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**An Investigation of the Relationship between University Students'
Listening Metacognitive Strategies Use and their Understanding of
Lecture: The Case of Master 1 Students at the University of
Mohammed Seddik Ben Yahia, Jijel**

Dissertation submitted in partial fulfillments of the requirements for the degree of Master in
English Didactics

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Declaration

I hereby declare that the substance of this dissertation is entirely the result of my investigation and that due reference or acknowledgement is made, whenever necessary, to the work of other researchers.

I am duly informed that any person practicing plagiarism will be subject to disciplinary sanctions issued by university authorities under the rules and regulations in force.

Signed Abdelli Soumia

20/06/2018

Dedication

In the Name of God, the Most Merciful, the Most Compassionate

This work is dedicated to:

the most precious person to my heart, words cannot describe my appreciativeness for her endless support, love, best wishes and prayers, without her I would not be who I am today,

‘My Mother’;

to the person who unstintingly supported me throughout the whole course of my life, ***‘My Father’;***

to my lovely sister ***‘Fatima’*** and beloved brothers ***‘Abderahman’, ‘Elhabri’,*** and ***‘Mohammed’***, who supported me throughout my life journey, and never doubt that I could achieve my life goals;

to my adorable nephews, ***‘Abdessamed’ and ‘Jaber’;***

to the person who I am lucky to have in my life, who always encouraged me to never settle for less, ***‘My Fiancé’;***

and my best friends: ***Ahlem, Aicha, Asma, Besma, Hassina, and Wided*** with whom I shared unforgettable crazy moments of life, and my classmates whom I shared with the endless hours of studying and explored new academic interests.

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Abstract

The use of metacognitive strategies in the listening process has been substantially supported as a significant aid for its conclusive impact on the listening comprehension process. With the ever-growing awareness of metacognitive strategies, this research work chiefly aims to investigate the relationship between the use of metacognitive strategies and students' comprehension of lecture. Namely, it is based on the hypothesis that Master 1 students of English at the University of Mohammed Seddik Ben Yahia employ some metacognitive strategies in order to facilitate the processing and comprehension of lectures. To this end, the data were gathered via two research tools, namely a questionnaire and a listening comprehension test. The questionnaire and the listening test were administered to 60 students of English at the University of Mohammed Seddik Ben Yahia, Jijel. The analysis of the research findings supported the assumption that students employ metacognitive strategies more frequently while attending their lectures, which in turn enhance their comprehension. Finally, the study points out to the necessity of exposing students to metacognitive strategy training in order to avoid the use of ineffective strategies like mental translation strategy.

List of Abbreviations

LLSs: Language Learning Strategies

MSI: Metacognitive Strategy Instruction

EFL: English as a Foreign Language

DMs: Discourse Markers

SA: Strongly Agree

A: Agree

N: Neutral

S D: Strongly Disagree

D: Disagree

TOEFL: Test of English as a Foreign Language

R: Pearson Correlation Coefficient

P: Two-Tailed Significance

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General Introduction

After being overlooked by traditional teaching methods, the learner has gained a vital position in nowadays educational system. Education, thus, is moving towards a more learner-centered approach, resulting in less emphasis on teachers and teaching to greater emphasis on learner and learning. In light of this, researchers involved in the field of teaching English as a foreign language aspire to explore how learners deal with new information and what kind of strategies they draw on, to apprehend, learn or retain the information.

The term language learning strategies has been distinctly defined by a number of different researchers. Language learning strategies referred to as “what learners do to learn and regulate their learning” (Rubin, 1987). Researchers provided divergent classifications for learning strategies. For instance, O’Malley & Chamot (1990) initiated a classification of three types: metacognitive strategies involved thinking about the learning process, planning for learning, monitoring learning, and self evaluation; cognitive strategies refer to the conscious manipulation of the language to enhance the learning process; social strategies is to get involved with others in the learning process; affective strategies refer to the ability to manipulate and control emotions and attitudes. Accordingly, language learning strategies have a conclusive role in the learning process, in general, and foreign language learning in particular.

While many studies in the field of second and foreign language learning have investigated the use of learning strategies for enhancing students reading , writing, and speaking skills, very little has been done on listening skill. As a matter of fact, listening comprehension has been viewed as a long-neglected skill due to the assumption that it is acquired naturally and once for all, but oppositely, it is indeed an active process that requires efforts and intensive practice to master it. Recently, research has been oriented toward the

need for effective listening skills and strategies for EFL university students (as English is the medium of instruction).

Despite the fact that, there is a finite number of studies conducted on the impact of metacognitive strategies on enhancing listening competence, evidence from reading and writing suggest that metacognitive strategies render students learning more effectively (Mcnaumara, 2007; Lev & Chen, 2010). Out of familiarity with metacognitive strategies, EFL students at the University of Mohamed Seddik Ben Yahia may not be aware of what these strategies are, or which ones are more suitable for them. Actually, metacognitive strategies can only be effective, if the students consciously choose strategies that fit their own learning styles and the language task at hand.

The current study, then, attempts to, firstly, explore the most frequently used metacognitive strategies of EFL students, and then to establish a potential relationship between the use of metacognitive strategies and students' comprehension of content lectures.

2. The Background of the Study

Over the last decades, listening comprehension has gained more attention among researchers in the field of second and foreign language learning. As the quest for ways to improve listening comprehension increased, researchers find it a fertile area for investigation. Owing to the fact that lecturing is the most predominant instructional method in higher education (Ferris & Tag, 1995), researchers have attempted to find out how EFL learners approach academic lectures. Thus, in order to ease the processing of content lectures, EFL students can, indeed, utilize a set of strategies. Metacognitive strategies can stimulate students to successfully manage the listening comprehension complexity.

The various studies that delved into this problem revealed that the use of these strategies can significantly contribute to the listening comprehension of EFL university students. Both studies conducted by Vandergrift (2003) and Birjandi and Rahimi (2012)

concurred on the fact that metacognitive strategy instruction has an effect on the listening performance of EFL university students. In fact, they have concluded that more proficient listeners use more metacognitive strategies, thus, the use of these strategies would improve the listening performance of language learners. As far as their methodology is concerned, they conducted a strategy training following the models proposed by Vandergrift and Tafaghodtari (2010) and O'Malley and Chamot (1990). The listening section of the TOEFL was utilized to measure the listening performance of the participants before and after the treatment. The results demonstrated that the experimental group significantly outperformed the control group on the post test measure.

Listening to lectures is certainly difficult especially for students who have just entered the University, and even more daunting for EFL students. An example of studies conducted in an EFL setting is the study which was done by Selmat and Sidhu (2013) who investigated the effects of metacognitive strategy training on lecture listening comprehension abilities of undergraduate students in Malaysia. Instrumentation for the study involved the use of a questionnaire, a listening test and semi-structured interviews. The results revealed that students who frequently employ metacognitive strategies when listening to lectures got higher scores in the listening test.

Bidabadi and Yamat (2013), in turn, corroborated the view that listening to academic lectures is a difficult task for EFL students, at least for Iranian learners who face difficulties when they need to listen to recordings in English or their lecturer's speech. The subjects were asked to sit for the Oxford placement test, to find out their English listening proficiency level. Besides, the adapted version of listening strategy and learning style questionnaires were administered to determine the listening strategies and the learning styles of the students.

Moreover, Mansour and Fakri Alamdari (2014), sought to investigate the effect of two different models of metacognitive instruction on the listening performance of EFL

learners in Iran. The researchers conducted a ten-week metacognitive strategy instruction, along with a language proficiency test and a listening comprehension test. The findings of the study revealed that metacognitive strategy instruction led to a significant discrepancy in the listening performance of learners.

A parallel study to that of Selmat and Sidhu was conducted by Rahimirad and Moini (2015). They probed the challenges of listening to academic lectures and the impact of related metacognitive strategies on academic lecture listening comprehension on a group of Iranian learners. The data were primarily collected through the use of academic listening sections of the British International English language testing system (IELTS), and 16 hours of metacognitive strategy instruction based on the models proposed by Vandergrift, along with pre-tests and post-tests interviews to gather information on the challenges of listening to academic lectures and students' perceptions about metacognitive strategy use.

In an Algerian EFL settings, more particularly at Tlemcen University Khaldi (2013) investigated whether first year students have the necessary strategies which help them comprehend their academic lectures. Khaldi developed a questionnaire based on Flowerdew and Miller's taxonomy of lecture comprehension strategies (2005), in addition to a test to measure their comprehension of lectures. The findings reached, though, showed that students do not employ the necessary strategies and have scored low in the test.

On the basis of what have been discussed above, the current study will further explore listening metacognitive strategies and their relationship to academic lecture comprehension in one of the Algerian EFL contexts, more particularly at Mohamed Seddik Ben Yahia university of Jijel.

3. Statement of the Problem

Teaching in higher education is oriented towards the lecture method; that is to say, students' academic success depends on their lecture comprehension. As EFL students

encounter some difficulties in comprehending their academic lectures, they tend to employ certain learning strategies, mainly, metacognitive strategies. The latter refer to the acts that learners do consciously whilst listening to the lecture. In fact, EFL students check up and appraise their comprehension of their lectures through the use of these strategies.

According to what has been reviewed in the literature, few studies have explored the relationship between metacognitive strategies and lecture comprehension. The current study is an attempt to fill this gap and further explore the use of metacognitive listening strategies by EFL students to maximise their comprehension of content lectures.

Thereby, the overall aim is to describe the effectiveness of the currently used metacognitive strategies on improving academic lecture comprehension.

4. Research Questions

To probe into the problem, the following questions are posed:

- To what extent Do Master 1 students at the University of Mohamed Seddik Ben Yahia of Jijel use metacognitive strategies while listening to lectures?
- Is there any potential relationship between the metacognitive strategies used by Master 1 university students and their comprehension of content lecture?

5. Hypothesis

The current research study is primarily based on the following research hypothesis:

If Master 1 students at the University of Mohamed Seddik Ben Yahia, Jijel employ effective metacognitive strategies like planning and evaluation, directed attention, mental translation and problem solving while listening to their lectures, they will comprehend more the content.

6. Significance of the Study

Previous research on the topic primarily demonstrated that metacognitive strategy use enhances students' listening comprehension. Hence, it is worth investigating whether

metacognitive strategy use aid EFL university students to understand their content lectures. In fact, listening to academic lectures, in which English is the medium of instruction, is quite different from listening to general English. Besides, if EFL students are using inappropriate strategies to ameliorate their listening comprehension, the present study can sensitise them to have a second thought and seek other appropriate strategies that best suit the task at hand.

Therefore, it is of merit to look into the metacognitive listening strategies that EFL university students are frequently employing. Furthermore, in light of the findings, EFL teachers might teach their students, especially those who perform weak in the exams some of the metacognitive strategies that proved to be effective in improving their listening comprehension.

Most importantly, this study sets out to show the substantial relationship between metacognitive strategies use and students comprehension of content lectures, that is to say, the extent to which certain metacognitive strategies upgrade the students comprehension level.

7. Research Methodology

In order to test the hypothesis and reach the aims of the study, quantitative methods will be implemented, as they deem to be more adequate. To answer the above stated research questions, two research instruments will be adopted: a questionnaire and a listening test. The questionnaires will be implemented to inspect about the extent to which metacognitive strategies are frequently used and the major strategies being used. The listening test, on the other hand, will seek to approximately measure the students' level of comprehension, most importantly the comprehension of an academic listening passage.

As far as the sample is concerned, the participants are to be chosen from Master EFL classes, primarily from first year classes at the University of Mohammed Seddik Ben Yahia, Jijel. The rationale behind selecting first year Master students as the target population is the

fact that they are supposedly developed a sense of autonomy which prompt them to resort to certain strategies and techniques in order to successfully manage the learning process.

8. Organization of the Study

The current thesis opens up with a general introduction that demonstrates the essence of the topic; it will be basically divided into two chapters. The first chapter will be devoted to reviewing the relevant background literature; it comprises three sections. The first section will take a broader look at language learning strategies with more emphasis on metacognitive strategies since they are the core of the present study. The second section will tackle the listening comprehension skill. The third section, on the other hand, will expound on the definition of academic lecture and its nature.

The second chapter will present the field work of the present study, which; in turn, will be subdivided into three sections. The first section will be devoted to the presentation and defense of the methodology. The second section will present and analyze the data generated from the execution of the research design set up in the previous section, the third and the final section will attempt to interpret the major findings. Finally, a general conclusion will sum up the major mile stones in the whole research process and briefly presents the most significant outcomes of the study.

METACOGNITIVE STRATEGIES AND LISTENING COMPREHENSION

Chapter One: Metacognitive Listening Strategies and Content Lecture Comprehension

Section One: Metacognitive Strategies

Introduction

1.1.1. Definition of Language Learning Strategies

1.1.2. Characteristics of Language Learning Strategies

1.1.3. Classifications of Language Learning Strategies

1.1.3.1. O'Malley and Chamot's Classification

1.1.3.2. Oxford's Classification

1.1.4. Metacognition

1.1.4.1. Definition

1.1.4.2. Cognitive Monitoring

1.1.4.2.1. Metacognitive Knowledge

1.1.4.2.2. Metacognitive Experiences

1.1.4.2.3. Metacognitive Goals and Strategies

1.1.5. Metacognitive Strategy Instruction

1.1.6. The Importance of Language Learning Strategies

Chapter One: Metacognitive Listening Strategies and Content Lecture Comprehension**Section One: Metacognitive Strategies****Introduction**

This section deals with some salient issues relevant to second and foreign language learning. First, it begins with some definitions of language learning strategies (LLSs), characteristics of LLSs, along with their classifications as proposed by O'Malley and Chamot (1985) and that of Oxford (1990). Metacognition is subsequently discussed by providing its definition, as well as the essential elements of cognitive monitoring; namely, metacognitive knowledge, metacognitive experiences, and metacognitive goals and strategies. What's more, metacognitive strategy instruction is highlighted. Then, this section ends with the importance of language learning strategies.

1.1. Language Learning Strategies

Language learning is a lifelong endeavour that expects learners to become more autonomous and independent in their own learning. In this respect, learners exploit LLSs to satisfy their learning objectives. Consequently, researchers delve into LLSs to have a better understanding regarding their nature, and the way learners employ them to achieve better results. In fact, language learning strategies have gained the interest of many researchers; thus, it is of value to draw on some of its diverse definitions and expound on how they perceive them.

1.1.1. Definition of Language Learning Strategies

Within the field of education, the term language learning strategy has been described as being elusive and vague. Researchers, thus, attempted to provide various definitions in order to overcome its ambiguity. The term language learning strategy primarily derives from the ancient Greek word "strategia", which means the art of war. However, once the term has been introduced into the field of education in general, and language teaching and learning in

particular, it has been reconsidered again. For instance, Rubin (1987) defined it as “strategies which contribute to the development of the language system which the learner constructs and affect learning directly” (p. 22). Furthermore, O’Malley and Chamot (1990) described learning strategies as “the special thoughts or behaviors that individuals use to help them comprehend, learn, or retain new information” (p. 1). According to this definition, LLSs are claimed to have a cognitive and a behavioral nature.

Additionally, Oxford (1990) put forward a thorough definition of learning strategies and interpreted them as “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. 8). Likewise, Cohen (1998) asserted that “second language learner strategies encompass both second language learning and second language use strategies. Taken together, they constitute the steps or actions consciously selected by learners either for the learning of a second language the use of it or both” (p. 5).

To put it in a nutshell, language learning strategies have received a considerable amount of attention, for the crucial role they play in language learning. It is worthwhile to mention that, what is shared between the aforementioned definitions is that LLSs are techniques and tools consciously used by learners for the sake of unraveling problems that learners may encounter, and further the acquisition of language. Language learning, thus, will be more effective and successful.

1.1.2. Characteristics of Language Learning Strategies

Language learning strategies have been actually labeled differently by many scholars in the field. By way of illustration, Wenden and Rubin (1987) used the term “*learner strategies*”; O’Malley and Chamot (1990), on the other hand, used the label “*learning strategies*”; and Oxford (1990) used the term “*language learning strategies*”. Nonetheless,

there are a number of key characteristics commonly accepted by them. Oxford (1990) proposed a list of twelve main features of LLSs presented as follows:

- Contribute to the main goal, communicative competence
- Allow learners to become more self-directed
- Expand the role of teachers
- Are problem oriented
- Are specific actions taken by the learner
- Involve many aspects of the learner, not just the cognitive
- Support learning both directly and indirectly
- Are often conscious
- Can be taught
- Are flexible
- Are influenced by a variety of factors (Oxford, 1990, p. 9).

1.1.3. Classifications of Language Learning Strategies

Research on language learning strategies has basically witnessed various classifications of learning strategies, proposed by several researchers in the field. Nevertheless, from the different researchers' categorizations, O'Malley and Chamot's classification (1985), and that of Oxford (1990) are, apparently, the most noteworthy and relevant to the topic under investigation.

1.1.3.1. O'Malley and Chamot Classification (1985)

O'Malley and Chamot (1985) distinguished three basic categories of LLSs as follows, metacognitive strategies, cognitive strategies, and socioaffective strategies.

- Metacognitive strategies: strategies that regulate and guide the learning process are known as the metacognitive strategies. To elaborate, they involve planning, monitoring, and evaluating one's own learning. Directed attention, self-management,

and planning are examples of metacognitive strategies that can be used to carry out any language learning task.

- Cognitive strategies: cognitive strategies take into account the cognitive processes occur, when carrying out specific learning tasks. They have a problem-solving function. Moreover, they involve a direct manipulation of the learning materials. Cognitive strategies encompass grouping, key word, repetition and so on so forth.
- Socioaffective strategies: This type of strategies refers to the way learners can successfully communicate and interact with their peers and teachers. As a matter of fact, learners use socioaffective strategies to compensate any possible breakdown, and render communication more successful (as cited in Oxford, 2003, pp. 12-14).

1.1.3.1. Oxford's Classification

Oxford, a prominent researcher on language learning strategies, proposed his own famous classification of language learning strategies. Oxford (1990) divided LLSs into two major classes; namely, direct and indirect strategies, which are equally subdivided into further subcategories.

She maintained that “language learning strategies that directly involve the target language are called *direct strategies*. All direct strategies require mental processing of the language” (p. 37). Essentially, she suggested three types of direct strategies as follows, memory strategies, cognitive strategies, and compensation strategies.

- Memory strategies: this type of strategies is directly related to memory. Learners use these strategies in order to understand new information, store it into memory and ultimately retrieve it to be used again. In fact, memory strategies are made up of: creating mental linkages, applying images and sounds, reviewing well, and employing action.

- Cognitive strategies: The mental strategies learners use in order to have a logical understanding of their own learning are the cognitive strategies. The latter typically involve practicing, receiving and sending messages, analyzing and reasoning, creating structure for input and output.
- Compensation strategies: Learners use compensation strategies in order to overcome the problems they may come across; as well as, to cope with the breakdowns when using the language, in speaking and writing. These strategies include guessing intelligently and overcoming limitations in speaking and writing.

Additionally, Oxford (1990) asserted that “other strategies, including metacognitive, affective, and social strategies, contribute indirectly but powerfully to learning. These are known as indirect strategies” (p. 12).

- Metacognitive strategies: This type of strategies is beneficial for learners, since they empower them to be autonomous and take charge of their own learning. Significantly, metacognitive strategies are techniques employed to plan, regulate, and clearly self-evaluate the learners’ learning. By way of illustration, learners center their learning on particular language item; they also plan and arrange their own learning.
- Affective strategies: these strategies are utilized by learners to control their emotions, consequently, learn better. For instance; lowering anxiety, and encouraging oneself.
- Social strategies: strategies that aid learners to become social and more engaged with others (peers, teachers; etc) are social strategies. Scholars agreed on the fact that learning through interaction is beneficial and fruitful. To illustrate, asking questions for clarification and cooperating with native speakers are two possible social strategies that can be used by learners during the learning process.

1.1.4. Metacognition

1.1.4.1. Definition

Broadly speaking, metacognition can be defined as reflecting about one's own cognitive processes. Actually, the term metacognition originally coined by John Flavell. According to Flavell (1979), metacognition essentially refers to "knowledge that takes as its object or regulates any aspect of any cognitive endeavor" (p. 8). Equally, Taylor (2003) defined metacognition as "an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires , combined with the ability to make correct inferences about how to apply one's strategic knowledge to a particular situation, and to do so efficiently and reliably" (as cited in Pierce, 2004). Presumably, metacognition is the engine that derives self-directed learning (as cited in Shannon, 2008, p. 18).

Taken together, it can be said that metacognition is the awareness of the knowledge a person has, that enables him /her to monitor and regulate the cognitive tasks during the learning process.

1.1.4.2. Cognitive Monitoring

The area of metacognition and cognitive monitoring has gained a wide recognition among researchers. Apparently, it seems to be an interesting and a promising new area of investigation. In this regard, John Flavell, a prominent researcher conducted numerous studies on pre-school and elementary school children's cognitive development. As a result, he came up with a model of cognitive monitoring. In line with this, Flavell (1979) asserted that cognitive monitoring" is assumed to proceed via the interplay among our metacognitive knowledge, metacognitive experiences,goals,or tasks and actions or strategies" (p. 906). In light of this, it is worthwhile to mention that each of these factors interact with the others,

thus, they can never be isolated. The aforementioned factors will be elaborated on what follows.

1.1.4.2.1. Metacognitive Knowledge

To start with, Flavell (1979) referred to metacognitive knowledge as “knowledge or beliefs about oneself and other people as cognitive beings,” interact to affect the outcomes of any sort of intellectual enterprise” (p. 905). For instance, the awareness of the competences an individual possesses, knowledge of one’s learning styles and preferences, and how to learn effectively. Significantly, Flavell (1979) maintained that metacognitive knowledge is “stored in long term memory” and maybe activated on purpose or unintentionally (p. 907). When activation occurs it affects the learners cognitive enterprise even without his/her being conscious, and when it is conscious it may lead to a metacognitive experience” (p. 909).

Of a particular importance, Flavell 1979 asserted that “metacognitive knowledge consists primarily of knowledge or beliefs about what factors or variables act and interact to affect the course and outcome of cognitive enterprises. These factors or variables fall into three major categories: person, task, and strategy” (p. 907). In other words, metacognitive knowledge essentially implies the interplay between, three factors; namely, person, task, and strategy.

1.1.4.2.2. Metacognitive Experiences

Metacognitive experiences are undeniably crucial in Flavell’s taxonomy of cognitive monitoring. It generally comprises of feelings, emotions, and even judgments aroused during or after a cognitive task. Interestingly, these experiences may vary in length, as well as complexity. Flavell(1979) argued that metacognitive experiences mostly take place while carrying out a challenging task, that essentially requires a deep and thorough thinking, for instance, jobs and school activities (p. 909). Most importantly, he stated that “metacognitive experiences can affect your metacognitive knowledge base by adding to it, deleting from it, or

revising it” (p. 908). It is an unquestionable fact that metacognitive experiences can, indeed, help learners to consciously use the appropriate strategies to accomplish certain tasks.

1.1.4.2.3. Metacognitive Goals and Strategies

Metacognitive goals are another significant component of Flavell’s cognitive monitoring framework. In point of fact, metacognitive goals refer to the purpose of cognitive tasks. Actually, the learner sets specific objectives, which in turn serve the overall goal behind carrying out the tasks. Moreover, regarding strategies, Flavell believed that there are two major kinds of strategies; notably, cognitive and metacognitive. As far as cognitive strategies are concerned, they are used to ease the progress of the task; while, metacognitive strategies are employed to regulate and manage the learning process (Flavell, 1979).

➤ Metacognitive strategies

Due to their significant relevance to the present study, further explanation and details about metacognitive strategies will be provided next. Metacognitive strategies have been acknowledged prodigiously for their remarkable weightiness in regulating the learning process for learners. Therefore, it is worthwhile to provide a crystal clear definition for them. In this regard, Oxford (1990) described metacognitive strategies as “actions which go beyond purely cognitive devices, and which provide a way for learners to coordinate their own learning process” (p. 136). Metacognitive strategies, thus, play a decisive role in planning for language learning, as well as regulating one’s learning.

Equally, O’Malley and Chamot (1990) maintained that “metacognitive strategies involve thinking about the learning process, planning for learning, monitoring the learning task, and evaluating how well one has learned” (p. 137). Accordingly, these strategies have; indeed, and executive function. On the whole, metacognitive strategies involve planning beforehand, regulating activities, self-evaluating afterwards. As a matter of fact, O’Malley and Chamot

suggested categories of metacognitive strategies that can be utilized to accomplish any receptive or productive language learning task as follows:

- a) Planning: Arrange concepts or principles of expected learning tasks (advance organization); selecting strategies for accomplishing specific tasks (organizational planning).
- b) Directed attention: Deciding in prior to concentrate in general on a learning activity and disregard all what is irrelevant.
- c) Selective attention: Deciding in prior to pay attention to specific language items or situational aspects that improve the performance of a task.
- d) Self-management: Developing a good apprehension of the conditions that assist one successfully fulfill language tasks.
- e) Self-monitoring: Checking, looking over, or correcting one's comprehension or performance while working on a language task.
- f) Problem Identification: determine the central problem that needs resolution in a task.
- g) Self-evaluation: Checking the results of one's own language performance based on a standard measure (O'Malley & Chamot, 1990, pp. 137-138).

1.1.5. Metacognitive Strategy Instruction:

In the 1990s, researchers in the field of LLSs were no longer interested in merely describing and classifying learning strategies, they began rather implementing these strategies in real classrooms. In fact, strategy based instruction prepare learners to be actively engaged in the learning process through assisting them to regulate and self-evaluate the whole language learning experience. Therefore, it enables them to simply be responsible for their own learning by enhancing their autonomy and self-direction.

In this regard, Oxford (1990) was a prominent researcher who actually promoted the idea that strategy instruction plays a crucial role and should be integrated in language

education. Similarly, O'Malley and Chamot(1990) concurred on the fact that strategy training can; undoubtedly, enhances students' metacognitive knowledge, and push them to be independent regarding strategy use. Noticeably, Vandergrift and Goh (2012) defined metacognitive instruction as “pedagogical procedures that enable learners to increase awareness of the listening process by developing richer metacognitive knowledge about themselves as listeners, the nature and demands of listening and strategies for listening”(p .97).

Moreover, Goh (2010) asserted that metacognitive instruction (MSI) ” enables learners to engage in self-appraisal and self management activities that are supported and guided by teachers”(p. 3). Simply put, MSI allows learners to be active in the learning process, by managing their language tasks by themselves, and self-evaluating the tasks after they have been accomplished; along with the guide of their teachers. It is worthwhile mentioning that, Greeno et al (1996) maintained that MSI “involves teaching learners metacognitive knowledge and skills or conditional knowledge, that is the capacity to reflect upon one's own thinking ,and thereby to monitor and manage it” (as cited in Philip and Hua, p. 9). Significantly, MSI is systematically conducted; that is to say, the teacher should adhere to certain principles and procedures. In view of this, Veenman et al (2006) proposed three principles for conducting effective metacognitive instruction:

1. Embed metacognitive instruction in the subject matter to ensure connectivity.
2. Encourage learners to put in extra effort by showing them the usefulness of metacognitive activities.
3. Sustain training to ensure that metacognitive activity is maintained (as cited in Vandergrift and Goh, p .98)

To cut it short, metacognitive strategy instruction plays an integral part in nowadays education. Since it increases students' awareness of their abilities to plan, monitor, and self-evaluate the whole learning experience.

1.1.6. The Importance of Language Learning Strategies

As a matter of fact, language learning strategies are propitious to language learning. Generally speaking, they are steps taken by learners to plan and monitor their own learning. In this regard, Weinstein and Mayer (1986) described LLSs as “the behaviors and thoughts that a learner engages in during learning that are intended to influence the learner's encoding process”. Differently stated, LLSs are used in order to contribute to the learning process.

Significantly, many researchers in the field of LLSs acknowledged that LLSs play a pivotal role in language learning. In this regard, Oxford (1990) asserted that LLSs are “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 .8). Put in it in other words, LLSs help in facilitating and regulating the learning process. According to Macaro (2003), there is a strong correlation between the appropriate strategy use and students high motivation (p .28). In a similar vein, students who decide to use certain LLSs in order to accomplish a specific language task are more likely to be motivated; while, students who are not motivated are particularly those who reject to employ effective strategies. For instance, metacognitive strategies help learners to manage their time, regulate and monitor the language task.

To put it briefly, LLSs serve as a sound basis for a more successful and effective language learning.

Conclusion:

By way of conclusion, the first section of this chapter was devoted to the presentation of some vital aspects of language learning strategies. It begins first with a broad definition of LLS, and shed light on some definitions of prominent researchers regarding this term. Then, it looked at the key characteristics of LLSs. This section further dealt with the classification of LLSs, mainly the classification proposed by O'Malley and Chamot as well as that of Oxford. Furthermore, it toss light on the construct of metacognition since it gains the lion's share in the topic under investigation, as it sought to explore the elements of cognitive monitoring, that is to say, metacognitive knowledge, metacognitive experiences, and metacognitive goals and strategies. Last but not least, it took view at metacognitive strategy instruction and how it maximise students' learning. Finally, the importance of LLSs was highlighted.

METACOGNITIVE STRATEGIES AND LISTENING COMPREHENSION

Section Two: The Listening Skill

Introduction

1.2.1. Definition of Listening Comprehension

1.2.2. Significance of Listening

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1.2.4.1. Bottom up Processing Model

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Conclusion

Section Two: The Listening Skill

Introduction

After having dealt with language learning strategies, along with its characteristics, classification, and importance, in addition to metacognition, cognitive monitoring and its components. Together with metacognitive strategy instruction, this section sheds light on some definitions of listening comprehension followed by its significance. Next, it tackles the process of listening comprehension as well as the difficulties encountered while listening. It subsequently draws attention to some of the distinguished types of listening. Finally, it ends up with the stages of listening tasks and some principles that underline the teaching of listening comprehension.

1.2.1. Definition of Listening Comprehension

The learning and acquisition of second and foreign language requires the development of the four language skills (speaking, listening, reading and writing). Thus, this implies the significance of each of these skills. Nonetheless, it is worth to mention that, the listening skill has been traditionally ignored in second and foreign language literature until recently.

In fact, a number of researchers perceived and simultaneously defined listening in a relatively different way. Joiner (1984), on one hand, asserted that providing a clear definition of listening is, indeed, problematic due to the fact that it is a covert skill and little can be said about it (as cited in Jeon 2007, p. 48). Thomlison's (1984), on the other hand, provided a simple detailed definition, he stated that listening refers to the listener's potential to concurrently comprehend the speaker's accent, grammar and vocabulary, besides the ultimate aim of topic; that is, meaning comprehension (as cited in Hamouda, 2013, p. 117).

Actually, some researchers perceived listening comprehension as an active process that incorporates various cognitive processes. Likewise, Rost (2002) described listening as an active dynamic process which encompasses a range of cognitive operations; notably, neurological, linguistic, semantic and pragmatic processing. Similarly, Purdy (1991) reported listening “as the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and non verbal) needs, concerns, and information offered by other human beings” (as cited in Jeon, 2007, p. 49).

Briefly, listening comprehension is, indeed, an active, dynamic process, in which the listener is actively engaged with the listening passage. It is worth noting that, the listener cannot grasp the overall meaning of the listening passage; unless, s/he is knowledgeable enough in the different aspects of language; namely, grammar, vocabulary, accent and even culture. Consequently, any weakness in the aforementioned aspects of language could prompt a gap in the listening comprehension of the listener.

This skill has been, undeniably, recognized as the most challenging skill for learners, in general and EFL learners in particular, who are indeed prone to suffering from problems while listening to academic discourse, which the current study revolves around. Having shed light on the concept of listening comprehension, it is also of value to consider its significance for EFL learners.

1.2.2. Significance of Listening

Listening comprehension is now well recognized as conducive in second to foreign language learning, and should be developed in parallel with the other skills; that is, speaking, reading and writing. In regard to this view, Nunan (1998) maintained that many second and foreign language acquisition researchers asserted that students spend over 50 percent of their time while learning a foreign language (as cited in Nation & Neuton, 2009, p. 37). Truly, most

of learners' time, both learning a native and foreign language, is devoted to listening than to speaking, since they first need to enrich their language repertoire, accordingly, communicate effectively and successfully.

Emphasizing the crucial role of listening in language learning, Harmer (2007) confessed that "what we say or write is heavily influenced by what we hear and see" he added that "the more we see and listen to comprehensible input, the more English we acquire, notice or hear" (p. 266). Furthermore, listening is considered to be a valuable source for the acquisition and the development of various aspects of language, such as grammar and vocabulary. In line with this, Morley (2001) affirmed that "listening comprehension lessons are a vehicle for teaching elements of grammatical structures and allow new vocabulary items to be contextualized within a body of communicative discourse" (p. 70). Otherwise stated, listening comprehension lessons are beneficial for learners, in the sense that, they support their language repertoire through learning various grammatical structures as well as new vocabulary items.

To put it briefly, listening plays an indispensable role in second and foreign language learning. EFL Learners, in fact, need to be exposed to sufficient comprehensible input, thus, develop their linguistic competence and other language skills, more particularly speaking. Indeed, listening is crucial to sustain effective communication. After having considered the significance of listening in language learning, the subsequent part of this section is devoted to the process of listening comprehension.

1.2.3. The Process of Listening Comprehension

Earlier, it has been claimed that listening is merely a passive process with listeners only receiving input. Recent studies, however, suggest that listening turns out to be, in fact, much more complex than passively receiving input. Indeed, listening is an active dynamic and

complicated activity. Generally speaking, learners come across some difficulties on their way to comprehend what they are listening to, especially when they are listening to a foreign talk, let alone, when learners are listening to academic discourse, which is far more difficult than any other discourse.

Vandergrift (1999) acknowledged that when listening “The listener must discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance” (p. 168). To put it in another way, the listener is supposed to discern between the sounds s/he receives, and possesses sufficient knowledge in terms of grammar, vocabulary, and other pronunciation aspects, such as stress and intonation. More importantly, along with these, the listener needs to be pragmatically competent to grasp the speaker’s real intention.

Brownell (2010) proposed a model for the listening process, called Brownell’s HURIER model. The letters in HURIER stands for six interrelated processes, notably, Hearing, Understanding, Remembering, Interpreting, Evaluating and Responding.

- **Hearing**

The first stage of listening is hearing. The latter refers to one’s inborn ability to discriminate between sounds. Apparently, hearing takes place with or without one’s consent.

- **Understanding**

Understanding is an integral step in the listening process. Actually, the listener has to understand the message s/he receives, otherwise, a breakdown in communication may take place. To put it simply, at this stage, the listener can perceive words from sounds and capture the intended meaning of the speaker.

- **Remembering**

Remembering is essential. It is the stage where the listener uses his memory to store whatever information s/he receives, and recall them when needed in communication with others.

- **Interpreting**

As far as this particular stage is concerned, the listener has to take into consideration, besides the literal meaning, the context of the speaker's message, so that, s/he can infer the intended meaning of the message. In addition to the linguistic cues, the listener has also to draw on non linguistic ones such as facial expressions and tone as they contribute significantly to the right interpretation of the message.

- **Evaluating**

Last but not least, evaluating is the phase where the listener is affected by his own prior experiences, opinions and inclinations. He, thus, extrapolates some conclusions and assesses the plausibility of the message that has been received.

- **Responding**

Responding is the last stage of the listening process. Truly, responding to one's message involves any verbal or non-verbal reaction. That is to say, the listener provides a feedback for the speakers, which ostensibly demonstrates that he was listening.

1.2.4. Models of the Listening Process

The complex nature of the listening process prompted researchers in the field of foreign and second language learning to conduct further investigations, with the aim of uncovering the underlying mental operations and active processes occurring when listening.

Researchers, therefore, forged various models of the listening process that may potentially explain how listening functions, especially when listening to a foreign speech. In the related literature, it is claimed that there are three common models, viz. the bottom-up, the top-down and the interactive model.

1.2.4.1. Bottom-up Processing Model

Researchers have essentially developed the bottom-up model in the 1940s and 1950s. It actually entails that listening comprehension is constructed gradually. More particularly, the listener begins by discriminating between individual sounds that are connected together into words, which, in turn, form sentences. These sentences are, then, combined together to convey ideas and meaning (Flowerdew & Miller, 2005, p. 24). Accordingly, the listener can comprehend the received message by following bottom-up process of listening.

Similarly, Nunan (2002) maintained that in bottom-up processing “phonemic units are decoded and linked together to form words, words are linked together to form phrases , phrases are linked to form utterances, and utterances are linked together to form complete meaningful texts (as cited in Richards & Renandya, 2002, p. 239).

1.2.4.2. Top-down Processing Model

As far as top-down processing model is concerned, the listener exploits his/her background knowledge in order to understand the listening passage rather than counting on the received individual sounds and words. When conducting an experiment, Flowerdew and Miller (2005) observed that context is of paramount importance for the identification of truncated words (p. 25). Differently stated, the context of particular situation contributes with necessary information that helps the listener to interpret any listening passage. Thus, the key process here is inference. In fact, human knowledge is arranged and stored in memory, which

in turn will be used in the future, if it is clearly relevant to that particular situation (Flowerdew & Miller, 2005, p. 26)

1.2.4.3. Interactive model

The synthesis of both bottom-up and top-down processing gives rise to the so-called interactive model. The latter was essentially developed by Rumelhart (1975). The listener, according to this particular model, relies on both bottom-up and top-down processing and uses them interchangeably. Moreover, Rumelhart revealed that language functions concurrently at various levels, that is, phonological, syntactic, semantic and pragmatic. Yet, how these information work together is still perplexing (as cited in Flowerdew & Miller, 2005, p. 26). On the basis of this model, the listener, thus, is required to develop and expand his/her language knowledge and skills. Interestingly, the interactive model is deemed to be advantageous in the sense that it fits different types of listeners, meaning that, it takes into account the listeners individual learning styles as well as the group needs. The former implies that some listeners may choose to follow top-down processing, while others may prefer to rely on bottom-up processing; whereas, the latter indicates that beginners are likely to have some deficiencies, regarding fundamental bottom-up skills of decoding , as a result, these skills need to be developed . Advanced learners, on the other hand, are more likely to count on top-down skills that are making use of their prior knowledge (Flowerdew & Miller, 2005, p. 27).

In sum, learners' approaches to these three models of listening processing contribute significantly to their listening comprehension. However, there is no denying that the interactive model is considered as immensely useful, since it compensates the shortcomings of both the bottom-up and top-down model. Importantly, learners draw on these models to better comprehend the listening input.

After reviewing the well-known models of the listening comprehension process, a transition is made to the most important types of listening, namely extensive listening and intensive listening.

1.2.5. Types of Listening

In their endeavor to learn a second or a foreign language, students usually draw on two kinds of listening that help them improve the listening skill and obtain valuable language input. Broadly speaking, researchers have classified listening, based on certain variables, notably the setting of where the listening task takes place and the active role the listener plays.

According to the setting, listening basically comprises two types, namely intensive and extensive listening.

1.2.5.1. Intensive listening

One type of listening is the intensive listening. It is generally practiced in day to day situations; however, it mostly occurs inside real language classrooms, where students are required to develop their language proficiency. Rost (2002) defined intensive listening as “the process of listening for precise sounds, words, phrases, grammatical units and pragmatic units” (p. 138). It is worth to mention that, the teacher plays a key role, in the sense that, s/he provides learners with relevant materials for listening, like taped materials which gives the listener the chance to listen to a variety of voices with different accents, talking about different topics (Harmer, 2001, p. 229).

1.2.5.2. Extensive Listening

Unlike the aforementioned type of listening where listening occurs within the confines of classroom, extensive listening occurs outside the classroom. That is, in students homes, cars and so on. Significantly, the learners are free to listen to whatever they want, since the

overall purpose of their listening is predominantly for pleasure and language improvement. The students' freedom to choose for themselves what they listen to does not mean that the teacher is not involved in this type of listening, but he is attributed the general guidance. As far as extensive listening materials are concerned, any material that provides spontaneous conversations and dialogues are used, for example passages from books, television and radio (Harmer, 2001, p. 228). From what is clearly stated above, intensive and extensive listening are two important types of listening, as they both ensure the realization and improvement of the listening skill.

Another way of characterizing listening is in terms of the active role the listener plays in the listening activity, which result in two types of listening, viz. reciprocal and non-reciprocal listening.

1.2.5.3. Non-reciprocal Listening

When the listener is not involved in the talk, the listening is, by definition, non-reciprocal. By way of illustration, listening to the radio, television and broadcasts are some situations where the listener does not take place in any of these. The listener, in fact, has no chance to ask for explanation or respond back (as cited in Richards & Renandya, 2002, p. 239).

1.2.5.4 Reciprocal Listening

Reciprocal listening, on the other hand, gives the chance for the listener to give and talk with the speaker as well as exchange his ideas and thoughts (as cited in Nunan, 1989, p. 23). It is worth to note that, there are still other types of listening that have not been tackled in the current research. Owing to the fact that, researchers have essentially agreed that the aforementioned types are considered to be the most prominent ones.

1.2.6. Stages of Listening Activities

Generally, teachers agree on the fact that teaching listening comprehension should be systematic. Therefore, any listening task is made up of three essential stages referred to as pre-listening stage, while-listening stage and post-listening stage.

1.2.6.1 . Pre-listening Stage

This stage works as a kind of preparatory step, that is, it gets the students ready for the main task through warm-up activities. In other words, students are called to activate previous knowledge and attitudes relevant to the topic at hand, so that, they will be more willing to receive the new material provided later on. Hedge (2000) suggested that activities related to this phase are likely to include “predicting content from the little of the talk, talking about a picture which relates to the listening text, discussing the topic, answering a set of questions about the topic and agreeing or disagreeing with opinions about the topic” (p. 249). Differently stated, the students are encouraged to anticipate what they are going to learn and they subsequently check out the pictures that have to do with the topic in order to converse about them as well as exchange opinions with each other.

Similarly, Rost (2002) demonstrated that” The pre-listening step may include explicit pre-teaching of vocabulary, grammatical or rhetoric structures, specific pronunciation of phrases or ideas to be contained in the upcoming input” (p. 20). That is to say, developing some linguistic knowledge in prior is of great help for learners to perform better in the actual listening task. Wilson (2008) suggested that there are actually two main stages within the pre-listening stage. The first stage usually incorporates activating students’ schemata for the sake of supporting their anticipation of the content of the listening text. The second stage, on the other hand, is to inform the students with the purpose of their listening to compensate any information or opinion gap that need to be filled (p.60).

1.2.6.2 . While-listening stage

The second stage of a listening activity is called while-listening stage. The latter refers to the time when the listener is totally engaged listening to the core of the listening task and at the same time accomplishing some activities to support his or listening comprehension. According to Wilson (2008), at this particular stage, learners first need to be exposed to an input. Once the learners receive the input, they are invited to "listen for gist", that is to say, listening carefully in order to grasp the speakers' intention from the talk. Then, as Wilson argued, learners are usually called for a second time listening to find out details or specific information which fairly helps them to make inferences and conclusions (p. 60). All in all, while-listening is an integral phase in all listening activities where learners collect the necessary information for an overall listening comprehension.

1.2.6.3 . Post-listening Stage

Post-listening stage comes basically after the while-listening stage. As a matter of fact, this stage is useful for learners in the sense that it increases their general language proficiency. In this regard, Donaldson and Haggstorm (2006) asserted that the reason behind post-listening activities is to reuse the structures, vocabulary as well as the topic of the listening passage. As a result, it boosts the students' linguistic and background knowledge (p.78). Moreover, Wilson (2008) maintained that "the whole class checks answers, discusses difficulties such as unknown vocabulary, and responds to the content of the passage, usually orally, sometimes in writing. In sum, post-listening stages is considered as a springboard for learners to further practise their language and simultaneously make use of the acquired knowledge in order to enhance their language skills.

To say it in brief words, most language listening activities are primarily sequenced as follows pre-listening stage: while-listening stage, and post-listening stage. Each stage is

distinctively marked by its own purpose and the variety of activities practiced by learners so as to reach comprehension. Having considered the stages of listening activities, it is also germane to expound on some principles for listening comprehension.

1.2.7. Principles for Listening Comprehension

In order to boost the effectiveness of aural comprehension, there are three materials development principles are recommended to be respected for more fruitful results, notably relevance, transferability and task orientation (Morley, 2001, p. 77). Firstly, Morley stated that a listening lesson should be relevant to the students' level and their real lives. Basically, the more the listening material is directly related to daily situations, the more learners are genuinely motivated, consequently, the better they will comprehend the listening lesson. Additionally, Morley (2001) asserted that the selection of materials should account for the criterion of transferability. This means, learners should be able to transfer the already learned material and use it in different situations.

Moreover, a listening task should consider both language use tasks and language analysis tasks. As far language use is concerned, it seeks to supply students with practice, particularly in listening for information, and subsequently use the already learned ones in doing different tasks, for example, summarizing and solving riddles. Regarding language analysis tasks, it aims at giving the students the chance to analyze features of both language structures and language functions, which help them to develop some learning strategies which ease and improve the listening comprehension (pp. 77-78). Interestingly, the aforementioned principles are useful for teachers, in the sense that, it guides them through their teaching journey, more precisely, in terms of organizing the listening sessions and making them more worthwhile for learners.

Conclusion

From what is presented in the above lines, it can be concluded that the listening skill has recently become a hot debatable issue, since it provokes the sense of curiosity of many researchers who seek to delve into how learners develop this skill and how teachers may succeed to teach it. Each researcher tackled this issue from his/her own perspective. After reviewing the definitions of listening comprehension and its significance, the focus of this section, in fact, was on the process of listening comprehension. Besides, this section looked at the various models of the listening process. Then, types of listening were highlighted. Furthermore, it made an account of the main stages of the listening activities. Finally, it ended up with the principles of listening comprehension.

Section Three: Academic Lecture Comprehension

Introduction

1.3.1. Definition of the Lecture

1.3.2. The Nature of Academic Lecture Comprehension

1.3.2.1. Distinctive Features of Academic Lecture

1.3.3. Discourse Structure of Academic Lecture

1.3.3.1. Lecturing Styles

1.3.3.2. The Role of Discourse Markers in Lectures

1.3.4. Note-taking of Academic Lecture

Conclusion

Section Three: Academic Lecture Comprehension

Introduction

As stated earlier in this study, it is commonly agreed that listening skill plays an indispensable role both in daily communication and students' academic success. As a matter of fact, with the rising value of English as a world language, the number of students studying at the university with English as the language of instruction is growing tremendously. Taken into account that the lecture is the mostly used form of instruction, developing the listening skill for EFL students has thus become more than an asset. This section delves into: defining academic lecture. Next, it considers the nature of academic lecture comprehension and its distinctive features, after that, academic lecture is generally known of its particular discourse that contains specific discourse markers which are critical for students' comprehension. Finally, there are different styles of lecturing, and students are supposed to take notes while attending their lectures.

1.3.1. Definition of Lecture

The most commonly used form for instruction in college is, undoubtedly, the lecture. The latter is credited for its significance, because students' success is depending on how well they comprehend their academic lecture. It is, thus, worthwhile to touch upon the various definitions of the lecture. In this respect, Sutherland (1976) asserted that "the lecture is defined loosely as a continuing oral presentation of information and ideas by the professor, it is presumably a synthesis of his own reading, research, and experiences, interpreted in light of his own insights" (p. 30). Simply put, the lecture is clearly defined as the professor's delivery of information that has been accumulated after his long research. Interestingly, the lecturer whether a professor or an assistant teacher plays, apparently, a critical role, as s/he is the provider of information during the presentation of the lecture.

Likewise, Goffman (1981) viewed lecture as “(...) institutionalized extended holdings of the floor in which one speaker imparts his views on a subject, these thoughts comprising what can be called a ‘text’, the style is typically serious and highly impersonal, the controlling intent being to generate calmly considered understanding, not mere entertainment, emotional impact or immediate action”(p. 4).

Prichard and sawayer (1994) acknowledged that there are, basically, different types of lectures, notably formal lecture and informal lecture. The former entails that the instructor is the primary agent whose role is to deliver information in a well-organized fashion, without any kind of reaction from his or her audience. Conversely, the latter is described as being non-systematic, with the possibility of having students asking questions (p. 86). What’s more, Prichard and swayer added that some writers defined the lecture based on the criterion of size. Therefore, it is claimed that we can only consider it a lecture, if it is presented to no less than twenty students. Whereas, others suggested that fifty students is the required number for a lecture.

On the whole, Academic lecture does place enormous weight on the instructor and his or her unique way of dispersing knowledge to his or her students. The latter is another indispensable variable that counts when describing the lecture. Although, specialists did not settle on the exact number of students required for the lecture. Yet, they all meet on the point that there should be no less than twenty students. After touching upon the definition of lecture, our attention next will be directed to the nature of academic lecture comprehension.

1.3.2. The Nature of Academic Lecture comprehension

It has been found that, among second and foreign language listening academic listening seems to gain a considerable amount of attention. As far as academic listening is concerned, Buck (2001) stated that “Academic listening usually means listening to lectures or

presentations on academic topics in a college or university” (p. 168). In other words, academic listening can generally take place at universities, and more particularly in either classrooms or conferences. Evidently, EFL learners studying at the university seem to receive all the instruction in English. That is, listening to their lectures and seminars presented in English. Hence, it is worthwhile to draw on the findings of both the linguistic theory and the psycholinguistic theory with regard comprehension in general. As far as linguistic theory is concerned, it is proved that there are basically five types of knowledge that the listener is assumingly relying on in the comprehension process, viz., pragmatic, semantic, syntactic, lexical and phonological. The psycholinguistic theory, on the other hand, hypothesized that the aforementioned types of knowledge interact interchangeably, as a result, facilitating the functioning of each other (Flowerdew, 1994, p. 8).

1.3.2.1. Distinctive features of lecture comprehension

Listening to academic lectures is obviously different from listening to conversations, as each genre has its own distinctive features. First of all, the type of background knowledge needed in the listening comprehension process is quite important and similarly different in both genres. By way of illustration, listening to a lecture necessitates the recognition of certain concepts and terminology that are particularly relevant to a specific subject matter, which is not the case in conversations, where only general background knowledge is required. Next, in a lecture, the ability to differentiate and be consciously aware of what is more pertinent to the existing topic and what is less pertinent is also crucial. Another difference between academic and conversational listening is the way turn-taking is perceived. For a conversation to be successful, turn taking is vital, whereas, in lectures turn-taking is restricted and depends on the lecturer if s/he allows it to occur (Flowerdew, 1994, p. 11). Finally, in lectures, the lecturer gives more attention to the factual or propositional meaning. S/he insists on the efficient transference of information, in other words, it is necessary that the students

receive correct information. In conversations, interpersonal meaning is paid more importance instead. The purpose is, therefore, to maintain social relationships (Brown & Yule, 1983, P. 2-3).

1.3.3. Discourse Structure of Academic Lecture

In fact, academic lecture is known of its distinctive discourse and hence learners need to be aware of this kind of discourse, as it optimally contributes to their comprehension process. Furthermore, knowledge of lecture discourse will be of value to teachers and course designers, as it helps them to know what to incorporate in the course and what kind of discourse learners need to know. Within research into lecture discourse, lecturing styles and the role of discourse markers in a lecture seem to be of value and relevance to shed light on.

1.3.3.1. Lecturing Styles

Researchers, in fact, have deduced that there are many types of lecturing, that is, each lecturer has his or her individual styles and learners are required to appreciate and cope with this individuality. In this respect, Dudley Evans (1994) maintained that “the key to the understanding of lectures is an appreciation of lecturers’ individual styles” (p. 148). Lecturing styles for Dudley Evans and Johns (1981) are basically three types: First, reading Style “in which lecturers either read the lecture or deliver it as if they were reading it”; second, conversational style “in which lecturers deliver the lecture from notes and in a relatively informal style with a certain amount of interaction with students”, third, the rhetorical style “in which the lecturers give a performance with jokes and digressions” (p. 34). It can be concluded, then, that conversational style and rhetorical style are the most predominant styles in nowadays academic lectures, in parallel, with the current trends in the teaching approaches.

Furthermore, Goffman (1981) discriminated between three modes of lecture, namely memorization, aloud reading, and fresh talk (as cited in Flowerdew, 1996, p.15). To

summarize, lecturing styles seem to be classified based on certain criteria, that is, whether the lecture is only read or delivered in real time and whether there is some kind of interaction between the lecturer and the students or there is no interaction.

1.3.3.2. The Role of Discourse Markers in Lectures

Discourse markers have been acknowledged prodigiously for their remarkable weightiness in fostering students' comprehension of their lectures. Generally speaking, discourse markers (DMs) are cohesive devices that are intentionally used by the speaker to connect what is being said to what has already been said. They are defined by Schifffrin (1987) as "sequentially-dependent units of discourse which serve an integrative function in discourse and therefore contribute to discourse coherence" (p. 51). In point of fact, DMs serve not only as tools for organizing discourse but also as tools that assist learners in their interpretation and comprehension of the input.

There are many studies, in fact, that have examined the relationship between discourse markers and students comprehension of lectures. Of these studies, Chaudron (1983) investigated the effects of topic signaling in experimental lectures on ESL learners' immediate recall of the topic information. Interestingly, he deduced that discourse signaling cues are considerably important in assisting students L2 listening comprehension (as cited in Chaudron & Richards, 1986, p. 67). Similarly, Swa (1985) explored two factors in recorded lectures: repetition and paraphrasing of information and signaling of major segments and emphasis. He put into test the impact of each of these both separately and in combination on intermediate level ESL listener post lecture free recall. Nevertheless, the results of the study indicated that no significant differences in recall between lecture versions have been found (as cited in Chaudron & Richards, 1986, p. 67).

Likewise, Chaudron and Richards (1986) undertook a research study where they investigated the effect of pragmatic signaling devices on comprehension. In collecting the data, they provided the students with four different versions of the same lecture. More precisely, no signaling devices were included in the first version, while the second version included signaling devices, or the so-called micro-markers. Similarly, the third version encompasses another kind of signaling devices known as macro-markers. Lastly, the fourth version was an integration of both micro-markers and macro-markers. The results, therefore, demonstrated that macro-markers were more useful in the recall of the lecture than micro-markers (as cited in Fortuño & Gomez, 2004, p. 6). Of particular interest, Chaudron and Richards (1986) classified DMs into micro-markers and macro-markers. The former denotes connectives between sentences within the lecture; they work primarily as fillers, in the sense that, they fill gaps in discourse by giving the chance for the listener to firstly comprehend individual segments. The latter, on the other hand, spotlight on the most important information in the lecture.

1.3.4. Note-taking of Academic Lecture

Remarkably, students who have just recently entered university are invited to develop some skills of listening and note-taking. Taken for granted that university study is mostly lecture-oriented, these skills, thus, are highly recommended to be mastered. More than that, note-taking is considered to be of great help for students to better understand their lectures and similarly reflect upon lecture content. Many researchers, in fact, have directed their attention towards the phenomenon of students' note-taking and its relationship with their lecture's comprehension, they basically considered it as a worth investigating phenomenon. Significantly, different findings have been found regarding the function it serves.

Rost (1990) acknowledged that there was no direct correlation between quantity and quality of notes and students' level of comprehension (as cited in Flowerdew, 1994, p. 14). To put it concisely, students' notes do not necessarily demonstrate their understanding of the main ideas of a lecture. They are merely a document of words heard from the lecturer. Contrariwise, the study conducted by Song (2011) had different results with regard note-taking. Unlike Rost's findings, Song noticed that the ideas found in the notes and their organizations are more likely to be signs of test takers' L2 academic listening proficiency (as cited in Wang, 2018, p.13).

Taken all together, it can be said that the significance of note-taking and the role it plays in students' academic success is widely recognized by many researchers.

Conclusion

This relatively short section has basically tackled some key issues about academic lecture. It has firstly defined academic lecture, its nature, along with its distinctive features. Besides, it has drawn on its discourse structure, including lecturing styles, the pivotal role discourse markers play in students' comprehension. Finally, it has dealt with note-taking as relevant topic to academic lecture.

METACOGNITIVE STRATEGIES AND LISTENING COMPREHENSION

Chapter Two: Research Methodology and Data Analysis and Discussion

Section One: Research Methodology

Introduction

2.1. Research Methodology

2.1.1. Research Paradigm

2.1.2. Research Methodology

2.1.2.1. Setting

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Conclusion

Chapter Two: Research Methodology and Data Analysis and Discussion

Introduction

The previous chapter of this study has casted light on the theoretical aspects of language learning strategies mainly metacognitive strategies, listening comprehension as well as academic lecture. This chapter, however, is exclusively devoted to present the practical field work which aims at investigating students' metacognitive listening strategy use as well as how this contributes to content lecture comprehension. This chapter basically includes three major sections. The first section is left to present the research methodology employed to inquire about the research issue at hand, and it encompasses: the research paradigm, setting, sample of the study, research tools, data collection procedures, and research limitations. The second section presents the results yielded from student questionnaires and the listening test. The final section discusses the most significant findings obtained.

2.1. The Research Methodology

Introduction

The methodology section is intended to expound on such issues as the research paradigm, setting, sample of the study, research instruments, data collection procedures and lastly limitations of the study.

2.1.1. Research Paradigm

The current study attempts to investigate how the use of metacognitive strategies can help Master1 students overcome the problems they encounter while listening and ultimately comprehend their content lectures more effectively. To probe into the topic, the researcher resorted to a quantitative research method, as it is viewed as more adequate. In line with this, Creswell (2008) described quantitative research as “a type of educational research in which

the researcher decides what to study; asks specific narrow questions; collects quantifiable data from participants; analyze these numbers using statistics; and conducts the inquiry in an unbiased objective manner” (p. 46). The quantitative data essentially stemmed from both the questionnaires and the listening test. In fact, the data obtained from both the student questionnaires and the listening test play a vital role in answering the research problems posed. It is worth noting that the data yielded from the student questionnaires assisted mapping out the different metacognitive strategies used by Master1 students. Besides, the listening comprehension test sought to gauge the students’ listening comprehension level.

The current study is in line with the quantitative research paradigm, since it endeavors at testing a correlation between two major variables, notably metacognitive strategies and listening comprehension. As the study attempts to answer a question of quantitative nature, the quantitative methods were consequently used. The latter premise prompts the current study to uphold to quantitative instruments mirrored in a questionnaire and a listening test administered to achieve the end of the study. Moreover, quantitative methods are deemed more appropriate since they yield accurate statistical data that can be tackled easily by a novice researcher, as opposed to qualitative research methods which are known of being intricate to be analyzed even for experts, let alone a researcher who is experiencing the field of research for the first time.

Moreover, the results will be presented in the form of percentages and numbers, since the research work is merely a descriptive investigation.

2.1.2. Research Design

The chief concern of this headline is to display the design of the prevailing research. It essentially tackles the targeted setting and participants of the study, the research tools as well as the procedures pursued to collect the data of this study.

2.1.2.1. Setting

The present study was carried out within the Algerian EFL setting. To be more precise, it took place at the University of Mohammed Seddik Ben Yahia, Jijel.

2.1.2.2. Sample of the Study

Considering that this research work is interested in students metacognitive strategy use, students reasonably make up the whole population. Basically, a total of 60 students (7 males and 53 females) were solicited to participate in this study based on random selection from approximately 163 students of the whole promotion. The participants were studying Didactics at the department of English at the University of Mohammed Seddik Ben Yahia, Jijel.

The rationale behind selecting Master1 students to be under scrutiny is the fact that they have spent enough of years (three years) attending and listening to academic lectures. Supposedly, they have developed a sense of autonomy when learning. Therefore, they are expected to be more aware of their strengths and weaknesses, and the fact that being successful depends on the efforts they make and the strategies they employ in order to learn.

2.1.2.3. Data Collection Instruments

In order to test the earlier stated hypothesis; that is, whether the use of effective metacognitive strategies significantly boost the students' comprehension of their content lecture. The researcher resorted to two research instruments, viz. a questionnaire, and a listening test.

2.1.2.3.1. Questionnaire

As it has already pointed out, a questionnaire is used as a research tool in order to elicit quantitative data from participants to confirm or disconfirm the already set hypothesis.

In fact, it is widely used as a research instrument to gather data from a large population within a short period of time. In this regard, Nunan (1992) described the questionnaire as “an instrument for the collection of data usually in written form consisting of open and/or closed questions and other probes requiring a response from subjects” (as cited in Mebitil, 2011, p. 54). The reason behind the selection of the questionnaire rather than other instruments (such as interviews, observation, think aloud protocols and diaries) is not unwarrantable. It is due to the fact that the questionnaire is more practical, and a large number of participants can be reached in a fairly short lapse of time. Besides, it is relatively easy to analyze and interpret its data, taking into account that the research is small in scope and timely bound. Moreover, the questionnaire can provoke students to reveal most of the time subconsciously their attitudes towards the use of metacognitive strategies. Thus, sufficient information is likely to unveil.

2.1.2.3.1.1. Description of Student Questionnaire

The present questionnaire is adapted from Vandergrift et al (2006) metacognitive awareness listening questionnaire. It is essentially used to account for language learners’ awareness and perceived use of metacognitive listening strategies. It goes without saying that the researcher has added two further sections and made some adjustments to the wording of few items as well as deleting two statements.

The first part of the questionnaire elicits basic personal demographic information including gender, number of years of English study, and English proficiency level. The second part, on the other hand, is made up of 5 closed questions (Q4, Q5, Q6, Q7, and Q9). Closed questions are remarkably recognized that they can generate answers that could be easily quantified and analyzed. The third section consists of 14 statements associated with metacognitive listening strategies, this part is primarily a five point likert-scale ranging from (strongly disagree) to (strongly agree).

2.1.2.3.1. Listening Test

The listening test is primarily adapted from the test of English as a foreign language (TOEFL) due to its reliability. Besides, the TOEFL encompasses a section on real life lecture listening. The primary aim behind conducting this test is to prompt the students to reflect on their mental strategies while completing the questionnaire. The listening test constructed for this study is comprised of an academic lecture to gauge the students listening comprehension.

What is more, the lecture is a listening passage about a well-known poet namely *Sylvia Plath*. It was cautiously revised to make sure that it does not contain any intricate terminology that could make the comprehension of the lecture extremely challenging to the students, taking into account their level. So far as the measurement of the students' comprehension of the listening passage is concerned, the researcher distributed worksheets to the students by which the worksheet is comprised of 10 items with four to six potential choices.

2.1.2.4. Data Collection Procedures

After the administration and the finalization of the questionnaire and the listening test, the researcher reached an important phase; that is, data collection. Since it was almost impossible to call all the sixty students to sit for the listening test at once in a language laboratory; where only 30 seats were available and the remaining have been used by teachers. its implementation was conducted in two sessions; each session lasted for about an hour. Remarkably, prior to conducting the listening test, the researcher checked the equipments of the language laboratory to avoid any technical problem. Afterwards, the researcher explained the requirements of the test to the students that they will be listening to a recorded lecture.

In the first listening, participants were asked to take notes which they were later allowed to use in order to answer the questions. Upon finishing the first listening, students listened to the recorded lecture a second time. Afterwards, they were administered the comprehension questions and allotted fifteen minutes to go over the questions and answer them using the collected notes.

After having listened to the recorded lecture and answered the comprehension questions, participants were administered the metacognitive awareness listening questionnaire, the researcher was present during the completion of the questionnaire to respond to any possible inquiries in order to avoid misunderstanding. Students actually filled out the questionnaires on the spot and handed them back along with the test worksheets to the researcher.

2.1.3. Data Analysis

After raw materials have been gathered by means of the questionnaires and the listening test, the researcher came to another important phase, data analysis. In so far as the data obtained from the questionnaires are concerned, the statistical package SPSS was used so as to reach more rigorous results. The researcher counted the frequency and the percentages of items and subsequently reported them under relevant headings. These tables were basically accompanied by commentaries, by which shedding light on significant patterns. The scores of the listening test, on the other hand, were reported in a table. Eventually, the Pearson correlation was computed and displayed in a table followed by an adequate illustration.

2.1.4. Limitations of the Study

Although this research work was carefully conducted and it has reached its aim, there were a number of unavoidable constraints which will run as follows:

- One of the emerging limitations of this study that are worthwhile to be pointed out is the shortage of relevant resources which resulted in the use of second-hand references. Importantly, the unavailability of references concerning the third section, in the theoretical part.
- The researcher intended to conduct an experimental design, by which a metacognitive strategy instruction would be carried out followed by a test. In this regard, there would be a controlled group and experimental group to test whether there was a significant difference in students' performance. However, it was cancelled because of time constraints, and the fact that teachers would be reluctant to be intervened in their sessions each time which will be difficult for them to finish the syllabus.
- The researcher also attempted to conduct a semi-structured interview with teachers regarding the teaching of metacognitive strategies to their students. However, it was dropped due to the fact that the teaching of these strategies is, in fact, not inserted in the Algerian curriculum.
- Equally, it was essential in this study to consider just metacognitive strategies, however, it is likely that students use other learning strategies when attending their academic lectures, and as these strategies vary, so too may learners' choice of strategy.

Conclusion

All in all, the first section of this chapter provided a brief description of the methodology adopted in this study. It touched upon the research paradigm, the setting, the sample of the study, the research instruments, the data collection procedures, the data analysis, and finally the limitations of the study.

METACOGNITIVE STRATEGIES AND LISTENING COMPREHENSION

Section Two: Data Analysis

Introduction

2.2.1. Analysis of Student Questionnaires

2.2.1.1. Section One: General Information

2.2.1.2. Section Two: Listening Comprehension

2.2.1.3. Section Three: Metacognitive Listening Strategies

2.2.2. Analysis of the Listening Comprehension Test

2.2.3. The Analysis of the Relationship between Metacognitive Strategies and the Listening Comprehension Performance

Section Two: Data Analysis

Introduction

The first section of the field work chapter was devoted to describe the research design and methodology used to collect data. The major concern of this section, on the other hand, is the analysis of the results yielded by the different research tools, namely student questionnaires and the listening comprehension test. It first opens up with the results obtained from student questionnaires, then presents the results of the listening test.

2.2.1 Analysis of Student Questionnaires

This part provides essentially the analysis and the results generated by means of student questionnaires. The statistical package SPSS was used to analyze students' answers, and equally reported them in tables and presented them through numbers or percentages as deemed convenient.

2.2.1.1 Section One: General Information

Answers to Q 1 (Indicate your gender)

Table 1

Students Gender

Options	Percentage %
Male	11.66 %
Female	88.33 %
Total	100 %

As indicated in table 1, the vast majority of the sampled populations (88.33%) are females, as opposed to males (11.66%) who represent the minority. Assumingly, the reason behind this is attributed to the fact that females are more motivated to study foreign languages, in general, and particularly English than males, who are perhaps attracted and motivated to study other streams apart from foreign languages.

Answers to Q 2 (How long have you been studying English?)

Table 2

Learners' exposure to English

Options	Percentage %
4 Years	20 %
5 Years	1.66 %
11 Years	66.66 %
12 Years	3.33 %
Total	100 %

As the answers demonstrate in table 2 above, the great majority of students (66.66%) have been studying English for 11 years, which is the normal situation in Algeria, in general, for students who started studying English in the first year at the middle school up till their first year Master. The students who mentioned 4 years (20%) have basically considered three years of their licence studies in addition to their first year Master, while, those who mentioned 5 years (1.66 %), and 6 years (1.66%) have possibly repeated one year, or two years respectively. These results indicate that students normally have a background in the English language; consequently, they have got their ears used to listening to English talk.

Answers to Q 3 (How do you rate your English proficiency level?)

Table 3

Students' language proficiency level

Options	Percentage %
Below Average	1.66 %
Intermediate	70%
Advanced	28.33%
Total	100 %

As far this question is concerned, students are hesitant to announce their language proficiency, where three options were provided. Noticeably, the vast majority of them (70%) admitted to have an intermediate level. Accordingly, it can be deduced that students' language proficiency level is mostly intermediate.

2.2.1.2 Section Two: Listening Comprehension**Answers to Q 4** (What do you think is the most important skill for academic success?)

Table 4

Students' opinions about the most important skill for academic success

Options	Percentage%
Speaking	43.33%
Writing	50%
Reading	1.66 %
Listening	5%
Total	100 %

As it is displayed in table 3, speaking and writing skills seem to be relatively equal in importance as 50% of the participants chose writing and 43.33 % selected speaking. Consequently, reading and writing are underestimated by students.

Answers to Q 5 (Do you think listening to academic lectures is difficult?)

Table 5

Students' perceptions of the Difficulty of academic lectures

Options	Percentage %
Yes	31.66 %
No	68.33 %
Total	100 %

As the above table demonstrates, while only 31.66 % of the respondents pointed out that listening to academic lectures is difficult, a high portion of 68.33% stated that listening to academic lectures is easy.

Answers to Q 6 (How would you rate your listening comprehension in English?)

Table 6

Students' views of their listening comprehension in English

Options	Percentage %
Very Good	11.66 %
Good	50 %
Average	38.33 %
Poor	0 %
Total	100 %

As it is plainly shown in table 6, the overwhelming majority of students (50 %) believed that their listening comprehension in English is good.

Answers to Q 7 (After listening to a lecture, how often you manage comprehending it?)

Table 7

The Frequency of Students' Comprehension of their Academic Lectures

Options	Percentage %
Often	50 %
Sometimes	50 %
Hardly	0 %
Total	100 %

The results displayed in table 7, show that all the students do comprehend their academic lectures, but they differ with regard to the frequency, with half of them comprehending their lectures so often, and the other half sometimes.

Answers to Q 8 (What do you do if you cannot understand words or phrases while listening)

Table 8

Problem solving strategies students resort to.

Options	Percentage %
Ignore them and keep on listening	81.66 %
Try to guess their meaning	15 %
Stop Listening	3.33 %
Total	100%

Based on the results from table 8, the majority of students (81.66%) tolerate ambiguity, as they reported that they continue listening even if they cannot understand some

words or phrases. Based on this, we can infer they may consider the listening text as unified in terms of the meaning that it implies, and giving importance for each word being heard is not necessary.

Section Three: Metacognitive Listening Strategies

Table 9

Planning and Evaluation Strategies

Statements	SA	A	N	D	SD	Mean
	5	4	3	2	1	
a. I plan beforehand how I am going to listen	11 (18.33 %)	23 (38.33%)	19 (31.66%)	7 (11.66%)	0 (0%)	3.63
b. Before listening, I recall similar texts that I may have listened to	4 (6.66 %)	25 (41.66)	18 (30%)	13 (21.66%)	0 (0%)	3.33
c. I already have a goal, while I am listening	31 (51.66%)	17 (41.66%)	7 (30%)	5 (21.66%)	0 (0%)	4.23
d. while I am listening, I occasionally ask myself if I am satisfied with the level my listening	14 (23.33%)	32 (53.33%)	9 (11.66%)	5 (8.33%)	0 (0%)	3.92
e. After listening, I self-evaluate how I listened, and how I listen next time	16 (26.66%)	25 (41.66%)	13 (21.66%)	4 (6.66%)	2 (3.33%)	3.82

The results from the table above show that the students admitted that they have a final goal and a plan in mind for how they can successfully listen to the listening text (statements a & c), recall similar texts (statement b), keep track of their listening performance that represented (56.66%), (79.99%), (48.32%), (76.66%), and (68.32%) respectively. Consequently, students report they relatively use planning and evaluation strategies while attending their academic lectures.

Table 10

Directed Attention Strategies

Statements	SA	A	N	D	SD	Mean
	5	4	3	2	1	
f. I concentrate more on the lecture when I feel I am not catching anything	17 (28.33 %)	27 (45 %)	8 (13.33%)	8 (13.33%)	0 (0%)	3.88
g. When I lose concentration, I get back track right away.	17 (28.33 %)	31 (51.66%)	7 (11.66%)	3 (5%)	2 (2%)	3.97
h. I listen for the key words in the lecture	30 (50%)	25 (41.66%)	3 (5%)	2 (3.33%)	0 (0%)	4.38

Students' responses show that the majority of them (73.33%), (79.99%) and (91, 66%) reported the use of strategies to maintain, increase and recover their concentration once they lose it. It is worth pointing out that attention and concentration are crucial in listening comprehension, and the vast majority of students realize that.

Table 11

Mental Translation Strategies

Statements	SA	A	N	D	SD	Mean
	5	4	3	2	0	
i. I translate key words in my head, as I listen	30 (50%)	27 (45%)	0 (0%)	3 (5%)	0 (0%)	4.40
o. I translate word by word in my head, as I listen	3 (5%)	11 (18.33%)	7 (11.66%)	29 (48.33%)	10 (16.66%)	2.47

The results from table 11 show that while the majority (95%) of the students acknowledged that they translate key words as they listen, 23.33% of them even agree that they translate word by word. Accordingly, students' use of mental translation may be attributed to some deficiencies regarding their foreign language competence, and they translate words in order to compensate such deficiencies.

Table 12

Problem solving strategies

Statements	SA	A	N	D	SD	Mean	
	5	4	3	2	1		
k. I go back to the words I understand to guess the meaning of the words I do not understand	18 (30%)	31 (51.66%)	6 (10%)	4 (6.66%)	1 (1.66%)	4.02	
l. While I am listening, I compare what i listen with what I know about the topic	18 (30%)	32 (53.33%)	8 (13.33%)	2 (3.33%)	0 (0%)	4.10	
m. I use the gist of the text to guess the meaning of the words I do not understand	18 (30%)		33 (55%)	6 (10%)	3 (5 %)	0 (0%)	4.10
p. When I guess the meaning of the word, I think back to everything else that I have heard to see if my guess is right	17 (20.33%)		29 (48.33%)	11 (18.33%)	3 (5%)	0 (0%)	4.00

As it is plainly shown in the above table, the great majority of students make use of some effective problem solving strategies (statements k, l, & n) that represented (81.66 %), (83.33%), (85%), (68.66%) respectively. Problem solving strategies are mainly depicted in the use of context words to overcome the difficulty of the words they encounter during their listening (statements p, m), this strategy is most likely to be transferred from their experience

in reading. In addition, students report they refer to the previous knowledge about the topic they hear. Thus, it seems adequate to say that students reported using some metacognitive strategies than others.

2.2.2 Analysis of the Listening Comprehension test

This part displays the results of the listening test; the participants took a diagnostic test to assess their listening comprehension level. In this test the researcher made use of a recorded lecture followed by ten (10) comprehension questions. Basically, the total score of the test was 10 points, and marks were given based on the corresponding choices they chose.

Through the analysis of the test, the researcher could distinguish between successful and unsuccessful listeners. The following table presents the test scores.

Table 13

Descriptive Statistics of the Listening Comprehension Test

Number of participants	Test Scores	Percentage %
60	3	5 %
	4	18.3%
	5	11.7%
	6	21.7%
	7	26.7%
	8	15%
	10	1.7 %

As demonstrated in the above table, it can be concluded that 46 students representing the percentage of 76.6% had very good scores; this implies that they succeed in

comprehension and they have good performance, except for 7 (23.3%) who had very poor scores.

Figure1: Descriptive Statistics of the Listening Comprehension Test

N	Valid	60
	Missing	0
Mean		6,00
Median		6,00
Mode		7
Std. Deviation		1,573
Minimum		3
Maximum		10

Furthermore, the researcher made use of the statistical package SPSS in order to calculate the mean, the median, the mode, and standard deviation. As it is plainly shown in the above figure, the results reveal that the level of participants in this test ranges between average and good. While the mean is 6, the most frequently occurring score was 7. In this context, the best score was 10 and the lowest was 3.

To put it in a nutshell, the results generated through the analysis unveil that the overwhelming majority of students could relatively comprehend their content lectures.

2.2.3 The Analysis of the Relationship between Metacognitive Strategies and the Listening Performance

In order to determine whether there was a statistically significant relationship between the metacognitive listening strategies employed by Master 1 students and their listening comprehension achievements. The Pearson correlation was computed.

Table 14

The Pearson Coefficient between Metacognitive Strategies and Listening Comprehension Performance

Test Scores	Types of Metacognitive Strategies	Pearson Correlation Coefficient(r)	Two-tailed Significance (p)
mean=6.00 S.D=1.57	planning and evaluation	.771**	.000
	directed attention	.897**	.000
	mental translation	.753**	.000
	problem solving	.896**	.000

The results from the above table imply that there was a statistically meaningful positive strong correlation between listening comprehension and metacognitive strategies use. To elaborate, this correlation is evident between test scores and planning and evaluation ($r=0.771^{**}$, $p \leq 0.05$) and directed attention ($r=0.897^{**}$, $p \leq 0.05$) and mental translation ($r=0.753^{**}$, $p \leq 0.05$) and problem solving ($r=0.896^{**}$, $p \leq 0.05$). Interestingly, the strength of the correlation between the listening test and metacognitive strategies were also interpreted as strong corresponding to the rule proposed by Cohen (1988) as: $r=0.10$ to 0.29 or $r=-0.10$ to -0.29 shows small correlation; $r=0.30$ to 0.49 or $r=-0.30$ to -0.49 demonstrates medium correlation; and $r=0.50$ to 1.0 or $r=-0.5$ to -1.0 indicates large correlation.

Accordingly, the current research statistically suggested that the higher the students' test scores, the more frequent use of metacognitive strategies, and the lower students' test scores, the less frequent use of metacognitive strategies. What is interesting is that, among all the metacognitive strategies, the intercorrelation between directed attention, problem solving

and listening comprehension is noticeably high (0.897** and 0.896** respectively). Thus, those students who use more directed attention and problem solving strategies are more likely to comprehend better.

Conclusion

This section was concerned with the analysis of data gathered from different research instruments implemented along this study; namely, a questionnaire and a listening test. The findings revealed that students report a high frequency of use of metacognitive strategies. The latter, in fact, significantly contributes to their lecture comprehension. Now, the forthcoming section will delve into the results discussion and interpretation

METACOGNITIVE STRATEGIES AND LISTENING COMPREHENSION

Section Three: Data Discussion

Introduction

2.3.1. The Frequency of Use of Metacognitive Strategies

2.3.1.1. Planning and Evaluation Strategies

2.3.1.2. Directed Attention Strategies

2.3.1.3. Mental Translation Strategies

2.3.1.4. Problem Solving Strategies

2.3.2. The correlation between Metacognitive Strategies and Students Comprehension of their

Content Lecture

Conclusion

Recommendations

Section Three: Data Discussion

Introduction

This section is an attempt to discuss the overall results generated by the two research instruments (the questionnaire, the listening test). In light of the current results, a number of findings are drawn, hence, the research questions put forward in this study will be answered. The research tools used in this study sought to answer the following questions:

1. To what extent do Master 1 students of English at the University of Mohammed Seddik Ben Yahia of Jijel use metacognitive strategies while listening to lectures?
2. Is there any potential relationship between the metacognitive strategies used by Master 1 students and the comprehension of their content lecture?

2.3.1 The Frequency of Use of Metacognitive Strategies

The results of this enquiry showed that the frequency of use of metacognitive strategies is relatively high. In fact, this was proven by students' answers in the questionnaire, in which the vast majority of students appeared to use metacognitive strategies. Among the four main categories of metacognitive strategies found to be most frequently used is 'directed attention' and 'problem solving' respectively, and the remaining are 'mental translation' and 'planning-evaluation'.

2.3.1.1. Planning and Evaluation

As pointed in the literature, planning-evaluation is among the metacognitive strategies that students resort to when dealing with a listening task. As a matter of fact, research has asserted the benefits of planning beforehand, and reviewing the already learned topics so as to back up the understanding of the new topics. In line with this, Rost (1994) and Dunkel and Davis (1994) maintained that prior knowledge seems of great help for students to apprehend

their lessons in a better way. However, analysis of the students' responses demonstrated that in terms of planning-evaluation strategies, students are not fully aware of the conducive role these strategies play in their lecture comprehension, as only 56.66% of the students plan ahead on how they are going to approach the listening text.

2.3.1.2. Directed Attention

Directed attention, as another category of metacognitive strategies is ranked the first in terms of its frequency. It is noteworthy that students' ability to focus and manage their attention, on a given topic and especially during the course of an academic lecture, is an indispensable strategy that stimulates students' comprehension. By directed attention, we may refer to the student decision to listen attentively for key words in a lecture. Surprisingly enough, the analysis of student answers showed that 91.66 % of them asserted that they do listen for key words in a lecture. This strategy is basically a way to focus one's attention on essential elements in a listening test and equally avoid irrelevant distracters. This point corroborates the view that self-regulation is a vital factor to assist learners manage their attention consciously (Kaplan & Berman, 1995).

2.3.1.3. Mental translation

The third metacognitive strategy is mental translation. It appeared to be an inefficient strategy that needs to be avoided once learners become proficient listeners (Vandergrift, 2003), and yet, it was more frequent in the findings from students' questionnaires, as the majority have actually revealed that they translate key words as they listen, and the remaining added that they tend even to translate word by word.

2.3.1.4. Problem Solving

Problem solving is also a frequent metacognitive strategy. Apparently, EFL learners had the tendency to solve problems that may hinder them from understanding the listening passage or a lecture, and it is proven from the analysis of the questionnaire responses. The students' use of these strategies is basically noticeable when they count on the comprehension of familiar words in order to infer the meaning of unknown words, as well as making use of context.

Based on students' questionnaires the students did use problem solving strategies to overcome the difficulties they encounter when listening to lectures in English. For instance, among problem solving strategies students resort to is to compare what they understand with their prior knowledge about the topic (83.33%), in addition to the use of the general idea of the listening topic to guess the meaning of unknown words. The findings about problem solving strategies were the same as those shown in the study of Selmat (2011).

2.3.2 The Correlation between Metacognitive Strategies Use and Students Compression of their Content Lecture.

The inquiry about whether there is a relationship between the use of metacognitive strategies and students' comprehension of their lectures is, in fact, critical to this study; it is deemed the main rationale for conducting this research work. It is worthy of note that the Pearson coefficient detected some strong positive correlations between certain metacognitive strategy categories and the higher scores obtained on the listening test. Consequently, such correlations bring to mind that students who return high scores of the listening test will return high usage of metacognitive strategies such as, planning and evaluation, and directed attention and so on forth. It follows then to say that the high scores of the students are good indicators of their comprehension. This , in fact, accords with the findings of Selmat and Sidhu (2011)

who reported that metacognitive strategy instruction assisted first year Malaysian university students to maximize their lecture comprehension, following this, there is indeed a relationship between the use of metacognitive strategies and lecture comprehension.

Conclusion

This section was primarily concerned with discussing and bringing the major findings to the fore. These findings have been essentially discussed in relation with the research questions of this study and the similar studies mentioned in the literature review. Interestingly, the findings of this study add to a growing body of literature on the relationship that exists between the use of metacognitive strategies and lecture comprehension. In a nutshell, the results of this research work revealed that Master1 students report a high frequency of use of metacognitive strategies; which in turn maximize lecture comprehension.

Recommendations

Based on the findings that stemmed from this study, the following recommendations can be made:

- Students should be provided with some strategy training so that to have a maximum benefit from metacognitive strategies, accordingly, they assist them during lecture comprehension.
- Students are required to balance between the use of metacognitive strategy categories and even self-select the appropriate ones that fit the task at hand
- Teachers should familiarize their students with the structure of lectures, and the role of discourse markers used during the course of a lecture that equally facilitate its processing and comprehension.

General Conclusion

This study is an attempt to cast light on the significance of metacognitive strategy use in promoting listening comprehension, more specifically academic listening comprehension. Thus, it aims at supporting or refuting the hypothesis that holds that: metacognitive strategy use significantly contributes to students' comprehension of their lectures. For this reason, an attempt was made, first, to explore the metacognitive strategies employed by EFL students, then, to scrutinize the relationship between the use of the aforesaid strategies and lecture comprehension.

The thesis comprises two chapters. The first chapter is the theoretical part of the study that represents a review of the related literature; it comprises three sections. The first section deals with language learning strategies, with more emphasis on metacognitive strategies. The second section is entirely concerned with the listening comprehension skill and its importance in the field of foreign and second language learning. Subsequently, the third section reviews the definition and the nature of academic lectures. As far as the second chapter is concerned, it represented the field work of the study, it equally encompassed three sections. The first section expounds on the methodology used in this research work. The second section presents and analyzed the results yielded by means of student questionnaires and the listening comprehension test. The last section, however, presents the overall results and discussed them in accordance with the research questions put forward in this study.

Concerning the main findings of this investigative study, it was found that EFL Master 1 students employ a number of metacognitive strategies during the course of a lecture, such as planning-evaluation, directed attention, mental translation and problem solving strategies. The aforesaid strategies, in turn, facilitate the processing and comprehension of lectures. This result, basically, proved the validity of the hypothesis put forward in this study. Crucially, the

results of this study corroborate the findings of previous studies (Selmat (2011), Selmat & Sidhu (2011), Vandergrift (2003), Kaplan & Berman-1995).

Of particular interest, certain metacognitive strategies are not properly used. In point of case, mental translation strategy is advised to be avoided once one becomes proficient, yet, the students-participant in this study were found overusing this strategy. For this reason, some recommendations are put forward on exposing students to metacognitive strategy instruction as a way to guide learners on how to effectively use these strategies, thus, maximize their lecture comprehension.

All in all, teachers are highly recommended to expose their students to metacognitive strategy training, since students are found to overuse some strategies that are no less than ineffective like mental translation strategies. Therefore, students are in need of such training to put them on the right track with regard to these strategies so as to achieve better results.

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Appendices

Appendix A

Students' Questionnaire

Dear students,

This questionnaire serves as a data collection tool for a research work that aims to investigate the use of metacognitive listening strategies and its relationship to content lecture comprehension. Your answers will be of great importance to accomplish this research purpose, and they will be treated anonymously and confidentially. So, you are kindly requested to answer the questions and tick the choice that best corresponds to your opinion. Your collaboration is highly appreciated.

Section One: Personal Information

1. Indicate your gender:

Male ☐

Female ☐

2. How long have you been studying English?.....years

3. How do you rate your English proficiency level?

a. Below Average ☐

b. Intermediate ☐

c. Advanced ☐

Section Two: Listening Comprehension

4. What do you think is the most important skill for academic success?

a. Speaking ☐

b. Writing ☐

c. Reading ☐

- d. Listening ☐
5. Do you think listening to academic lectures is difficult?
- a. Yes ☐
- b. No ☐
6. How would you rate your listening comprehension in English?
- a. Very good ☐
- b. Good ☐
- c. Average ☐
- d. Bad ☐
- e. Very bad ☐
7. After listening to a lecture, how often do you manage comprehending it?
- a. Often ☐
- b. Sometimes ☐
- c. Hardly ☐
8. What do you do if you cannot understand words or phrases while listening?
- a. Ignore them and keep on listening ☐
- b. Try to guess their meaning ☐
- c. Stop listening ☐

Section Three: Metacognitive Listening Strategies:

- You are kindly requested to tick the answer that corresponds to your degree of agreement.

statements	Strongly agree	agree	neutral	disagree	Strongly disagree
a. I plan beforehand how I am going to listen					
b. Before listening, I recall similar texts that I may have listened to					
c. I already have a goal, while I am listening					
d. While I am listening, I occasionally ask myself if I am satisfied with the level of my comprehension					
e. After listening, I self-evaluate how I listened, and how I will listen next time					
f. I concentrate more on the lecture when I feel I am not catching anything					
g. When I lose concentration, I get back on track right away					
h. I listen for the key words in the lecture					
i. I translate key words in my head ,as I listen					
j. I translate word by word in my head, as I listen					
k. I go back to the words I understand to guess the meaning of the words I do not understand					
l. While I am listening, I compare what I listen with what I know about the topic					
m. I use the gist of the text to guess the meaning of the words I do not understand					

n. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess is right					
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Thank you, again, for the thought, time, and effort you have put into completing this questionnaire.

Appendix B

The Listening Comprehension Test

❖ Listen to the lecture about the poet Sylvia Plath. Take notes while you listen.

Then, answer the questions.

1. *The Bell Jar* was

- ☐ about her father
- ☐ her first novel
- ☐ a very successful collection of poems
- ☐ her last poem

2. Sylvia Plath's '*Collected poems*'

- ☐ won the Pulitzer Prize twenty years after it was published
- ☐ were written during the last year of her life
- ☐ won the Pulitzer Prize in 1982
- ☐ were never published

3. Sylvia's husband

- ☐ made movies
- ☐ died in 2003
- ☐ was also a poet
- ☐ had a movie made about him

4. Susan Bassnett thought Sylvia's work

- ☐ was about her husband
- ☐ wasn't very good
- ☐ was about work life
- ☐ was of great interest to women

5. Sylvia's brother

- ☐ was two years older than her
- ☐ was born two years after her
- ☐ was a professor at Boston University
- ☐ was a highly educated academic

6. Sylvia Plath's time at college was difficult because

- ☐ she got bad grades
- ☐ she won a scholarship
- ☐ boys didn't like her
- ☐ she was short of money

7. In 1953 Sylvia

- ☐ left New York to get a job as an editor
- ☐ rejected an offer to teach creative writing
- ☐ worked as a guest editor in New York

- ☐ returned to new York because she was depressed

8. What does the lecturer imply when she says “*Very few modern poets have captured the popular imagination as much as Plath*”

- ☐ Plath was able to understand the hopes of ordinary people.
- ☐ Plath has become very popular
- ☐ It is unusual for a modern poet to become popular with ordinary people.
- ☐ Plath’s writing was about modern people and their imagination.

9. What does the lecturer imply when she says “*This domineering father figure became a common theme that recurred throughout Plath’s writing.*”

- ☐ The image of her father appears in many of her poems.
- ☐ Plath often wrote of her love for her father.
- ☐ Plath writings were dominated by the image of her father.
- ☐ Plath’s father often told her what to write about.

10. Which sentence best summarizes the passage?

- ☐ A. What's remarkable about Plath's work is that it addresses many women's issues that were ahead of her time.
- ☐ B. Plath's early life was spent living happily by the sea with her mother who had a part time job to support the family.
- ☐ C. Plath's work reflects the many of the personal difficulties that she had whilst growing up and later as a wife and mother.

Appendix C

Students	Test Scores	Metacognitive Strategies Average Use
S1	3	43 /70
S2	3	50/70
S3	3	47/70
S4	4	53/70
S5	4	58/70
S6	4	50/70
S7	4	54/70
S8	4	52/70
S9	4	58/70
S10	4	52/70
S11	4	56/70
S12	4	50/70
S13	4	54/70
S14	4	53/70
S15	5	53/70
S16	5	54/70
S17	5	61/70
S18	5	65/70
S19	5	48/70
S20	5	53/70
S21	5	60/70
S22	6	58/70
S23	6	54/70
S24	6	53/70
S25	6	60/70
S26	6	60/70
S27	6	40/70
S28	6	37/70
S29	6	55/70
S30	6	51/70
S31	6	58/70

S32	6	49/70
S33	6	51/70
S34	7	50/70
S35	7	46/70
S36	7	50/70
S37	7	55/70
S38	7	51/70
S39	7	58/70
S40	7	58/70
S41	7	52/70
S42	7	51/70
S43	7	56/70
S44	7	52/70
S45	7	54/70
S46	7	51/70
S47	7	52/70
S48	7	60/70
S49	8	55/70
S50	8	46/70
S51	8	52/70
S52	8	53/70
S53	8	39/70
S54	8	58/70
S55	8	55/70
S56	8	57/70
S57	8	57/70
S58	8	60/70
S59	8	58/70
S60	10	65/70

Appendix D

Results of Pearson Product-Moment Correlations for metacognitive strategies and test scores.

		test scores
test scores	Pearson Correlation	1
	Sig. (2-tailed)	
	N	60
planing and evaluation	Pearson Correlation	,771**
	Sig. (2-tailed)	,000
	N	60
directed attention	Pearson Correlation	,897**
	Sig. (2-tailed)	,000
	N	60
mental translation	Pearson Correlation	,753**
	Sig. (2-tailed)	,000
	N	60
problem solving	Pearson Correlation	,896**
	Sig. (2-tailed)	,000
	N	60

Résumé

La recherche dans le domaine de l'apprentissage des langues étrangères et la langue seconde ont confirmé que les stratégies métacognitive jouent un rôle exceptionnel dans l'amélioration de la compréhension auditive. En conséquence, l'utilisation de stratégies métacognitive dans le processus d'écoute a été fortement soutenue comme une aide importante à son influence efficace dans le processus de compréhension audio. L'utilisation de stratégies métacognitive devenant de plus en plus importante, l'objectif principal de cette recherche est de mettre en évidence la relation entre l'utilisation des stratégies métacognitive par les étudiants et la compréhension des cours magistraux. Cette recherche était basée principalement sur l'hypothèse que les étudiants de première année utilisent des stratégies métacognitive pour faciliter la compréhension de la conférence. A cet effet, deux méthodes ont été utilisées pour le questionnaire et l'examen audio, qui s'adressaient à une soixantaine d'étudiants en première année de master à l'Université Mohammed seddik Ben yahia de Jijel. Après avoir analysé les résultats obtenus, l'hypothèse selon laquelle les étudiants utilisaient des stratégies métacognitive a été prouvée à plusieurs reprises au cours de leurs cours, ce qui a amélioré la compréhension. Enfin, l'étude souligne la nécessité d'exposer les étudiants à une formation à la stratégie métacognitive afin d'éviter l'utilisation de stratégies inefficaces comme la stratégie de traduction mentale.

ملخص

أكد البحث في مجال تعلم اللغة الأجنبية واللغة الثانية أن الإستراتيجيات الميثامعرفية تلعب دوراً إستثنائياً في الإرتقاء بالفهم السمعي. وبناءاً على ذلك، تم دعم إستخدام الإستراتيجيات الميثامعرفية في عملية الاستماع بشكل كبير كمساعدة كبيرة لتأثيرها الفعال في عملية الفهم السمعي. مع تزايد أهمية إستخدام الاستراتيجيات الميثامعرفية، فإن الهدف الرئيسي من البحث الحالي هو تسليط الضوء على العلاقة القائمة بين إستخدام الطلبة للإستراتيجيات الميثامعرفية وفهم المحاضرات. اعتمد هذا البحث، في الأساس، على فرضية تنص على أن طلبة السنة الأولى ماستر يستعملون بعض الاستراتيجيات الميثامعرفية بهدف تسهيل عملية فهم المحاضرة. لهذا الغرض تم الإعتماد على وسيلتين: الإستبيان والإمتحان السمعي اللذان تم توجيههما إلى ستين طالبا يدرسون سنة أولى ماستر بجامعة محمد الصديق بن يحي، جيجل. بعد تحليل النتائج المتحصل عليها تم إثبات الفرضية التي تدور حول أن الطلبة يستعملون الاستراتيجيات الميثامعرفية مراراً خلال استماعهم للمحاضرات والتي بدورها تقوم بتعزيز الفهم. وأخيراً، تشير الدراسة إلى ضرورة تعريض الطلاب للتدريب على الاستراتيجيات الميثامعرفية من أجل تجنب استخدام استراتيجيات غير فعالة مثل إستراتيجية الترجمة العقلية.