

## Metacognitive Strategy-Based Listening Instruction

### تعليم الاستماع القائم على استراتيجيات ما وراء المعرفة

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#### ABSTRACT:

Listening provokes anxiety among English as a foreign language undergraduate who are usually left struggling with the pressure of some challenging hidden linguistic and non-linguistic processes. Despite its importance and its complicated nature, listening has received very little attention in the English language pedagogy in Algeria. Most textbook materials are based on testing comprehension only; no real teaching is emphasized, and teachers tend to focus on the final product rather than the process that led students to arrive at getting the answer correct. This paper provides an overview of the listening skill, its significance, and difficulties facing non-native speakers of English with listening comprehension. A review is also presented on how the teaching of listening is approached now and then, and the effectiveness of the metacognitive listening strategy-based instruction approach.

**Keywords:** listening skills, EFL Listening comprehension, metacognitive strategy-based listening instruction, metacognition, process-based approach.

#### الملخص:

يعتبر الإصغاء أحد أهم المهارات اللغوية التي تشكل جزءا فعالا في نجاح التواصل و تعلم اللغات الأجنبية، وهو عبارة عن عملية فعالة تتطلب مجهودا ذهنيا معقدا لتحقيق فهم المنطوق بالسرعة المطلوبة. الإصغاء من شأنه أن يثير قلق متعلمي الإنجليزية كلغة أجنبية الذين عادة ما يجدون صعوبة في الفهم بسبب الضغط الناتج جراء تحديات لغوية و غير لغوية خفية أثناء الإستماع. ومع ذلك، رغم أهميته وطبيعته المعقدة، فإن الإصغاء لا يحظى بالعناية الكافية في تدريس الإنجليزية كلغة أجنبية بالجزائر، إذ أن معظم الكتب المدرسية المتوفرة تعتمد على اختبار القدرة على الفهم فقط ولا تولي أهمية بالغة إلى تدريس الإصغاء فعليا. إضافة إلى أن الأساتذة يميلون إلى التركيز على الناتج النهائي وليس العملية التي أوصلت الطالب إلى الفهم و إعطاء الإجابة الصحيحة. لهذا فإن هذا المقال سوف يعرض نبذة عن مهارة الإصغاء في الإنجليزية كلغة أجنبية، أهميتها، و الصعوبات التي تواجه الطلاب في فهم المنطوق. إضافة إلى ذلك، سيتناول المقال عرضا حول المناهج السابقة و الحالية في تدريس الإصغاء، استراتيجيات التعلم و تدريس استراتيجيات الإستماع، و مدى تأثير منهج العملية في تطوير مهارات الإصغاء. التدريس القائم على استراتيجيات ما وراء المعرفة يتبنى منهج العملية، و بهذا سيسلط الضوء على دور ما وراء المعرفة في تحسين عملية الأداء السمع.

كلمات مفتاحية: فهم المنطوق في الإنجليزية كلغة أجنبية، مهارة الإصغاء، ما وراء المعرفة، المنهج القائم على تدريس استراتيجيات السمع ما وراء المعرفة، منهج العملية.

### 1- Introduction:

Listening is one of the most vital elements in verbal interaction. People often spend almost half percent of their communication time doing listening. Of the total time spent on communicating ideas, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). This shows that listening is the most commonly used

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skill. However, although people usually do listening in their mother tongue quite naturally and effortlessly, it is not always the case when it comes to foreign language listening as the two language systems can be drastically different. Let alone that listening is an active skill that requires complex mental processes that are unobservable to an outsider.

Despite its high importance in language learning, the learnability and teachability of listening is still questioned (Siegel, 2013). Listening continues to be neglected, and it is seemingly the only language skill that does not receive enough formal instruction due to its least explicit nature (Vandergrift, 2004). Listening is then the least investigated area among all the other skills for its complicated implicit processes. Field (2008) and Vandergrift (2004) emphasize the fact that the inability to follow the speed rate of speech, for example, may cause anxiety that in itself results in distraction and lack of concentration. Listening provokes anxiety among English as a foreign language learners because of the pressure of having to provide an immediate interpretation and reaction to the spoken text. In this regard, Vandergrift (2004) explained the complexity of listening as follows:

... oral texts exist in real time and need to be processed quickly; when the text is over, only a mental representation remains. Since these processes are covert, listening is a difficult skill to research. This may explain the limited number of studies, particularly in listening instruction. (p. 18)

This would explain what EFL listener has to go through some challenging hidden linguistic and non-linguistic processes to achieve comprehension.

A typical approach to the teaching of EFL listening in the Algerian schools would be to expose learners to an aural text followed by comprehension activities, then correction is done at the end. The right answer is the only thing to be sought. Teachers only test comprehension and care about the final product, they rarely teach students how to listen, except for very few techniques such as recommending note-taking or playing the recording more than once. According to Vandergrift (2004), listening instruction evolved in the past few decades starting from the 'listen and repeat' of audio-lingualism, then shifted to 'question and answer' format of the comprehension approach, and most recently more attention is now shed on real life listening in real time through interaction with native speakers. Given the shortcomings of the widely used comprehension approach where the focus is put on the product rather than the process, the process approach emerged as an alternative remedy. i.e., listening to check understanding only does not reveal how learners arrived at comprehension. Therefore, teaching the necessary strategies involved in the process of listening helps poor listeners learn how to listen properly. Process listening is thus at the heart of the paper at hand.

The aim of this paper is to raise awareness towards the effectiveness of using a process-oriented metacognitive approach in improving EFL learners' listening comprehension skills. Exploring the effectiveness of metacognitive listening strategy instruction may sensitize curriculum designers and teachers on how EFL learners process listening, the kind of difficulties they face, and how they can better learn listening skills following the latest research

trends. To understand the complex nature of listening, some definitions are provided in the next section.

## **2- Nature of Listening**

Following Spratt et al (2005), listening, like reading, is a receptive skill that requires understanding of meaningful sounds. It is not passive as it involves many processes like dealing with the characteristics of the spoken language (bottom-up factors such as acoustic features, stress, rhythm and syntax), relying on context and knowledge of language and the world (top-down factors that concern background knowledge and semantics), understanding different text types, speeds of speech, accents and sub-skills. The latter include listening for gist (skimming), listening for specific information (scanning), listening for detail, extensive listening (that is listening to long extracts where sometimes the listener does some scanning or skimming), and intensive listening (in which the listener pays attention to particular language structures and examine the attitude of the speaker).

In language learning, listening comprehension is defined as the listeners' ability to understand native speakers' speech (Mendelsohn, 1994). This understanding requires the listener to use their linguistic knowledge as well as world knowledge (Rost, 2002). Thus, listening comprehension is a dynamic mental process through which listeners receive and interpret incoming information and react to them. Listening can also be defined as "the act of hearing sounds or utterances attentively and, sometimes, allowing what we hear to persuade us to change our conduct" (Garrison & Tech, 2005, p. 112). While hearing happens automatically and effortlessly, listening is said to be deliberate and intentional. Besides, the act of listening affects the behavior of the listener. Listening is then attentive, reflective and interactive. Thus, listening requires an understanding and interpretation of the spoken language in a specific context, and be it one-way or two-way, the oral text usually carries sensations and messages to a particular audience (Garrison & Tech, 2005).

Garrison & Tech (2005) claimed that if listening is attentive, then it is also selective: "Affective states associated with need, including desire and interest, influence selective attention; hence, they influence listening. To listen well in dialogues across difference, we must desire to live a life of expanding meaning and value." (p. 112). That is, human beings tend to select what to listen to according to their likes and preferences, and that anything they like is a matter of choice. Although sound is not visible, it does exist. Sound is taken in by the ear and it is interpreted by the mind and is therefore related to human's conscious choices. As Anderson (2012) put it:

... although the ear is the instrument that detects sound, it is the brain that turns sound into meaningful signals that we pay attention to, generating emotional responses. Our brain can subconsciously ignore, habituate and give preference to sounds according to our emotional perception of them. (p. 12)

In other words, if the listener is not quite interested in the spoken text, their minds would wander and would unconsciously become less attentive. "There is no selection without

rejection" (Garrison & Tech, 2005, p. 112), or in other words, to prefer something, means to reject another.

Worden (1970) explains the challenging nature of listening. First, people tend to forget half of what they have heard very quickly no matter how careful they are, and most of the information is lost in the long run. In addition, the brain has a huge capacity to hear about 500 spoken words per minute. However, listeners usually get distracted while they are simultaneously thinking about other things during the listening. For this reason, it is hard to keep up concentrated fully unto the spoken language. Moreover, uncomfortable conditions like noise, heat or cold, sickness, or bad mood, may consequently affect the way how the listener receives and decodes the speaker's oral messages. Likewise, people tend to shift their attention away from a monotonous boring speech.

Having defined the nature of listening, it is essential now to explain how important this skill is in learning a foreign language and communication.

### **3- Significance of Listening in Learning and Communication**

Human beings spend a large proportion of their communication time doing listening. Worden (1970) reported that Americans spend about 45 % of their time listening, 30 % speaking, 16 % reading, and 9 % writing. Likewise, Rivers (1981) argued that people spend almost half of their interaction time in listening more than any other mode of communication. This means that listening is the most important and the most widely used skill. Corder (1973) has also emphasized the primacy of speech over reading and writing namely for learning in general and learning languages in particular. He claimed that the first medium a child uses to learn their mother tongue is speech, and for this reason FL learners struggle hard with language learning because they start to learn it unnaturally through the written form in schools. Likewise, Ediger (1999) noted that listening is the first vocabulary an infant would develop, followed afterwards by speaking by means of imitation accordingly. And then both listening and speaking form the basis for developing reading and writing vocabulary later. Similarly, the Holy Quran indicates the primacy of hearing over the other senses. The faculty of hearing is referred to plenty of times, let alone that it has usually been mentioned before seeing, and that hearing is more frequently mentioned than the act of seeing. More often than not, both hearing and sight are very often joined together in lots of occasions in Quran.

Listening competence is crucial for foreign language acquisition. Richards (2005) notes that L2 learners use listening for two reasons; to understand and decode a message, as well as to help them learn the target language. Referring to Schmidt's (1990) Noticing Hypothesis, FL learners first notice particular aspects of aural input that do not exist in their inter-language. Step by step, when these aspects are noticed, they become intake and then they are kept in memory. The newly learnt language point needs to be implemented to establish it in the learner's language repertoire. Good Listening also leads to more reflection and an increased critical thinking skill. In this respect, Ediger (1999) explained that good listening entails comprehension of content. Comprehension brings about reflection of ideas expressed.

Reflection leads to higher order thinking skills such as the application of what was understood, analysis of ideas, and the creation of new ideas and critical thinking.

Given the high value of listening competence in learning a foreign language, it is of paramount importance to shed some light on the factors that make listening difficult to learn to foreign language learners of English.

#### **4- Factors of Success or Failure in Listening Comprehension**

Graham and Santos (2015) pointed out that the most common difficulties facing EFL listeners of different age groups and contexts are the bottom-up processes such as 1) segmenting a stream of speech (that is, not knowing how to divide speech into words or chunks), and 2) recognizing known words because probably learners know how they are spelt but not how they are pronounced; 3) speed of speech rate, 4) inability to understand the overall meaning of the aural text despite that the meaning of individual words might be understood, which are likely to occur because of 5) the ill-use of previous knowledge and any other top-down information. Furthermore, there are also person-related difficulties such as 6) listening anxiety and 7) lack of self-confidence that may stem from the pressure a learner might feel during a listening test because they have to process the aural input on the spot (Graham & Santos, 2015; Siegel, 2013). 8) Frustration and demotivation can also be other personal affective problems which are usually a result of failure to make any progress in listening. (Graham & Santos, 2015; Siegel, 2013).

There are five factors that affect listening comprehension (Rubin, 1994):

- Text characteristics: Variation in a listening passage or associated visual support.
- Interlocutor characteristics: Variation in the speaker's personal characteristics.
- Task characteristics: Variation in the purpose for listening and associated responses.
- Listener characteristics: Variation in the listener's personal characteristics.
- Process characteristics: Variation in the listener's cognitive activities and in the nature of the interaction between speaker and listener. (p. 199)

In fact, it is these very same factors that may impede EFL listening comprehension at different degrees.

Graham (2006) short-listed five reasons behind learners' success or failure in listening performance among which listening strategies forms a major part. These include the following:

- Perceptions about one's ability
- Good or bad luck
- Trying hard
- Use of good or bad techniques/strategies
- Task difficulty

These very reasons were chosen on the basis of the most common attributions of listening success found in the literature.

Having known the processes involved in learning listening skills of the target language and the elements that should be considered in teaching this skill, it is high time to see how the listening instruction is approached now and then. A special focus on how listening is taught in Algeria will also be provided; namely to learners majoring in English as a foreign language at the university level.

### **5- Approaches to Teaching EFL Listening**

Despite the importance of this language skill in foreign language pedagogy, literature on listening relied mostly on anecdotal and intuitive accounts (Siegel, 2014). Tennant (2007) calls listening the 'black box' in reference to the hidden and complex processes that happen in the listener's brain, which remain unknown to an outsider. Early research on ESL listening debated about whether listening should ever be taught since it was considered passive (Flowerdew & Miller, 2005). However, gradually more attention to listening instruction began to take ground as it is recognized as the basis of language and the cornerstone of learning. According to the (i+1) hypothesis of Krashen & Terrell (1983), being exposed to comprehensible input promotes language acquisition, and more listening leads to better listening. In a similar vein, Lynch (2012) made a research on the effectiveness of real life authentic listening showing how English simplified by English native teachers and their real time interaction with FL students contributed to developing academic listening skills. Thus, attention towards teaching real life listening has also increased (Flowerdew & Miller, 2005) and using authentic listening material is recommended (Vandergrift & Goh, 2012). Then there has been a shift in focus throughout creating motivation and teaching listening as a process rather than a product has been emphasized lately (Field, 2008; Tennant, 2007; Flowerdew & Miller, 2005; Vandergrift, 2004).

Over the past decades, the teaching of listening had been approached in different ways according to the learning goals of a particular teaching method (Larsen-Freeman, 2000). Very often than not, the syllabus or the textbook material does reflect which teaching approach is being used. In the old teaching methods, listening was not taught at all, and gradually it gained some recognition in later approaches for many reasons including the realization that listening is an important language skill (Flowerdew & Miller, 2013).

The comprehension-based approach treated listening as a product where the answer given by the student to show comprehension is the ultimate goal. Field (2008) believes that listening is very much taught like reading in that both are based on checking understanding. This product-based approach worked for a good time, and it has the advantage of permitting students to have lots of exposure to the target language and it prepares them for the exams. However, it failed at revealing how learning takes place. Therefore, the process approach emerged as an alternative that consider the development of listening in a systematic way. Similarly, Graham and Santos (2015) argued that listening pedagogy shifted from bottom-up focus, to top-down process, then to an integration of both. Nevertheless, all of these attempts were emphasizing the product of listening at the expense of its process.

Following Siegel (2013), many attempts were made to make listening more teachable. The comprehension approach is teacher-centred that makes use of extensive questions to test the present listening ability, and, hence, it does not facilitate listening development. Bottom-up activities focus on syntactic and acoustic features. Prediction is a top-down approach which stimulates prior knowledge by setting hypothesis to be confirmed or rejected while or after listening. Transfer to other listening situations links skills and strategies practiced in class to novel similar situations. It requires the use of scaffold listening practice with one text as a sample then students practise the same procedure with to a different text. In teacher modeling, the teacher use a think-aloud procedure while listening as a way of explaining the cognitive processes involved in listening comprehension. Finally, the metacognitive strategy approach involves planning, monitoring, evaluating, and problem-solving. Thus, the metacognitive listening strategy technique forms a significant part of the teaching and learning of listening comprehension and it is process-oriented and not product-based.

## **6- Teaching EFL Listening in Algeria**

In the Algerian higher education curriculum of undergraduate English majors, listening is often taught along with speaking in one course called Oral Expression. The teaching of listening is often neglected in the Oral Expression course. If ever taught, it is still taught in the traditional way following the product-based approach, where little if no teaching takes place at all. All what teachers do is to test the students' final understanding and recall of facts without teaching them the necessary sub-skills and stages of listening. I.e., students are exposed to an audio clip once or twice followed by comprehension questions or gap-filling activities. This approach does not stretch learners who might need more guidance on how to listen and teachers are not aware about this. Not to mention that many teachers prefer to teach speaking skills at the expense of listening in the oral course.

Stakeholders and policy makers do not stress the primacy of speech in the curriculum. As a result of this, EFL students are still the slaves of the printed/written word and cannot do without it, though they spend a large proportion of their class time listening to lectures. They constantly ask for handouts and visual data, or ask for the spelling of particular words in the lesson, namely in dictations. EFL students often express their worries and apprehension about the aural skills exams, on the belief that listening is a difficult task that requires high native-like proficiency and a good ear for pronunciation.

On the basis of the current position of listening instruction in the Algerian context, it is hoped that the teaching of listening would be more process-oriented in future. There should be a focus on using metacognitive strategy-based approach as it is the latest trend in the teaching of listening methodology. It is worth mentioning that, listening in Algeria is a rarely investigated area. There is a scarcity of empirical studies on the effect of metacognitive instruction in improving EFL Algerian learners' listening comprehension. The next section will deal with what the process approach entails with a metacognitive strategy training focus.

## **7- Metacognitive Strategy Training**

Strategy training is one of the most important methodological innovations that concern the learner him/herself (Larsen-Freeman, 2000). L2 strategies can be taught and learners can improve their learning through strategy training (Sarafianou & Gavriilidou, 2015). It is also called learner training which is concerned with ways of teaching learners explicitly the techniques of learning a language and an awareness of how and when to use appropriate strategies to enable them to become self-directed and responsible for their learning (O'Malley & Chamot, 1990). Simply recognizing learners' contribution to the process of learning is not enough. In order to maximize their potential and contribute to their autonomy, language learners, especially those who are not among the so-called good learners need training in learning strategies (Larsen-Freeman, 2000). Wenden (1985) stated that language teacher's time should be profitably spent on learner training as much as language training.

It is worth emphasizing that teaching and learning L2 listening is not that easy and strategy instruction alone does not equip learners with the necessary guidance about the nature of L2 listening and its challenges (Cross, 2011). The metacognitive control over strategy use is an essential aspect of long-term listening development (Graham & Macaro, 2008). There is, thus, a need for a metacognitive instruction that stretches learners' knowledge about themselves and the demands of L2 listening comprehension, that provide them with the ways required to manage their listening behaviour. So, metacognitive strategies that regulate the listening process must be emphasized.

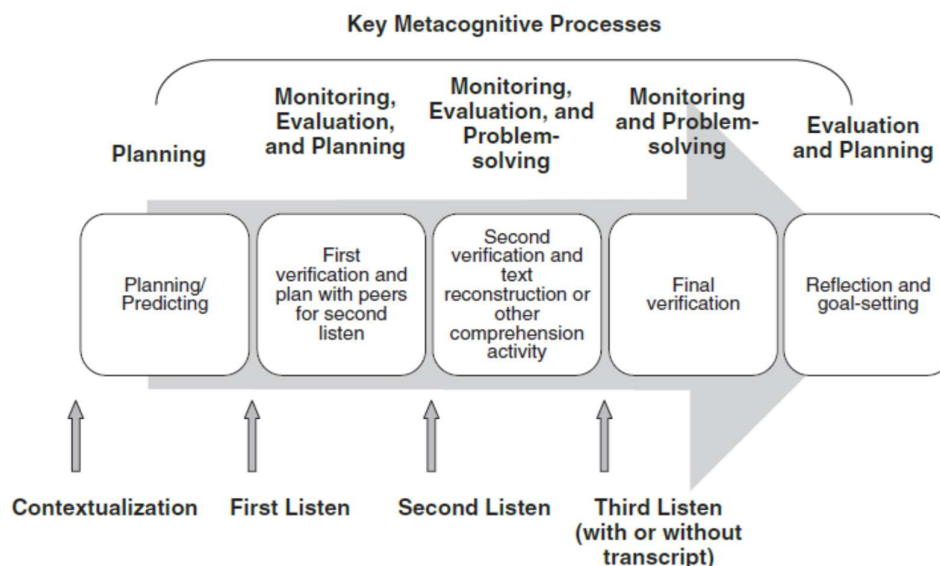
## **8- Role of Metacognition in Successful Listening**

The process approach can be an effective alternative to the comprehension approach. It could be done through the use of metacognitive strategies to help learners better understand what they hear, for metacognition is one of the most important contributors to success in listening. Accordingly, Graham and Santos (2015) describe the process approach very well as follows: "Approaching listening as a process involves therefore an understanding of how learners engage in listening, what difficulties they have, how they deal with those difficulties, how they apply learning from previous listening experiences into novel ones." (p. 19). Furthermore, Tennant (2007) explained the principles of the process approach by claiming that listening should be taught not only practised or tested. There should be a focus on the processes that listening entails instead of playing an audio clip and expect learners to get the answers right. And that listening should be considered as an active skill rather than merely a receptive one.

As a reaction to previous listening approaches that were less efficient, the metacognitive strategy instruction proved to be more effective as it adopts the process approach. It implies that the low-ability learners should explicitly be taught about the behaviours and strategies normally used by listeners with high ability (Siegel, 2013; Vandergrift, 2004). Instruction using the process approach would lead to an increased metacognitive awareness (Vandergrift, 2004)



as metacognition helps learners regulate their learning. Metacognitive strategy-based instruction is of paramount importance that Nisbet and Shucksmith (1986) termed it as the seventh sense for the vital role it plays in sensitizing learners' on how to regulate their learning process more effectively. Stages involved in the metacognitive pedagogical sequence for listening instruction suggested by Vandergrift and Goh (2012) are presented in figure 1 that follows.



**Figure 1: Stages in the metacognitive pedagogical sequence for listening instruction (Vandergrift & Goh, 2012, p. 109)**

The sequence involved the following related phases – preparation and prediction, first listen, monitoring and identifying the problem, second listen, discussion, and personal evaluation and reflection. First, the topic and text type of the listening material are presented to push learners to guess in advance what information, vocabulary and structures might appear in the text, and note them down. Then, they have their first listening. Next, they are asked to check what they noted down, and correct mistakes they could have made and add new information they got from the audio clip. Later, together they discuss what they understand from the listening extract to modify their information. After that, the participants have a second listening. This time, they are encouraged to write the details they can understand. Again, they start a group discussion, to add more details of what they understand. A third listening follows to confirm their answers. At the end, students reflect on their listening processes, noting down any strategies they might have found useful and would like to use in the coming classes.

One of the most widely used classifications of language learner strategies is the three-categories model: Cognitive, metacognitive and socio-affective (O'Malley & Chamot, 1990). However, Macaro (2006) limited them into cognitive (direct) and metacognitive (indirect), where socio-affective are made part of metacognition as they are indirect too and involve self-regulation and management as well. While metacognitive strategies such as planning,

monitoring and evaluating are omni-present in any metacognitive lesson, the rest of cognitive strategies work with them simultaneously, such as prediction, direct attention, selective attention, phonemic segmentation, and inference (Graham & Macaro, 2008). Thus, both cognitive and metacognitive strategies work together in the listening process. Therefore, metacognitive instruction goes beyond a narrow focus on strategies use; it involves awareness raising and the use of a cluster of strategies in a flexible way.

### **9- Studies on Metacognitive Strategy Instruction Use in Listening Comprehension**

Studies done on listening comprehension and metacognitive strategies can be categorized into two types. The first type is concerned with diagnosing the learners' use of metacognitive listening strategies, while the second type is related to the effect of metacognitive strategy-based listening instruction. In a well-known study done by Vandergrift et al. (2006), poor listeners in the experimental group demonstrated greater increase in metacognitive awareness of listening according to the Metacognitive Awareness Listening Questionnaire (MALQ).

Goh and Taib (2006) held a small scale study of metacognitive instruction in listening for ten primary school pupils who were taught eight lessons that focused on traditional exercises, individual post-listening reflections on their listening experience, and teacher-facilitated discussions on some metacognitive knowledge aspects. During the treatment, the participants increased knowledge of metacognitive aspects that affect their listening and strategy use. After the treatment, the less skilled pupils showed more confidence in task completion, reported higher awareness about listening demands, and developed strategic knowledge that help them deal with listening difficulties.

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

Selamat and Sidhu (2013) examined the effect of metacognitive strategy training on lecture listening comprehension abilities. They explored 34 beginning university Malaysian EFL students' attitudes towards listening comprehension and the metacognitive strategies they employ to understand lectures. The findings indicated that students with the most frequent use of metacognitive strategies scored higher in the listening test, which means that the use of metacognition is an indicator of academic success.

An and Shi (2013) reported on a case study of 8 EFL Chinese learners of different levels from a Chinese university about the role of metacognitive strategy instruction in listening comprehension achievement. They found out that metacognitive listening instruction is more effective with more advanced learners than with low-ability learners. The results also showed that metacognitive teaching is linked with learning motivation.

Rahimirad (2014) studied the impact of metacognitive strategy instruction on the listening performance of 50 EFL university students at the University of Qom. The participants were divided into experimental and control groups. The treatment was based on models proposed by Vandergrift and Tafaghadtori (2010), and O'Malley and Chamot (1990). The results of the TOEFL listening component revealed that the experimental group (n=25) significantly outperformed the control group in the post-test.

In an experimental study by Taghizadeh and Abady (2016), 60 female Iranian students were given a six-week training in metacognitive strategies in an English language institute. The experimental group's listening performance improved in the post-listening test compared to those in the control group. Both groups differed in the use of the four types of metacognitive strategies from the MALQ and that the experimental group participants' metacognitive strategies use increased. They also learnt how to use self-regulation strategies more effectively too such as self-evaluation, organizing, goal-setting, seeking assistance, environmental structuring, and responsibility strategies.

## **10- Conclusions**

So far, this paper has shed some light on the great importance of listening as a prime skill through which information is retained and learning a foreign language can happen in a more natural way. Having mentioned the value of metacognition in successful listening, it is of paramount importance to recommend the use of metacognitive strategy-based listening approach in EFL classes. However, there is actually a gap in research studies that this type of instruction had not been done with junior students, and hence, this point should be considered seriously in future research.

According to previous research findings, metacognition can directly affect the learning process and it is positively related to motivation and self-efficacy. Furthermore, a high metacognitive awareness leads to an increased self-regulation. Besides, metacognitive strategies are mostly used by good successful learners. Metacognitive strategy-based listening instruction raises learners' metacognitive awareness and that it plays a vital role in guiding EFL learners on how to improve their listening comprehension skills more effectively.

It is worth-mentioning that EFL teachers in Algeria are usually the slaves of the construct underlying the material they use in their listening classes. Some teachers cling to the content of a textbook or any other teaching resource which more or less can influence their practices as they stick to the guidelines and ready-made instructions they find in such materials. Most of listening course books usually reflect the comprehension-based approach and this has lasted for ages with no drastic change in the material design industry. Not to mention the fact that some teachers keep track of teaching methods of their old teachers and tend to imitate their traditional practices unconsciously.

On the other hand, students generally arrive at university level with grounded ideas that would shape the way they perceive their learning process. In high school, listening instruction is totally overlooked although in theory strategies are emphasized and recommended in the

syllabus but practically speaking, teachers themselves do the talking followed by comprehension questions and some kind of note-taking. Therefore, teachers should update their teaching methods and develop professionally by keeping abreast of new trends in the field of ELT. It is high time they stop being influenced by old practices, and start considering the teaching of listening really, not just 'play and pray' as Seligson (2015) described it.

More importantly, material developers should consider the integration of metacognitive strategies training in coursebooks since teachers usually take them for granted as they save time and efforts. In today's modern world, there is a wealth of audio materials in the market, school manuals, the internet and TV, from which teachers can select what suits their classes. So what matters most now is the teaching methodology per se. Teachers are hence urged to adapt the coursebook material they are using or any material they happen to use, by applying the process of a metacognitive strategy-based listening instruction approach.

It is high time that the Oral Expression course at university should be assigned to more qualified and well-trained teachers to meet the demanding nature of this invaluable course. Teacher training can be done with in-service teachers to frame them in the use of metacognitive listening strategy-based instruction to apply it at an early level and sooner before students reach university. The effectiveness of this teaching approach lies in the appropriate application of Vandergrift's framework and how it works not only in theory but in practice as well. Vandergrift's metacognitive cycle is not a teaching handbook; it rather sets a basic outline for teachers to design their own lesson plans in the way that suits their classes.

It is important to give listening more attention for its primacy in successful communication and learning. As a matter of fact, the teaching of listening should not be neglected any more namely in EFL classes. The English language in particular is peculiar as its spelling form is not phonetic, especially that it is rhythmical and stress-timed. Thus, the listening skill should be given more credit in the teaching of Oral Expression course. To promote more listening fluency, listening should also be done out of class for further practice specifically to longer passages.

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