
**Taking your anxiety temperature in listening situations**

**Section A:** Briefly describe the two most important listening events in a day – one outside class and another in class.

Date	The main listening event of the day outside class	The main listening event of the day in class
3 June	<i>Watched three music videos on YouTube with listening buddy, Tomoko.</i>	<i>Listened to a short lecture, practiced taking lecture notes and answered comprehension questions.</i>
4 June	<i>Visited the immigration department to renew my student visa.</i>	<i>Discussed a listening plan with my listening buddy, Tomoko.</i>
5 June	<i>Made a phone call to the department secretary about submitting my assignment.</i>	<i>Talked to some new students from Malaysia over lunch in the café.</i>
6 June	<i>Watched a video to research the topic of GM food for my assignment.</i>	<i>Attended a talk by a guest to the college and took notes.</i>
7 June	<i>Watched a movie on TV.</i>	<i>Had a speaking test and listened closely to the tester's questions all throughout the test.</i>

**Section B:** Plot your "temperature" from a scale of 0–5 (0 = no anxiety; 3 = mild anxiety; 5 = high anxiety).

**My anxiety level during listening events this week**



Date	Out-of-class listening (Anxiety Level)	In-class listening (Anxiety Level)
03-June	1	3
04-June	4	1
05-June	2	2
06-June	2	1
07-June	4	0

Sample Record of Listening Evets & a Listening Anxiety Graph (Vandergrift & Goh, 2012, p.136)

**Confidence Bubbles**

Reflect on your progress at the end of each week. Do you think you have made good progress in your listening development? Draw bubbles of different sizes to show how confident you are that you have made good progress and will continue to do so. You can trace the outline of your biggest coin to show you are very confident, a medium size coin to show you are a little confident and the smallest to show you are not confident at all. Write the date of your reflection inside the bubble.

**My Confidence Bubbles in Learning to Listen in English**

Look at all your confidence bubbles for the month of January and write your thoughts here:

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Example for Confidence Bubbles for Learning to Listen (Vandergrift & Goh, 2012, p.137)

**What I Do To Improve my Listening**

Below are 10 things that some language learners report doing to help them become better listeners in English. Do you do any of these things? Indicate how often, and whether you find it enjoyable or useful. Write your comments separately.

To improve my listening ability, I do the following:

1. I seek to understand the specific problems I have with my listening.
2. I try to improve by listening to those things that interest me.
3. I have a plan for listening practice that I follow closely.
4. I practice specific skills, such as listening for details and listening for general meaning.
5. I familiarize myself with the organization of different types of spoken English (e.g., news, lectures, interviews, conversations).
6. I learn about the way sounds of words change when they are said in a sentence.
7. I encourage myself to practice listening even when I feel my progress is slow.
8. I try to be patient and build up my listening ability step by step.
9. I look for people who are fluent in English to talk with.
10. I look for other students to practice conversation in English.

Sample Self-Report Checklist on Strategies for Improving Listening (Vandergrift & Goh, 2012, p.140)

## **APPENDIX-8. Turkish Versions of the Student Extracts from the Interviews**

### **A. Genel kanı**

a. İngiliz dilinde ileri bir seviyeye sahip olmasam da bu üst bilişsel aktiviteler hem eğlenceli hem de öğretici olduklarından dolayı eski yabancı dil derslerimdekilerden farklılar - Öğrenci 13

b. Yabancı dilde dinlemeyi üst bilişsel yaklaşımla öğrenmek daha kolay ve daha eğlenceli. Aynı zamanda daha verimli çünkü geleneksel dinleme derslerinde öğretmenler bize sorgulama ve çıkarım becerilerini göstermeden öğretmeye çalışıyorlardı. Fakat şimdi fikir yürütebiliyoruz ve dinlemeden önce plan yapabiliyoruz. -Öğrenci 14

### **B. Anlama gelişimi**

#### **1. Sınıf içi dinleme etkinlikleri**

a. Bu üst bilişsel dinleme öğretimi derslerinden sonra daha iyi bir dinleyici olduğumu düşünüyorum. Sebebi de stratejileri kullanarak etkili dinlemeye dair çok şey öğrenmemiz. Artık sınıftaki dinleme aktivitelerinde daha net dinleyip anlıyorum ve sorulara daha başarılı bir şekilde v-cevap veriyorum. -Öğrenci 8

b. Üst bilişsel aktivitelerin yabancı dilde dinlememi geliştirdiğini düşünüyorum. Artık bize öğretilen taktikler sayesinde tekstleri açık bir şekilde anlayabiliyorum ve eskiden çok zor gelen etkinlikleri daha başarılı yapıyorum. Bu metodu kendimde gördüğüm gelişimden dolayı faydalı buluyorum. -Öğrenci 12

#### **2. Okul dışı dinleme durumları**

c. Öğrendiğimiz stratejilerin olumlu etkilerini dizi ya da film izlerken bile görebiliyorum. Bence, bu stratejilerin amaçlarını ve ne işe yaradıklarını net bir şekilde anladım ve bunları kullanarak daha etkili dinleme adına epey bir ilerleme kaydettim. -Öğrenci 14

d. Eskiden İngilizce şarkıları dinlerken anlamakta zorlanırdım. Üst bilişsel öğretim derslerinde öğrendiğimiz stratejiler sayesinde şimdi dinlediğim şarkıların sözlerini yüzde doksan civarında anlayabiliyorum. -Öğrenci 15

e. Üst bilişsel dinleme etkinlikleri sayesinde yabancı dilde dinlemeye yeterli zaman harcadık. Olumlu etkilerini direk olarak okul dışında dinlemelerde görebiliyorum. Zaman geçtikçe İngilizce dinlemede gözle görülür şekilde geliyorum. Yabancı arkadaşlarımla konuşmaya çalıştığımında onları daha net anlıyorum. –Öğrenci 9

### **C. Üst bilişsel farkındalık gelişimi**

a. Dinleme esnasında, öncesinde ve sonrasında ne yapmam gerektiğini öğrendim. Üst bilişsel yaklaşımla öğrenmeye devam edersem daha çok şey kazanacağıma inanıyorum. – Öğrenci 5

b. Geleneksel dinleme yöntemlerinde bir filmi ya da metni hiçbir plan olmadan ve bir şey bilmeden anlamaya çalışıyorduk. Üst bilişsel dinleme yaklaşımıyla, artık dinlerken attığımız her adımda planımız var. Parçaları dinlemeye başlamadan önce, dinlerken ve dinlemeden sonra ne yapmam gerektiğini açıkça anladım. – Öğrenci 12

c. Üst bilişsel öğretimden önce dinlemeye dair kesin bir planım yoktu. Bu da dinlemeyi zor hale getiriyordu. Ama şimdi dinlemeden önce ne yapacağımı biliyorum. Örneğin, sorulara bakıyorum ve parçada bilgiyi nerede arayacağımı belirliyorum. Aynı zamanda, sorulardaki ya da şıklardaki kelimelerin telaffuzlarını hatırlamaya çalışıyorum. Belirli bir plana uymak özellikle yabancı dilde dinlemeyi bana daha kolay hale getirdi. – Öğrenci 4

d. Eskiden bir soruyla ilgili duyduğum ilk şeyi doğru kabul eder ve parçanın geri kalanına dikkat etmeden devam ederdim. Fakat şimdi cevabımı kontrol etmek ve gerekirse düzeltmek için sonraki bölümlere odaklanıyorum. – Öğrenci 3

e. Üst bilişsel dinleme eğitiminden önce cevap şıklarındaki duyduğum ilk kelimeyi işaretlerdim. Çünkü nereye dikkat edeceğimi bilmiyordum. Ama şimdi aceleyle sonraki soruya geçmektense cevaplarımın doğru olup olmadığını kontrol etmek için nereye odaklanacağımı biliyorum. – Öğrenci 6

f. Artık konuşanların kelimeleri telaffuzlarına daha çok dikkat ediyorum. Ayrıca parçada bilmediğim ya da anlamadığım kısımları tahmin etmek ve anlamlarını çıkarım yapmak için eski bilgilerimi kullanmaya çalışıyorum. –Öğrenci 15

g. Bazı kelimeleri anlayamasam bile tekstin net anlayabildiğim kısımlarını kullanarak bunların anlamları için mantıklı tahminler yürütmeye çabalıyorum. – Öğrenci 4

h. Eski dinlemelerimde anlamamı zorlaştıran şeyleri halletmeye uğraşmazdım ama şimdi anlam çıkarabilmek için parçadaki anahtar kelimelere odaklanıyorum.

– Öğrenci 14

i. İngilizce derslerimizde işlenen üst bilişsel aktivitelerin faydalı olduğunu düşünüyorum çünkü dinleme aktivitelerinde zayıf ve eksik olduğum yönlerimi fark edip yanımdaki arkadaşım ve sınıfla yapılan tartışmalarda bunları halletmek için ne yapmam gerektiğini öğreniyorum.

– Öğrenci 15

## **D. Öğrenci tutumlarında olumlu değişimler**

### **1. Genel iyileşmeler**

a. Bu dönemin başında bize üst bilişsel yaklaşımla öğretilmeden önce yabancı dilde dinlemeye karşı epey önyargılıydım. Fakat öğrendiğimiz stratejiler sayesinde İngilizcede dinlemeye yönelik olumlu bir bakış açısı geliştirdim. Artık daha kolay, daha ilginç ve yararlı olduğunu düşünüyorum.

– Öğrenci 11

b. İngilizcede dinleme başlarda zordu. Üst bilişsel aktivitelerden sonra daha kolay ve anlaşılır oldular. Yeni stratejileri öğrenmek ve kullanmak dinleme etkinliklerini daha ilgi çekici ve faydalı yaptı.

– Öğrenci 7

c. Öğrendiğimiz stratejiler sayesinde yabancı dilde dinleme daha keyifli ve daha az problemlili bir hale geldi.

– Öğrenci 9

### **2. Daha düşük kaygı düzeyi**

d. Üst bilişsel öğretimin benim üzerimde çok güzel bir etkisi oldu. Zamanla sınıftaki dinleme aktivitelerinde panik yapmak ve endişelenmek yerine daha soğukkanlı bir şekilde parçaları dinlemeye ve sorulara cevap vermeye başladım. Ayrıca İngilizcenin eskiden düşündüğüm kadar anlaşılması zor olmadığını düşünüyorum.

– Öğrenci 13

e. Mühendislik okuduğum için her zaman İngilizcenin gelecek kariyerimde önemli bir yere sahip olduğunu düşünürdüm. Fakat geleneksel dinleme yöntemiyle asla İngilizce öğrenemeyeceğim için kaygılanırdım. Öğrenmeye de hevesimi kaybetmişim. Ama

şimdi üst bilişsel dinleme sayesinde bu korkulardan kurtuldum ve yabancı dilleri öğrenemeye karşı istekliyim. – Öğrenci 12

f. Lisede korkarak yaptığımız dinleme etkinliklerinin aksine üst bilişsel derslerde aktiviteleri baskı olmadan yapmak benim İngilizcede söylenenleri anlayabilmemi ve yabancı dilde dinlemeden zevk almamı sağladı. – Öğrenci 5

### **3. Pekleştirilmiş Öz yeterlik**

g. Dinleme aktiviteleri eskiden benim için çok zordu. Bu yüzden hep dinlerken hiçbir şey yapamam diye endişelenirdim. Fakat bu derslerde stratejileri ve taktikleri öğrenip kullanmaya başlayınca yabancı dilde dinleme daha kolay ve eğlenceli oldu çünkü ne yapmam gerektiğini biliyorum ve dinleme etkinliklerini daha iyi yapabildiğime inanıyorum. – Öğrenci 6

h. Üst bilişsel yaklaşım aracılığıyla kitaplar ve internetteki kaynaklarla yabancı dilde dinlemeye çalışmak için bir yol edindim. Bu benim önyargılarımı kırmama yardımcı oldu. Ayrıca yabancı dilde dinlemede daha çok ilerleme kaydedebileceğime inanıyorum. – Öğrenci 13

### **4. Artmış motivasyon**

i. Yabancı dilde dinlemeye karşı tutumum olumlu yönde değişti. Bundan keyif alabildiğim için, yeni kelimeler öğrenmeye çalışıyorum ve yabancı insanlarla konuşabilmek için fırsatlar arıyorum. – Öğrenci 1

j. Bu yöntemin uygulanması esnasında sunum ve aktiviteler tamamen açık ve anlaşılabilirdi. Bunun bana gelişmemde gerçekten yardımcı olduğunu düşünüyorum. Sonuç olarak da İngilizce öğrenme ve dinlemede başarılı olma azmim arttı. Bu yöntem teşvik edici. – Öğrenci 5

k. Üst bilişsel öğretim İngilizce öğrenme çabalarımı destekliyor. Bununla karşılaştığımdan beri kendi isteğimle internetten aktivite ve testler yapıyorum. – Öğrenci 2

l. İngilizce dinleme benim için sıkıcıydı. Eskiden şarkıları veya metinlerini dinlerken bilmediğim kelimeler ya da anlayamadığım kısımları sorgulamazdım ama şimdi yapıyorum. Ayrıca film izlerken altyazılara bakmak yerine konuşanların sözlerine

odaklanabiliyorum. Bazen kendimi test etmek için filmleri geri sardığım bile oluyor.  
Artık İngilizce dinlemeden oldukça keyif alıyorum.

– Öğrenci 15

## APPENIX.9- Ethical Committee Approval

Evrak Kayıt Tarihi: 27.02.2019 Protokol No: 17481

Tarih: 28.03.2019



ANADOLU ÜNİVERSİTESİ  
SOSYAL VE BEŞERÎ BİLİMLER BİLİMSEL ARAŞTIRMA VE YAYIN  
ETİĞİ KURULU  
KARAR BELGESİ

<b>ÇALIŞMANIN TÜRÜ:</b>	Yüksek Lisans Tez Çalışması
<b>KONU:</b>	Eğitim Bilimleri
<b>BAŞLIK:</b>	The Effects of Metacognitive Listening Instruction on Turkish EFL Learners
<b>PROJE/TEZ YÜRÜTÜCÜSÜ:</b>	Dr. Öğr. Üyesi Rıdvan TUNÇEL
<b>TEZ YAZARI:</b>	Temel Serdar YILMAZ
<b>ALT KOMİSYON GÖRÜŞÜ:</b>	-
<b>KARAR:</b>	Olumlu
<b>Prof.Dr. Coşkun BAYRAK</b> (Başkan-Eğitim Fak.)	
<b>Prof.Dr. T. Volkan YÜZER</b> (Başkan Yardımcısı-Açıköğretim Fak.)	<b>Prof.Dr. Esra CEYHAN</b> (Eğitim Fak.)
<b>Prof.Dr. Münevver ÇAKI</b> (Güzel Sanatlar Fak.)	<b>Prof.Dr. M. Erkan ÜYÜMEZ</b> (İkt. ve İdari Bil. Fak.)
<b>Prof.Dr. Hafıdan DEVECİ</b> (Eğitim Fak.)	<b>Prof.Dr. Emel ŞIKLAR</b> (İkt. ve İdari Bil. Fak.)

## APPENDIX.10- Formal Letter of Permission

Ana. Üni. Evrak Tarih ve Sayısı: 02/04/2019-E.28106



T.C.  
ANADOLU ÜNİVERSİTESİ REKTÖRLÜĞÜ  
Eğitim Bilimleri Enstitüsü Müdürlüğü  
Yabancı Diller Eğitimi Anabilim Dalı Başkanlığı



Sayı : 78715508-300  
Konu : Temel Serdar Yılmaz, Etik kurul.

### EĞİTİM BİLİMLERİ ENSTİTÜSÜ MÜDÜRLÜĞÜNE

Anabilim Dalımız İngilizce Öğretmenliği Tezli Yüksek Lisans Programı öğrencisi Temel Serdar Yılmaz'ın, Dr. Öğr. Üyesi Rıdvan TUNÇEL'in danışmanlığında hazırladığı "The Effects of Metacognitive Listening Instruction on Turkish EFL Learners" başlıklı Tezli Yüksek Lisans tez çalışmasını, Balıkesir Üniversitesi Mühendislik Fakültesi Makine Mühendisliği Bölümünde yapması Rektörlüğümüzce uygun görülmüştür.

Bilgilerinizi rica ederim.

**e-imzalıdır**  
Prof. Dr. Ümit Deniz TURAN  
Anabilim Dalı Başkanı

Ek: Dilekçe.