



PERCEPTION OF PRE-SERVICE TEACHERS WITH METACOGNITIVE STRATEGY TO INCREASE STUDENTS ABILITY

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Abstract

Listening comprehension should emphasize the process, students focus during learning to build their knowledge through a series of speakers so that learning becomes meaningful to students. Listening skills can be classified into two parts, basic skills and integrated skills. In principle, basic skills and integrated skills have in common in terms of formulating problems, collecting data and proposing problem solving solutions. Metacognitive refers to higher-order thinking that involves active control in the cognitive process of learning in solving a problem. Activities such as analyzing English speakers, increasing understanding, and evaluating listening comprehension are natural metacognitive. Metacognitive is the ability to think in which the object of thinking is the thought process that occurs in yourself. In the context of learning, students know how to learn, know their abilities and learning modalities, and know the best learning strategies for effective learning. Metacognitive as a form of ability to look at oneself so that what he does can be controlled optimally. Students with metacognitive knowledge are aware of the advantages and limitations of learning. This means that when students know their mistakes, they realize to admit that they are wrong, and try to correct it. For this reason, pre-service teachers need to try to train students to have metacognitive abilities and bring them up so that they can ultimately improve their listening comprehension. Before that, it is necessary to know how pre-service teachers' perceptions of metacognitive strategies are to improve students' abilities in listening comprehension. This article will focus on the understanding and perceptions of pre-service teachers of metacognitive strategies. This study will examine seven respondents from employees students semester 5 of English Language Education Program at Universitas Ibn Khaldun. Research conducted using quantitative and qualitative, by giving questionnaires and conducting interviews which then proceed to the

analysis of the data. The results are intended that the majority of pre-service teachers still do not fully understand metacognitive strategies.

Keyword: *metacognitive, listening comprehension, pre-service teachers*

Abstrak

Pemahaman mendengarkan harus menekankan proses, siswa fokus selama pembelajaran untuk membangun pengetahuan mereka melalui serangkaian pembicara sehingga pembelajaran menjadi bermakna bagi siswa. Keterampilan mendengarkan dapat diklasifikasikan menjadi dua bagian, keterampilan dasar dan keterampilan terintegrasi. Pada prinsipnya, keterampilan dasar dan keterampilan terintegrasi memiliki kesamaan dalam hal merumuskan masalah, mengumpulkan data dan mengusulkan solusi pemecahan masalah. Metakognitif mengacu pada pemikiran tingkat tinggi yang melibatkan kontrol aktif dalam proses belajar kognitif dalam memecahkan suatu masalah. Kegiatan seperti menganalisis penutur bahasa Inggris, meningkatkan pemahaman, dan mengevaluasi pemahaman mendengarkan adalah metakognitif yang wajar. Metakognitif adalah kemampuan berpikir di mana objek berpikir adalah proses berpikir yang terjadi dalam diri Anda. Dalam konteks pembelajaran, siswa mengetahui cara belajar, mengetahui kemampuan mereka dan modalitas belajar, dan mengetahui strategi belajar terbaik untuk pembelajaran yang efektif. Metakognitif sebagai bentuk kemampuan untuk memandang diri sendiri sehingga apa yang dilakukannya dapat dikontrol secara optimal. Siswa dengan pengetahuan metakognitif sadar akan kelebihan dan keterbatasan pembelajaran. Ini berarti bahwa ketika siswa mengetahui kesalahan mereka, mereka menyadari untuk mengakui bahwa mereka salah, dan mencoba memperbaikinya. Untuk alasan ini, guru pra-jabatan perlu mencoba melatih siswa untuk memiliki kemampuan metakognitif dan membesarkan mereka sehingga mereka pada akhirnya dapat meningkatkan pemahaman mendengarkan mereka. Sebelum itu, perlu untuk mengetahui bagaimana persepsi guru pra-jabatan tentang strategi metakognitif untuk meningkatkan kemampuan siswa dalam melisensikan comprehension. Artikel ini akan fokus pada pemahaman dan persepsi guru pra-jabatan tentang strategi metakognitif. Penelitian ini akan menguji tujuh responden dari mahasiswa semester 5 karyawan Program Pendidikan Bahasa Inggris di Universitas Ibn Khaldun. Penelitian dilakukan dengan menggunakan kuantitatif dan kualitatif, dengan memberikan kuesioner dan melakukan wawancara yang kemudian dilanjutkan dengan analisis data. Hasilnya dimaksudkan bahwa sebagian besar guru pra-jabatan masih belum sepenuhnya memahami strategi metakognitif.

Kata kunci: *metakognitif, pemahaman menyimak, guru pra-jabatan*

Introduction

Metacognitive knowledge is that part of one's knowledge that refers to cognitive matters (Flavell, 1976), namely one's knowledge about how one's cognition operates, which consists of knowledge of three variables: person, task and strategy. Metacognitive control "pertains to how one controls one's cognitive operations" (Jausovec, 2012). Metacognitive knowledge and control do not operate independently but are mutually influenced. Metacognitive have three variables of metacognitive knowledge, refer to knowledge about cognitive strategies use and cognitive procedures in pursuing a certain goal. It involves "planning learned, monitoring the process of learning, and evaluating how successful a particular strategy is. With regard to SL/FL acquisition, it pertains to the notion that L2 learners are able to think consciously about how they learn and how successfully they are learning (Rost, 2011). So metacognition is human's awareness of mental operations like perception, remembering and thinking and ability to control them (Hacker & Dunlosky, 2003). This process includes a mental activity on the part of the listener, especially on the part of a second or foreign language SL/FL listener. Thus, a focus on the cognitive listening process is urgently required. Rost (2011) said that the process base on approach shows more emphasis on what happens during the learning listening process, it observes the difficulties or breakdowns learners encounter in the process, analyzes the difficulties and finally provides learners with effective solutions.

The implication of metacognitive has some challenges for pre-service teachers especially in listening, many teachers do not fully understand metacognitive strategies that affect the learning outcomes that students get, where pre-service teachers cannot fully improve the ability of students when solving problems interpreting English speakers so that the resolution done by students when learning to listen is not optimal. When students are able to design, monitor, and reflect on their learning processes consciously, in essence, they will become more confident and more independent in learning. Steven J. Stein and Howard (2011) explain that learning independence is a personal possession for students to continue their long journey in meeting intellectual needs and discover the world of infinite information. The task of a teacher develops the metacognitive abilities of all students as learners, without exception.

In the present educational reality, the application of metacognitive strategies cannot be fully understood, especially for pre-service teachers, the majority of which only provide an assessment based on the results of students' abilities that are not maximized. The lack of knowledge about metacognitive becomes a problem for pre-service teachers, especially in listening. Every pre-service teacher should be able to apply metacognitive strategies, especially in the three aspects of capacity building such as 1) The conscious process of learning, including the process to set learning goals, consider learning resources that will and can be accessed determining how the best performance of students

will be evaluated, considering the level learning motivation, determine the level of student learning difficulties. 2) The planning phase of learning includes the process of estimating the time spent needed to complete learning tasks, plan to learn time in the form of schedules and determine priorities in learning, organize subject matter, take appropriate steps for learning by using various learning strategies. 3) The monitoring and learning reflection phase includes the process of reflecting on the learning process, monitoring the learning process through self-testing questions and questions maintaining concentration and high motivation in learning (Jausovec, 2012). This concern aims to find out how the perception and knowledge of pre-service teachers on the application of metacognitive strategies to improve students' abilities in English listening and what pre-service teachers need to implement this strategy in the future.

Literature Review

Listening Comprehension Skill

Listening actually is the most difficult skill to learn since it seems to be the base of the four language skills (Rost, 2011). Rost also explain, listening comprehension defined as the process of understanding speech in a first or second language which needs a conscious plan to deal with incoming speech problems to guide understanding of the listener. Listening have important role in language learning, it is not treated as a distinct part of the language curriculum until the 1970s (Rost, 2001). In empirical research studies and theoretical discussions in the past 30 years ago, a strategy-based on approach to teaching Second Language listening is not genuinely adopted by practitioners (O'Malley, Chamot, & Oxford, 2011).

More other approaches Oxford (2011) state to the first or second language listening emphasize the role of listening in building up language competence and advice that more attention should be paid to teaching listening in second or foreign language learning . Vandergrift (2006) used a metacognitive approach to help learners integrate the implication of listening strategies in listening. Learners are encouraged to use strategies in the listening parts of their lesson to achieve successful comprehension through managing their skills in listening comprehension. In the other hand, learners who are successful applied of these strategies will not only improve their listening comprehension, but also experience and it can increase their motivation in learning activity.

According to Rost (2011), listening comprehension is devided into four components. First is the ability to differentiate all kind of sounds, intonation patterns, and voice qualities in the L2 and to distinguish between them and the same sounds in the native language from the speakers. The second is the understanding of the whole message uttered by a speaker. Rost (2011) state that the students understanding of spoken messages depend on comprehension in semantic meaning, moving from what one comprehends in the sound sequence

and absorb to the knowledge of syntax only when the meaning is not understandable by listener.

The third is the ability to hold the message in human auditory memory to concluded and be processed. To develop the students auditory memory, teachers should know that they listen as much language as possible in learning, it means that most of the class and the time should be carried out in the language. The teachers speed of presentation and difficulty level of the content must be adjusted and explained more spesific to the students, activities that are comprehensible and stable can increase students auditory memory. The significant point here is the idea of teachers or speakers improvement, whereas improvement from the simpler to the more intricate sentences should be slow, continuous and consistent. The improvement speed of delivery should be increased based on the students ability to understand (O'Malley, J., Chamot, M., & Küpper, L. 1989).

Kaspar (1984) explain that comprehension is the speech reception or reflection at the syntactic, lexical, pragmatic, and discourse levels, it is the last component is comprehension. It involves different steps. In reality real language happens within a communicative framework and the listener should know the framework or structure to recreate and understand the speakers message. In the second step is to activate and related background knowledge and use it to predict the ideas the message or meaning. The third step is to anticipate the main content of the speakers message. Listening skilss requires that listener look forward in anticipation or solve of what is coming, they must check the material received as opposed to trying to make an unexpected and immediate interpretation to understand.

In last step is to sample the important meaning carrying components of the material, Listeners should expend more energy to understand material about unfamiliar topics from the speakers and they need to find more meaning on linguistic clues to make up for their lack of background knowledge. however listener allow to use the samples to confirm or reject the formerly made anticipations and to solve it, when the samples are in line with listeners anticipations, they will understand and accept them as being correct. When the samples do not comply with their anticipations, they must reconsider either their anticipation and the way to solve it or the material as they look for making the message can be understand and meaningful (Rost, 2011).

Metacognitive Strategies

Metacognitive strategies, which reflect thinking about individuals own thinking (Flavell, 1976), or the stage of the control over individuals mental processes (Nelson, 1996), play a critical role in the cognitive processes of language as a means of communication. Flavell (1979) argues that metacognition includes both metacognitive knowledge and metacognitive experiences. The latter is defined as any conscious cognitive or affective experiences and pertain

to any intellectual enterprise of human beings. Metacognitive experiences can activate strategies aimed at cognitive or metacognitive goals in learning. Metacognitive knowledge, consists on knowledge of individual beliefs about what factors act and interact in what ways to affect the course and outcome of cognitive enterprises in learning. Flavell identifies three major categories of tacognitive knowledge, which are person, strategy knowledge and task. Metacognitive knowledge and metacognitive experience is one of strategy that identified by Vandergrift (2006) as the third kind component of metacognition. This component builds on strategy knowledge, it also includes awareness of when and how to use specific strategies to solve a problems (Flavell, 2006: 89). Besides of these three components of metacognition, experience is an involuntary response, where is knowledge and strategy are amenable to instruction.

O'Malley and Chamot (1990) state that metacognitive strategies involve thinking about the process in learning, planning in learning, monitoring process of learning task, and evaluating how the affect that has learned. So, these strategies have an executive function. They are considered a mental tool and a sign of successful learning that occupies the position of a sixth sense of human (Birjandi, Mirhassani, & Abbasian, 2006). According to Harris (2003) metacognition is a guiding process to learning in which the learner is using strategies to plan, monitor and evaluate language use and language learning. Oxford (2001) state that this type of strategies helps learners to manage themselves as learners, the general learning process, and specific learning tasks. Since metacognitive strategies are related to such essential variables in learning, the learner, learning in general and particular learning tasks, it becomes evident why researchers agree for the importance of investigating this type of strategy and methods. In the other hand, investing classroom time in them enables language teachers to equip their students with empowering tools in lessons (Anderson, 2002).

Anderson (2002) explain on this point by stating that the use of metacognitive strategies ignites individuals thinking and can lead to more confident in learning and improved the performance, especially for learners who are struggling to solve their problems, all of which are aims of any language teacher and learner. Anderson (2002) state that metacognition grouped into five major components, including preparing and planning for learning, selecting and using learning strategies, monitoring strategy use, choosing various strategies and evaluating strategy use and learning. This relates to the declarative and procedural knowledge about metacognition strategy that mentioned by Chamot (2005), in which planning, monitoring and evaluating form the procedural knowledge, that selecting, using and choosing best strategies form part of the declarative knowledge. According to Vandergrift (2006) listening metacognitive awareness comprises five factors which are planning evaluation, problem solving, translation, direct attention and personal knowledge in learning.

Previous Studies on Metacognitive Listening Strategies

The earliest studies before that also conducted and consist of second language listening strategies was done by O'Malley, Chamot and Küpper (1989). The researchers used thinking progress protocols to identify the listening strategies that intermediate level in high school students when performing a listening task in the class. The study aimed to compare effective and ineffective listeners and target to find out any differences in the use of learning strategies that focus between the two groups of learners. The results demonstrate in whatever strategy any student uses varies depending on the stage in the lessons of listening comprehension process. Students used selective attention and self-monitoring in the perceptual processing stage, grouping and inferencing stage, and evaluated the stage. On the study also found that effective listeners use strategies shows the significant successfully than their less effective peers.

Wang (2002) apply a study in Taiwan to investigate the listening comprehension strategies employed to English Foreign Language learners. The results received that metacognitive strategies are has been used frequently in the English listening process. In the findings indicated that EFL learners shows the use the self-management strategies and the monitoring strategy in metacognitive strategies to facilitate and help their listening comprehension in lessons. Bidabadi and Yamat (2013) In their study that EFL learners used directed knowledge strategies more significant than other listening strategies process. This indicates that it was necessary that EFL learners focus on the listening texts in paper and that this kind of strategy could help them increase listening comprehension.

The other study, Vandergrift (2006) conducted which aimed to explore the type of strategies used and the relationship between listening strategy use and listening methods. The high school students of French in Canada as the participants of the study were thirty-six junior. On the results indicate that students could used all types of metacognitive strategies recognised in the literature, including: planning learning strategies, monitoring learning strategies and problem solving identification strategies as main target. One type of strategy not used is evaluation strategies. The study also revealed that the significant proficient listeners used metacognitive strategies much better than the low proficient listeners. The study suggests that in order to enhance Second Language listening performance, it is recommended to teach low proficient listeners how to use metacognitive strategies in listening class to increase more knowlege of students.

Research Methods

Subjects

The subject of this study includes seven participants as pre-service teachers from the employees students semester 5 English Education Departement at University Ibnu Khaldun in Bogor. The reason behind targeting the pre-service

teachers because they have been exposed to the English language at the college for a minimum of two years since the medium of instruction at the college of English Education Departement and they have therefore gained experienced using language learning strategies including listening strategies. Their ages ranged between 21-24 years old. They were selected randomly to participate in the study and did so of their own free will.

Instrument

According to Vandergrift (2006), the various procedures used to investigate learners' metacognitive knowledge about listening, the most commonly used are interviews and questionnaires. Using questionnaires is related to quantitative research. Priyono (2016) explain quantitative research is research that uses the assumptions of a positivist approach, to compile a draft research, in quantitative research, there are several things must be considered, such as 1) Select a topic and formulate a question Research, 2) exploring and discussing theory, and 3) make a research design structure. The questionnaire is based on research and theories concerning L2 listening, specifically on Flavell's (1976) proposals about metacognition. It elicits an awareness of three distinct strategies such as personal knowledge, planning, and evaluation. In other words, the questionnaire seeks information about the perception pre-service teachers have of their use of strategies when engaged in a listening task.

There is also another instrument used to explain more the perception of pre-service teachers with the interview. Rachmawati (2007) explains that Interview on research is a conversation that has objectives and preceded by several informal questions, research interviews addressed to get information from one side only, therefore asymmetrical relationships must appear, interviewer tends to lead interviews to findings participants' feelings, perceptions and thoughts. The questions in the interview refer to how perception pre-service teachers about the use of metacognitive strategies by applying three main aspects to personal knowledge, planning and evaluating in order to maximize student knowledge in listening English that will be taught by pre-service teachers and also asks for information related to the personal knowledge and how confident they feel metacognitive strategy to listening English in the target language.

Steps

The first step is giving a questionnaire to the seven pre-service teachers by applying the use of metacognitive to themselves as reverence in order to increase their knowledge into the study. In the questionnaire given, there are 10 statements that will be given to the pre-service teachers to be measured on a Likert scale.

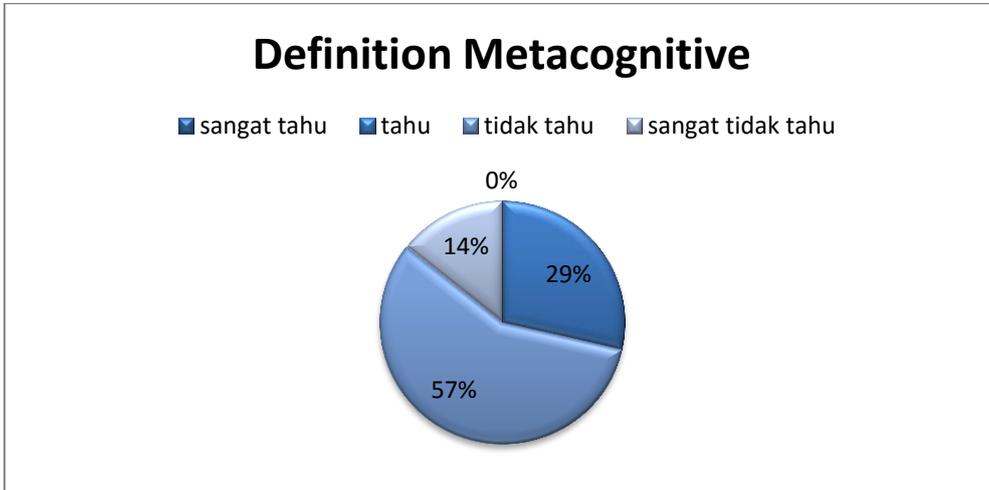
Standardize interviews as a second step for seven pre-service teachers that related to the study. Nor Rashidi (2014) explain that standardize interview is

consist of questions designed to elicit specific response or answer from respondents, the ultimate aim of this type interview is presented with exactly the identical question in a similar order, in addition, the context of the questions is related to the research.

The final step is collecting data to summarize the results of studies conducted and calculate how perceptions of pre-service teachers of metacognitive strategy can increase student's ability in listening English.

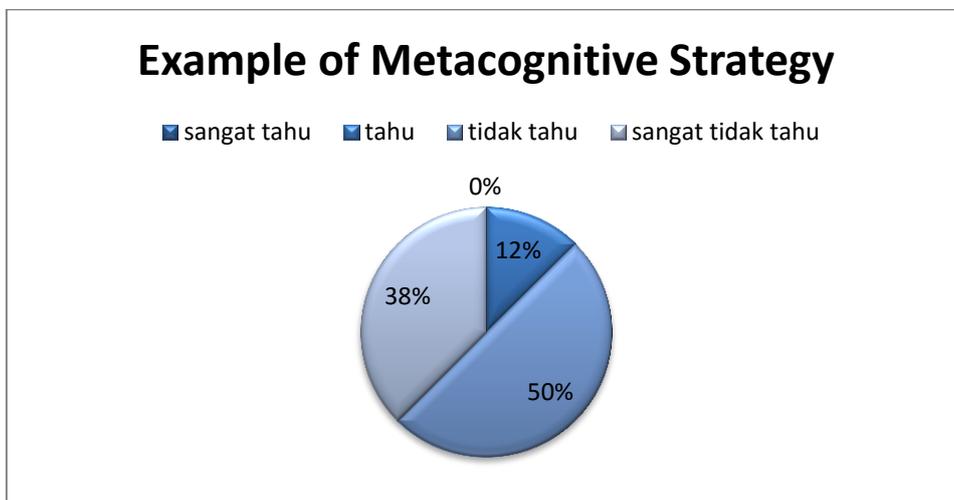
Results and Discussion

The result of pre-service teachers after collecting data. The questionnaire given before we did interview. We get the results of a total of five statements which are then linked to the results of the interview.



Statement 1

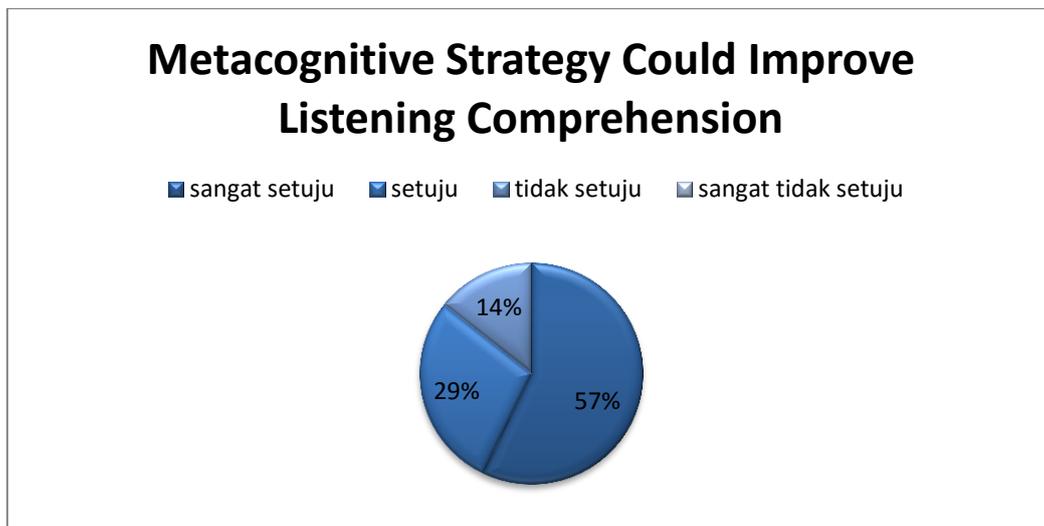
Data from statement 1 shows that only 29% of pre-service teachers know, 57% of pre-service teachers still do not know and 14% of pre-service teachers are very ignorant of what metacognitive is, 29% of pre-service teachers who know metacognitive are not enough to determine that metacognitive can be applied.



Statement 2

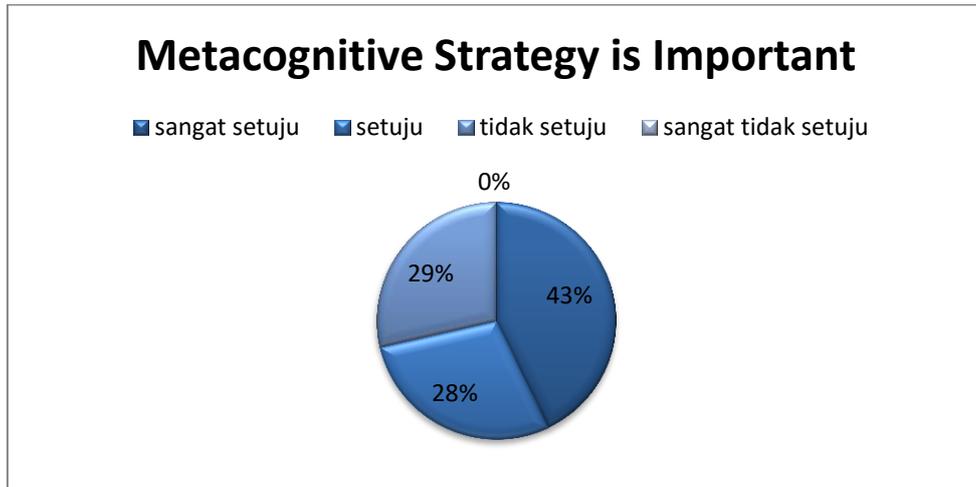
The second data shows 50% do not know and very do not know which is 38%, meaning that only one pre-service teacher can give an example of metacognitive. The data analyzed shows that do not know is very significant and the majority cannot provide examples of metacognitive strategies.

Based on the two statements that have been explained we combined the questionnaire with interviewing seven randomly selected respondents. From the questionnaire we linked the interview results and obtained some data.



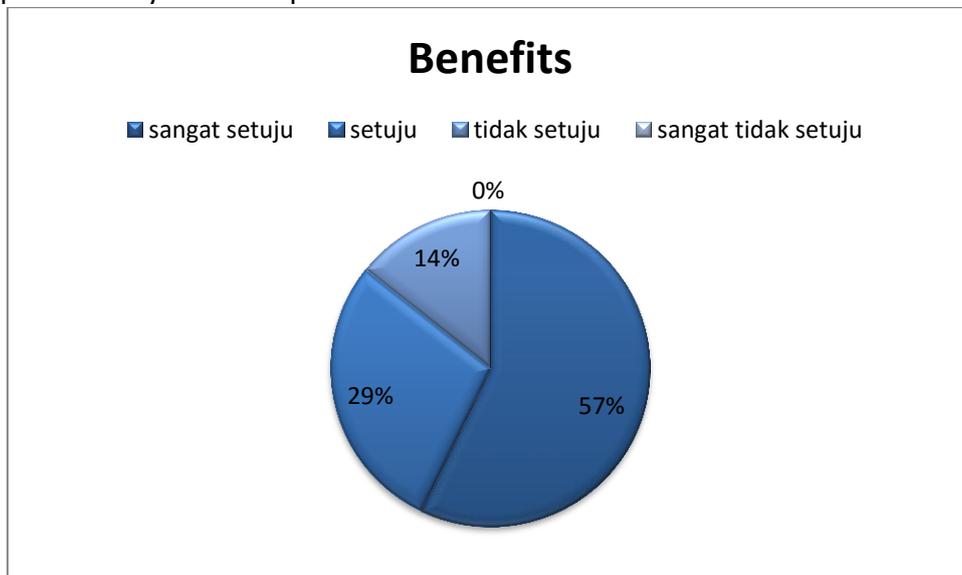
Statement 3

The result on this data that explains the metacognitive strategy such as: self-awareness, planning learning and evaluating results after learning can improve students' listening comprehension shows that 57% or the majority of pre-service teachers agree with that statement. The second respondent said, "Of course, as I am aware of my lack of vocabulary, I plan to study again and surely my abilities will improve". That means it possible metacognitive can be applied to improve individual abilities.



Statement 4

From the fourth statement we get data that the majority of pre-service teachers agree that the metacognitive strategy is important in learning, especially listening comprehension, first respondent explain "the reason to achieve something and know the results of planning is very important and know how the development of our knowledge after passing the process that we do". The fifth respondent says "it all depends on the individuals".



Statement 5

Recent data shows that 57% of pre-service teachers strongly agree that metacognitive strategy can improve students' listening comprehension through self awareness, planning and evaluating, 29% agree with the statement.

Based on the results of data analysis conducted, the majority of pre-service teachers are still unable to understand what a metacognitive strategy is, the majority of pre-service teachers are only focused on real assessments without understanding the shortcomings of students specifically. Applying metacognitive

strategy is not an easy thing especially in listening learning. Self-knowledge awareness, planning and self-evaluation can be said to be a formal thing done by someone, limited knowledge that may not be able to be applied to the maximum, but can be applied in a process and gradual, especially on pre-service English teachers.

On the results obtained, many obstacles by pre-service teachers, clearly exposed to current education, the metacognitive strategy cannot fully applied entirely because knowledge of metacognitive is very low. The current curriculum is actually quite conducive for the development of teaching metacognitive skills, because students act as learning centers. However, the form of assessment conducted on student performance still tends to follow the old pattern, that is, multiple choice questions that require students to memorize more than understand especially in listening comprehension.

Conclusion

Pre-service teachers perception of metacognitive strategies can actually be applied well, it's just that metacognitive knowledge that is not fully known in the learning system causes the knowledge of pre-service teachers is also limited, in this study it can be concluded that pre-service teachers are interested in applying metacognitive strategies as strategies for listening comprehension, but the means of metacognitive knowledge itself are still limited and cannot be fully realized in current learning. The metacognitive strategy is not an easy thing to be applied by pre-service teachers, intensive interaction and communication of prospective teachers with students is very important for metacognitive strategies. The ability of teachers to understand what students need is an important point to improve the ability of students themselves.

Sugestions

In improving student learning outcomes, pre-service teachers need pay attention to the metacognitive strategy factors students have, along with the components that influence the emergence of students' metacognitive strategies. Students with low metacognitive strategies need attention to be improved so that the metacognitive strategy can be more good. Increasing the knowledge of pre-service teachers is also needed to improve the ability to learn and how to deal with students well. The findings in this study indicate that the ability of pre-service teachers is quite low especially cognitive knowledge of students, improving the capabilities of a pre-service teachers is very important in teaching and learning activities.

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