Mohamed Khider University of Biskra

Faculty of Letters and Languages

Department of Foreign Languages

MASTER DISSERTATION

Letter and Foreign Languages

English Language

Sciences of the Language

Submitted and Defended by

DERBALI Fatima Zohra

On: Wednesday, June 19th 2019

The Importance of the Metacognitive Strategies in Improving EFL Learners' Listening Comprehension:

A Case Study of First Year EFL LMD Students at Mohamed Khider University of Biskra

Board of Examiners:

Mrs. BEKHOUCH Rime	MAA	Biskra	Supervisor
Mrs. BENCHAREF Sakina	MAA	Biskra	Examiner
Dr. BACHER Ahmed	MCA	Biskra	Examiner

Academic Year 2018/2019

Declaration

I declare this Master Two dissertation entitled "**The Importance of Using the Metacogntive Strategies in Improving EFL Learners' Listening Comprehension**" is entirely executed by me under the guidance and supervision of **M**rs. **BEKHOUCHE Rime** in the Department of Foreign Languages, Section of English, at the University of Biskra. I confirm that this work has not been submitted, in whole or in part, in any previous application for a degree. I also confirm that all the references (Books, articles, websites…, etc), which I used, they are respectively acknowledged in my work.

Submitted on:

Wednesday, June 19th 2019

Dedication

I would like to dedicate my work to my beloved and optimum parents. They have been my source of inspiration, motivation and support whenever I thought to give up; they believed and trusted me, not only in my education but also in my whole life.

The work is dedicated to all people who encouraged and advised me to pursue my work, my brothers, my sisters, and my friends.

Lastly, I dedicate that work to my courteous supervisor, thank you for your guidance and patience.

Acknowledgments

I would like to thank **ALLAH** for everything I have without any exception, and for offering me the energy to finish my work.

I would like to acknowledge my sincere appreciation to my supervisor **M_{rs.} BECKOUCHE Rime** who has directed me throughout my research and she has helped me to get results of better quality. Frankly speaking, without her supervision this work would not have been fulfilled. I am really thankful for her permanent support and advice.

I am also acknowledging my gratitude to the honorable members of the jury, namely, **D_r. BACHER Ahmed and M_{rs.} BENCHAREF Sakina** who were my teachers, too. I am truly thankful for their help and efforts not only for examining this current research work, but also for their sincere teaching "THANK YOU"

I would like to express my heartfelt gratefulness to all the teachers who have assisted me to conduct my interview, in addition to first year students who have kindly answered my questionnaire.

Finally, I thank all my teachers at the section of English at Mohamed Khider University for their teachings and advice along my education.

Abstract

Listening comprehension is one of the eminent skills in learning any foreign language. Researchers claim that listening skill, among four language skills, is always activated by learners. Thus, in recent years, there has been dynamic interest in using the Metacognitive Strategies (MS) in the Foreign Language Teaching/ Learning (FLT/ FLL). This study is carried out to investigate the importance of incorporating the MS as a vital resource to boost the EFL students' listening comprehension. It intends also to raise the EFL students' metacognitive awareness in listening activities. Additionally, this research aims at answering two questions: Is the lack of MS behind the deficiency that learners find in listening? And, how can the MS develop EFL learners' listening skill? Therefore, the hypothesis states that EFL learners' listening comprehension will be more developed when they are exposed the MS. Consequently, the current descriptive research; based on both teachers and students' viewpoints concerning this research work. The used data gathering tools (semi- structured questionnaire and semi-structured interview) were accomplished at Mohamed Khider University of Biskra to obtain the required information from both participants' responses (teachers and students' responses) concerning the use of MS to improve students' listening comprehension. It was administrated to 50 English students that were randomly selected. Furthermore, a semi- structured interview composes of eight questions; it was conducted with six teachers to collect more credible information about the research issue. The results indicate the role of the MS to foster EFL students' listening skill. The findings based on the literature review along with analysis of the collected data; it can be concluded that MS are crucial resources for improving EFL students' listening comprehension. Hence, the English teachers have to sustain their students' awareness about the importance of adopting the MS in their learning, in order to achieve better results.

Key words: EFL learners, foreign language, listening comprehension, listening skill, metacognitive strategies

List of Abbreviations and Acronyms

CAIE: Cambridge Assessment International Education

EL: Extensive Listening

Et al: Et alii (and others)

FL: Foreign Learner

H: Hypothesis

Ibid: Ibidem (Latin) (The same previous source)

IL: Intensive Listening

ILA: International Listening Association

L1: First Language

L2: Second Language

LC: Listening Comprehension

LTM: Long Term- Memory

MS: Metacognitve Strategies

(n.d.): No Date

PRS: Personal Responses Systems

P: Page

Q: Question

STM: Short Term- Memory

WM: Working Memory

List of Figures

List of Tables

Table of Contents

General Introduction

Chapter One: An Overview on Listening Comprehension

Chapter Two: The Metacognitive Strategies

Chapter Three: Discussion and Analysis of the Results

General Conclusion

XIV

GENERAL

INTRODUCTION

Introduction

In recent years, the integration off the Metacognitive Strategies (MS) in the foreign language classes has evoked many stakeholders (researchers, teachers). Nonetheless, this consensus is still not applied to the ground of the teaching and learning. Apparently, this is one reason behind the emergence of various language learning hitches.

The MS are deemed to be an eminent resource, which can help both teachers and students to overcome the learning difficulties. In this account, the use of the MS in EFL classes are strongly filtered as a radical solution for the majority of the language skills' deficiencies, particularly, the listening skill; because, it is the most intangible process. Therefore, many language educators and EFL teachers contend the MS offer adequate opportunities to spark the students' repertoire to promote their listening abilities. Accordingly, this issue is the core of the present study, where various studies by famous scholars have been illustration, especially, to address this problem and focusing on the importance of using the MS to improve EFL learners' listening comprehension.

To preview this issue in the Algerian context, the current research work tends to prompt the teachers and students' attitudes towards the merits of using the MS to improve the listening comprehension, especially for the first years students at the university of Mohamed Khider.

12. Statement of the Problem

Listening is definitely one of the important skills in English language learning. Accordingly, effective listeners are assumed to be more involved in the learning tasks. Therefore, they have more opportunities to be competent language learners. In fact, listening is a difficult skill to be improved, because, it is an intangible process. Apparently, the majority of students merely focus on the reading, writing and the speaking skills but they undervalue the listening comprehension skill, probably, this is the reason behind their listening deficiencies.

Consequently, several methods and procedures have been proposed as ways to lessen the potential problems in listening comprehension (LC). Among them the Metacognitive Strategies (MS) which are referred to a set of mental activities, which are typically required in the part of the listeners to encounter their listening problems, and to learn how

to listen actively. Nevertheless, many students ignore these learning procedures, and how they function to accomplish appropriately their listening tasks especially in EFL classes. Hence, the MS can provide learners with clues to face their LC challenges such as in understanding the meaning of words…, etc.

To conclude, it is important to stimulate learners' awareness concerning improving their listening skill, In this respect, the present study suggests the implementation of the MS to develop the learner's LC; that is, more attention must be given to the listening skill to ameliorate the student's level in learning English language.

2-Significance of the Study

A large number of studies have been conducted for the sake of helping the students to develop their learning skills, especially, the listening skill. Therefore, a series of strategies have been suggested among them the use of the MS. It is proving to be an effective method in teaching and learning any foreign language. Although it is not commonly applied, the MS have a great influence on helping learners to develop their LC capacities.

3-Aims of the Study

The general purpose of this study is to contribute to the development of the listening comprehension (LC) of English Language learners through using Metacognitive Awareness Strategies. More specifically, this study aims at:

1- Seeking to develop the learner's listening comprehension.
2- Raising the learner's Metacognitive Awareness in listening activities.

4- Research Questions

Based on what have been stated in the problematic. This research seeks to answer the following research questions:

RQ_1- Is the lack of MS behind the deficiency that learners find in LC?

RQ_2- How can the MS develop EFL learner's listening skill?

5-Research Hypothesis

Based on the research questions stated above we suggest the following hypothesis:

RH: We hypothesize that EFL learners' listening comprehension will be more developed when they are exposed to the Metacognitive Strategies.

6- Research Methodology

6-1: Method

We intend to use the descriptive method for gathering the data to accomplish this research work. By which, we will use the questionnaire and the interview as tools to sustain our work. Furthermore, we seek to collect the relevant information depends on any authentic source that is related to our field of study. The research findings will be included in this dissertation.

6-2: Research Tools

The main research data gathering tools are as follow:

- Semi-Structured Questionnaire
- Semi-Structured Interview

6-3: Population and sampling

The population that has been selected to be engaged in this study is form Mohamed Khider University of Biskra, Department of Foreign Languages, section of English. The sample privileged for this work is first year English students (50 students), who need new strategies to facilitate their exposure to the target language (English) ; that is to develop their language learning skill in general and the listening skill in particular. In addition to, some English Language teachers (six teachers) from the some institution, in order to know the frequency of practicing the English Language Listening Comprehension and the importance of using the Metacognitive Strategies (MS) by the English Foreign Language Learners.

7-Literature Review

Listening plays a significant role in learning any foreign language. As an English student I have noticed that the listening skill is not clearly practiced in the learning programs. Accordingly, along decades listening becomes the main concern of many scholars and researchers who have conducted a various studies on that issue. For instance, Flowerdrew and Miller (2005) argue that "Listening is a process of command of distinct skills or micro- skills which assist teaching". However, in many language curriculums, listening is not included. Moreover, (ibid) claim that listening is a crucial principle in our daily communication.

Listening is presumably the most complex language skill to learn since it is implicit than the other skills (Vandergrift, 2004)). Notwithstanding, Field (2008) appraises the idea that listening is regarded as a passive skill because it is intangible. Also he has asserts that listening can be improved by the exposure to the target language while the other learning skills cannot be developed. According to Lynch (2010) the different aspects of language (I.e.) phonetics, phonology, lexical syntax, semantics and pragmatics are supposed to be assimilated by the effective listener, in order to understand the spoken messages.

Moreover, White (1998) views that effective listening encompasses sympathizing with the speaker and grasping his\her intended meaning. Also he points out that listening and speaking are interconnected skills in the extent that active listener has to collaborate with the speaker by raising relevant questions or asking for clarification..., etc. Additionally, "Listening is the process of decoding messages and it takes place over time" (Harmer, 2008). He also acknowledges that the main concerns of human listening are collecting data, pleasure..., etc. And it is exceedingly an active process; because, a set of mental operations occur in the human mind as, guessing, predicting, and interpreting during the listening comprehension stage (Harmer, 2008).

As a consequence, listening comprehension (LC) is a complex process that obliges the learner to be aware of certain procedures to be a good language listener. Since this "Cinderella Skill" as it is so called by Nunan (1997) is significantly difficult (as cited in Baissa, 2007, p5). Many researchers try to bridge the gaps of the listening skill. They have propounded a large set of techniques and strategies among them the Metacognitive Strategies LC as a way to improve the LC capacities.

Metacognition means the following of some mental steps as planning for your listening task, monitoring yourself and evaluating your LC (Field, 2008). Furthermore, Harmer (2008) claims that good listeners apply certain strategies simultaneously depends on the given activity, which means that effective listening requires a synchronous application of strategies regarding to the designed listening tasks. Accordingly (Chamot et al., 1990) the MS are remarkable signs for a successful language learner.

Moreover, As have been mentioned by Looi- Chin and Johain (2007) certain mental steps are recommended, in one hand, to encounter the learners listening deficiencies and, on the other hand; to have better scores and attain a rational listening comprehension "Metacognition was initially conceived of as "One's knowledge concerning one's own cognitive process and product or anything related to them". (I.e.) these mental operations are related to other processes such as memorization, repetition..., etc that reflects the learners' knowledge. Likewise, Vandergrift contends that MS summarize "Thinking about and direct listening"

To sum up, based on the previous studies, we conclude that the use of the MS would assist learners to solve their LC problems in English. This research study is considered as crucial research; because; it would help learners to be more familiar with the target language.

8- Structure of the Dissertation

This dissertation is fundamentally stratified into three main chapters: the first chapter is devoted to deal with the definitions of listening, listening comprehension. It also highlights its importance, and it differentiates listening from hearing. In addition, it shows the effect of schemata and scripts on listening comprehension, and then it lists the main listening processes. Moreover, this chapter includes the relation between listening and working memory, its levels, its stages, its steps, and its types. Furthermore, it spots the light on the potential listening problems; then it suggests some effective strategies to overcome them. It ends up with some valuable tips to be good language listener, followed by a short conclusion.

Meanwhile, the second chapter is about the metacognitive strategies (MS). It starts with defining the MS, and then it describes its development, the distinction between the Metacogntion and Cognition. It highlights also its importance, its elements, its

components, its processes. The chapter is devoted to take into account some Metacognitive challenges; then it shows the effective implementation of the Metacognition, it also identifies its models. Finally, it offers some examples about these strategies; it ends by a brief conclusion.

The final chapter is committed to the field work; where, it states the aims of the research; then it identifies the sample used. It includes description of the questionnaire, then piloting the study; then the analysis of the students' questionnaire. This chapter also presents the second used tool (the interview), its samples, and the aim of the teachers' interview. It moves to the description of the teachers' interview, and then analysis of the obtained results. This concluding chapter precedes the research findings, answering the questions, and confirming the hypothesis.

9- Limitation of the Study

Although the research has reached its aims, there were some unavoidable limitations. First: The time constraints, the data analysis and interpretation consume more time

Second: The sample size, we conduct a study only with 50 students compared to the whole population

Third: The students' strike, the main reason for delaying our work

Fourth: The unavailability of the required materials such as the data show, less overcrowded classes…, etc, which urged us to opt for the descriptive research instead of the experimental research

Fifth: The lack of relevant sources, there were only three printed books about the Metaconitive Strategies in our library.

CHAPTER ONE:

An Overview

On Listening

Comprehension

Introduction

The listening skill is widely perceived as a necessary element for successful communication (Rost, 2009). To make this idea clear, this chapter will set the tone on the definitions of listening, listening comprehension (LC), and its importance. It will also spot the light on the relationship between hearing and listening. In addition, it will discuss the effects of schemata and scripts on LC with highlighting the processes of listening. Furthermore, it will clarify the relation between listening and working memory; and then, levels of listening, its stages, its steps, and its types. Furthermore, this chapter will point out some listening problems followed by some effective listening strategies, and it ends up with some tips for good listening skill.

1.1. Definition of Listening Skill

Listening has a vital role not only in our daily life communication but also in our professional and educational contexts. Thus, it was frequently discussed by many scholars from different perspectives. For instance: Bomstrom (1990; pp. 1-2); Coakley and Wolvin (1990; p. 34) (as cited in Pan, 2007) and Robins (1994) (as cited in Zobler) state that "Listening occupies between 42 percent and 54 percent of subjects communication time" In fact, it is conceived as a receptive skill that enables the listeners to acquire the message.

Actually, Listening has been defined as "The ability to pay attention to the spoken sounds in order to get the meaning of what has been said." (Oxford, 2011) and (Underwood, 1989) (as cited in Gikjani & Ahmadi, 2011). Whereas, Guo and Wills (2006) state that listening is a medium that helps people to get higher rate in their education and comprehension. It means that listening is a key of success in different spheres whether it was academic or professional…, etc. In addition, Richards (2006, p.01) claims that "Listening skill is the core component of second language proficiency and earlier views of listening saw it as the mastery of discrete skills and micro-skills". (ibid) shows that such a skill encompasses necessary sub-skills as recognizing the contradictions and the cohesive markers…, etc. Therefore, according to him listening is an interpretive process that aims at facilitating the comprehension of the spoken discourse.

Similarly, Brown (2006, p. 4) declares "listening is a complex activity that can help students comprehend what they hear by activating their prior knowledge''. Thus, it

depends on the individual's different capacities of understanding categories of sounds and words meanings. Besides, Harmer (2007, p. 135) (as cited in Sulistyowati, 2009) advocates that " In listening courses students need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning and the main topic''. Therefore, listening is not exclusively concerned with the linguistic feature; it also considers the paralinguistic ones such as the tone and pitch of voice. Furthermore, the International Listening Association (ILA) (as cited in Eve, 2007, p. 11) views listening as "The process of receiving constructing meaning form and responding to spoken and non-verbal meaning''.

In the same vein, Rost (2011, p. 78) defines listening as "The ability to understand another speakers' intended meaning". He also asserts that "Listening is receiving the transfer of images, impression, thoughts, beliefs, attitudes and emotions from the speaker'' (p. 3). Besides, Wolvin (2010, p. 11) says "Listening is a highly complex physiological process involving the human receptors and influenced by the human sensory capacity''. Likewise, Brown (1990) views listeners as active processors in recognizing the acoustic signals they hear to construct meaning. In addition, Nikki Ashcraft and Anh Tran (n.d.) (p. 1) find that "Listening is a complex process that requires phonological semantic, syntactical discourse and pragmatic knowledge of the language as well as understanding of the context and non-verbal communication''. Thus, listening is not merely a matter of receiving the sounds; it also involves different aspects as syntax, semantic…, etc.

To sum up, numerous definitions have been given to listening depend on the researchers' perspective. However, the majority of them do agree with the perspective of Ury (2015) who acknowledges that listening is a lost part of communication.

1.1.1.   Definition of Listening Comprehension

Listening comprehension can be defined variously by many scholars. For instance: according to Chamot et al., (1989) " Listening is viewed theoretically as an active process in which individuals focus on selected aspects of aural input, construct meaning from passages and relate what they hear to existing knowledge''. Besides, Zhang (2001) (as cited in Al- Alwan, Assassfeh, Al- Shboul, 2013) argues that the listener has to capture the essence of the speech delivery.

Based on what has been found in http://wwwThefreedictionationary, com/listening comprehension: listening comprehension (LC) is a process that urges the listener to be able to assimilate the spoken language based on his capacities. Moreover, Vandergrift (1999, p. 18) "listening comprehension is a complex active process in which the student must discriminate sounds, understand vocabulary and grammatical structure, interpret stress and intonation and associate it into context.''. Vandergrift (2007) (as cited in Perry, 2012, p. 08) argues that "Listening comprehension lies at the heart of the language learning".

According to Buck (2001, p. 20) listener's prior knowledge is recommended to achieve the comprehensible input. Furthermore, Rost (2002) and Hamouda (2013) (as cited in Gilakjaniand Sabouri, 2016) do agree on defining listening comprehension as an interpretive process where listeners has to negotiate meaning.). Additionally, Brown and Yule (1983) declare that listening comprehension about understands what has been said by the speaker these indicates catching the speech sounds and grasping the sentence structure.

To conclude, Although a dozen of views have been given to LC, They all cooperate with Howatt and Dakin(1974) (as cited in Guo & Will, 2006, p. 02) "Listening comprehension is the ability to identify and understand what other are saying"

1.1.2. The Importance of Listening

Listening is a significant skill; As a matter of fact, many researchers attempt to figure out its importance. As Rankin (1928) (as cited in Bozorgain, 2012, p. 2) states "Listening was the most dominant skill for the mode of human communication… it occupies almost 50% of our daily communication''. According to Field (2008) listening is a considerable means that enables the learners to be more knowledgeable about the spoken language; and it increases their accessibility to the target language in authentic setting as used by natives.

In the same way, Peterson (2001, p. 4) (as cited in Yildirim and Yildirim,2016) states that " No other type of language input is easy to process as spoken language, received through listening ….through listening can build an awareness of the interworking of language systems at various levels and thus establish a base for more fluent productive skill ''. Wallace et al., (n.d.) says Listening is principle for learning because it assists learners to obtain insights and information to achieve successful communication. Furthermore, Krashen (1985) (as cited in Guo and Wills, 2006) argues that "People acquire language by understanding the linguistic information they hear''

Additionally, in emphasizing the importance of listening skill, Oxford (1993, p. 205) acknowledges that "Listening is perhaps the most fundamental language skill''. Thus, it helps in the development of the other skills (speaking, reading and writing). Rost (1994) and Zaine (2011) assert that listening comprehension (LC) is a very crucial process to gain the comprehensible input and without it learning cannot occur.

To sum up, the majority of the previous views support the idea that listening skill sustain the effective communication in challenging the target language. Yet, the majority of students still feel confused when they are asked about the difference between hearing and listening.

1.1.3. Hearing VS Listening

People often use listening and hearing interchangeably; however, many researchers assert that there are considerable differences between them. As quoted in http://www.d.umn.edu/student/loon/acad/strat/ss_hearing.html hearing is about receiving the sounds via the ear; whereas, listening is a conscious process that needs concentration, whereby the brain has to negotiate meaning of words and utterances.

Elmer (2017) claims that "Hearing is something that we do just picking up the sounds; however, listening has real intentionality and purposeful''. He also argues that listening is not superficial; conversely, it is about holding the speakers' intonation and emotion. Another view is presented by Thomlison's (1984) (as cited in Hamouda, 2013, p. 5) "Listening is the ability to understand a speakers' accent of pronunciation; the speakers' grammar and vocabulary and comprehension of meaning''

According to Hulstijim and Van Heuven (2003, p. 10) "Hearing is the auditory reception of an acoustic signal (perception) as it is also performed". In addition, Rost (2011, pp. 11.12) highlights the position

> Hearing is the primary physiological system that allows for reception and conversion of sound waves ….hearing offers unique observationaland monitoring capacities that allow us to perceive life's rhythms and the vitality contours of events (Stern, 1999) Hearing is neurological circuitry, part of the vestibular system of the brain Hearing also plays an important role in animating the

brain ….hearing may be said to be the most grounded and most essential to awareness because it occurs in real time.

Despite all the differences between hearing and listening, they remain interconnected; because hearing is the second step of listening (listening is composed of 5 important steps that will be given in details in the coming pages). However, they still different at the level of their intention (Rost, 2002), Ronnberg (2016, p. 1) contends that "Hearing is with the ears, Listening is with the brains"

1.2. The effect of schemata and scripts on listening comprehension

Listening comprehension (LC) process can be well-developed by two important kinds of background knowledge, which are schema and script. Rumelhart (1997) acknowledges that schema was first used by the British Psychologist Sir Frederic Bartlett (1932) who studied the role of memory and language processing in a natural setting. According to him schemata are stored in our long term memory, and it is usually considered as a well- formed structure of prior knowledge. Thus, it is the essence of learning and managing new information. (ibid) (as cited in Ya-Jun, 2007) also asserts that "In the field of cognition science, schemata have been referred to as the building block of cognition". Likewise, comprehension researchers (as cited in Rost, 2011) argue "schema is a figurative description for any set of simultaneously activated connections in the vast frontal cortex of the brain". They also say that schemata can assist listeners to perceive any comprehensible input. In short, schema is the core of the identification and the understanding of knowledge.

Myhill et al., (2006) claims that "Schema is the mental map or set of mental connections we had in our head about a particular idea or thing"; Whereas, Scank and Abelson (1977) highlight that script can be referred to the mental structure while dealing with daily situations; Accordingly, when the listeners have a clear and previous picture in mind (schema and script), they will be more encouraged and motivated to grasp easily the speech delivery. Consequently, students are urged to activate their background knowledge to set the tone between what they already know and what is new (Mendelsohn, 1994) (as cited in Nihei, Koichi, 2002). Meanwhile, the cognitive comprehension theory (as cited in Gilakjani and Ahmadi, 2011, p. 3) defines schema as an abstract structure adopted by listeners to understand a related text. They also declare that when schema has been evoked,

it will become a guiding structure in comprehension. If they are not compatible either the information or the schema will be discarded or modified"

Moreover, on defining schema, Widdowson (1983) (as cited in Hulstijn and Heuvean, 2003) mentions that schemata are a set of cognitive constructs of knowledge that listeners apply for understanding current events. In addition, Rost (2011, p. 57) says

> Any normal adult would have hundreds of available schema in memory, which would be interrelated in an infinite number of ways new schema are created and existing ones are updated constantly, every time we listen to something new, we create a new schema

In the other hand, Buck (2001, p. 20) says that scripts are inserted in all our occurring events such as: restaurant scripts, birthday scripts…etc. Besides, scripts can provide the listener with well- structured knowledge, in order to describe the progress of the events. In fact scripts are culturally pre-determined; L2 listeners may be influenced by their native culture while interpreting the L2 scripts (Schank and Abelson (1977) (as cited in Tokeshi, 2003).

To conclude, it is important to develop the listeners' accessibility towards activating their schemata and scripts for better comprehensible input as well as output. Additionally, Foreign Language Listeners still unable to distinguish between the processes of listening that may help them in activating their prior knowledge.

1.3. Process of listening

Listening comprehension requires three fundamental processes:

1.3.1. Bottom-up process

According to Field (2008, p. 326) "Bottom-up processing involves perceiving and parsing the speech stream at increasingly larger levels beginning with auditory, phonetic, phonemic, syllabic, lexical, syntactic, semantic, propositional, pragmatic and interpretation". More precisely, Gary (2001) claims that bottom-up is a cumulative language that starts from the lowest level to the highest level. He also adds (p.02) "Acoustic input is first decoded into phonemes to identify individual words than processing continues to the syntactic literal understanding of the basic linguistic meaning.

Finally, the listener interprets that literal meaning in terms of the communicative situation to understand what the speaker means".

In Addition, listeners have to start by assimilating sounds which are the smallest units; in order to build up words; then combine these words to come up with a meaningful phrase or sentence, which expresses a logical idea. And according to the Bottom-up process listeners have to decode the message that has been sent by the speaker without referring to the context or the relation between the interlocutors (Flowerdrew & Miller, 2005, p. 25). Moreover, Clark and Clark (1977) (as cited in Richards, 2008, p. 5) argue that "The listener's grammatical and lexical competence identify each constituent and then construct underlying proposition building continually onto a hierarchical representation of proposition".

According to Vandergrift and Goh (2012, p. 18) Bottom-up process is

the mechanical process in which listeners segment the sound stream and construct meaning by accretion based on their knowledge of the segments (individual sounds or phonemes) and suprasegmantals (patterns of language intonation, stress, tone and rhythm) of the target language……….listeners draw primarily on linguistic knowledge, which includes phonological knowledge, lexical knowledge and syntactic knowledge.

He adds that "This approach to comprehension is not adequate because listeners cannot keep up with the sound stream". Furthermore, Rost (2006, p. 258) declares that listeners perceive accurately the speech signals; in order to decode the message into grammatical unites. Sometimes, L2 listeners find a difficulty in oral perception than L1 listeners; thus, they often mishear what has been said.

In the same vein, Brown (1990) says that Bottom-up process is difficult especially for Foreign Learners (FL) to discriminate adequately between vowels and consonants made in English as pool and pull unless, there is enough contextual information. Subsequently, foreign learners should consider the gestural and paralinguistic features and phonological codes of the target language to be able to understand the language innuendos.

1.3.2.   Top- down process

According to Field (2008, p. 326) (as cited in Nation and Newton, 2009, p. 40) in the Top-down process the listeners are supposed to move the whole to the parts, " The listeners use what they know of the context of communication to predict what the message will contain and uses parts of the message to confirm prediction". However, Flowerdrew and Miller (n.d.) state that the Top- down process is concerned with using the prior knowledge when dealing with a piece of information rather than concentrating on the individual sound or the linguistic aspects in general. The contextual background also enables the listeners to decode the verbal messages.

Additionally, Richards (2008, pp. 7.8) acknowledges that " Top- down processing maybe knowledge about the topic of discourse, situational contextual knowledge, knowledge in form of schemata and scripts and plans about the overall structure of events and relationship between them". He adds comprehension needs sufficient use of our prior knowledge about the context, concepts, mood, style and how they are related to each other. According to Vandergrift and Goh (2012, p. 18) the Top- down is "The interpretation process that assumes comprehension begins with listeners' expectation about information in the text and subsequent application of appropriate knowledge sources to comprehend the sound stream".

1.3.3.   Interactive Process

Interactive Process was first developed by Rumelhat and his associates (Wolvin, 2010, p. 167). According to him language is processed concurrently at divergent levels, phonology, syntactic, semantic and pragmatic. Hence, in this parallel processing the acquired information interact with each other. Similarly, the listener integrates the linguistic knowledge with the prior knowledge of the language (bottom-up and top-down processes) to understand the speech (Poelman, 2003, p. 11).

Furthermore, according to Rost, (2011, p. 190) "Interactive Listening refers to listening in a collaborative conversation". Whereby, the listeners are able to communicate with each other and with native speakers; He also argues that "Interactive listening is a

type of conversational interaction in which the listener takes a leading role in understanding, though providing feedback, asking questions and supporting the speaker"

Likewise, "Interactive Listening takes place in a communicative situation", in which the listener can be active, whenever he negotiates meaning by asking for clarification and confirmation checks. Therefore, the listener and the speaker can co-construct meaning and find solutions to communication problems, in order to create a discourse to fulfill certain goals while interacting with each other. (Xiaoxian & Yan, 2010, p. 33).

In sum, "the interactive process overcomes the disadvantages of both bottom-up processing and top-down to augment the comprehension". Thus, both processes have to be combined to complete each other to develop the listening proficiency (Gilakjani & Ahmadi, 2011, p. 979). The listeners' exposure to the language knowledge and its acquaintance with the topic help them to select the appropriate process.

1.4. Listening and working memory

Working memory (WM) has a fundamental role in assisting human being's ability to perform highly complex cognitive activities as listening (Olive, 2004). As a matter of fact, WM involves a specific temporal system of storage and manipulation of input that is required for complicated tasks such as: reasoning and comprehension (Miller et al, 1960; Baddely & Hitch, 1974) (as cited in Poelimans, 2003, p.24).

Moreover, Rost (2011, p. 72) contends that "Memory is generally discussed as involving two dimensions: Long Term-Memory (LTM) associated with the sum of all a person's knowledge and experience, and Short Term-Memory(STM) associated with knowledge that is activated at a particular moment". He also adds that comprehension and memory are associated; therefore, if memory is dysfunctioned on the part of the listener, the comprehension will be unstable.

Furthermore, STM is a part of memory where the input is analyzed and interpreted for a short time. Then when the received message is understood, it will be transferred to the LTM; which, in turn, can recall the information for a long time period. Consequently, such data will disappear from STM (Richards & Platt, 2000). Actually, extensive STM is more

needed when the acoustic input consists of sequence of information and more specific comprehension skills; because, the listener has to combine the different types of the utterance (Baddely, 2006). He also acknowledges that "Phonological loop and the central executive function of working memory are instrumental in monitoring comprehension and organizing the input in meaningful way"

In the same regard, the auditory and visual channels receive the message, subsequently; it must be attended via the STM system (Cowan, 1995). He also argues (p.10) that "While researchers disagree as to how the STM system receives and holds the information, they do agree that the attention span is quite limited, possibly as short a few hundred milliseconds to a longer phrase of up to 30 second". Besides that "Attention to the message is affected not only by the listeners WM system but also by the listeners' perceptual filter" (Wolvin, 2010). Accordingly, he views that this perceptual filter consists of the listener's background experience; mental and physical states that screens the stimulus; therefore, One's predisposition changes the received message.

On the whole, Working Memory is a crucial factor that contributes in listening understanding and performance. Although the STM has a slight role, it cannot be ignored; because, it is the first step for developing the LTM, which, in turn, enrich the listener's capacity and level of comprehension.

1.5. Levels of listening

Numerous researchers have stratified listening skill into two broad levels: Extensive Listening and Intensive Listening.

1.5.1.   Extensive Listening

Extensive Listening (EL) is a process of skimming particular information; it enables the listener to create the geography of the recording in terms of the provided information (Field, 2008). He also regards (p.54) EL as "Listening for pleasure and without obliging the listener to keep demonstrating a satisfactory level of understanding". Moreover, Gilakjani and Ahmadi (2011) say " EL is to strengthen and enlarge the effectiveness of

intensive listening in order to improve the overall listening ability" EL also has been defined as "The oral equivalent of extensive reading" (Lynch, 2009).

Actually, EL helps the listeners to construct a cognitive map; which means, a network of linguistic knowledge; whereby, learners can "Build up the necessary knowledge for using the language" (Nation& Newton, 2009,p. 38). In fact, EL includes "An individualized listening with large amount of target language input of learners' interest at their levels" (Yoh, 2003). However, (Pan, 2017, p. 121).named Extensive Listening as Top-Global Listening and according to him the listener is ought to assimilate both the macro-propositions and the macro- speech acts of a given discourse.

Furthermore, in Extensive Listening, the learner is required to ask gist questions such as: what is the topic about…, etc, rather than questioning about more detailed information (Wilson, 2008). El also provides the students with more interesting and useful tasks; in order to, develop the proficiency in oral language processing (Rost, 2011). Additionally, "EL is also valuable for building confidence and simply enjoying listening in the target language" (Brown, 2008)

1.5.2.   Intensive Listening

Alternatively, Intensive Listening (IL) is in not like Extensive Listening. " IL usually takes place at classrooms or language laboratory, and typically occurs when teachers are present to guide students through any listening difficulty and points them to areas of interest" (Harmer, 2007). Generally, IL provides listeners with precious opportunities in addition to discrete points of the language (Flowerdrew & Miller, 2005, p. 169).

Actually, such level of listening urges the listener to focus on the linguistic aspects of the discourse that is related to the meaningful processing of the discourse (Pan, 2007). Based on what has been found in   http://www.Fluent.com/blog/intensive-and-extensive "IL is focusing on the pronunciation, grammar and vocabulary rather than the overall meaning". Thus, by concentrating on these aspects of IL; the practices would help the students to a solid groundwork for language acquisition.

On the other hand, Intensive Listening requires in-depth listening, in which the listeners have to understand the direct meaning as well as the understated meaning of a piece of discourse; Whereby, "Listeners are asked to look for specific details and information in a listening text and focus on grammatical patterns, vocabulary and second recognition" (Gilkjani& Ahmadi, 2011).

In short, both levels of listening (Extensive Listening and Intensive Listening) are required in learning. Thus, they have to be combined to develop the learners' production and comprehension skill (Gilkjani& Ahmadi, 2011).

1.6. Stages of Listening

According to Field (2008) and Schwartz (1998) listening activities are stratified into three main stages: Pre- listening, while- listening, and Post- listening.

1.6.1.   Pre-listening

The teacher assists the learners to catch up with the new vocabulary; and focus their concentration upon the language itself rather than its meaning (Field, 2008). According to him the pre- listening stage has to be divided to (02) critical items:

A) - Establishing Context: To set the tone to the listening exercise, by giving the students brief insights about what they are going to hear, such as: the setting, the general topic, and the genre of the recording, etc

B) - Creating Motivation: It is considered as the principle of listening; whereby, providing the listener with the essence of the listening assignment. The motivation can be created in many ways among them; when helping the students to raise their expectation about a given topic; and create a kind of competition between the students.

The pre- listening activities can be in form of "Looking at pictures, diagrams, graphs, or it can be in form of reviewing vocabulary and doing guided practice…, etc" (Schwartz, 1998, p. 15). She also says such a kind of activities may provoke the listeners' background knowledge; and provide them with opportunities for stimulating the collaborative work.

1.6.2.   While- Listening

This stage is the most problematic for teachers and learners as well (Field, 2008). He argues that the teacher has to ask questions during the time of listening to the recording text or immediately after. In fact, he divided this stage into two steps: Pre-Set Questions and Checking Answers.

A) - Pre-Set Questions: When the teacher asks questions after submitting the record to the listeners; it would be difficult for them to remember the information to answer the questions; therefore, their responses become unconvincing. Nevertheless, if the learners are aware of the question before listening to the recorded passage; it would be easier for them to take notes and to find the answers without any confusion.

B) - Checking Answers: The students are asked to compare their answers with their colleagues, after checking them with the whole classmates. Hence, in that way they can ensure their comprehension and exchange feedback.

1.6.3. Post- Listening:

According to Schwartz (1998, p. 16) **"**Post Listening takes place after the text has been heard in its entirely and as many times as needed to accomplish the listening objectives" According to her this stage has three purposes to be reached 1- To ensure the comprehension of the whole passage. 2- To assess the listeners skill. 3- To benefit from the knowledge in other situations.

She also adds that post-listening stage may include various motivating activities related to reading, speaking, and writing. Among these activities: a creative writing activity, problem-solving activities, role-plays activities, etc. However, Field (2008) views that post- listening from different perspective; thus, according to him this stage of listening should fulfill two fundamental objectives:

A)- Functional Language: The repetition of the listening passage has to reinforce the different contextualized language functions such as: refusing, apologizing, offering…etc.

B)- Inferring Vocabulary: The learner has to induce the meaning of the difficult items depending on their context without referring to the teacher or the dictionary. Even though, this objective is very useful, the majority of the learners seem disinclined to engage in it.

1.7.Steps of Listening

Babita (2013, p. 2) and Kline (1996) claim that listening has five sequential stages: Receiving, understanding, remembering, evaluating, and responding.

A) - Receiving: It is a physical response to the sound via the sensory receptors (ibid). However, Kline (1996) states that receiving needs a careful attention to hear the sounds, to get around the message; otherwise, they will not be able to understand what the speaker has said.

B) - Understanding: In this stage the listener has to find out the symbols meanings, such as: sights like blue uniform. He has also to understand the speakers' intended meaning and emotional tone… etc (ibid). Nevertheless, sometimes the listeners misunderstand the message sent by the speaker. This refers to some reasons; one of them is making incorrect expectations about what the speaker will say. This view impedes the process of understanding the message and ameliorating the communicating, in general (ibid).

C) - Remembering: It is the process of storing the information in our memory, and the ability to retrieve it when necessary (ibid).

D) - Evaluating: "At this point the active listener weighs evidence; sorts facts from opinions; and determines the presence or absence of bias or prejudice in a message" (ibid).

E) - Responding: In this stage the listener has to show his reaction or feedback towards the speakers' message. The sender also can decide whether s/he has succeeded in conveying his/her message or not.

Eventually, all those listening stages: Receiving, understanding, remembering, evaluating, and responding are successively arranged to complete each other to achieve successful listening.

1.8.Types of Listening

According to Kline (1996; p. 29) "Different situations require different types of listening"; this writer suggests numerous types of listening, which are stated as follows:

a) **Informative Listening:** It exists in all our lives, it means listening to understand. Effective Informative Listening urges the listener to focus on the message and its source. In this type there are three main factors that enable the listener to be more informative and successful in understanding the speakers' intended meaning. These factors are:

- **Vocabulary:** "Increasing your vocabulary will increase your potential for better understanding" (p.30).

- **Concentration:** Sometimes people cannot concentrate well, this happens because of many reasons: maybe they are obsessed with something else or they lack curiosity…etc. In fact, concentration needs discipline, motivation, and responsibility.

- **Memory:** The information cannot be processed without memory; because, it provides you with necessary knowledge; make expectations and faster your understanding.

b) **Appreciative Listening:** Kline (1996) mentions that listening is pertinent when listening to music, movies…etc for pleasure. However, the quality of the appreciative listening, targets three main factors:

- **Presentation:** It involves the context, the speakers' personality and style…etc.

- **Perception:** Expectation has a vital role in our perception, which effects our appreciation of what we listen to.

- **Previous Experiences:** They may increase or decrease our appreciation of the actual position. And if we link our experiences to our memories, we can appreciate what we have done. However, if we match our experiences to unpleasant memories, we presumably will not enjoy it.

c) **Critical/ Evaluative Listening:** This type of listening is essential everywhere. For instance, media, advocates, policies, etc. It includes three main principles:

- **Ethos (speakers' credibility):** It encompasses expertness and trustworthy which are the major conditions for critical judgment of the listening message.

- **Logos:** Logos and Ethos complete each other. Speakers with speakers with high ethos may accidently commit errors.

- **Pathos:** The misunderstanding of psychological and emotional factors can prevent receiving the speaker's intended meaning.

d) Discriminative Listening: This type can across the previous types in many ways. For example, the speaker's rate, pitch, volume; which may help in informative listening. Moreover, some sounds made by the orchestra may develop the appreciative listening. However, the pauses, vocal cues help the critical listener to judge the speaker's meaning. In this respect, Kline (1996) states three main points about this type:

- **Hearing ability:** People with problems of hearing; they cannot discriminate the speech sounds.

- **Awareness of the Sound Structure:** Native speakers can recognize the sound structure easily.

- **Integration of Non-Verbal Cues:** The understanding of the speakers' meaning can be achieved via the speakers' acts of communication and the exact meaning of the words.

e) Comprehensive Listening: It refers to seeking the meaning of the received sound. In other words, distinguishing between the vocal sounds; in order to comprehend the message content (Babita, 2013). Furthermore, based on what has been found in https://tcagley.wordpress.com/tag/comprehensivelistening/ "Comprehensive listening is the interpretation of the words and ideas". Actually, it includes understanding the essence of the message.

f) Selective Listening: The students pay attention only to information interest them and disregarding other important information. In other words, they focus only on certain parts of communication (Babita, 2013). In addition to "Selective Listening refers to listening with a planned purpose in mind, often to gather specific information to perform a task. In it vernacular use, selective listening is used to refer to attending to only what you want to hear and tuning out everything else" (Rost, 2011, p. 187) , He also argues that note taking is the important phase of selective listening; because, it takes only the essentials.

1.9. Listening Problems

Listening is the most difficult skill for language listeners (Goh, 2000; Guo & Wills, 2006). Accordingly, the learners may encounter many problems among them:

1.9.1. Problems related to the listener

1.9.1.1.   Hearing the Sound: The listeners find a difficulty while perceiving certain English sounds, For instance: French Students cannot cope easily with the English sound **'th'** as in (think); Because, such a sound does not exist in their native language. They also may "Hear a vowel that is not in fact pronounced " littel" for "little" (Ur, 1984, pp. 1,2).

1.9.1.2.   Intonation and Stress: The teacher needs to draw the students' attention to the existence of the intonation and stress in the words: because, they are important to understand the spoken message. Additionally, the term intonation refers to "The meaning of an English utterance i,e the information conveys to listeners, derives not only from it changing sound patterns and the contrastive accentual prominences already referred to, but also from associated variations of pitch" (Gimson, 1987, p. 264).

1.9.1.3.   Psychological Factors: Some students have problems in processing the information in their memories which hinder their listening process (Babita, 2013). As a matter of fact, the psychological factors may refers to "Those non-mental factors do not directly involving cognitive process such as students' interest, attention learning, emotion, attitudes and will power" (Guo & Wills, 2006, p. 5). Moreover, the students' motivation is an essential element for acquiring the knowledge of the target language (Hasan, 1991). Similarly, motivation can enable the students to build "Ideal L2 self" (Dornyei, 2005).

1.9.1.4.   Lack of Concentration and Attention: The attention has a vital role in the listening process. Thus, the learners' degrees of attention influence their perception and interpretation of the input (Anderson & Lynch, 1988). Generally, the inability to concentrate is the major problem in listening comprehension; therefore, the listeners may be not interested to hear or they are more interested on what they wants to say (Flowerdrew & Miller, 1992 & Hamouda , 2013).

1.9.1.5.   Lack of Prior Knowledge and Proficiency: The students' background knowledge can be stratified into two types of knowledge (Anderson & Lynch, 1988), Which are: First, the Linguistic Knowledge: This is about the grammar, syntax, phonology, morphology rules of language. Whereas, the Second is the Non- Linguistic Knowledge, which is the core of listening comprehension. "The Socio- Cultural and the Contextual Knowledge" that enable the learners to be familiar with the target language.

1.9.2.   Problems related to the speaker

Among the speakers' problems the rate of the delivery, whether too low or too fast, which makes the essence of the message more complex to be received by the listener

(Nidig, 1999). In addition, " The listeners have no influence over factors such as the speed at which the speaker talks; the vocabulary and grammar used; and no recourse to asking for repetition of a word, if the speaker's pronunciation renders it incomprehensible"(Wilson, 2008, p. 13).

1.9.3.   Problems related to the message

1.9.3.1.   The Content: The content organization and structure affect considerably the learner's comprehension. Thus, the message has to be chronologically ordered without any flash back to assist the listener to understand the event (Anderson & Lynch, 1988).

1.9.3.2.   Vocabulary: Sometimes the listeners focus on the meaning of the unknown words rather than understanding the whole idea. Therefore, they frequently fragment the parts of the speech; this is due to giving attention to accuracy rather than fluency (Underwood, 1993).

1.9.4.   Problems related to the physical setting

The physical settings are essential in the teaching environment (Chaugule, 2009). Consequently, the material development and the classroom organization; and the distraction in the teaching environment such as: the sound of the air conditions, in addition to the overcrowded classes; all these factors can impede the listeners' understanding of the message (Babita, 2013).

To conclude, there are various listening problem; whereby, the listeners has to overwhelm these hindrances, In order to be competent language listener. Thus, they have to adopt certain effective strategies.

1.10.   Effective Listening Strategies

Effective Listening Strategies can develop the students' performance (Nunan & Brown, 2001 & Mendelsohn, 1995).

Nunan suggests the following listening strategies:

- **Listening for the main idea:** The listener is urged to look for the general ideas without delving in the details.
- **Listening for purpose:** The listener has to achieve his/her pre-determined goals.
- **Listening for specific information:** For example, listening for factual information: Names, places…etc. The listener usually has previous ideas about what is looking for.
- **Listening for tone, pitch to identify the speaker's attitudes:** Usually speaker's tone expresses his/ her mood such as , happy, angry, interested, disinterested, agree, disagree…etc.

In addition, Brown (n.d.) proposes other listening strategies among them:

- **Looking for no-verbal cues to meaning:** The students have to spot a considerable light on the speakers' paralinguistic features as gestures, facial expression, temporal and special setting…etc, in order to understand the speaker's message.
- **Associating information with one's existing cognitive structure (activating background information):** Sometimes the listeners have to use their prior knowledge to ensure their understanding.
- **Listening for seeking clarification:** Especially, when the speaker offers difficult information.

Likewise, Mendelsohn (n.d.) recommends some listening strategies such:

- **Listening for inference:** Sometimes the listeners have to infer to understand the intended meaning, For instance, A son: I am going out to play tennis   . A mother: It is cold outside, isn't it?   The mother's intention is " you should not go outside"
- **Listening to determine interpersonal relations:** The style of speaker may indicate the type of the relationship between the interlocutors as: friendship, hostility…etc.
- **Listening to form hypotheses and predictions:** For instance, when the listener hears "One of the most important…" unconsciously, the speaker starts predicting the following utterance.

1.11. Tips for Effective Listening

Based on what have been found in **http:www.discoveryinaction.com.au.** There are numerous tips to improve the listening skill among them:

➢ Make a personal commitment to actively listen in the situation that has presented to you: The listener has to listen attentively to the speaker.

➢ Remove distraction: Avoiding any source of noise and interruption.

➢ Face to person speaking: Show your interest be sitting up straight the speaker with maintaining an appropriate distance.

➢ Maintain eye contact: "Keep a level of eye contact that you both find comfortable"

➢ Respond appropriately to show that you understand: for example, saying uh huh o, oh, really …or ask for clarification…etc.

➢ Try to think too hard about what you are going to say next: The listener should focus on the speaker's talk first; and then think about what he/ she wants to say.

➢ Stay present and keep a check on your internal voice: " Take mental notes, listen for key words"

➢ Try to keep an open mind: Don't take pre-judgments about the speaker and try to be flexible.

➢ Ask infrequent effective questions: The listener has to ask casual question from time to time to show his/her interest.

➢ Give feedback to the speaker: Give your reaction to what has been said by commenting or questioning or even using body language such as nodding your head or smiling.

➢ Offer attentive silence: It means give the speaker the opportunity to talk freely without any interruption.

Conclusion

To sum up, from this chapter we can say that listening skill is the most effective skil; however, it is difficult to be completely mastered. We have seen the definition of listening skill, its importance. We have also made a clear distinction between listening and hearing. Moreover, we have discussed the effect of schemata and scripts on listening comprehension. Besides that, we have mentioned the three listening processes Bottom-up, Top-down and the interactive processing. Furthermore, we have argued the relationship between listening and the working memory. We have also included the levels of listening: Extensive and Intensive levels. And then, we have discussed that listening skill consists of three stages: Pre-listening stage, While- listening stage, and the Post-listening stage. In addition to, listing the listening levels and types. At the end we have spot the light on the listening problems that learners encounter, and then, providing them with effective strategies and tips to overcome them.

CHAPTER TWO:

The Metacognitive Strategies

Introduction

Metacognition has a vital role for improving the academic performance of the learners at various levels Shelia (1999) (as cited in Jayapraba & Kamani, 2013, p.49). Accordingly, to make this view clear, we will spot the light, in this chapter, on the importance of using such learning strategy to improve the learning process. First, we will start by defining the term metacognition and its development. We will also differentiate between the metacognition and cognition. And then, we will show its importance in learning, in addition to, listing its elements and components. Moreover, we will discuss its main processes, and its remarkable challenges. Besides, how can we implement this learning strategy, and we will talk briefly about its models. Finally, we will end up with some examples of using the metacognition, followed by a conclusion.

2.1. Definition of Metacognition

According to Klein's comprehensive Etymological Dictionary of the English Language (n.d.) "The word **Meta** is defined as a preposition of a Greek origin with several meanings such as "after", "along" with "behind" or "beyond". In fact, the word metacognition has been defined in many different ways from different perspectives over the last decades.

Actually, Metacognitive Strategies (MS) are seen as the capacity of assimilating how the learners should learn and how they adjust their thinking processes; to ameliorate their learning performance and their working memory (WM) (Ormrod, 2006). Likewise, Anderson (2002) declares that the metacognition is the core of learning, which is known as thinking about thinking; whereby, it is linked to the awareness of 'what I know' and 'what I don't know'.

Similarly, Boekaerts and Simons (1995, p. 91) suggest "Metacognitive Strategies are the decisions that learners make before, during, and after the process of learning". However, Taylor (1999) assumes that the metacognition is prizing one's prior knowledge, in conjunction with a correct understanding of the learning task and its requirements. In addition to, the ability to infer effectively one's strategic knowledge to a specific situation.

Moreover, Decort (1996) acknowledges that the MS increase the self- regulation capacity of the cognitive processes.

Papaleontiou-Louca (2008, p. 10) describes matecognition "As a concept that has been used to a variety of epistemological processes". He also adds "Metacognition essentially means the cognition about cognition; that is, it refers to second order cognitions: thoughts about thoughts, knowledge about knowledge or reflection about action". Likewise, Flavell(1979, p. 906) claims " Metacognition is the knowledge and cognition about cognitive phenomena". Yet, he also (1976, p. 232) says " Metcognition refers to among other things, to the active monitoring and consequent regulation and orchestration of these processing in relation to the cognitive objects or data to which they bear, usually in the service of some concrete goals or objectives".

Furthermore, Gavelek and Raphael (1985) assert that the metacognition refers to the individuals' abilities of regulating their cognitive tasks for elaborating effective apprehension. They also view the metacognition as implicit strategy. They argue that the importance of such strategy is shown in how it affects the learners' performance not in their knowledge of cognition. Actually, they perceive the metacognition as "The heart of the cognitivists' assumption of the learner as an active organism" p. 129.

However, Hacker (1998) contends that the metacognition can restrain conscious and purposeful thoughts that are controllable and reportable. Furthermore, Paris and Winograd (1990, p. 17) say that " Metacogniton captures two essential features; Self- appraisal and Self- management of cognition" ; more precisely; Self- appraisal means the assessment or people 's reactions towards their own knowledge, abilities, characters as learners; yet, Self-management refers to " metacognition in action"; which means, the mental processes that the learners use while problem- solving, planning, adjustment or modification, and evaluation of their work.

Finally, the majority of the previous views about the metacognition correspond Keene's view (2007, p. 37) which is "Metacognition is listening to the voice in your mind". In other words, (Flavell, 1979; & Baker, 2002) say "Metacognition can be broadly defined as cognition about one's own cognition processes"

2.2. Metacognitive Development

Several researchers have discussed how metacognitive strategies (MS) have been developed over time. For instance, Papaleonliou-Louca (2008) argues that the term metacognition was first introduced by the American Psychologist John Flavell 1976, who is appraised as "The founding father". He also says (p. 1) "During the last 40 years metacogntion has become the major field of cognitive developmental research"

In fact, Flavell was influenced by Jean Piaget's perception "the developmental psychology" (Flavell, 1963) and by Vygotsky work 1978 "The social interactional effects on cognition and learning development" (Hacker, et al, 2009, p. 07). As a matter of fact, Modern advances in cognition science propose that "the metacognition develops via the child's reciprocal interaction with others already infancy when the child learns to influence the cognitive states of others" (Bainck and Liljenfors 2003, p. 86) (as cited in Hokkanen 2019, p. 03). Prompt

More precisely, Kuhn (2000) contends that all the studies on metacognitive development were restricted to metamemory; which in turns, the study about the children and adults' awareness of their remembering process; memory functions and how such knowledge correspond their memory performance. However, later on "Metacognition is conceptualized and studied in a much broader contexts" (p. 180).

Additionally, Schrow and Moshman (1995) propound that the metacogntive development began as follow: Cognitive Knowledge emerged first with children at the age of six, when they are capable of reflecting the correctness of their cognition. And evidently by the age of eight they will be able to merge these skills. Then the ability to regulate cognition comes next. By the age of 10 and 14 years the monitoring and regulation improvements develop in form of planning. Finally, the construction of metacognitive theories appears last; whereby, these theories permit for the consolidation of the cognitive knowledge and cognitive regulation; these metacognitive theories were tacit and informal; however, they become more systematized and formulized progressively.

Moreover, Brown et al. (1983) argue that the metacognition has some historical roots: The first root: Is the verbal reports of data which is about how can people express their internal knowledge. Second root: The notion of executive control that includes planning, monitoring, evaluating and revising. Third root: Self- regulation when the learners can

organize their actions. In fact, this kind of regulation based on Vygotsky's theory of social and interactional development (as cited in Hacker et al., 2009); that is, all the psychological processes emerged as social relations; and then, shifted via valuable experiences to the intrapersonal.

Notwithstanding, Brown (1978) carried out various researches after Flavell; Accordingly, he spots the light on understanding information or the hitches associated to either efficacious implement of a piece of information or comprehending this information. This scholar views metacognition of their thinking processes while they plan and solve their problems in learning.

In short, based on what has been mentioned above, the metacognition development was highly complex and abstract; may be, because the metacognition is a dependent process; which means, it was interrelated to another process such as cognition.

2.3. Metacognition VS Cognition

A number of researchers have contended that it is difficult to disparate metacognition from cognition (Wertsch, 1977) (as cited in White, 1993, p.17). However, there are some researchers who can describe the differences between the two strategies, for example, Fisher (1998, p. 8) said "The metacognition includes cognitive elements but cognitive does not necessarily include metacognition"

Even though, metacognition and cognition are connected to each other; they are different. Therefore, metacognition is important to know how a task can be accomplished, whereas, cognition is called for attaining a task (Schrow, 2001) (as cited in Sahin & Akturk, 2011, p. 3). Moreover, cognitive strategies are more associated with the individuals learning task, whereas, metacognitive strategies include "The manipulation or transformation of the material to be learned" (as cited in White, 1993, p. 24). In the same account, Veenman et al., (2006)as cited in (Aljaberi & Gheith (2015, p. 122) declares that " It is difficult to organize things in terms of metacognition without actions including cognitive activities".

Furthermore, Senemoghu (2005) says that cognition is about knows and understanding something, however, metacognition is about. Therefore, according to TEAL Center Fact Sheet No 4 (2010, p.1) "Cognitive strategies are the basic mental abilities we use to think,

study and learn E.g: recalling information from memory…they help the individual to achieve goals such as comprehending a text", In contrast, Metacognitive Strategies are adopted to certify that a predesigned goals are met, For example, planning how to do a task, solving a problem, monitoring one's understanding and evaluating the learning accomplishments. Moreover, Graham, 1997, pp. 42-43) (as cited in Anderson, 2002, p. 01) says "The distinction between cognitive and metacogntive strategies are important, partly because they give some indication of which strategies are the most crucial in determining the effectiveness of learning".

Moreover, , Flavell's (1979) distinct cognitive knowledge from metacognitive in term of the way the information can be manipulated more than concentrating in the processes themselves. According to him despite the differences between the two strategies " They are closely related and mutually dependent"; because, the metacognition can assist the individual to participate in the cognitive activities based on its connection to his attentiveness; abilities and objectives. Likewise, Flavell (1976) (as cited in Aljaberi & Gheith (2015, p. 121) views metacognition as "The internalization of cognition and understanding of cognition means to control and appropriately use it". Therefore, it is very difficult to separate cognition from metacognition (Brown, 1980).

To sum up, it can be noted that both strategies (metacognitive and cognitive strategies) complete each other; in this regard, teaching students how to use these strategies will increase their academic achievements.

2.4. The Importance of Metacognition

Metacognition has a vital role in students' academic achievements, thus it enables students to select the appropriate learning strategies for acquiring new background information; evaluate their learning quality and overcome their learning challenges. (Zimmerman & Moylan, 2009) (as cited in Karlen, 2016, p. 2013). Additionally, Wang et al., 1990, p. 37) claims that "Over 25 years ago, a meta review of research on learning variables identified students' metacognition as an essential variable for producing positive learning outcomes".

In fact, the metacognition assists learners to profit from the instructions to perform better in their learning tasks through elevating their awareness Hope (1998) (as cited in Bouirane, 2011, p. 24). Accordingly, based on what has been quoted in

some of the metacognitive instructions are: it helps to evolve a repertoire of thinking and learning, it promotes self-confidence and the learning autonomy; it improves self-regulation and decision making; it ameliorates the learners' awareness about their learning styles…etc.

As a matter of fact, Adkins (1997) declares that the metacogintive strategies (MS) are essential for effective learning; for instance, first, learners often show attentively an increase in their opportunities for taking charge of their learning and for developing self-control and self-assess. Second, metacognition allows students to take decisions that, in turn, improve their motivation to complete any learning task. Last, it enables learners to regulate their ongoing processes of self-efficacy; thus, Shelia (1999) confirms that the use of the metacognition is one reason behind the learners' high achievements.

Moreover, Bereiter and Scardamalia (1989) declare that good metacognitive thinkers are considered as good leaning achievers. That is, they are capable to manage their learning more effectively to raise their comprehension; and knowing when and how to use the appropriate strategies. As quoted in http://www.westthian.gov.UK/.../Metacognition/.../Metacognition/ the more students are knowledgeable of their thinking processes, the more they can achieve their goals.

To conclude, the metacognition is one of the crucial learning pillars (Brandsfordet al., 2000). They also add (p. 21) that "The teaching of metcognitive skills should be integrated into the curriculum in a variety of subject areas". Despite the fact that, measuring the metacognitive processes is not an easy task, it has powerful elements for the learners to overwhelm their learning hitches.

2.5. The Elements of Metacognition

Students can effectively measure their learning performance depends on their metacognitive transfer (Adkins, 1997, p.5). He also stated this transfer can be influenced by the metacognitive elements: Some of them are stated as follow

Metamemory: According to him metamemory refers to the learner's knowledge about the different strategies to be applied. It consists of their own memory systems and strategies for using their memories effectively. Moreover, Adkins (1997, p. 6) says "young students and novice learners have difficulty accurately estimating their comprehension and

that metamemory strategy instruction should focus on specific strategic knowledge". Additionally, Flavell (1971) refers metamemory to direct and control the input; storage; looking for and recall the information stored in his/her memory. Similarly, Schneider and Lockl (2000) views metamemory as the sensitivity that are consistent with the procedural knowledge; particularly, the metacognition is the knowledge about the merits of specific strategy.

Metacomprehension: this concept regards with the learners' ability to monitor effectively their understanding via remedial actions. This latter according to Adkins (1997, p.6) "It is more spontaneous when errors are detected in context as opposed to be detected in isolation". He also adds that young learners who have poor metacognitive strategies (MS) due to the finite number of opportunities to improve such a skill. However, well informed learners do receive the metacognitive skill through experience. In fact, metacomprehension necessitates appreciable efforts to acquire complete MS. Moreover, Adkins (1997) sugestes that the metacomprehension strategies can be developed when they are directed by some instructions showing what is to be understood and how to evaluate this understanding.

Self- Regulation: It refers to the learner's ability to make adjustment about committing errors or their learning processes in general. Adkins (1997, p. 6) declares "Social interaction provides additional models while feedback from peers lets learners observe the comprehension strategies of others". In fact, various researchers make a parallel interest between the external and internal factors that empower the self- regulation. He also adds "Design should encourage social interaction. Procedures such as reciprocal teaching may promote self- regulation through natural dialogue employing embedded summaries, questioning, or predicting". Additionally, Camahalan (2016, p.194) notices that (2006, p. 194) "Students' academic achievement is more likely to improve when they are given the chance to self-regulate and are explicitly taught metacognitive learning strategies" .

As a conclusion, based on previous Adkins' views, one can say that, the combination between the learner's mental capacities (Metamemory), monitoring their understanding (metacomprehension) and their learning adaptation (self-regulation) may increase the

learners' metacognitive level. The language learner has to distinguish between the elements of metacognition and its components.

2.6. The Components of Metacognition

According to Flavell, 1979 and Brown, 1978 (as cited in Sajna & Premachandran (2016, p. 01) " Metacognition was originally referred to as the knowledge about and regulation of one's own cognitive activities in learning processes" . they have divided the metacognition into two categories but interrelated: Knowledge of Cognition and Regulation of Cognition

➢ **Knowledge of Cognition:** It refers to the abilities that include conscious reactions Brown (1987) (as cited in Jayapraba, 2013, p. 49). In other words, it encompasses the learners' knowledge of their cognitive abilities in a particular task and the different strategies and how to use them (Brown, 1987 & Flavell, 1979). Accordingly, knowledge of cognition has a vital role for improving the learners' ability of the making decisions and knowing themselves (self- knowledge) (Cotterall & Murry, 2009, p. 34).

According to Schrow and Moshman (1995) knowledge of cognition can be stratified into three main factors:

Declarative Knowledge: It includes the knowledge of self awareness and what can influence one's performance; in addition to, being able to determine the appropriate strategy for the learners.

Procedural knowledge: It includes the knowledge of implementing the appropriate strategies and procedures; learners with high level of procedural knowledge can automatically use the correct skill to solve any given problem.

Conditional knowledge: It includes the knowledge of when and why to use many cognitive processes which, in turn, a combination of the declarative and procedural knowledge.

➢ **Regulation of knowledge:** According to Nelson and Narens, (1990) Regulation of Cognition is about how to monitor and control the cognitive processes. Regulation of Cognition can be processed through choosing the suitable strategies and sources for a specific performance; regulating one's own comprehension and performance; and then

assessing the comprehension and the results of the strategy used after completing any task. Actually, these regulatory processes can be unconscious and unstable in any contexts, because, some of these strategies is activated automatically and without intentional reflection Brown (1987) (as cited in Nazarieh, 2016, pp. 62- 63)

To sum up, despite the fact that, there are many researchers who have spot the light on the fundamental components of metacognition, the majority do agree with Flavell (1979, p. 908) view in which he described the metacognition of knowledge as the individuals' awareness of their cognitive processes and others, whereas, the metacognition of regulation is about how to regulate these cognitive processes to improve their learning performance.

2.7. The Processes of Metacognitive Strategy:

According to Chamot et al., (1999) there are some metacognitive processes that a learner may use to overcome their learning challenges. They also said that the metacognitive model can encompasses four main processes: Planning, monitoring, problem- solving and evaluating.
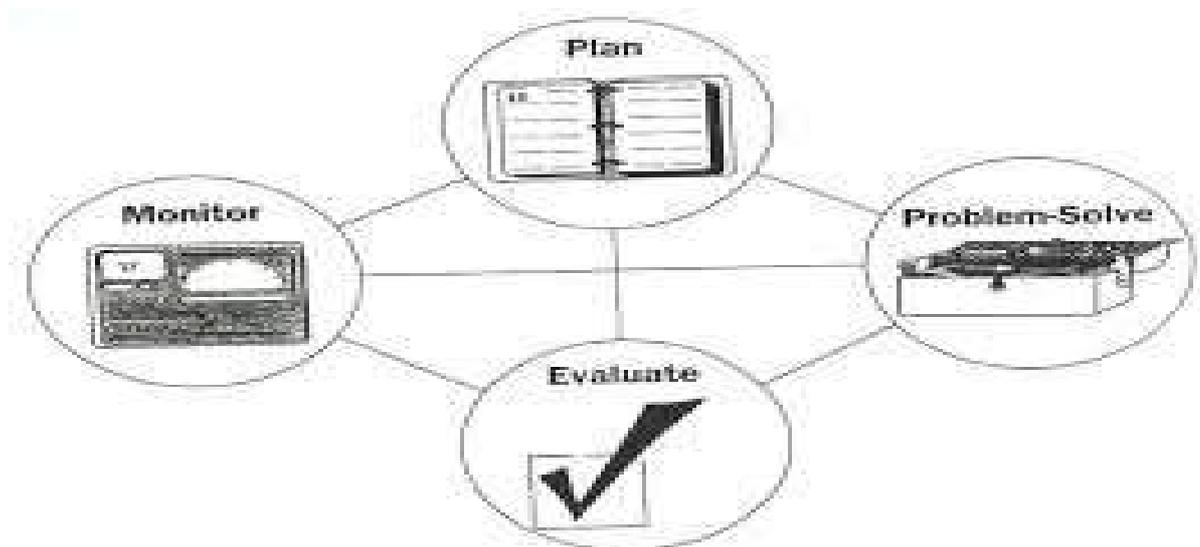
Figure 1: A model of the meatcognitive strategies by Chamot et al(1999, p. 16)

➢ **Planning:** "Planning is a crucial step towards becoming a self-regulated learner" p.14. They also define it as organizing a learning plan to know how to perform a task. Accordingly, the planning process consists of some powerful strategies, for example:

39

Set goals: (determine destination) develop personal objectives and recognizing the aim of the task.

Activate background knowledge: (prior knowledge) using related information that a learner already know to perform a task.

Predict: (anticipate) expecting information in order to straight a learning task.

Self-management: (plan how to study) taking a charge of the learning conditions.

➢ **Monitoring:** the monitoring strategies assist good learners to evaluate their successfulness while performing a task. The learners also are urged in this strategy to control their comprehension and production and encouraging themselves when they get confused
The following monitoring strategies help students to regulate their learning:
Take notes: (outlines) selecting and writing the most important ideas
Personalize :(contextualize) limiting the information to a personal experience
Deduction/ Induction: developing rules
Ask questions to clarify: (questioning) asking for justification and verification checks

➢ **Problem-Solving:** Learners have adopt an effective problem-solving strategy, whenever they confront hindrances during the task, for instance, when they ignore the words meaning , they have to find a solution and use the available source. Chamot et al.,(1999, p. 25) said that " Students who are actively and appropriately in problem solving are more successful at learning tasks"

The strategies included in problem solving are:

Inference: (context clues) "Make guesses on previous knowledge"

Substitute: (circumlocute) using an alternative or synonym or unknown words

Use resources: (look it up) use of other materials like a dictionary to understand a difficult word

Talk yourself through: (positive thinking) motivation yourself and remembering your designed goals

Evaluating: After finishing the whole task, successful learners have to assess their performance. In fact, this process helps the learners to check whether they have achieved

their pre-determined goals or not and if not they have to know the reasons behind that failure. In addition, it assists them to know if they have chosen workable strategies or not.

Some of the evaluating strategies are listed below listed below:

Cooperate: (peer coaching) sharing the work with others exchanging feedback

Manipulate (act out): (Role-play) "handle tangible objects- role play and pantomime"

Imagery: (visualization) using the visual aids as pictures that represent a piece of information

Check Goals: (keep learning log) ensure whether you have successes to realize your goals or not

To summarize, Chamot et al., (1999) say that these processes are unconsciously used in our daily life. They also add (p. 33) that "Task requirements and learners characteristics determine which strategy should be used and in which combination". Hence, the metacognition has to be integrated in the classrooms; in order to develop the learners' level.

2.8. The Effective Challenges of the Metacognition

According to Combridge Assessment International Education (CAIE) the word metacognition can be simplified as follow "The Meta: which is the higher- order cognition about cognition, or thinking about one's thinking". Thus, it is often conceived as a challenging concept. The CAIE enumerate two major reasons behind this view.

CAIE contends that the metacognition is unfamiliar and vague term for the majority of the learners, due to its relation with the cognitive process. Moreover, there is no clear agreement about the nature of the metacogntion whether it is implemented in for specific or general fields; notwithstanding, some studies have offered the merits of integrating the metacognitive skill in particular fields; for example, reading, mathes problems-solving…etc.

Furthermore, there are some contradictory reseachers' views about the degree of consciousness of the metacognition; that is, there are some researchers assume that it is a conscious process. In contrary, other researchers believe that it is an automatic or tacit

process which renders it less conscious; and increase its difficulty when differentiating the metacognition from cogntion; especially for young learners.

More precisely, there are various studies which offer evidences concerning young children metacognitive abilities; in contrast to other studies which find that the metacognitive skills appear at the age of 8and 10 years old. Some research results find that children at the age of 18 months can commit errors and correct them, and 5 years old children revealing a number of verbal and non- verbal signs of metacogntive processes in their classrooms. In short, despite the fact that young learners can cot determine their metacognitive skill; they are processed and happened I n a way or another.

To sum up, Even though, the metacogntive processes are difficult to be completely perceived by the learners, it can be consolidated as a way to overwhelm   their learning hindrances; however, there still a need for pointing out how these strategies can be embedded in the classrooms to support the learners' level.

2.9. The Implementation of Metacognition

Metacognition has an essential role in students' academic achievements (Zimmerman & Moylan, 2009) (as cited in Karlen (2016, p. 213). They also say that "Students' effective learning is strongly linked to their metacognition". Thus the learners have to implement the metacognitive strategies.

Kyger (2009) propound a set of ways to use the metacognitive strategies in the classroom:

1. Pick up a suitable metacognitive strategy for the language skill and its purpose
2. Examine the students' comprehension in accordance to the selected strategy
3. Give the students' the training opportunities to use the metacognitive strategy
4. Provide the students with a motivating feedback
5. Give the students the essence of the strategy used to increase their autonomy
6. Ensure the correct use of the metacognitive strategy to improve the students' level

Additionally, there are other ways suggest by Anderson (2002) and Pierce (2003) which are applicable to sustain the metacognitive learning teaching environment among them:

1. Pick out 'what you know' and 'what you don't know' to assist the student confirm his background information

2. Talking about thinking : students have to identify their thinking abilities , in order to be able to solve problems… etc

3. Individual learning plan: It refers to setting goals , monitoring one's learning process …etc

4. Keeping a thinking journal: students have to react towards their difficulties and take notes about them and how to overcome them

5. Planning and self-regulation: students have to design and plan for their learning in accordance to the available temporal setting …etc

6. Self-evaluation: students should write a checklist to be able to assess their thinking processes

7. Feedback: both teachers and students should react towards their learning strategies to improve their decision making

In the same account, Cambridge Assessment International Education (CAIE) (2017) adds other procedures to help the teacher to use the metacognition in the classroom such as:

1. The teacher has to ask the students to discuss their comprehension in cooperative groups.

2. Using the reciprocal teaching: where the teacher can work with a small number of students in order to be able to focus on the four strategies: summarizing, questioning, clarifying, and predicting.

3. Use teacher and peer scaffold interaction: where this process can reinforce the metacognitive development in the classroom and improve the students automaticity of using this strategy.

4. The teacher has to assist the students' to discuss their strategies inside the classroom to develop their awareness about various strategies.

5. "Encouraging the transfer of strategies across different domains of the school curriculum. For example: which strategies from the previous learning strategy task could also use for this task? (p.4)

6. "Support the learners' autonomy by allowing them to make choic on the level of difficulty of certain tasks; avoid giving answers where possible and instead prompt the students to think for themselves"(p.4)

In conclusion, the teacher has an important role to guide the students in their processes to ensure progressive performance. In addition, "If students are aware of how committed they are to reach goals of how strong their disposition toward learning is and of how focused they are on a thinking task, they can regulate their commitment, disposition, and attention" Marzano et al (1988) (as cited in Alvarez, 2010, p. 73). The implementation of the metacognition can be more effective when the students are aware of its models.

2.10. Models of Metacognition

Metacognition process can assist people to be involved in their learning, it comprises knowledge of how they learn, and assessment of their needs, and finding appropriate strategies to meet their needs and then use these strategies (Hacker, 2009). Thus, Metacognition is an essential process that has been developed through a number of models , the remarkable ones are: Flavell's Classical Model 1979 and The Alternative Model of Metacognition.

A- Flavell's Classical Model 1979 / A Model of Cognitive Monitoring

Flavell (1979, pp. 4-6) suggested a classical model, which is the basis for metacognition research. According to Flavell the monitoring of cognitive activities happens through the combination between the four phases, which is shown in figure 2:
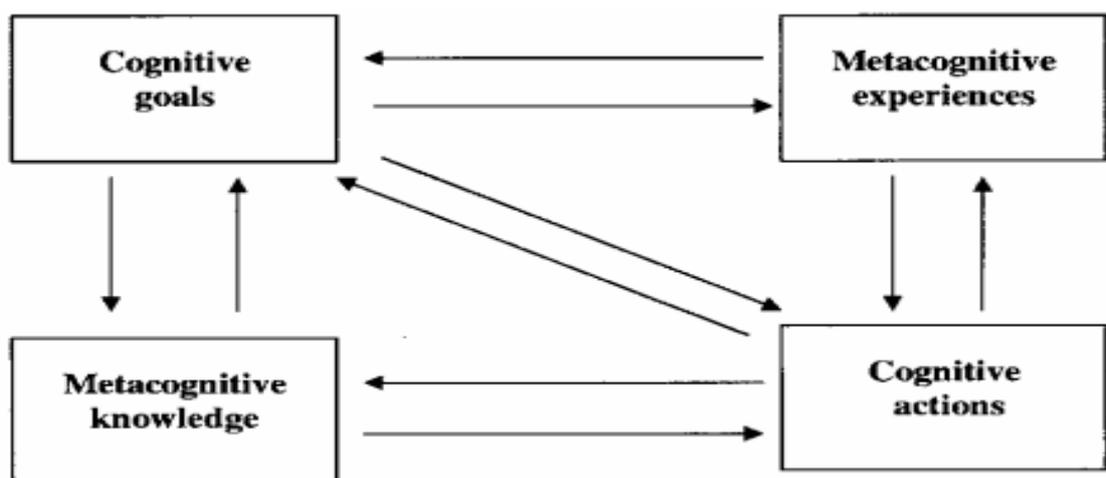
Figure 2. A Model of Cognitive Monitoring Flavell's 1981(as cited in Papaleantiou-Louca, 2008, p. 16)

According to him the following categories are fundamental for any metacognitive task:

- **Metcognitive Knowledge:** It is information that one consults when thinking about a particular cognition. It is about the individuals' own knowledge and beliefs concerning the factors that influence the cognitive tasks. In fact, it is a received knowledge about the cognitive processes. According to Flavell (1979) the metacognitive knowledge has three main variables; that can work together (p.4)

❖ The person variable: It considers any background information of how a learner can learn and operate his/her cognitive activities, for example, old learners can identify their mental abilities better than younger learners. In other words, it includes everything about self-regulation and others as a cognitive process (p.4)

❖ The task variable: It is concerning the core and the requirements of the task (p.5)

❖ The strategy variable: It includes the strategies required for attaining the goals (p.6)

According to Flavell's 1979 (as cited Papaleantiou-Louca, 2003, p. 12) "Metacognitive knowledge refers to the knowledge or beliefs accumulated through experience and stored in long- term memory that concern the human mind and its doings"

- **Metacognitive Experience:** Metacognitive experience is a set of inner reactions that people have as far as metacognition processes (Flavell, 1979, p. 7). He also said "Metacognitive experience conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise" (p.906) . Flavell claimed that this category of metacognition involves the individual awareness of failure, success…etc.

Moreover, Flavell (1979, p.8) acknowledged "Metacognitive experience can be brief or lengthy in duration, simple or complex in content". For example, if one suddenly has the anxious feeling that s/he does not understand something and wants to understand it, that feeling would be a metcognitive experience. In addition, Flavell (1979) (as cited in Papaleontiou- Louca, 2003, p. 16) said "Metacognitive experience can have very important effects on cognitive goals or tasks, metacognitive knowledge and cognitive actions and strategies"

- **Goals or Tasks/ Strategies or Actions:** In Flavell's model 1979 (as cited in Papaleontiou-Louca, 2008, p. 12) goals and tasks refer to "the objectives of a cognitive enterprise.

Meanwhile, strategies or actions refer to " cognitions or other behaviors employed to achieve them"

B-An Alternative Model of Metacognition

Nelson and Narens' 1990 (as cited in Papaleantiou- Louca, 2008,p. 15) propounds a model which contains of two major features the first feature is about interconnected levels, which called:

- **The Object Level:** Where the cognitive processes can be realized. At that level, cognitive strategies E.g: decoding is helpful for attaining a specific objectives E.g: understanding the meaning of a text.
- **The Meta Level:** where metacognition "thinking about thinking" occur. At that high level, the metacognitive strategies are integrated to guarantee that the learner can achieve his/ her goals.
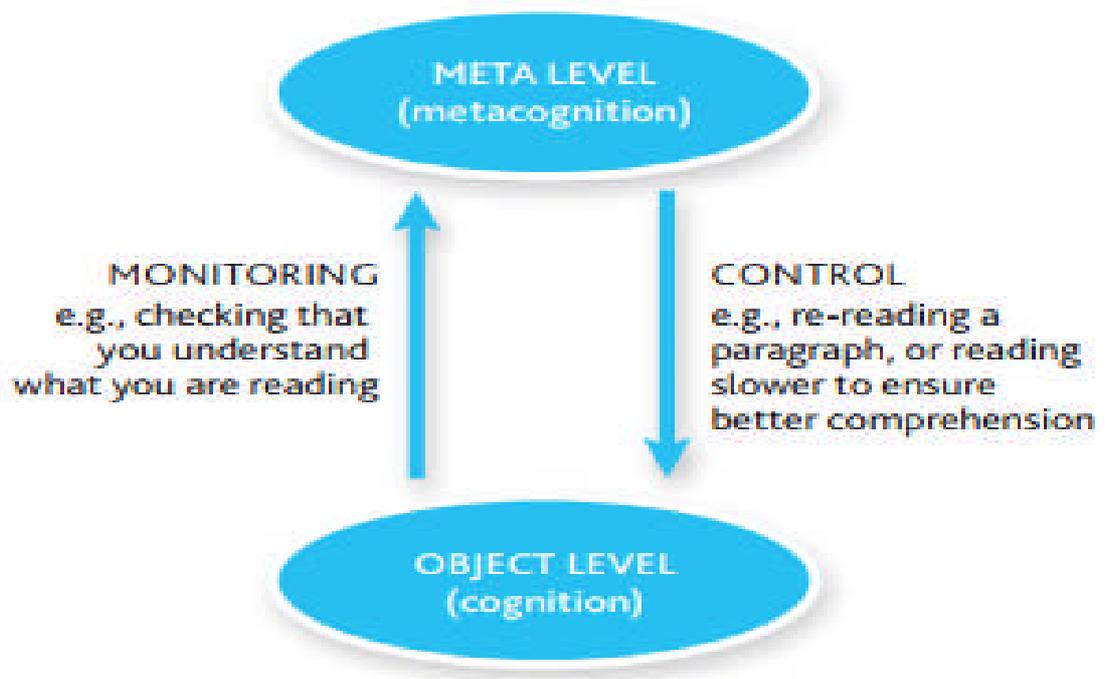
Figure 3: Nelson and Narens' (1999) Model of cognition (As cited in Cambridge Assessment International Education, 2017, p. 1)

However, the second feature is about a dynamic relation between monitoring and controlling, in other words, it is considered with the basis of metacognition: monitoring is related to whenever the learner starts thinking about their successful understanding of a piece of information. Whereas, controlling is when the learners are satisfied with their

learning and can overcome any difficulty. In other words, Monitoring is concerning the adjustment or manipulation of the meta- level process by the object- level. Yet, Controlling is the process of shifting a piece of information from the meta- level to the object- level; it affects the processes of the object- level by initiation, continuing, or terminating an action.

In brief, these metacognitive models can complete one another during the cognitive tasks (Papaleantiou- Louca, 2008, p.16). Therefore, they are important for the learners to take into account; because, they can help them to understand how the metacognition can develop their production in any assignment.

2.11. Examples of Metacognitive Strategies

Language learners are asked to practice more their metacognitive strategies (MS); in order to promote their unintentional of adapting these strategies; in other words, to increase its automaticity (Claxton, 1996). Hence, teachers often offer opportunities for students to react towards their learning (Millis, 2016, p.1). These opportunities are generally formulated in two ways:

1) Activities to Promote Metacognition

Teachers select a set of activities that can measure the learners' knowledge level, learning achievements and their self- monitoring process, and how can they overcome their learning difficulties. (p.1)

These activities are divided into three sections (prior the lesson, during the lesson, and after the lesson).

+ **Activities Prior the Lesson:**

According to Anglo and Cross (1993) (as cited in Millis, 2016,p. 82) there are three main metacognitive assessment activities:

a. Focusing Listing: Inside the classroom, students draw an index card, in which they have to write at the top the key concept of the course, and then, they recall all the related words they know and write them down. This kind of activity helps the students to know how much they know that concept.

b. Indirect Paraphrasing: by using the same index, students have to write down their actual information about the key concept, and the, identify it with their own words for targeting a particular objective and audience.

c. Application Card: it is quite similar to the pervious activities. However, in that kind of activity, students can use an application for memorizing a particular concept.

➕ **Activities During the Lesson :**

During the class, the teachcer can integrate a series of metacognitive centered activities. Cooper (2003) and colleagues (as cited in Millis, 2016, p. 2016) have proposed three examples of activities named as " Quick Think".

a. Complete a Sentence Starter: students are provided with incomplete sentence, and then, they will be asked to finish the missing part in order to present a meaningful sentence.

b. Compare or Contrast: (Millis, 2016,p.3) said "Students receive detailed explanations of two paralleled elements such as, historical events, typically, the elements are presented in depth as separate entities without direct comparisons or contrasts, then after prompt, students make their own connections.

c. Support a statement: students are supposed to pose a detailed information for general idea via using literature review , note taking…, etc

➕ **Activities After a Lesson:**

By the end of the lesson, students have to follow some metacognitive instructions called "Minute Paper or Half –Sheet" responses. Generally, students try to answer any question such as:

- What was the most important thing you learned during this session? This question can help the students to assess their understanding.

2) Quizzes and Examination (Tests) to promote Metacognition:

According to Millis (2016, p.4) there are two types of exams: Multiple choice and essays.

❖ Multiple Choices: it is a substantial opportunity for students to evaluate their learning abilities. He said "This practice gives both faculty and students insights into students' prior knowledge and makes them aware of the material they will be expected to master". Therefore, the multiple choices can elicit the students to evaluate their comprehension;

especially, when they work in pairs or form a small groups. This type of tests includes three repeated questions:

- Personal Responses Systems PRS (Clickers): "They are electronic devices that allow students to respond to multiple choice questions by pressing a button". Lasry (2008) (As cited in Miller, 2016, p. 4) asserts that "Learning and Metacognition insights are the results of the peer interactions"

- Flash Cards Labelled A,B,C,D, andE, (Visible Quiz) : where the instructor has to ask multiple choice questions to the group members. At the instructor's signal one member of the group has to rise up a card that indicates their answer. The cards are in colors in order to facilitate the responses even in crowded classes.

- A lesser- Known Delivery Option Lottery- Like Scratch off Cards called   Immediate Assessment Techniques (IF- AT) Quizzes: the purpose from such type of quizzes is to prompt the students feedback through their discussion.

❖ Essay Test: it is another type of test that is used more in literature, philosophy. In other words, it is used in disciplines that require more and more details…etc to increase the learners' metacognitive knowledge. Hence, both quizzes (Multiple- Choice and Essays) can help the students to take charge of metacogntive abilities.

To summarize, metacognition is highly difficult strategy, however, it is required in promoting the learning processes. Thus, it has to be improved, for instance, via a set of activities that occur before, after, and during the lesson as well as the quizzes and the examinations. Whereby, they can help the students to identify their own strengths and strategies (Millis, 2016, p. 6)

Conclusion

The integration of the metacognitive strategies (MS) in teaching and learning is very important, and it has a great role in enhancing the learners' academic achievements. Simultaneously, MS encourage the learners to be aware of the quality of their thinking and foster their learning performance, as well as, it promotes the learners' autonomy and self-confidence. Therefore, this second chapter has been an attempt to support this views; where we have focused on the MS. We have started by defining the metacognition with discussing its development, and spotted a considerable light on the distinction between metacognition and cognition. Moreover, we have tried to show the importance of adopting the MS. We have also presented its elements and its components. Furthermore, we have mentioned the processes included in the metacogntion; and then, we have discussed the main challenges found in the learning strategy; in addition to, its implementation in the classrooms. At the end, we have stated its models and some examples where the metacognition   can   be   used.

CHAPTER THREE:

Discussion and Analysis

of the Results

Introduction

This present chapter is a dominant part; whereby we move to the practical side of our research. Accordingly, it contributes to gather the required data on the subject of the importance of the metacognitive strategies to improve the EFL learners' listening comprehension. In this account, we have tried to explore the teachers' and students' viewpoints about this issue. In order to accomplish our research inquiry; find answers to our pre- stated questions; and confirm or disconfirm our hypothesis, we have designed a questionnaire for the first year students and conducted an interview with well experienced teachers. Thus, this practical chapter is developed to analyze the results reaped from the used data gathering tools (students' questionnaire and teachers' interview) and coded in form tables and then analyze it in form in paragraphs and it ends with interpretation of the results of the selected participants.

3.1. Aims of the research:

The researcher in this current study tends to gather data about the importance of using the metacognitive strategies in improving EF learners' listening comprehension. Therefore, the nature of our research requires adapting the descriptive method; because, it is appropriate for describing systematically a problem or attitudes towards an issue..etc. in this vein the students' semi structured questionnaire and Teachers' semi structured interview were adopted. These two research tools are essential to collect the required information about the students and teachers' attitudes towards integrating the metacognitive strategies as a precious solution to overwhelm the listening challenges.

3.2. The Students' Questionnaire:

3.2.1. Sample:

The research sample is first year English students (50 students) at the university of Mohamed kheider Biskra; who have been randomly selected. The two main reasons behind targeting this portion are: First, the students are not yet able to master the English language compared to the other levels. Second, they already have attended a module of study skill; thereby it includes a course about the learning strategies; which provides them some valuable insights about our topic. Thus, we have opted for more clear and straightforward questions.

3.2.2. Description of the questionnaire:

This is stratified into three sections with multiple questions (closed ended and open ended questions). Second one is covered by two questions related to the students' background information regarding the couple of years they spend in learning English; and also their English level. In fact, this section aims to determine the first year students' exposure to the target language. However, section two contains 13 different questions about learners' attitudes about the listening skill. Besides that , section three encompasses 14 varied questions concerning the learners' attitudes about the importance of the metacognitive strategies.

3.2.3. Piloting the Study:

This questionnaire was piloted on March 19th, 2019 here we have handed five copies to first year students in order to collect their feedback and understanding of the proposed questions. After piloting the questionnaire, we have omitted two question from section one; because they do not serve our work as we expect ; and two question from section three; because, they were difficult (vague) to be answered by First year respondents; in addition to make some lexical adjustments to the difficult items.

3.2.4. Analysis of the Students' Questionnaire:

3.2.4.1. Section one: Students' Background Information

Question 01: How long have you been studying English?

The first section aims to elicit information about the students' background information. Accordingly, the first question tends to have an idea about the first year students' exposure to the English language by counting the number of years; they have spent in studying English. Thus, 60% of the informants belong to the category of [7-10years] . However, 26% of them are included in the category of [11-13years] . Meanwhile, 14% of the learners are affiliated to the category of [3- 6 years] . It is worth noting that these portions of the participants have been studying English for a remarkable number of years. This indicates that, they are not novice language learners,

In contrast to, who are competent learners. These results are shown in the following table 3.1:

Options	Frequencies	Percentages
3- 6	7	14%
7- 10	30	60%
11- 13	13	26%
Total	50	100%

Table 3.1: The Years of Studying English

Question 02: In your opinion, what is your level in English?

This question aims to check the students' level in the English Language. The results revealed that 50% of the informants are pre- intermediate. Nevertheless, 36% of them conceived their language level as intermediate; whereas, 14% of the participants are beginners. Consequently, Students' level in the English language is different depends on the learners' degree of intelligence, understanding…etc. These results are illustrated in the table below 3.2:

Options	Frequencies	Percentages
Beginner	7	14%
Pre- intermediate	25	50%
Intermediate	18	36%
Total	50	100%

Table 3. 2: Students' Level in the English Language

Section Two: Learners' Attitudes about the Listening Skill

Question 03: What English skill you would like to improve most?

The third question intends to prompt the students' preferences of the English skill; they would like to improve. In fact, it is a multiple choice question where four (04) items are given; students are requested to cross their choice. The collected data confirmed that the majority of the participants 50% wanted to enhance their speaking skill. However, 22% of the students opted for improving their writing skill; whereas, 14% of them selected the listening skill, and other 14% of informants singled out the reading skill. This means that most of the students are aware of the deficiency of their learning skills. Therefore, they can easily determine the skill they would like to develop most. The results are shown in the following table and figure 3.3:

Options	*Frequencies*	*Percentages*
Listening	7	14%
Speaking	25	50%
Writing	11	22%
Reading	7	14%
Total	50	100%

Table 3. 3: Students' English Skill that They Want to Improve

Question 04: Is Listening: Interpretive, Passive, Active, or Receptive?

This question is designed for collecting data about the students' perception of the listening skill. It is a multiple choice question where four (04) items are given. 48% of the students conceived the listening skill as an active skill. While, 32% said that it is a receptive skill. 14% of the respondents viewed listening skill as passive; whereas, only 6% said it is an interpretive. These results asserted the idea that most of the learners view listening as a required skill. Table 3.4 below would give you insights about the question 04:

Options	Frequencies	Percentages
Interpretive	3	6%
Passive	7	14%
Active	24	48%
Receptive	16	32%
Total	50	100%

Table 3.4: Students' Views about Listening

Question 05: How often do you practice the listening skill (English)?

Since listening has a vital role in our learning, this question seeks to cost the light on the students' practice of the listening skill in English. The results reveal that the majority of the respondents 52% do sometimes practice listening. Meanwhile, 34% of the students affirmed that they always listen to English. However, only 14% of them said that they very often try to listen. As a matter of fact, the students are frequently do practice their listening skill in English. The table below 3.5 provides the results of the students' answers:

Options	Frequencies	Percentages
Always	17	34%
Sometimes	26	52%
Very often	7	14%
Total	50	100%

Table 3.5: Students' Practice of the Listening Skill

Question 06: How do you evaluate your listening skill ability?

Question five acts as a support to the proceeding one. There have been four options in form of percentages towards the students' evaluation of their listening skill

ability: 100%, 75%, 50%, and 25%. In fact, this question is formed and asked to determine the students' listening ability. The obtained results showed that 56% of participants estimated their listening ability as 75%. On the other hand, there are 24% of them who appraised their listening ability as 50%. In addition to 12% of the informants who assessed their ability around 25%; However, only 8% of them who evaluated their listening ability as 100%. The results confirm the idea that the students' listening skill ability is acceptable to a certain extent. However, they still need improvement to be excellent English language learners. The results are displayed in the table below 3.6:

Options	*Frequencies*	*Percentages*
100%	4	8%
75%	28	56%
50%	12	24%
25%	6	12%
Total	50	100%

Table 3.6: Students' Listening Skill Ability

Question 07: Do you listen to English (As a foreign language) for: pleasure, understanding, or criticism…?

This question provides an appraising heed to the reasons behind listening to English as a foreign language. Accordingly, the participants were asked to identify whether their listening to English is for pleasure, understanding, criticism, or there are other reasons. 52% of the students put emphasis on understanding. However, 34% of them said, they listen to English for pleasure. Moreover, 10% of the respondents stated other reasons such as: listening for the sake to be a fluent speaker, for gaining knowledge, or for learning in general…etc. Whereas, only 4% of them affirmed that they listen to English criticism. This means that the students are knowledgeable about the merits of listening to English to be good language learners. The results are shown as follow:

Options	Frequencies	Percentages
Pleasure	17	34%
understanding	26	52%
criticism	2	4%
Others	5	10%
Total	50	100%

Table 3. 7: Students' Intentions When Listening to English

Question 08: Do you think that the listening skill is the most difficult skill (compared to the other skills)?

Listening skill is a crucial component of learning, in this vein, this current question is raised to have an idea about the students' viewpoints concerning the difficulty of listening compared to the other skills. 38% of the students said that listening is not very difficult, it is just a little. Notwithstanding, there are 32% of respondents viewed listening as an easy skill to practice; whereas, 30% of them considered it as a difficult skill to measure due to the fact that it needs more attention, it also can be harder than the other skills especially if you are not native or not exposed to the language in your environment; it can be challenging because you cannot hear and understand every single word of the talk. Therefore, it can be said that the degree of the difficulty of listening depends on it context, and the use of that language. The results of the students' responses are offered as below:

Options	Frequencies	Percentages
Yes	15	30%
A little	19	38%
No	16	32%
Total	50	100%

Table 3.8: Students' Opinion about the Listening Skill

Question 09: What kind of problems do you encounter when listening to the English language?

Question nine (09) is concerned with the problems and challenges that students face when listening to the English language. 36% of the respondents declared that the lack of concentration and attention impedes their speech perception. Moreover, 32% of them cannot succeed in their listening due to the speech rate of delivery which makes the input more complex. Besides, when the students do not have sufficient background knowledge about a specific topic, they cannot get across to what they hear; this kind of problem is presumably presented by 26% of the students; whereas, only 6% of them viewed the learning environment as the main factor behind their listening problems. These data are presented in the table 3.9:

Options	*Frequencies*	*Percentages*
Lack of concentration and attention	18	36%
Lack of prior knowledge	13	26%
Speech rate	16	32%
Learning environment	3	6%
Total	50	100%

Table 3.9: Students' Listening Problems in English

Question 10: Do you understand English native speakers in a casual conversation?

The English language used by the native speakers is slightly different from the language used by foreigners. The core of this question is to unveil whether the students can understand English Natives in casual conversations. In this context, 40% of the informants averred that they can sometimes understand the English natives. Yet, 30% of the students noted that they can always apprehend the natives' language in natural settings. In contrast, 20% of he confirmed that they have never comprehend English Native speakers. And then, 10% of the informants said that they are rarely enabled to

perceive the English language spoken by local citizens in informal contexts. These results may be presented as follow:

Options	Frequencies	Percentages
Always	15	30%
sometimes	20	40%
Rarely	5	10%
Never	10	20%
Total	50	100%

Table 3.10: Students' Degree of Understanding of the English Native Speakers

Question 11: Do you think that after a listening task you have succeeded to receive the message?

Question eleven tends to ensure whether the students can receive the intended input after a listening task or not. In this respect, the majority of the participants 82% affirmed that they can get the essence of the listening task, because, they listen carefully to the key word and the contexts as well as they do concentrate more…etc. However, 18% expressed their dissatisfaction, disfavor and failure of acquiring the message while listening. This may entail that the students' level in English language facilitates their understanding of the hidden messages beyond their listening tasks. These results are revealed in the table below:

Options	Frequencies	Percentages
Yes	41	82%
No	9	18%
Total	50	100%

Table 3.11: Students' Opinion about Their Success of Receiving to Message

Question 12: Do you rely on your prior knowledge (schemata / scripts) to understand the message?

This question is designed to have an idea about the students' beliefs in activating their prior knowledge in order to understand a message. Accordingly, a large number of the respondents 66% confirmed that they do rely on their background knowledge (schemata/ scripts) which, in turns, can guarantee their comprehension of a particular discourse. And then, it can help then to expect the overall meaning and context of the conversation. Whereas, no more than 34% of them contended that they do not depend on what they already know in order to apprehend the current speech. In fact, the use of the prior knowledge depends on the genre of the topic, because, there some new topics that the students are unfamiliar with them. Thus they do not have sufficient background knowledge to be activated. The results are given in the following table.12:

Options	*Frequencies*	*Percentages*
Yes	33	66%
No	17	34%
Total	50	100%

Table 3.12: Students' Opinion to Understand the Messages

Question 3. 13: Which type of listening do you practice in your classroom?

The intention behind asking this question is to collect the students' opinions about the type of listening, that they do practice in their classroom. The responses were as follow: 62% of the participants stated that they listen extensively to their teacher's talk or any used authentic material. Reversely, there are 38% of them who pronounced that they listen intensively in their classroom, may be because they need to dig deep on the details of the text. The following table supports these collected data:

Options	Frequencies	Percentages
Extensive Listening	31	62%
Intensive Listening	19	38%
Total	50	100%

Table 3. 13: Students' Type of Listening

Question 14: Which listening objective do you target most?

At this question, the informants have been requested about their main listening objectives, that they want to achieve. In this regard, two essential aims have been suggested. Thus, the majority of the participants 72% shed the light on understanding the whole context of discourse from different dimensions (linguistic, social, cultural dimension). Yet, just 28% of them put much on understanding the vocabulary, in order to enrich their background. The results have shown as below:

Options	Frequencies	Percentages
Understanding the context	36	72%
Understanding the vocabulary	14	28%
Total	50	100%

Table 3.14: Students' Listening Objective

Question 15: Does your teacher follow the listening stages (pre-listening, while-listening, and post-listening)?

The following question seeks to investigate the students' view points about following the listening stages by their teacher. The results were shown as follow: The majority of the participants 60% noticed that their teachers prepare them before any

listening passage; and then ask them about questions during their listening task; and at the end he /she assesses their comprehension. However, 40% argued that their teachers did not use such strategies. In short, following the listening stages is a fundamental step in learning. However, if these stages are not taken into consideration, they may be one reason behind their listening problems. The table 3.15 illustrates the students' opinion about following the listening stages by their teacher:

Options	Frequencies	Percentages
Yes	30	60%
No	20	40%
Total	50	100%

Table 3.15: Students' Opinion about Following the Listening Stages

3.2.4.2.Section Three: learners' attitudes about the importance of the Metacognitive Strategies

Question 16: In your opinion, the Metacognitive Strategies can ….

The intent of this question is to find out the students' opinion about the role of the metacognitive strategies. Consistently, 52% of the respondents asserted that the metacognitive strategies can help the students to learn a highly integrative skill for listening comprehension. Yet, 20% of them viewed these strategies as a tool that helps the students' to accomplish their listening tasks. Besides, 16% of the participants considered the metacognitive strategies as a mean that help the learners to address the challenges of listening comprehension. While, no more than 12% agreed on the idea that these strategies can increase the learners' autonomy. Consequently, the metacognitive strategies play an important role in improving the learners listening skill in particular and learning in general. These results are shown in the following table:

Options	*Frequencies*	*Percentages*
Help the students to learn a highly integrative skill for listening comprehension	26	52%
Help the learners to accomplish their listening tasks	10	20%
Help the learners to address the challenges of listening comprehension	8	16%
Increase the learner autonomy	6	12%
Total	50	100%

Table 3. 16: Students' Opinion about the Metacognitive Strategies

Question 17: As a learner are you aware of your own use of any of the Metacognitive processes:

Metacognition encompasses some processes that can assist the students to overwhelm their learning problems. In this respect, this question is devoted to set the tone to the students' awareness about the use of any of those metacognitive processes. 32% of the informants are conscious of the planning process as a step to outline their task. Moreover, 28% of them can adopt the problem- solving processes whenever, they face a difficulty. Meanwhile, 22% of the students knew how to monitor their performance. Notwithstanding, 18% of them are aware of the necessity of assessing their achievements. In fact, the students' awareness about their metcognitive processes may be is a matter of the students' learning level, because, high achievers are more

aware of the merits of these processes than low achievers. These results of this question are provided in the table below:

Options	Frequencies	Percentages
Planning	16	32%
monitoring	11	22%
Problem- solving	14	28%
evaluating	9	18%
Total	50	100%

Table 3.17: Students' Awareness of the Metacognitive Processes

Question 18: In listening English, what is the process you focus on more?

This question supports the previous one (17) its merits is to determine the most used metacognitive process by the students while they listen to English. The gathered data showed that 26% of the participants did concentrate on planning for their listening. Similarly, there are other 26% of the students pinpointed on the problem- solving processes. Moreover, 24% of the students paid particular attention to controlling and monitoring their production, whenever they perform a listening task. There are also 24% of them did focus on evaluating their work. These results confirm the idea that most of the students viewed the metacognitive processes as a required tool that helps them along their learning track. The results are revealed below:

Opinions	Frequencies	Percentages
planning	13	26%
Monitoring	12	24%
Problem- solving	13	26%
evaluating	12	24%
Total	50	100%

Table 3.18: Students' More Focused Process

Question 19: Do you think that Metacognitive Strategies are difficult to be applied by the learners?

This question gives an appraising to the students' view points about the difficulty of using the metacognitive strategies. In this vein, the majority of the students' 60% viewed that these strategies are strenuous to be adopted in the English classes. Yet, 40% of them conceived them as unchallenging strategies that can be used by the students. These views are summarized below:

Options	*Frequencies*	*Percentages*
Yes	30	60%
No	20	40%
Total	50	100%

Table 3.19: Students' Views about the Difficulty of the Metacognitive Strategies

Question 20: Does your teacher ask you to assess the effectiveness of the strategy used?

The essence of this question is to put a considerable emphasis on whether the students are asked to assess the effectiveness of the strategy used. The responses were as follow: 54% of the informants affirmed that they usually requested to evaluate their strategy to ensure its fruitfulness. Nevertheless, 46% of them were not posed to assess the worth of the strategy used. This means that there are some teachers who encourage the students to be aware of the significance of their used learning strategy. Thus, they can promote their learning progress. These results are shown in table and figure 3.20:

Options	*Frequencies*	*Percentages*
Yes	27	54%
No	23	46%
Total	50	100

Table 3.20: Students' Response about the Assessment of the Effectiveness of the Strategy Used Requested by the Teacher

Question 21: Do you anticipate the types of responses you may get to your questions?

Concerning this question, the participants are queried about the possibility of their prediction of the already raised question. As a matter of fact, a total of 72% of the respondents contemplated the possibility of expecting the appropriate answers for the question. However, there were exclusively 28% of the students who d not foresee the questions' responses. Hence, it can be noted that the prediction of the question is related to the students' prior knowledge about that inquiry. The results are presented in the table 3.21:

Options	*Frequencies*	*Percentages*
Yes	36	72
No	14	28
Total	50	100

Table 3.21: Students' Opinion about Their Anticipation of the Types of Responses to the Questions

Question 22: Can you think of an instance when you could have to complete a task more successfully?

This question is designed for appealing the students to provide us with an instance when they have completed a task more successfully. Therefore, numerous and varied

instances have been given such as : Oral presentation, Some listening tasks, Understanding Donald Trump speech , Critical Thinking tasks…etc. In fact, the purpose of this question to pave the way of the following question.

Question 23: How do you continually assess your own listening progress and performance as an EFL learner using the Metacognitive Strategies?

The following question tends to elicit information about the students' assessment of their listening progress and performance using the metcognitive strategies. In this point, different suggestions have been provided. Thus, 50% of the students evaluated their listening betterment via being able to summarize what they have listened to, While 22% of them contended that they do check whether they met their goals or not. In contrary, 16% of the respondents asserted that they ensure their progress when they will be able to cooperate effectively with others. Additionally, no more than 12% of the participants noted that they focus on verifying their expectations. Hence, it can be noticed that the metacognitive strategies is an essential sign that can be provide the students with many applicable procedures to evaluate their listening progress. The following table supports these results:

Options	*Frequencies*	*Percentages*
Checking whether you have met your goals or not	11	22%
Summarize what you have listened to	25	50%
Verify your expectations	6	12%
Succeed while cooperating with others	8	16%
Total	50	100%

Table 3.23: Students' Assessment of their Listening Progress and Performance Using the Metacognitive Strategies

Question 24 : How often do you ask for clarification when you do not understand a response?

The core of this question is to report the students' frequency of asking for clarification. In this respect, a large number of the students 42% stated that their clarification checks are sometimes requested. Reversely, 24% of them declared that they are rarely looks for simplification when they do not apprehend a particular response. Besides, 24% of the informants affirmed that they always require an explanation for the vague responses. Yet, 14% of them noted they have never asked for clarification. This data are presented below:

Options	*Frequencies*	*Percentages*
Always	10	20%
sometimes	21	42%
Rarely	12	24%
Never	7	14%
Total	50	100%

Table 3.24: Students' Frequency of Asking for Clarification

Question 25: Pre- Listening Planning strategies can help you to:..

This question is an attempt to show the help of the pre-listening strategies. In this vein, a large portion of the informants 64% claimed that these type of strategies can assist them to prepare their minds to concentrate better in their performance. And then, 20% of the students added that the pre-listening planning strategies can lead them to clarify the objectives of an anticipated task, or they can propose strategies for hanging it. However, the rest of them 16% conceived these strategies as a helpful tool to make progress. Therefore, it can be said that the pre-listening planning strategies are an important element that facilitates their listening. These data are exhibited in the table below:

Options	Frequencies	Percentages
Clarify the objective of an anticipated task and/or propose strategies for handing it	10	20%
Prepare your mind to Concentrate	32	64%
Request yourself to make progress	8	16%
Total	50	100%

Table 3.25: Students' View point about the Help of the Pre- Listening Strategies

Question 26: While- Listening Monitoring strategies:..

This question aims to introduce the students' views about while- listening monitoring strategies. The results signified that the majority of the respondents 50% believed that these strategies can direct their heed towards checking what part of the context they do not understand. One group representing 28% of the students used the while –listening monitoring strategies to check again their answers, in order to, make certain of their comprehension. Another group representing 22% of the participants asserted that these strategies can strengthen the learners' awareness of their inattention and correct it. It is noticeable that while-listening monitoring strategies are interesting strategies that foster the students' while-listening capacities. The results of the participants are offered below:

Options	Frequencies	Percentages
Check what part of the context you do not understand	25	50%
Check again your answer	14	28%
Aware of your inattention and correct it	11	22%
Total	50	100

Table 3.26: Students' View Point about While- Listening Monitoring   Strategies

Question 27 : Post- Listening Evaluating strategies:…

   The intention beyond this question is to look over the students' viewpoints concerning the use of post- listening evaluating strategies. On that account, 50% of the informants use these strategies to evaluate how much they could understand any given listening product. On one hand, 26% of them believed that these strategies aid them to reflect on their problems such as the key words that they do not understand. On the other hand, 24% of the participants held such strategies to evaluate how much they could use what they have learnt. To his end, it can be concluded by saying that the use of the post- listening evaluating strategies can confirm the students' listening apprehension. The following table and figure support these data analysis.

Options	Frequencies	Percentages
	72	
Reflect on your problem such the key words that you do not understand	13	26%
Evaluate how much you could understand	25	50%
Evaluate how much you could use what you have learnt	12	24%
Total	50	100

Table 3.27: Students' View point about the Post- Listening Evaluating Strategies

Question 28 : How often do you use reference materials such as dictionary, or asking a help from an assistant to look for unfamiliar information?

The following question is addressed to investigate the students' use of the reference materials to look for unfamiliar information. He responses were differently stated, thus, 58% of the informants declared that they sometimes do rely on dictionary or asking for help (Reference Materials). However, 10% said that they rarely base their work on references. Yet, none of them opted for never as an answer. Consequently, the use of the reference materials is required to help he learners to overcome heir difficulties for example, using the dictionaries when they ignore a word meaning. The table below shows the results of this question.

Options	Frequencies	Percentages
Always	16	32%
sometimes	29	58%
Rarely	5	10%
Never	0	0%
Total	50	100%

Table 3.28: Students' Use of the Reference Materials

Question 29: In your opinion, how can the Metacognitive Strategies increase the learners' self-confidence and self-reflection.?

Concerning this last question, the students are asked to propose some insights about the use of the metacognitive strategies to increase the learners' self- confidence and self- regulation. In this regard, different suggestions have been given: such as by developing the students' personality and the way of thinking; by increasing the students' awareness about their weaknesses and strengths; or by helping them to find new ways to manage their challenges. This may support the idea that the metacognitive strategies are definitely a crucial mechanism to help the learners to improve themselves in only in the academic sphere but also in their daily life.

3.2.4.3. Interpretation of the Students' Responses

Listening is undoubtedly an important skill for mastering any foreign language. It helps students to perceive the genuine language as it is spoken by native speakers. Yet, it is not easy to be measured, and the students still encounter many hitches in their listening performance. Hence, the listening skill needs to be improved; in order to enable students to overwhelm its challenges. On that account, we have spotted the light on the integration of the Metcognitive Strategies in EFL classrooms to enhance the listening skill. Results from the analysis of the students' questionnaire influentially support the use of such strategies because of their powerful merits; for instance, It can promote students' autonomy; style; self-confidence; self- organization…etc. The results of this study also showed the usefulness of the metacognitive strategies in facilitating

the students' listening stages. This confirms the hypothesis stated earlier. Presumably, a large portion of the participants have offered their positive attitudes towards the use of the metacognitive strategies. Yet, small portions of the informants ignored the necessity of integrating such strategies due to the challenges embedded in it.

Furthermore, the last section set the tone to the role of metacognitive strategies as well as its different processes. Accordingly, a remarkable number of the students agreed on the idea that these strategies play an important role in improving the students' learning achievement in many perspectives. Particularly, we have related these strategies with the students' listening skill, in which many students have singled out the appropriateness of the metacognitive strategies.

Moreover, concerning the different processes included in the metacognitive strategies and their contribution for developing the listening stages. Expectedly, the majority of students do unconsciously follow some of these processes without being aware of their nature. Thus, the teachers' role, here, is to raise the students' awareness about these processes (Planning, monitoring, problem- solving and evaluating) and their appropriateness and the learning process in general.

In addition to the idea of the accessibility of using the metacognitive strategies to increase the students' self- confidence and self-reflection have also been discussed, in which varied opinions and suggestions have been offered by the students. They viewed the metacognitive strategies as a valid and powerful way to ensure the learners' success.

To conclude, dealing with that subject; and explain it to the students will certainly help them to overcome their problems and it will contribute to their listening improvement.

3.3. Analysis of the Teachers' interview:

3.3.1. Sample:

The teachers' interview is the second data gathering tool that we have conducted with six knowledgeable and well experienced teachers at the University of Mohamed Kheider Biskra.

3.3.2. Aim of the Teachers' interview:

This interview is designed to collect further information from another knowledgeable population. It assists to provoke the teachers' perspective towards the use of the metacognitive strategies. Moreover, it tends to single out the merits of adopting this strategy in EFL classes. Fortunately, we did not face any problems while recording the interviewee's responses. And we have spent only two weeks to finish with all the participants.

3.3.3. Description and Analysis of the Teachers' Interview:

A- Description of the Teachers' Interview:

This semi- structured interview is composed of eight varied questions about both variables.

B- Analyses of teachers' interview:

Question one: What are the main listening problems that you as a teacher encounter in   the classroom?

Teacher one: said that there are two types of listening problems that are seen in the English classes which are, External Problems: crowded classes, noisy environment…etc.   Internal Problems: psychological (shyness), socioliguistic (act of communication)….etc.

Teacher two: Students face two main listening problems. First, they are unable to perceive correctly the sound, they see or they hear the English sound as if the word is one unit. They also are unable to figure out what they are saying; because, they imagine the written words rather than the spoken one.

Teacher three: Students' main problem is about their pronunciation

Teacher four: said there are two types of listening problems, Linguistic problems: are directly related to the input, this can be either phonological, grammatical…etc. Content problems: the students' unfamiliarity with the content of the subject.

Teacher five: The major listening problem is related to the way they receive the information.

Teacher six: The main listening problems are related directly to the ideas itself not the pronunciation.

In question one the teachers are requested the shed the light on the main listening problems in the classroom. Accordingly, they have answered differently; in which, there is a teacher who has stratified these problems into two categories, External problems that are related to the learning environment; Internal problems that are related to the mind state of the learner; Whereas, two participants have divided these problems to linguistic problems and content problems. However, another respondent these problems may refer to the learners inability to discriminate the sound…etc. therefore, it increases the learners anxiety and confusion. Similarly, another two teachers added the inability to express the ideas in adequately. From the obtained results, we can say that listening is a difficult skill that requires adopting some strategies such as more concentration, attention, commitment, or other powerful strategies as the metacognitive strategies to improve the listening capacities.

 Question Two: In your opinion, what is the learning strategy(Metcognitive, Cognitive or Social- affective) EFL learners adopt to solve their problems? And, why?

Teacher one: The three learning strategies are important in relation to EL instruction; however, long-run benefits can be gained with the help of metacognitive strategies.

Teacher two: If we want to learn a foreign language, you have to combine many strategies rather than one strategy. The trick they are not aware of them.

Teacher three: I believe that they are equally important and it depends on the students' leaning strategy.

Teacher four: In fact, most students rely much on their linguistic background since they are deprived of cultural background so they rely on their cognitive strategies.

Teacher five: The adaptation of the appropriate strategy depends on the learning style.

Teacher six: It depends, on the learner; because, the learner do activate their critical thinking. It means they like to know more, they like to question things. I think they have certain metacognitive skills or they use some metacognitive strategies to decode or find a solution to their problems.

Responding to this question, the teachers are asked about the learning strategy used by the learners with the justification. All teachers do agree that all the learning strategies (Metacognitive, cognitive, socio- effective) are important. Specifically, there are three teachers who think that the selection of the appropriate strategy depends on the learners themselves. However, one teacher believed that the metacognitive strategies are required for learning. And then, another interviewee said the cognitive strategies are crucial to make a balance between the linguistic background and cultural background. From the teachers' responses, we can say that all the learning strategies can help the learners to overcome their difficulties; and the type of the learner determines the type of the strategy used. Actually, when the learner adopt the metacognitive strategies, they are indirectly using the cognitive elements; because, it is difficult to separate the metcognition from cognition.

Question three: What planning processes do EFL learners activate in Listening Comprehension?

Teacher one: The planning processes in listening comprehension namely are: the choice of the material (teacher and learner selection); the use of ICT procedures; anticipation of the eventual problems and suggestion of possible solutions.

Teacher two: in planning processes, students have to think about asking more knowledgeable person; in order to help them in case they face problems.

Teacher three: Students can adopt different note taking techniques while listening, but they need to do something before the listen; for example, they can set a number of

guide line thoughts before listening, brainstorming activities or a number of questions they can guide them while listening.

Teacher four: In planning processes students mainly activate their prior knowledge about the input; they also activate their linguistic knowledge in English mainly and they follow teachers' instruction, different processes come into play in the listening comprehension process.

Teacher five: Planning processes involves thinking about the material audio-visuals, records, it depends on many criteria.

Teacher six: For example, setting goals, mind mapping; it depends on the memory in itself. There are other planning processes as decoding to understand the question; Activate schemata that is any pre-acquired knowledge; Select any item that you find to match what we actually need to find; Action: you have to move into action.

We have noticed that the teachers' answers about the planning processes are varied. We have found two teachers who considered the planning process as thinking about the materials used. Another teacher's viewpoint is that taking notes; brainstorming activities…etc are required in the planning processes. Moreover, one participant said that to activate their prior knowledge to accomplish their listening tasks. Additionally, one interviewee suggested looking for assistant when facing problems. Furthermore, two teachers proposed that planning processes may include setting goals; mind mapping; decoding…etc. From the recorded data, there are many planning processed a learner may opt for them; because, if a learner decides to deal with a task without any outlines, s/he will not be able to continue that task successfully.

Question four: What are your comments about the use of the metacognitive strategies to improve their listening?

Teacher one: the concept in itself can be positive and effective as long as learners adopt certain learning habits and tasks in continuous manner like watching film in English ; listening to English songs. The essential point is that such activities should become daily routine.

Teacher two: In principle all the strategies are important in students' listening; but I am in favor of using this metacognitive provided that students are may be aware of their metcognitive strategies.

Teacher three: Metacognitive strategies are necessary especially at the level of the university, the students of foreign languages are not learners of the language itself; they need to learn the language for the sake of learning other disciplines. So, the metacognitive strategies are very important for university students in general; not only EFL students or not only for their listening comprehension.

Teacher four: Students have to know about their own listening abilities which is not the case of EFL learners. So, being aware of their own strategies would help them to overcome their listening difficulties.

Teachers five: I advice students to be aware of their learning styles and develop on the basis of the discovery of these styles what really fit them as learners to listen better.

Teacher six: Metacognitive strategies are required; because, it is very helpful.

Question four showed the teacher's viewpoints about the use of the metacognitive strategies to improve listening. All teachers have approximately set the tone to the same idea. Basically, they admitted that metacognitive strategies are important; effective, interesting not only with the listening skill but with learning in general. According to them when the learners are knowledgeable about their metacognitive strategies; they can improve their language learning. From the answers mentioned above, we can say that the implementation of the metcognitive strategies is helpful and highly required.

Question five: What is EFL learners' level of metcognitive listening strategies?

Teacher one: I do not think that students' level of metacognitive strategies would be high; because of the low level of students' motivation and lack of practice in terms of the acquisition of learning activities.

Teacher two: Intuitively speaking, I do not think that learners' level in metacognitive is high , it is very low; because, they are not trained to use them.

Teacher three: Generally speaking, the students' respond automatically to the listening comprehension activity by adopting various techniques or without being aware of the metacognitive strategies or what so ever.

Teachers four: In fact, it is completely neglected by EFL learners. The teachers have to make them aware to activate their metacognitive listening strategies; because, most students just listen for z specific task and specific information and they never activate their metacognitive learning listening strategies.

Teacher five: I do not think that students are much aware of the metacognitive strategies. They just come and go.

Teacher six: It is very difficult to be in charge of these metacognitive strategies; however, it depends of the learners' level. If the learner is high achiever; their metacognitive strategies are highly activated and they know how to learn and they know how to think about thinking. If the learner is low achiever; they need more help to do it and need to find it first then develop it.

From the results of the teachers' viewpoints, we find two teachers have agreed that EFL learners' level of metcognitive strategies is low; due to the fact that they are not really imposed to them. However, another teacher confirmed that the metacognitive' level depends on the learners' progress. Moreover, three teachers' responses supported the idea that the students are not aware at all of these strategies. From the answers, we can say students are not adequately aware of the metacognitive strategies; may be because, they have not been trained to use them.

Question six: Is there a relationship between EFL learners' level of metacognitive and their listening comprehension performance?

Teacher one: Indeed learners' listening comprehension performance can be affected by the low level of metacognitive strategies; however, it would be possible to lessen the problem with the help of the EF teachers.

Teacher two: Definitely so, there is a connection the more students are aware of their metacognitive ability; the more listening comprehension increases.

Teacher three: Of course, we can say that there is a strong relationship; yet, the problem is whether there is an awareness of that relationship from the part of the student or not. So, if there is awareness, this may facilitate the listening task for them.

Teacher four: This is an innate relation; knowing oneself is really important strategy. So, being aware of one's own ability could help in facilitating listening comprehension.

Teacher five: Yes, there is a relationship.

Teacher six: Absolutely yes, because, whenever we discuss any skill they the study of metacognitive is there. You never find a language ski that does not require thinking.

Concerning this question, all the teachers have confirmed that; there is a connection between metacognitive strategies and listening comprehension. From this agreement we can say that the metacognitive strategies are very important factor for measuring the degree of success in listening.

Question seven: Is the lack of metcognitive strategies behind the deficiency that learners find in listening?

Teacher one: I believe that the lack of metacognitive strategies does represent a part of the problem; but, appropriate training should be provided by the FL teacher.

Teacher two: Yes, the lack of the metcognitive strategies leads to the deficiency.

Teacher three: Yes, the students need to have a knowledge about learning and knowledge about that knowledge applicable; which is the key of success.

Teacher four: Yes, I do agree; because if they do not have clear metcognitive strategies to develop their listening abilities; this is in itself a problem. So, they should first solve this problem and then move.

Teacher six: It is one of the main problems. Yes, it is. Since, we know that activating or having the metacognitive skill; it is definitely helped the learner to develop his learning.

81

In response to this question, we have found that all the teachers confirmed the view that the absence of the metacognitive strategies is seen as one of the important reasons behind the listening comprehension difficulties. From the obtained results, we can say that these metacognitive strategies have a vital role in developing one's listening skill; as well as; it helps the student to strengthen his/ her autonomy.

Question eight: How can the metcognitive strategies develop EFL learners' listening skill?

Teacher one: There are some interesting solutions that have been suggested by O'Malley and Chamot (1999) and Ur (2012) concerning some activities: Directed attention; self- management; Problem- identification…etc

Teacher two: Since the connection is about thinking about one's own thinking; students when they try to understand why they fail to understand English. Then they will try to go beyond their deficiency by understanding your own deficiency you are going to find the solution. Therefore, you are going to improve your own listening skill.

Teacher three: The students have to become more organized during the listening activity to enhace their listening comprehension ability (s).

Teacher four: I think the being aware of one's own abilities (metacognitive strategies) will help the students to overcome many listening problems and develop their listening skill.

Teacher five: Metacognitive Stratehies give insights into what to collect as materials; When and how to use the material, how to help yourself to understand the learning and teaching operations.

Teacher six: by planning; self- organization; self- actualization; being updated.

The last question seeks to prompt information of the teachers' opinion about the use of the metacognitive strategies to develop listening. The teachers have given different answers to this question; in this respect, there is a teacher who said that the metacognitive strategies can develop EFL learners' listening skill via integrating some activities such as: activities that can help the learner to straight his heed...etc. However,

another teachers' answer is that when the learners adopt the metacognitive strategies; they can understand these problems and solve them. Moreover, there are two teachers who said that these strategies can ameliorate one's self- organization. In addition, another viewpoint is that such learning strategies can help the learners to know their own abilities. Furthermore, there is a teacher who suggested that metacognitive strategies can develop their listening skill by helping the learner to select appropriate learning material depends on the temporal and physical setting; In addition to, understanding the teachers learning process…etc. Consequently, we can deduce that the metacognitive strategies can improve the EFL learners' listening ability via many ways, such as: it provides valuable opportunities for the learners to improve their listening skill.

3.3.4. Interpretation of Teachers' Responses

Data collected from the teachers' interview unveiled that teachers have a positive attitudes towards the integration of the metacognitive strategies (MS) in the EFL classrooms to improve the listening skill; in particular, and language learning, in general. The interviewees noted that the MS play a dynamic role in learning and teaching spheres.

Investigating the absence of the MS as a major reason behind the learners' listening deficiency was another essential regard. Results admitted that the teachers are aware of the importance of the MS to ensure the learners' success and to increase the learners' self- efficacy.

Moreover, in seeking to collect the teachers' viewpoints about the implementation of the MS to enhance the learners' listening skill; all the teachers do appreciate that the MS are high and valid solution for EFL listening hitches. Thus, the EFL learners are urged to look forward these strategies in order to be able to use them adequately. In short, all the teachers at the end suggested possible ways for helping the learners to use such strategies in order to reinforce their listening level.

To conclude, it is noted that all the teachers do affirm the idea that the MS are important to empower the listeners with positive attitudes to fulfill their listening tasks more easily and successfully.

Conclusion

This chapter has shown the results attained from both students' questionnaire and teachers' interview. It has started by a short introduction concerning the whole chapter. Respectively, it includes aims of the research, the students' questionnaire (Sample, description of the questionnaire, piloting study); and then, the analysis of the students gathered data; besides to the interpretation of the students' responses.

Moreover, in this chapter we have dealt with teachers' interview (Sample; aims of the teachers' interview; description of the teachers' interview); and then the analyses of the teachers' responses. Hence, the main findings obtained from both tools (Students' Questionnaire and Teachers' Interview) cost the light on the importance of using the metacognitive strategies in EFL classrooms. In this vein, both participants (teachers, students) affirmed the idea that the metacognitive strategies (MS) are firmly necessary strategies to inspire the students' refinement of their listening abilities. Another important finding from this investigation that these strategies are unconsciously adopted by the EFL Yet, they are not aware of them

From these results, it can be noted that if the teachers try to help their students how to absorb the advantages of the MS; their learning will be progressed and their listening comprehension will be improved.

GENERAL CONCLUSION

AND

RECOMMENDATIONS

1. General Conclusion

Foreign Language Skills (FLS) are challenging tasks; especially for non- native learners. This current study attempts to set the tone to one of these skills and how it can be improved; namely, listening skill which is an interesting subject for the majority of the stakeholders (Researchers, Teachers, Students); because, it is a crucial skill to be mastered by Foreign Language Learners (FLL). This research has mainly investigated the listening skill from different perspectives with highlighting its hitches. In this regard, the Metacognitive Strategies (MS) are seen as an effective medium for developing EFL students' listening comprehension.

In the theoretical framework, we have designed two chapters; the first chapter was devoted the dependent variable (listening skill); yet, the second chapter was about the independent variable (MS). Consequently, the third chapter was designed to support our study; to describe the importance of the MS in listening comprehension; to answer our questions; to confirm our hypothesis. Under the descriptive method, we have opted for two different data gathering tools (Semi- Structured Questionnaire and Semi– Structured Interview). Accordingly, the questionnaire was distributed to first year students at Biskra University in the Department of Foreign Languages in the section of English; where 50 students were randomly selected as a sample from the whole population to participate in our study; whereas, the interview was directed to six English teachers for providing us with valid and arguable information about our topic.

Data revealed from the questionnaire have indicated that the majority of the students face many hindrances when listening to English, such as: Lack of concentration, lack of prior knowledge, and ignorance of complex vocabularies…, etc. Thus, their responses have shown their positive attitudes towards the use of the MS to enhance their listening skill. Additionally, results from the interview have shown that EFL teachers strongly believe that the MS are prominent solutions for EFL students' listening problems. Besides, they viewed that these strategies can sharpen their learning process.

Therefore, the data gathered from both participants confirmed our hypothesis; we hypothesize that EFL learners' listening comprehension will be more developed when they are exposed to the metacognitive strategies. They also provided us with valid answers to our question; in other words, our analysis has clarified that the lack of MS is

the reason the deficiencies that learners find in listening. Moreover, the obtained data gave some insights to implement the MS in EFL classes, first by helping the students to be aware of these potential strategies and then adopting them; second by integrating the MS in the activities done in the classroom to foster the students' self- confidence and self- autonomous.

At the end, in order to improve the EFL students' listening comprehension through using the MS, adopting the experimental method would the most appropriate to achieve more credible and valid results. Notwithstanding, due to time constraints, and university students' strike, we opted for the descriptive method as the best way to collect data about our research work. Nevertheless, the findings obtained from the current study are valuable and useful. We optimize that this research may provoke the English students of Biskra University to adopt these MS to facilitate their learning, and to overcome their problems.

2. Recommendations

The present study highlights the merits of integrating and teaching the Metacogntive Strategies (MS) in EFL classrooms. Accordingly, the MS are conceived as eminent factors to promote the EFL students' learning and strengthen their listening abilities. Hence, the English teachers are recommended to foster their students' listening comprehension through using the MS; because, they provide them with more opportunities and empower their mental processes and repertoire to become effective listeners.

Furthermore, it is highly recommended for the teachers to opt for interesting listening activities, which evoke the students to adopt the MS as an effectual resource. It would be also useful for the students to follow successively the metacognitive processes: Planning, monitoring, problem- solving, and evaluating, in order to ensure their successful comprehension in any given listening task. Another critical way to improve listening through using MS is to assign some homework for the students, such as: listening to song, news, watching movies…, etc to assist them to develop the automaticity of using MS; in this respect, such activities would increase the students' opportunities to be metacognitively competent.

Further recommendations to both teachers and students are listed below:

✓ Teachers should train well their students to be aware how to gain from the MS
✓ Teachers are advisable to ask their students casual questions to guarantee their understanding, such as: What do you mean?
✓ Teachers has to provide their students with positive feedback when using the MS after each listening task, in order to develop their self- confidence and self-reliance
✓ Teachers should encourage their students to expand their use of the MS not only in their listening assignments but also in their learning in general
✓ Students should be committed for using the MS when doing any listening task
✓ Students should follow their teachers' instruction about the use of the MS for fruitful outcomes; and to promote their self- regulation
✓ Students are required to take charge of their learning and too overcome their difficulties relying on the MS, to be active when they are engaged in any task.

Reference List

Reference List

Adkins, J. (1997). *Metacognition. Designing for transfer college of education.* Retrieved on 21/03/2019/ form http://www.Usask.ca/education/coursework/802papers/Adkins/ ADKINS. Pdf

Akturk, A. O., & Sahin, I. (2011). *Literature review on metacognition and its measuremet* Procedia social and behavioral sciences 15(*2011) 3731- 3736.* Rerieved on 15/02/2019 from http://cyberleninka.org/article/n/934824.pdf

Aljaberi, N. M., & Gheith, E. (2015). *University students' level of metacognitive thinking and their ability to solve problems*. American international Journal of Contemporary Research, 5, (3)

Alvarez, A., O. (2010). *Reflecting on metacognitive strategies in E.L. teaching and learning*. Colonbia. pp. 75-79

Anderson, N., J. (2002). *The role of metacognitive in second language teaching and learning*. P. 1

Andrew, A., W. (2010). *Litening and human communication in the 21st centry*. UK. Copyright. P. 11

Ashcraft, N., & Trans, A. (Eds.) (n.d.). *Contomporary practices in teaching of listening*.p.1

Babita, T. (2013). *An important skill and its various aspect*. pp. 2-4

Baddely, A. (2016). *Working memory*: An overview. Working memory and education Aumsterdam, Elsevier.

Bartlett, E. (1932). *Schema theory.* From http://www.csus.edu/indiv/g/grip/teaparty.pdf Retrieved on 02/12/2019

Bereiter, C., & Scardamlia, M. (1989). *Intentional learning as a goal of instruction*. In L. B. Resnick (Ed.), Knowing and learning instruction. Camberdge, Eng. & New York : Cambridge university press. pp. 361- 392)

Biggs, J. (1988). *The role of metacogntion in enhancing learning* . Australian journal of education. 32(2), 127, 138

Boekaerts, M., & Simons, P. R. (1999). *Leren en instructive : psychology vande leerling en het leer proses assen* : Van gorum.

Boghian, I. (2016). *Metacognitive learning strategies in teaching English as a foreign language*. P. 56

Bouirane, A. (2011). *The effect of self- questioning (reflective metacognitive learning) on learning*. p.24

Bozorgian, H. (2012). *Listening skill requires a further look into second foreign language learning*. Australia. p. 2

Bransford, J. D., Brown, A. L., & Cocking, A. R. (2000). *How people learn brain, mind, experience, and school*. Retrieved on 01/25/2019 from http:// www.nap.edu/read/9853/chapter/1

Brown, A. L. (1978). *"knowing when, where and how to remember a problem of metacognition*. In R. Glaser (Ed).. Advences in instructional psychology. Hillsdale. NJ. Lawrence. Erlbaum. Pp. 77-165

Brown, A. L., Bransford, J. D., Ferrara, R. A., & Campione, J. C. (1983). *Learning, remembering, and understanding.* In J. H. Flavell & E.M. Markman (Eds). Handbook of child psychology, 3, cognitive develompement. New York Wiley

Brown, G., & Yule, G. (1983). *Learners' listening comprehension difficulties in English* Retrieved on 02/02/2019 from http:// www.cc.senet. Org/journal/indexphp/elt/ article/ download/ 59636/31953

Brown, A. L. (1987). *Metacognitive , excute, control, self- regulation, and other more mysterious*. In F. E. Weimert, & R. H. Kluwe (Eds), Metacognition, motivation
.   and understanding. Hillsdale. Nj: Erlbaum. pp. 65-116

Brown, G. (1990). *Listening to spoken English* (2nd ed.). UK, Edinburgh gate. Longman group. pp. 3-11

Brown, H., D. (2001). *Teaching by principles: an interactive approach to language pedagogy* (2nd ed). White Plains, Ny: Peason Education.

Brown, S. (2006). *Teaching- listening*.USA.New York. Cambridge university press. pp.3-4

Buck, G. (2001). *Assessing listening*. UK. Cambridge. pp. 1-2-20-30

Camahalan, E. M. G. (2006). Effects of self(regulated learning on mathematics achievements on selected southest asian. Journal of instructional psychology, 33 (3) 194, 205

Cambridge Assessment International Education. (2017). Metacognition. P. 1

Chaugule, S. S. (2009). The communication approach to language teaching. Retrieved on 20/02/2019 from http// .www. article base.com

Chamot, A. U., Barnhardt, S., El- Dinary, P, B., Robbind, J. (1999). *The learning strategies*. Addisoon Wasley lonmgman. pp. 14- 15- 16- 17- 20- 21- 25- 27- 33.

Connecting Practiced Research: *Metacognitive Guide* (n.d.). Retrieved on 20/03/2019 from www. Edugians. Ca/…/ Metacognition/ Metacognition- 8*11. Pdf

Cotteral, S., & Murry, G. (2009). *Enhancing metacognitive knowledge structure, affordances and self system*. pp. 34- 37- 45

Ctaxton, G. (2002). *Building learning power*. London. TLOLTD

De corts, E. (1996). *Instructional psychology: overview*. In E. de cort & E. Weinert (Eds), international encyclopedia of developmental and instructional psychology . Oxford, Elsevier science. xxpp. pp. 33-34

Diamond, L. M. (2007). *Rule# 1*: Stoptalking: a guide to listening. Listeners press. Silicon valley. California. USA. P. 11

Djuoad, S. (2014). *The importance of using audio books in enhancing EFL students skill*. Biskra. P. 13

Dornyei, Z. (2005). The *psychology of the learner, individual differences in second language acquisition*. Mahwah, NJ: Lawrence Erlbaum associates.

Efklides, A. (2002). *Feelings and judgments as subjective evaluation of cognitive processs*: how reliable are they? . Psychology, 9 . pp. 163- 184

Elmer, D. (2017). *What is the difference between listening and hearing*. Retrieved on 02/06/2019 from http://www.youtube.com watch ?v=9AnopzBbc6s

Eve, B. (2010). *Test takers' listening comprehension sub- skills and strategies*. P.2

Field, J. (2008). *Listening in the language classroom*. Cambridge language university press. UK. pp. 6-1-19-18-20-21-54-334-335

Field, J. (2009). *Listening in the classroom*. pp. 133- 134

Fisher. R. (1998). *Thinking about thinking*: developing metacognition in children: early development and care, 141, pp. 1-15

Flavell, J. H. (1963). *The developmental psychology of jean piaget*. New York. D. Van Nostrand

Flavell, J.H. (1971). *First discussant's comments: what is memory development? Human development*. pp. 14.272.278

Flavell, J. H. (1976). *Metacognitive aaspects of problem solving*. In L.B. Resnick (Ed.), The nature of intelligence. Hillsdale. NJ. Lawrence Elbaum Associates. pp. 231-235

Flavell, J. H. (1979). *Metacognition and cognitive monitoring=* a new area of cognitive development inquiry. American Psychologyist. Pp. 34- 906-908-9011

Flavell, J. H. (1981). *Cognitive monitoring in w.p*. Dickson (Ed.) childrens' oral communication skills. New ork. Academic Press

Flowerdrew, J., Miller, L., (2005). *Second language listening*: theory and practice. Combridge university press: USA. New York. pp. 25- 74- 169

Gavelek, J. R., Raphel. T. E. (1985). *Metacognition, instruction, and the role of questioning activities.* In D. L. Forrest- Pressley. G. E. Mackinnon., & T. Gary Waller (Eds), Metacognition , cognition, and human. Performance. New York, Academic Press, Inc. pp. 103-136

Gilakjami, A. P, & Ahmed , M. R. (2011). *A study of factors affecting EFL English listening comprehension and the strategies for improvement* . Malysia. P: 3- 979-983-984

Gilakjani, P., Sabouri, B.(2016). Learners' listening comprehension and difficulties in English. Retrieved on 20/03/2019 from http:// files. eric.ed. gov/fulltext/Ej1101226.pdf

Gilakjani , P., Sabouri, B. (2017). The significance of listening comprehension in Forgeing language classes.

Goh, C. (2002). *Exploring listening comprehension tactics and their interaction patterns*. System, 30, 185-206

Gunson, A. C. (1987). An introduction to the pronounciation of English. Edward Arnold. Hong Kong. P. 264

Guo, Z., & Wills, R. (n.d.). *An investigation of factors influencing English listening comprehension and possible measures for improvement*. Australia. P. 2-3-5-141

Hacker, D. J. (1998*). Definition and empirical foundations*. In D. J. Hacker, J. Dunlosky, & A. C. Graesser (Eds). Metacognition in educational theory and practice. Mahwah, NJ. Erlbaum. pp. 1- 24

Hamouda, A. (2013). *An investigation of listening comprehension problems encountered by saudi studentsin the EF listening classroom*. P. 5

Hasbullah, B. W. (2017). *Analysis of Mathematics students' ability in learning metacognitive strategy type ideal (identify, define, explore, act, look).* International electronic journal of mathematics education. E-ISSN: 1306-3030, 3, 3, 859-872. P. 861

Hearing VS listening. University of Minnesota Duluth. (n.d.). Retrieved on 02/03/2019 from www.d. umn.edu/student/loon/acad/ start/ss-hearing

Hokkanen, J. (2015). *Assessing the metacognitive reading awareness of finnish hogh school students.* P.3

http:// www. The free dictionary.com listening comprehension. Retrieved on 02/02/2019 (13:12)

http:// link. Singer. Com/10.000. Retrieved on 02/02/2019 (20:30)

http:// key differences.com/difference-between-hearing-and-listening. Retrieved on 02/03/2019 (14:02)

Intensive and Extensive Listening. (n.d.). *The recipe for language success.* Retrieved on 20/02/2019. From http://www. Fluent.com/blog/intensive-and-extensive-listening

Iwai, Y. (2011). *The effects of metacognitive reading strategies: Pedagogical implications for EFL/ESL Teachers?* 11, 2. University of Wisconsin, La crosse. pp. 150-152

Jayapraba. G., & Kanmami, M. (2013). *Metacognitive awareness in science classroom of higher secondary students.* International journal on new trends in education and their implication, 4, 3, 7. ISSN1309-6249. India. P. 49

Karlen, Y. (2016). *Perceived learning environment and metacognitive strategy knowledge at the upper secondary school level.* Journal for education research inline, 8, 2,212-232. p. 213

Keene, E. O. (2007). *The essence of understanding. In adolescent literacy turning promise into practice.* Portsmouth, NH. Heinenann. pp. 27- 38

Kleine, E. (n.d.). A *comprehensive etymological dictionary of the English language.* Retrieved on 27/03/2019 from http://achieve

Kline, J. A. (1996). *Listening effectively.* Air university press. Maxwell air force, base . Alabama. pp. 4-30

Kutluturk, S., & Yumru, H. (2017). *Cognitive and metacognitive strategy training to enhance resfmen's reading skills. International* journal of language and literature,5, 1. American research institute for policy development. DOI: 10:1640/ijll.v5na2. p. 8

Kyger. M. (2009). *Metacognitive strategies*. The florida center of instructional technology FCIT. Retrieved on 21/03/2019 from http://fcit.usf,edu/mathvids/strategies/tms.htm.

Lynch, T. (2009). *Teaching second language listening*. UK: Oxford of university press. p. 153

Mai, L. H., & Ngoc, L.T. B., & Thao, V. T. (2014). *Enhancing listening performance through schema construction activities.*

Mary (n.d.). *Listening*. https://www.youtube.com/watch?v=dpZ_fTnWg6U.Retrieved on 02/02/2019

Mendelsohn. D. J., (1995). *Applying learning strategies in the second foreign language listening comprehension lesson*. In D. J. Mendelsohn, & J. Rubin (Eds.). A guide for the teaching of second language listening. San Diago, CA: Domimie press, Inc. pp. 132-150

Millis, B. J. (2016). *Using metacognitionto promote learning*. pp. 1-5

Nation, I. S. P., Newton, J. (2009). *Teaching ESL/EFL listeningand speaking*. Routledge UK. pp. 37-38-40

Nazarieh, M. (2016). A brief history of metacognition and principle of metacognitive instructionin learning. BEST: journal of humanities, arts, medicine and sciences(BEST: JHAMS), 2, ISSUE 2. pp. 62- 63

Nelson, T. Narens, O. (1990). Metamemory: A theoretical framework and new findings psychology of learning and motivation. pp. 26- 125-173

Nunan, J. (2001). Second language teaching and learning. Boston, Heinle & Heinle

Oliver, P. (2015). The difference between hearing and listening/ TEDX Indianapolis. Retrieved on 06/02/2019 from http:// www.youtube.com watch?v: QHR+JBB

Oliver, T. (2004). Working memory in writing in writing: Empirical evidence from the dual – task technique. European psychologist. 9.32-42. DOI: 10.1027/1016-9040. 0.1.32

O'Malley, J., Chamot, A. U., & Kupper. R. (1989). Litening comprehension strategies in second language acquisition.

Onoda, A. (2012). The effect of quick listening and extensive listening on EFL listening skill development: Extensive reading, world congress proceedings. Retrieved on

20/02/2019 from http://ecformation org(proceedings/erwel-onoda. Pdf. Pp. 1- 176- 179

Ormord, J. E. (2006). Educational psychology developing learner, 5th ed. Upper saddle river, NJ. Pearson educational Inc.

Pan, Z. (2017). Assessing listening for Chinese English learners: developing a communicative listening comprehension test sink for CET1. Routledge. 711 third Avenue, New York, NJ10017

Papaleontiou- Louca, E. (2003). The concept and instruction of metacognition. Teacher development, 7,9-30

Papaleontiou- Louca, E. (2008). Metacognition and theory of mind. Combridge scholars . 15 Angerton Gardens, Newcastle, NE5-2 JA. UK

Paris, S. G. & Winograd, P. (1990). How metacognition can prompte academic learning and instruction, In B. F. Jones & L. dol (Eds.). dimensions of thinking and cognitive instruction. Hillsdale: Lawrence Erlbaum. pp 15-51

Perry, R. A. (2012). Developing listening comprehension skills in 5th grade EFL students through the use of predictable books. pp. 18-19

Poelimans, P. (2003). Developing second- language listening comprehension: Effects of training lower- order skills versus higher- order strategy. Lot Trans103512jk-Utrecht. The Netherlands. P: 10-15-16

Richards, J. C., Platt, J. & Platt, H. (2000). Dictionary of language teaching and applied linguistics. Long man. Foreign language teaching and research press.

Richards, J. C. (2006). Teaching listening:From comprehension acquisition. OUP. P-1

Richards, J. C. (2008). Teaching listening and speaking. Cambridge university press. U.S.A. New York. pp. 1-3-4-5-7-8-9

Rost, M. (2002). Teaching and researching listening (2nd). pp. 258-278

Rost, M. (2011). Teaching and researching listening(2nd). UK. Edinburgh gate. pp. 3-11-57-58-72-187-188-195-190-195

Rubin, J. (1987). Leraner strategies : theoretical assumptions, research history and typology. In A, Wendenand., Rubin (Eds.) learner strategies in language learning. Englewood cliffs. NJ, Prentice- hall. pp. 15- 30

Sajna, I., & Premachandran, P. (2016). A study on the metacognitive awaraness of secondary school students. Universal Journal of educational research, 4(1): 165-172, 166. Retrieved on 28/04/2019 from http:// files.eric.ed.gov/fulltext/ Ej108624

Schneider, W., & Lockl, K. (2002). The development of metacognitive knowledge in children and adolescents . In , T. & Schwartz, B. (Eds.). Applied metacognition . Cambridge university press.

Schraw. G., & Moshman, D. (1995). Metacognitive theories: educational psychology review , 7(4), 351-371

Schwartz, A. M. (1998). Listening in a foreign language. Wishington DC. pp. 16-17

Sulistyowati, T. (2009/2010). The impact of teaching listening comprehension by audio video and audio picture aids. p. 10

TEAL Center Fact Sheet No. 4. (2010). Metacognitive process. TEAL teaching excellence in adult literacy

Tokeshi, M. (2003). Listening Processes and strategies of japenses junior high school students in interactive settings. pp. 34.34

Underwood, M. (1993). Yeaching listening comprehension. London. Longman

Ur, P. (1984). Teaching listening comprehension. pp. 1-2

Ury, W. (n.d.). The power of listening https://www.youtube.com/watch?v=saXfavo1OQo. Retrieved on 02/02/2019

Vandergrift, L., & Goh, C. C. M. (2012). Teaching and learning second language listening. UK . NewYork. Routledge. P. 18

Wade, S. E. (1990). Using think about comprehension , in the reading teachers. pp. 7- 44- 442- 451

Wallace, T., & Stariba, W. E., & Walbeng. H., J., (n.d.). Speaking , listening, and writing. Retrieved on 20/03/2019 from http:// www. Curtin.edu.au/dept/smec/iae.

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1990). What influences learning? A content analysis of review literature. Journal of educational research; 84(1), 30- 43.

While, C. J. (1993). Metacognition, cognition, social and affective strategy use in foreign language learning: Acomparative study. Massey university

Xioniaoxian, G., & Yan, J. (2010). Interactive listening: construct definition and operationalization in tests of English as a foreign language. Chinese journal of applied linguistics, 33(6). pp. 22-33

Ya-Jun, Z. (2007). Schem theory and its application in teaching listening for non-English major under- graduates. China, 4, 6

Yildirim, S., & Yildirim, O. (2016). The importance of listening in language learning and listening comprehension problems experienced by language learners 16(4), 2094-2110. P. 4

Yeh, C. C. (2013). An investigation of a podcast learning subject for extensive listening. Language education in Asia, 4(2). p. 135-149

APPENDICES

Appendix 1

Students' Questionnaire

Dear students :

    This questionnaire is a part of master thesis. It aims at investigating the importance of the Metacognitive Strategies in Improving EFL learner's Listening Comprehension. Your answers are much needed and greatly appreciated. Thus, would you please read the following questions carefully, and then cross the appropriate answer, and give a full answer when necessary.

                                  Thank you for your collaboration

Section one: Students' Background Information

1)   How long have you been studying English? ....year.

2)   In your opinion your level in English language : Beginner ☐

                                       Pre- intermediate ☐

                                       Intermediate   ☐

Section Two: Learners' Attitudes about the Listening Skill

3) What English skill you would like to improve most? Listening ☐

                                              Speaking ☐

                                              Writing ☐

                                              Reading ☐

4) Listening skill is: interpretive ☐

Passive □

Active □

Receptive □

5) How often do you practice the listening skill?   Always □

Sometimes □

Very often □

6) How do you evaluate your listening skill ability(e.g: listening to a record)?

100% □

75% □

50% □

25% □

7) Do you listen to English (as a foreign language) for :   Pleasure □

Understanding □

Criticism □

Others:

………………………………………………………………………………………

………………………………………………………………………………………

8) Do you think that listening skill is the most difficult skill compared to the other skills?

Yes □

A little □

No □

If yes, why……………………………………………………………………………

…………………………………………………………………………

9) What kind of problems do you encounter when listening to the English Language?

➤ Lack of concentration and attention ☐

➤ Lack of prior knowledge ☐

➤ Speech rate ☐

➤ learning environment ☐

10) Do you understand English native speakers in a casual conversation: Always ☐

Sometimes ☐

Rarely ☐

Never ☐

11) Do you think that after a listening task you have succeeded to receive the message?

Yes ☐

No ☐

If yes, why……………………………………………………..........................

………………………………………………………………………

12) Do you rely on your prior knowledge (schemata / scripts) to understand the message?

Yes ☐

No ☐

If yes, why?

……………………………………………………………………………………

……………………………………………………………………………………

13) Which type of listening do you practice in your classroom?

Extensive Listening ☐

Intensive Listening ☐

14) Which listening objective do you target most:

Understanding the context ☐

Understanding the vocabulary ☐

15) Does your teacher follow the listening stages (pre-listening, while-listening, and post-listening)?

Yes ☐

No ☐

# Section Three: learners' attitudes about the importance of the Metacognitive Strategies

16) In your opinion, the Metacognitive Strategies can:
➢ Help the students to learn a highly integrative skill for listening comprehension ☐
➢ Help the learners to accomplish their listening tasks ☐
➢ Help the learners to address the challenges of listening comprehension ☐
➢ Increase the learners autonomy ☐

17) As a learner are you aware of your own use of any of the Metacognitive processes:
• Planning ☐
• Monitoring ☐
• Problem- Solving ☐
• Evaluating ☐

18) In listening English, what is the process you focus on more?
• Planning ☐
• Monitoring ☐
• Problem-Solving ☐
• Evaluating ☐

19) Do you think that Metacognitive Strategies are difficult to be applied by the learners?

Yes ☐

No ☐

20) Does your teacher ask you to assess the effectiveness of the strategy used?

Yes ☐

No ☐

21) Do you anticipate the types of responses you may get to your questions?

Yes ☐

No ☐

22) Can you think of an instance when you could have to complete a task more successfully?

……………………………………………………………………………………….

……………………………………………………………………………………

23) How do you continually assess your own listening progress and performance as an EFL learner using the Metacognitive Strategies? By:

Checking whether you have met your goals or not ☐

Summarize what you have listened to ☐

Verify your expectations ☐

Successed while cooperating with others ☐

24) How often do you ask for clarification when you do not understand a response?

Always ☐

Sometimes ☐

Rarely ☐

Never ☐

25) Pre- Listening Planning strategies can help you to:

➢ Clarify the objective of an anticipated task and/or propose strategies for handing it ☐

➢ Prepare your mind to concentrate ☐

➢ Request yourself to make progress ☐

26) While- Listening Monitoring strategies:

➢ Check what part of the context you do not understand ☐

➢ Check again your answer ☐

➢ Aware of your inattention and correct it ☐

27) Post- Listening Evaluating strategies:

➢ Reflect on your problem such the key words that you do not understand ☐

➢ Evaluate how much you could understand ☐

➢ Evaluate how much you could use what you have learnt ☐

28) Problem- Solving:

➢ How often do you use reference materials such as dictionary, or asking a help from an assistant to look for unfamiliar information?

Always ☐

Sometimes ☐

Rarely ☐

Never ☐

29) In your opinion, how can the Metacognitive Strategies increase the learners' self-confidence and self-reflection.?

………………………………………………………………………………………

………………………………………………………………………………………

………………………………………………………………….......................................

Thank you for your collaboration

Appendix 2

Teachers' interview

Dear Teachers,

   This interview is designed to gather information about the Importance of the Metacognitive Strategies in Improving EFL Learners' Listening Comprehension. Thus, you are kindly requested to answer the question. Your responses will certainly be appreciated and it will be used only for the accomplishment of the present study.

Thank you in advance for you contribution

Q$_1$- What are the main listening problems that you as a teacher encounter in the classroom?

Q$_2$- In your opinion, what is the learning strategy (Metacognitive , Cognitive or Social-affective strategy) EFL learners adopt to solve their problems? And, why?

Q$_3$- What planning processes do EFL learners activate in Listening comprehension?

Q$_4$-What is your comment about the use of the Metacognitive strategies to improve their listening?

Q$_5$- What is EFL learners' level of Metacognitive Listening Strategies?

Q$_6$- In your opinion, Is there a relationship between EFL learners' level of Metacognitive and their listening comprehension performance?

Q$_7$- Is the lack of Metacognitive Strategies behind the deficiency that learners find in listening? Justify your answer, please.

Q$_8$- How can the Metacognitive Strategies develop EFL learners' listening skill?

Résumé

La compréhension à l'audition est l'une des compétences les plus importantes pour apprendre une langue étrangère. Les chercheurs affirment que les apprenants activent toujours la capacité d'écoute, parmi quatre compétences linguistiques. Ainsi, ces dernières années, l'utilisation des stratégies métacognitives (MS) dans l'enseignement / l'apprentissage des langues étrangères (LEE / LEA) a suscité un intérêt dynamique. Cette étude a pour objectif de déterminer l'importance de l'intégration de la SM en tant que recours vital pour améliorer la compréhension à l'écoute des étudiants ALE. Il a également pour objectif de sensibiliser les étudiants d'ALE aux activités d'écoute. De plus, cette recherche fournit des informations précieuses sur la manière dont les étudiants et les enseignants sont conscients des avantages d'intégrer la SM dans le contexte ALE. En outre, cette recherche vise à répondre à deux questions: le manque de SM est-il à la base du déficit que les apprenants trouvent en écoutant? Et comment les États membres peuvent-ils développer les compétences d'écoute des apprenants ALE? Par conséquent, l'hypothèse est que la compréhension à l'écoute des apprenants ALE sera plus développée lorsqu'ils seront exposés à la SM. Par conséquent, la recherche descriptive actuelle; fondés sur les points de vue des enseignants et des élèves concernant ce travail de recherche. Les outils de collecte de données utilisés (questionnaire semi-structuré et entretien semi-structuré) ont été mis au point à l'Université Mohamed Kheider de Biskra afin d'obtenir les informations requises des réponses des deux participants (réponses des enseignants et des étudiants) concernant l'utilisation de la MS pour améliorer la performance des étudiants. Compréhension d'écoute. Plus précisément, le questionnaire de l'élève comprend 29 questions réparties en trois parties: informations générales sur l'élève, attitudes des apprenants à l'égard des capacités d'écoute et attitudes des apprenants à propos de l'importance des stratégies métacognitives. Il a été administré à 50 étudiants anglais sélectionnés au hasard. En outre, une interview semi-structurée comprend huit questions. Il a été mené avec six enseignants afin de collecter des informations plus crédibles sur le sujet de la recherche. Les résultats indiquent que les États membres ont un rôle à jouer dans le renforcement des capacités d'écoute des étudiants ALE. Les résultats basés sur la revue de la littérature avec l'analyse des données collectées; on peut en conclure que Mme sont des ressources essentielles pour améliorer la compréhension à l'audition des étudiants ALE. Par conséquent, les professeurs d'anglais doivent maintenir la

conscience de leurs étudiants sur l'importance d'adopter le MS dans leur apprentissage afin d'obtenir de meilleurs résultats.

Mots-clés: Apprenants ALE, compétence d'écoute, compréhension à l'audition, langue étrangère, et stratégies métacognitives.