

**Metacognitive Strategy Instruction and EFL learners' Listening Comprehension Ability:
A Tale of Two Genders**

Saeed Ranjbar

Department of English, Qaemshahr Branch, Islamic Azad University, Qaemshahr, Iran

saeed.ranjbar43@gmail.com

09111250166

Davood Mashhadi Heidar

Department of English, Tonekabon Branch, Islamic Azad University, Tonekabon, Iran

davoodm_tarbiatmodares@yahoo.com

09189269248

Abstract

This research aimed to probe the effect of two different models of metacognitive strategy instruction on the listening performance of EFL learners in Iran. 83 intermediate EFL learners in four groups, two male and two female groups were the participants. The participants in the first experimental groups – a male and a female group – were undergone a ten-week treatment including the linear strategy instruction of metacognitive strategies. The focus was upon planning, monitoring, and evaluation. The participants in the second experimental group were trained according to Metacognitive Pedagogical Sequence proposed by Vandergrift and Goh (2012) for ten weeks, and participated in a course in which a sequence of tasks helped them work on their metacognitive awareness of the processes underlying L2 listening through peer interactions. Through a test of listening comprehension, data were collected and changes were tracked in learners' listening performance before and after the program. According to the findings of the study metacognitive strategy instruction led to a significant improvement in the overall listening performance of the learners in both groups, that is, no significant difference was found between two groups of male and female learners. Moreover, it was shown that the Metacognitive Pedagogical Sequence and the manner in which metacognitive strategies were presented according to this model led to significantly higher listening performance of EFL learners who participated in this study.

Keywords: Metacognitive strategy instruction, Listening performance, Gender, EFL learners

Introduction

Listening comprehension, as an important language skill to be worked on to develop, is at the center of second language learning (L2), since the development of L2 listening can play a crucial part in the development of other language skills (Vandergrift, 2007). In spite of its importance, listening skill or comprehension is often considered as a big challenge and a great

source of language learners' frustration (Graham, 2006), leading to learners' poor performance and inadequate attention to listening strategy instruction in the classroom (Lynch, 2011). The factors of complexity of listening could be external such as speaker, text and content (Lynch, 2011) or the ephemeral nature of the listening input, the implicit nature of listening, and the difficulty in accessing the listening processes (Vandergrift, 2007). Meanwhile, the systematic practice in L2 listening has not been attended too much (DeKeyser, 2007), and the focus is on listening process rather than listening product (Vandergrift, 2004). Because language learners are rarely taught how to listen effectively although aware of the importance of this skill (Mendelsohn, 2001; Berne, 2004; Vandergrift, 2007).

To deal with the complexity of listening comprehension, "metacognitive strategy instruction" could be used as a process-based approach to facilitate the process of listening for language learners (Goh, 2008, 2010). Studies on listening strategy instruction advocate the urgent need for effective metacognitive strategy instruction to improve second language listening comprehension pedagogy. At the same time, considering the manner through which metacognitive strategies are orchestrated in textbooks which deal with listening in Iranian EFL context, we can see that metacognitive strategies are still being taught in Iran through pre-listening, listening, and post-listening activities. Although teachers try to provide listeners with adequate support during listening activities, the focus is still on listening product rather than listening process.

Although studies have shown the effect of metacognitive strategy instruction on the listening performance and metacognitive awareness of learners in second and foreign language settings, the results are mostly inconclusive should we consider their various methodological orientations, the nature and the model of the intervention programs they were informed by, the sample size, and particularly the contexts where these studies were carried out, which can all constrain the generalizability of the results. Thus, due to lack of methodological consistency and all the ongoing debates about metacognitive strategy instruction it is a big challenge for teachers as to how to deal with metacognitive strategy instruction in the classroom context. Therefore, this article tries to explore the effect of metacognitive strategy instruction on the listening performance and metacognitive awareness of EFL learners in Iran.

In line with the researches done in the area of listening comprehension development, this study leans toward sociocultural theory of language teaching and incorporates peer interaction to boost learners' metacognitive awareness in listening comprehension.

Review of the Literature

Metacognition and Metacognitive Strategy instruction

Being a complex phenomenon, listening is almost always the most complicated skill for the learners to learn. The plausible reasons might be the challenging nature of this skill since the learners need to learn a new phonetic system to parse the L2 speech stream and struggle to understand the spoken forms of the words they know in written form. This problem is related to the "linguistic" knowledge of the learners. But there are other sources of difficulty, like the learner's "world knowledge." Learners mostly face unfamiliarity with genuine conventions of the L2 or lack of sufficient background knowledge to aid in understanding the L2 in context (Siegel, 2014). There exist three other reasons : (1) The challenges that both the teachers and learners have in identifying and chronicling progress in listening. Since listening is a receptive skill and difficult to measure, learners cannot tell if and when their listening is improving (Siegel, 2014); (2) The anxiety that the learners have when participating in listening task (Arnold, 2000; Graham, 2006); and (3) the lack of guidance on how learners can self-direct and evaluate their efforts to improve their listening (Vandergrift et al., 2012).

In despite of all these difficulties, "learners are still left to develop their listening ability on their own with little direct support from the teacher" (Vandergrift et al., 2012; p. 4). Therefore, learners need to learn some strategies to facilitate the process of their learning in listening comprehension. To reduce these difficulties, learners should obtain the supported guidance from the teacher to become aware of their learning process. Therefore, they would be able to regulate and evaluate their learning. This guideline is called metacognitive strategy instruction mostly provided by the teacher.

The focus of recent studies and practitioners has been upon teaching listening skill through metacognitive strategy instruction and these studies provided empirical support for efficacy of strategy instruction that cause the learners to be aware of listening process through strategy training and process-oriented reflection (Bozorgian & Pillay, 2013; Cross, 2011; Fahim et al., 2014; Goh et al., 2013; Tabeei et al., 2013; Vandergrift and Tafaghodtari, 2010; Vandergrift et

al, 2012). A number of definitions have been provided for metacognitive strategy (Borkowski, 1996; Alexander, 2008). However, Flavel (1979) initially coined this term. To understand the meaning of metacognitive strategy instruction first we should know about metacognition.

Metacognition is "one's knowledge concerning one's own cognitive processes on anything related to them and the capacity for 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 goals or objectives" (Flavel,1979). Flavel also believed that "metacognition has a key role in oral communication of information, oral presentation, oral comprehension, reading comprehension, writing, language acquisition, attention, memory, problem solving, social cognition and various types of self- control and self-strategy instruction" (Flavel, 1979, p. 232). According to Vandergrift and Goh (2012, p.97), metacognitive strategy instruction refers to any "pedagogical procedures that enable learner to increase awareness of listening process by developing richer metacognitive knowledge about themselves as listeners, the nature and demands of listening, and strategies for listening". In this way, the teacher can help the learners to think about what happens during the learning process, to reflect upon their learning strategies and to become ready to make conscious decisions about what they can do to improve their learning and become self-regulated. In this regard, metacognitive strategy instruction can help the learners to discern different kind of strategies for learning and choose the most suitable ones considering person and task factors.

Sociocultural Theory of Language Learning

In 1960, the Russian psychologist, Lev Vygotsky, emphasized the value of language in interacting with people. He proposed that it is by means of language that culture is transmitted, thinking develops and learning occurs (Vygotsky, 1978). The central concept in the psychology of Vygotsky is mediation. Used by psychologist of social interactionist school, this term refers to the part played by other significant people in learners' lives, who facilitate their learning by selecting and shaping their learning experience. Basically, the essence of learning lies in the nature of the social interaction between two or more people with different levels of knowledge and skill. This important person in one's learning is known as mediator or more knowledgeable one (MKO).

Vygotsky's concept of "zone of proximal development" refers to the layers of skills, ability and knowledge which are just beyond the learner's capability of handling. Working with another person, that is, MKO – such as a more competent peer- at a level that is just above learners' present capabilities is the best way for the learner to move into the next layer. The notion of ZPD has important implications for teachers with regard to what they can do to help the students in their learning. The assistance is known as scaffolding. It provides a particularly positive message about how to help learners when they need assistance in their learning. It suggests that the teacher should set the tasks that are at the level just beyond the learners' ability in order to teach principles that will enable them to make the next step unassisted (Bruner, 1975; Cross, 2010). One of the implications of ZPD is the instruction of strategies to the EFL learners who have many problems regarding their performance in listening activities.

Methodology

Participants

A total number of 83 intermediate EFL learners, attending Khane-Zabane-Safir Language Institute in Babol and majoring in different fields at BSc and MSc, took part in this study. The sample was screened through an actual listening test of English and was chosen out of 97 available EFL male/female learners, ranging from 20 to 29 years of age. Those learners whose scores on the language proficiency test fell within ± 1 standard deviation of the mean score were recognized as the eligible participants for this study. Then, on basis of simple random sampling method, the learners were randomly assigned to an experimental (31 female and 29 male learners) and a control (n= 23) group prior to the implementation of the intervention programs.

Instrument

A standard listening test, used both as pretest and posttest, originally developed as the placement test of the Top Notch series covered in the institute was used to identify students' level of English listening ability. This was in line with Bozorgian's (2013, 2014) studies. The participants listened to four recorded texts, monologues and conversations by a range of native speakers, and answered a series of 40 questions. These recorded texts are incorporated: (1) a conversation between two people set in an everyday social context; (2) a monologue set in an everyday social context e.g. a speech about local facilities; (3) a conversation between up to four people set in an

educational or training context, e.g. a university tutor and a student discussing an assignment; and (4) a monologue on an academic subject e.g. a university lecture. The questions are included to test their abilities to find main ideas and detailed factual information, to understand the opinions and attitudes of speakers, to understand the purpose of an utterance and to follow the development of ideas. Different voices and native-speaker accents are used and the participants are allowed to hear only once.

Treatment

The experimental group participants took part a intervention program which lasted ten weeks. It consisted of the linear strategy instruction of ten metacognitive strategies. The participants are allowed to learn one metacognitive strategy at a time. The intervention program was adopted from Graham and Macaro (2008), and Thompson and Rubin (1996) to assist learners to develop their listening performance. They attended the intervention program twice a week. Each one lasted for about 20 minutes. They listened to a different oral text, covering a variety of such daily topics as conversations, lectures, and interviews every session.

The lesson plan for the experimental group consisted of four stages for every session. Stage one focused on presenting and simplifying the definition of a metacognitive strategy and tried to describe it in terms of its function in a practical sense through some relevant examples. The second stage linked the metacognitive strategy to the topic of listening activities in the classroom, through which the researcher encouraged the learners to interactively apply the metacognitive strategies during their listening activities in the classroom in groups. In the third stage, the importance of each particular metacognitive strategy in developing listening performance was emphasized, and the learners were given ample time to practice it in pairs or groups of three in the classroom. The last stage included a log for metacognitive strategy instruction, which gave the researchers the chance to note the issues they encountered during the implementation of the intervention program every session. The following table shows the main stages of metacognitive listening strategy teaching steps according to Vandergrift and Goh (2012).

Table 3.1. The pedagogical stages of metacognitive strategy teaching adopted in the study

Stages of listening strategy instruction	Related metacognitive strategies
<i>Planning/predicting stage</i>	
Once listeners know topic and the text type, they predict types of information and possible words they may hear.	Planning and directed attention
<i>First verification stage</i>	
Listeners verify initial hypotheses, correct as required, and note additional information understood.	Monitoring
Listeners compare what they have written with their peers, modify as required, establish what needs resolution and decide on details that still need special attention.	Monitoring, planning, selective attention
<i>Second verification stage</i>	
Listeners verify points of disagreement, make corrections, and write down additional details understood.	Monitoring and problem solving
Class discussion in which all contribute to reconstruction of the text's main points and most pertinent details, interspersed with reflections on how listeners arrived at the meaning of certain words or parts of the text.	Monitoring and evaluation
<i>Final verification stage</i>	

Listeners listen for information that they could not decipher earlier in the class discussion.	Selective attention and monitoring
--	------------------------------------

Based on the abovementioned teaching process and pedagogical cycle, a lesson plan is developed for each session according to the pedagogical goal of the session. An example of the lesson plan incorporated in this study is presented in the following table:

Table 3.2: An example lesson plan for teaching listening metacognitive strategy

Listening outcome	Reproduction of a restored text based on the presented audio
Communication goal	Sharing information with the peers to complete the task
Listening purpose	Listening to the specific parts that are missing in the copy of the song "re-invent the wheel"
Listening skills	Listening for details and asking for repetition
Task knowledge	Receptive strategies
Listening text	A copy of lyrics "re-invent the wheel" and the audio
Lesson duration	25 minutes
Proficiency level	Intermediate
Lesson phases	Lesson activities
Introduction	Explaining the listening outcome and the goals
Prelistening	Advance organizers (a pair and class discussion of the notion of invention using the

	words and adjectives already introduced in the related unit)
Listening	Each student has an incomplete version of the same text in a handout. To complete it, they listen to the audio played once. Then they tell their partner what they understand the song is about. The teacher checks their global understanding and discusses how they achieved that understanding. Then the students negotiate to fill the remained gaps in pairs and finally the text is checked through class collaboration.

Treatment in Control Group

The control group participants were conventionally taught listening. They listened to the same oral texts the same number of times as they were devised for the experimental group, but it was devoid of any guided attention to the process as it was discussed earlier in terms of the experimental group. They had no chance to discuss, predict, monitor their comprehension, or negotiate strategies with their peers in the classroom, either. That is, the treatment in the control group lacked the interactional elements despite the presence of the very audio texts and tasks. They only discussed in groups after the third listening in order to ensure their comprehension of the text. Moreover, during the intervention program the control group participants were neither allowed to discuss strategy use, nor engaged in any formal reflection on their approach to listening. Briefly, the material devised for the control group was the same as what was incorporated for the experimental group except the discussion of strategy use as well as noticing the steps of metacognitive listening strategy development.

Results

The following tables demonstrate the results of listening comprehension test obtained from the participants. The listening test was administered two times before and after the course as pretest and posttest. The results are presented regarding the time of administration and the gender of the participants.

Table 1. Descriptive indices of the listening comprehension pretest

GROUPS	N	GENDER	MEAN	SD
CONTROL	10	Male	24.71	3.43
	13	Female	26.11	3.17
EXPERIMENTAL	29	Male	25.63	4.12
	31	Female	24.96	3.57

Table 1 shows the obtained mean scores and standard deviations of the listening comprehension pretest scores for male and female learners in both control and experimental groups separately. The obtained mean scores for the male and female learners in the control group are 24.71 and 26.11 respectively and the related standard deviations are 3.43 and 3.17 respectively. The obtained mean scores for the male and female learners in the experimental group are 25.63 and 24.96 respectively and the related standard deviations are 4.12 and 3.57 respectively. Comparing the results obtained from the pretest with those of the posttest as they are shown in table 1 there is an improvement in the total performance of the learners. The obtained mean scores and standard deviations of the listening comprehension post-test scores for male and female learners in both control and experimental groups are shown in table 2 separately. The obtained mean scores for the male and female learners are 29.28 and 30.17 respectively and the related standard deviations are 3.31 and 3.73 respectively. The obtained mean scores for the male and female learners in the experimental group are 34.42 and 35.67 respectively, and the related standard deviations are 4.87 and 3.09 respectively.

Table 2. Descriptive indices of the listening comprehension post-test

GROUPS	N	GENDER	MEAN	SD
CONTROL	10	Male	29.28	3.21
	13	Female	30.17	3.73
EXPERIMENTAL	29	Male	34.42	4.87
	31	Female	35.67	5.09

The results shown in the tables above are rough pictures of the changes that occurred after receiving the treatment. As it is evident in the table, both experimental and control groups have made some improvements; however, the mean scores indicate that the experimental group has made a greater progress. Moreover, it can be inferred that both the male and female participants are very near in terms of their performance on the test. This fact is not surprising because the learners of each group are roughly at the same level studying the same textbooks at the institute and they have passed the same achievement tests in the previous courses.

In order to test the effect of metacognitive strategy instruction on the performance of the learners in terms of the gender, a t-test was applied to compare the means.

Table 3. The results of independent samples t-test for comparison of male and female learners

	Levene's Test for Equality of Variances		t	Sig. (2- df tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
	F	Sig.					Lower	Upper	
Pretest Listening Comprehension Test	.010	.920	.551	39	.585	-.28744	.52190	1.34308	.76820

As it is shown in the results ($t = .551$, $p = .58$) in table 3, it can be concluded that there is no significant difference between the groups (male and female learners) in terms of their performance on the test. In other words, gender does not have any significant effect.

Moreover, to test the effect of metacognitive strategy instruction on the performance of the participants of the study a comparison is made between the mean scores of the experimental and control group learners.

Table 4. The comparison between experimental group and control group learners

	Levene's Test for Equality of Variances		t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
	F	Sig.						Lower	Upper
Posttest Listening Comprehension Test	.016	.900	8.894	39	.000	4.34058	.48806	3.35339	5.32777

As it is shown in the results ($t = 8.89$, $p = .00$) in table 4, it can be concluded that there is a statistically significant difference between the groups (experimental and control) in terms of their performance on the test. In other words, metacognitive strategy instruction does have a significant effect on the learners' performance. In order to test if metacognitive strategy instruction through peer interaction has differential effects in terms of gender on EFL learners' listening comprehension a two-way ANOVA is run. The results of the two-way ANOVA are shown in table 3.

Table 5. The results of two-way ANOVA test

	Sum of squares	df	Mean squares	F	Sig.
Between Groups	79.80	2	39.900	4.67	.17

Within groups	1537.100	81	17668
Total	1616.900	83	

As it is shown in the table above, the obtained F value regarding the first null hypothesis is equal to 4.67 which is not statistically significant at $p < .05$. That is, it can be argued that the null hypothesis which states that metacognitive strategy instruction through peer interaction does not have differential effects in terms of gender on EFL learners' listening comprehension is accepted and there is no statistically significant difference in terms of the mixed effects of metacognitive strategy instruction through peer interaction and gender on the participants listening comprehension. With regard to what was obtained through the analysis of the first hypothesis of the study it can be argued that the treatment is equally effective for male and female learners in terms of improving their listening skills.

Discussion

As it was demonstrated in the previous section, the experimental group of the study, the group that received the metacognitive strategy instruction according to Vandergriff and Ghoh's steps of strategy instruction through peer interaction outperformed the control group that received traditional listening comprehension strategy instruction. Although there are different ways to teach strategies to English learners, the model used in this study, that is, Vandergriff and Goh's model seems to be effective with foreign language learners, especially in Iranian context. Moreover, the findings of the study confirm the theoretical background of the study, sociocultural theory, in terms of both raising metacognitive awareness and listening comprehension skills.

Although teachers and peers do not help or assist a little in the activities and tasks of listening comprehension in the traditional listening comprehension classroom, the results of this study showed that foreign language learners' listening comprehension could be enhanced by scaffolding ,i.e., peer-scaffolding. Therefore, it seems that social, collaborative and cooperative techniques of teaching and learning could be one of the reasons of the setback of EFL learners' listening comprehension in Iran. Being the most fundamental skill for learning a language,

listening comprehension skill should be profoundly practiced and worked on in classroom. This study recommends that more social and cooperative techniques should be used in the EFL listening activities and tasks. Learners should discuss in the classroom, be asked related questions, and be told the related stories and experiences. Since the peer- or teacher-scaffolding helps the students reduce their stress and become more independent.

These activities and tasks as scaffolding can assist the teachers in the students' ZPD, and the learners can have understandable input. The students become familiar with the learning strategies which are the best tool to facilitate the process of language learning, particularly if the teacher introduce, explain and emphasize them. The factors mentioned above might be other significant causes of higher information processing in foreign language listening comprehension tasks and activities.

Conclusion

The findings of this study is in line with those of Cross (2010) and Bozorgian (2014) who showed how instruction of metacognitive strategy and peer interactions affect the learners' listening performance, and concluded that through collaborative dialog, learners' performance of listening comprehension and metacognitive awareness of second language listening could improve.

Moreover, the same line of findings is shown by Fakhri (2014) and Bozorgian (2012). Similar to the findings of this study, the results obtained by his study show that metacognitive strategy instruction led to a significant difference in the overall listening performance of learners. The findings also showed that the sociocultural model of metacognitive strategy instruction and the way through which metacognitive strategies were arranged resulted in a difference in the listening performance of foreign language learners in this study.

In terms of the role of gender in teaching metacognitive strategies to EFL learners and the effect of the possible role of intervention in the raising of metacognitive awareness, the results of this study confirms the ones found by Tabiee et al. (2013). According to their study, instruction of metacognitive strategy affected the listening comprehension of Iranian EFL learners positively and instruction of metacognitive strategy had no differential effect on listening comprehension of female and male learners.

In addition, Bozorgian's study (2014) showed similar results. Although the results of his study show that less-skilled students benefited better from metacognitive strategy instructions than

more-skilled ones. The noticeable point is that based on the results of the pre- and post-tests both groups have improved through receiving metacognitive strategy instruction.

This empirical study examined the efficacy of metacognitive strategy instruction through peer interaction on listening comprehension of the learners in the EFL context with regard to gender differences. The results support that metacognitive strategy instruction presented through a well-designed intervention program can be beneficial to learners and help them develop and improve their listening skill and proficiency. The findings of the present study can guide both teachers and education practitioners on promoting learners' metacognitive listening strategies through process-based approaches to listening. To raise learners' metacognitive awareness we can incorporate the principles of strategy instruction through sociocultural frameworks in designing EFL materials and activities for strategy instruction. This is of particular importance since most of the English materials and course books in foreign language contexts do not adequately include learning- strategy activities. Thus, fundamental changes are required to prepare EFL syllabi and teaching materials. To this end, teachers will have lots of opportunities in making learners familiar with the concept of language learning strategies, which at the same time can help them understand better listening tasks and listening strategies, which may facilitate the listening process.

References

- Bacon, S. M. (1992). The relationship between gender, comprehension, processing, and cognitive and affective response in foreign language listening. *Modern Language Journal*, 76(2), 160-178.
- Bacon, S. M., & Swaffar, J (1993). Reading and listening comprehension: Perspectives on research and implications for practice. In A. H. Omaggio (Ed.), *Research in language learning: Principles, processes, and prospects*. Lincolnwood (pp. 124-145). IL: National Textbook
- Baker, L., & Brown, A. L. (1984). Metacognitive skills and reading. In P. David (Ed.), *Handbook of reading research* (pp. 353-394). New York: Longman.

- Baleghizadeh, S., & Rahimi, A. H. (2011). The relationship among listening performance, metacognitive strategy use and motivation from a self-determination theory perspective. *Theory and Practice in Language Studies*, 1(1), 61-67.
- Berner, J. E. (2004). *Listening comprehension strategies: A review of the literature*.
- Bozorgian, H. (2012). The relationship between listening and other language skills in International English Language Testing System. *Theory and Practice in Language Studies*, 2(4), 657-663.
- Bozorgian, H. (2014). The Role of Metacognition in the Development of EFL Learners' Listening Skill. *International Journal of Listening*, 28(3), 149-16.
- Chamot, A.U. (2005). Language learning strategy instruction: Current issues and research. *Annual Review of applied Linguistics*, 25: 112-130.
- Chamot, A. U., & Kupper, L. (1989). Learning strategies in foreign language strategy instruction. *Foreign language annals*, 22(1), 13-22.
- Chen, A. H. (2009). Listening strategy instruction: Exploring Taiwanese college students' strategy development. *Asian EFL Journal*, 11(2), 54-85.
- Clement, J. (2007). *The impact of teaching explicit listening strategies to adult intermediate-and advanced-level ESL university students*. Retrieved from ProQuest Dissertations and Theses. (UMI No. 3253098).
- Cross, J. (2010). Raising L2 listeners' metacognitive awareness: A socio-cultural theory perspective. *Language Awareness*, 19(4), 281-297.
- Dekeyser, R. (2007). Introduction: situating the concept of practice. In R. DeKeyser (ed.), *Practice in a Second Language* (1-18). Cambridge: Cambridge University Press.

- Fahim, M., & Fakhri, E. A. (2014 a). Exploring the effect of the model of metacognitive strategy instruction on the listening performance of EFL learners. *International Journal of Research Studies in Language Learning*, 3(6), 3-20.
- Fakhri, E. (2006). The role of genre based strategy instruction on EFL learners' listening comprehension Unpublished MA dissertation. Tehran: Khatam University.
- Flavel, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist*, 34,906-911.
- Goh, C. (1997). Metacognitive awareness and second language listeners. *ELT Journal*, 51(4), 361-369.
- Goh, C. (1998). How listeners with different listening abilities use comprehension strategies and tactics. *Language Teaching Research*, 2, 124-147.
- Goh, C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55-75.
- Goh, C. (2008). Metacognitive strategy instruction for second language listening development: Theory, practice and research implications. *RELC Journal*, 39(2), 188-213.
- Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34, 165-182.
- Lynch, T. (2011). Academic listening in the 21st century: Reviewing a decade of research. *Journal of English for Academic Purposes*, 10(2), 79-88.
- Mendelsohn, D. (2001). Listening comprehension: We've come a long way, but... *Contact* 27, 33-40.
- Murphy, M. J. (1985). Examining ESL listening as an interpretive language process. *TESOL Newsletter*, 14(6), 23-24.
- O'Malley, J. M., Chamot, A. U., & Kupper, K. (1989). Listening Comprehension strategies in second language acquisition. *Applied Linguistics*, 10(4), 418-437.
- O'Malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge: Cambridge University Press.

- Oxford, R.L., Crookall, D., Cohen, A., Lavine, R., Nyikos, M., and Sutter, W. (1990). Strategy training for language learners: Six situational case studies and a training model. *Foreign Language Annals*, 22(3), 197-216.
- Ozeki, N. (2000). *Listening strategy instruction for female EFL college students in Japan*. Retrieved from ProQuest Dissertations and Theses (UMI No. 9955135).
- Rubin, J. (1975). What the "good language learner" can teach us. *TESOL quarterly*, 41-51.
- Tabeei, Sh., Tabrizi, A. R., & Ahmadi, Gh. (2013). The effect of metacognitive strategies strategy instruction of Iranian EFL learners: Focusing on gender. *International Journal of Language Learning and Applied Linguistics World*, 4(4), 13-29.
- Vandergrift, L. (1997). The strategies of second language (French) listeners. *Foreign Language Annals*, 30, 387-409. doi: 10.1111/j.1944-9720.1997.tb02362.x.
- Vandergrift, L. (2003). Orchestrating strategy use: Towards a model of the skilled L2 listener. *Language learning*, 53, 461- 491. doi: 10.1111/1467-9922.00232.
- Vandergrift, L. (2004). Successful and less successful listeners in French: What are the strategy differences? *The French review*, 71(3), 370-394.
- Vandergrift, L. (2007). Orchestrating strategy use: Toward a model of the skilled second language listener. *Language Learning*, 53, 463-496.
- Vandergrift, L., Goh, C., Mareschal, C., & Tafaghodatari, M. H. (2006). The Metacognitive Awareness Listening Questionnaire (MALQ): Development and validation. *Language Learning*, 56(3), 431-462.
- Zeng, Y. (2012). *Metacognition and self-regulated learning (SRL) for Chinese EFL listening development* (Unpublished doctoral dissertation, Nanyang Technological University, Singapore). Zimmerman, B. J., & Schunk, D. H. (2001). *Self-regulated learning and academic achievement*. Mahwah, NJ: Erlbaum.