

The Inclusion of Metacognitive Listening Strategy Instruction for The Development of Self-Efficacy in Learning Listening Skills

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ABSTRACT

Despite the central role of quality teaching in the classroom, students' learning success depends so much on how learners recognize their own ways and pace of learning. While the implementation of good English pedagogy in terms of applying well-tailored approaches, methods and techniques is believed to be the key for helping students to learn, teachers need to be aware of each individual student's unique ways and pace of learning in the classroom. Teachers are supposed to be able to help students recognize their needs for learning. Built on an action research study on the inclusion of metacognitive listening strategy instruction, this article highlights the strategic role of the inclusion of metacognitive listening strategy instruction in helping students to improve their self-efficacy in learning listening skills. A range of students' voices, reflecting their learning experiences during the inclusion of metacognitive listening strategy instruction, reveals that learning awareness in terms of metacognitive listening strategy needs to be developed over time through the inclusion of metacognitive listening strategy instruction. The more the students are familiar with their ways and pace of learning, the better they implement listening learning strategies, which results in students' learning success.

Keywords: listening skills; listening strategy instruction; metacognition; self-efficacy

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INTRODUCTION

The teaching of English listening in foreign language classrooms has been reported in some studies to have obstacles which are the results of inaccurate teaching procedures and/or inappropriate use of learning strategies by the students. In some studies in different instructional settings, researchers have reported that listening is the language domain which is most difficult to learn; therefore, it is difficult for learners to make progress, or if they do, the progress is not as significant as that of the other three language domains, reading, writing, and speaking (Arnold, 2000; Y. Chen, 2005; Field, 2004; Goh, 2000; Graham, 2006; Hasan, 2000, Thompson & Rubin, 1996). Regarding problems caused by inappropriate use of learning strategies for listening, Goh reported ten listening comprehension problems related to perceptions, parsing, and utilization faced by Chinese English as a Foreign Language (EFL) students in Singapore, and Y. Chen reported seven major categories of barriers to learning listening strategies faced by EFL students in Taiwan. Graham also reported difficulties in listening comprehension faced by French learners in England. The difficulties reported were problems with the speed of delivery of texts, problems caused by mishearing, and problems with speakers' accents.

Vandergrift and Goh (2012, p. 5) claim that problems in listening in the classroom are also due to the tendency for listening activities to be focused on the outcome rather than on how learners control their listening; teachers tend to test students and give less guidance on how learners can self-direct and evaluate their efforts to improve their listening. Field (2008, pp. 329-330) argues that in order to improve learners' listening progress, teachers need to put emphasis on the listening process, rather than on the product, and on strategy instruction at the early stages of listening development. Therefore, not teaching appropriate listening strategies may result in students' listening skill development being impeded, which in turn will impede students' comprehension. This phenomenon of students failing to apply appropriate listening strategies has occurred in many English listening classes in foreign language classrooms (Y. Chen, 2005; A. Chen, 2009; Goh, 2000; Graham, 2006), including my English listening class. My students seemed to focus on product, in this case the correct answers to the listening tasks. They tended to be obsessed with their learning outcome only, rejecting their learning process and learning progress. This resulted in the students concentrating on completing listening tasks rather than on developing their listening skills by means of learning listening strategies.

Regarding listening learning problems resulting from not using appropriate listening strategies, which could be the result of inappropriate instructions by teachers, Berne (2004) suggested that teachers must be alert to what is happening in the teaching-learning, including the unique learning characteristics of individual students. They must be aware that, in order to learn better, students should take active control over their learning. Also, it is important to note that although there may be commonalities, every individual student has a large repertoire of individual strategies. As a result, teachers need to be careful in choosing appropriate instruction, including metacognitive listening strategy

instruction. Metacognitive listening strategies, which are learning strategies designed to activate the thinking process to make learning plans, monitor the learning process and evaluate learning outcomes, facilitate learning tasks and are the key to learning success (O'Malley and Chamot, 1990). Since every individual student is unique with their different ways of, and needs for, learning, different students will employ different learning strategies. To be successful in their listening skills, students need to be aware of their ways of learning so that they employ appropriate learning strategies. If students are not aware of their ways of learning, they will not be able to employ and develop the learning strategies best suited to them, which, in turn, will hinder their learning progress.

Drawn from a study exploring instructional solutions to the problems in employing appropriate listening strategies faced by the students of my English listening class, this article highlights the strategic role of the inclusion of metacognitive listening strategy instruction in helping students to improve their self-efficacy in learning listening skills. The inclusion of metacognitive listening strategy instruction was aimed at helping my students to solve their problems regarding difficulty in coping with natural conversations and dialogues that are varied in type and context. The students were unable to take control of their learning, resulting in barriers to their learning listening skills. These problems were caused by their failure to employ appropriate learning strategies before, during, and after listening. They had low self-efficacy resulting from their inability to develop their metacognitive listening strategies. As the problems observed in my English listening class were similar to those observed by some researchers in the field of Foreign Language Teaching (Arnold, 2000; Y. Chen, 2005; A. Chen, 2009; Cross, 2009; Field, 2004; Goh, 2000; Graham, 2006, 2001; Graham, Santos, & Vanderplank, 2008; Hasan, 2000; Thompson & Rubin, 1996; Vandergrift, 2002, 2003a, 2003b), this study has benefited from these previous research results. Many of these results have influenced the current study.

Since cognitive listening strategies constitute the listening skills that my students should learn as the content materials of listening, the focus of this study was on the inclusion of metacognitive listening strategies in the teaching of listening and the ways in which the students made use of these strategies to improve their self-efficacy in learning listening skills. This study explored how metacognitive listening strategy instruction could be best incorporated with cognitive listening strategy instruction to improve students' self-efficacy and listening skills.

MATERIALS AND METHODS

Using Kemmis & McTaggart's (1988) action research model, which includes planning, implementation, observing, and reflecting, this action research study was focused on the students' learning and use of metacognitive listening strategies in a listening class between August 2016 and January 2017. Eighteen students of semester 3, consisting of 12 female students and 6 male students, were used as the participants of this study. The procedures of this study were based on the cyclical procedures proposed by Kemmis & McTaggart (1988), which include planning, implementing, observing, and reflecting. The action plan involves assessing

students' prior knowledge of listening strategies, strategy awareness, self-efficacy, listening problems, preferences, and outcome expectations.

The data were collected using listening tests, questionnaires (MALQ and self-efficacy), students' checklists and written feedback, artifacts, and researcher's reflective journal. The qualitative and quantitative data were analyzed during the inclusion of metacognitive listening strategy instruction by looking at the relationships between categories of data and patterns of relationships denoting student learning progress and self-efficacy resulting from the use of metacognitive listening strategies by students.

The data analysis was done in two steps, namely preliminary data analysis and ongoing data analysis. The preliminary data analysis was intended to gauge students' prior understanding and knowledge of various listening strategies. This was achieved using a listening pre-test and questionnaire results. The ongoing data analysis was undertaken to quantify student learning progress in relation to the implementation of listening strategy instruction.

The data resulting from the implementation of different listening strategies were analyzed to find their logical contribution to student learning progress in terms of listening skills. The description depicting the implementation of different listening strategy instruction and the development of students' listening skills as the result of the inclusion of listening strategy instruction was used to draw the conclusion of the study.

RESULTS AND DISCUSSION

Learning Strategy

The notion of learning strategy used for language learning success is believed to be mandatory in any language classrooms. Learners must be aware of the importance of learning strategies and must understand how to take control of strategies suited to their characteristics and ways of learning. Learning success is believed to be the result of the use of appropriate learning strategies by learners (Cohen, 1998; O'Malley & Chamot, 1990; Oxford, 1990, 2010; Stern, 1983; Wenden & Rubin, 1987). Rost (2002) defines learning strategies as any mental or behavioral devices that students use to learn (p. 111). Another similar definition, by O'Malley and Chamot (1990), which is revised by Chamot (2005), states that learning strategies are procedures that facilitate a learning task, which are most often conscious and goal-driven, especially in the beginning stages of tackling an unfamiliar language task (p. 112). Learning strategies are important aspects of learning success since these are learning behaviors that are consciously manipulated for the purpose of solving learning problems. The success of students' learning depends so much on the ways in which students make use of appropriate learning strategies. It is, therefore, important for every educator to provide instruction with strategy training in order to boost students' understanding and awareness of the importance of learning strategies for their learning success and to equip them with sufficient and relevant learning strategies.

O'Malley and Chamot (1990) propose three important strategies that are crucial in language learning: metacognitive strategies, cognitive strategies, and social-affective strategies. Metacognition involves both self-reflection and self-direction. Metacognitive strategies are important for activating thinking processes to make learning plans, monitoring the learning process, and evaluating learning outcomes. They cover planning, monitoring, evaluating, and problem identification. Cognitive strategies are strategies for manipulating learning materials mentally or physically in meaningful ways. In listening comprehension, cognitive strategies cover listening for gist, listening for main idea (topic), listening for details, listening for inference, resourcing, summarizing, and note taking (O'Malley & Chamot, 1990), all of which are achieved by means of top-down strategy, bottom-up strategy, and interactive strategy. Both top-down and bottom-up strategies should be integrated and explicitly treated pedagogically to improve listening comprehension (Peterson, 1991). Social-affective strategy, as the name suggests, is a strategy which involves interacting with other people to assist learning. Considering the important contribution of these strategies to student learning, teacher instruction must be able to provide students with sufficient and appropriate learning strategies.

In order to equip students with sufficient and appropriate learning strategies, teachers need to include relevant strategy instruction. Chamot (2005) argues that once students are familiar with a learning strategy through repeated use, they may be able to use it with some automaticity, and if required, most of them will be able to call the strategy to conscious awareness. Further, Chamot claims that learning strategies are important in second language learning and teaching for two major reasons. First, by examining students' use of strategies, teachers can gain insights into the metacognitive, cognitive, and social-affective processes involved in language learning. Second, when less successful language learners are taught new strategies, they become better language learners (p. 112). In relation to listening and learning success resulting from the use of learning strategies, Thompson and Rubin (1996) report that more conscious and effective use of listening strategies has a direct effect on students' success in L2 listening. Results of similar studies investigating the effect of listening strategy training in different instructional contexts also show that metacognitive strategy use increases along with learner listening skills.

Metacognition is also positively linked to motivation and self-efficacy (Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006). Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance. A strong sense of efficacy enhances human accomplishment and personal well-being in many ways. Self-efficacy beliefs determine how people feel, think, motivate themselves, and behave. Such beliefs produce these diverse effects through four major processes: cognitive, motivational, affective, and selection processes (Bandura, 1994).

Listening Strategy and Instructions

Rost (2002) proposes five strategies to be successful in listening, namely: predicting information or ideas prior to listening, making inferences from incomplete information based on prior knowledge, monitoring one's own listening processes and relative success while listening, attempting to clarify areas of confusion, and responding to what one has understood (p. 155). These five strategies address two learning strategies proposed by O'Malley and Chamot (1990): cognitive and metacognitive learning strategies. From this relationship between the five strategies for successful listening proposed by Rost and the strategies proposed by O'Malley and Chamot, it can be seen that there is interplay between metacognitive listening strategies and cognitive listening strategies. This implies that the use of appropriate metacognitive listening strategies should go hand in hand with the use of cognitive listening strategies, which are the listening skills being learned, to develop listening comprehension.

Roussel (2011) argues that the use of metacognitive listening strategies represents an important cognitive load but is also a resource to facilitate comprehension. Students' mastery of listening skills, which is the objective of listening instruction, depends on how students employ appropriate metacognitive listening strategies. Students need to be able to use both cognitive and metacognitive learning strategies in their listening. Therefore, it is important for teachers to include metacognitive listening strategy instruction when teaching listening skills.

The recent dominant theoretical issues of learning listening comprehension seem to focus on the importance of the development of metacognitive awareness about L2 listening (Goh, 2008). Several authors have proposed similar insights into the teaching of listening with the emphasis on treating learners based on their characteristics and needs for learning. Field (2008), Rost (2002), and Vandergrift and Goh (2012) have argued that listening instruction must be learner-oriented in that the instruction is tailored to students' needs for, and ways of, learning, not merely focused on what the students are expected to be able to do in a listening test, which is undertaking listening comprehension on their own without any help from the teacher.

In light of the importance of including metacognitive listening strategy in the instruction, Berne (2004), A. Chen (2009), Rost (2002) and Roussel (2011) point out that the key to successfully teaching students metacognitive listening strategies is knowing the initial level of the students in order to determine appropriate instruction. This is supported by Graham (2011), who states that inappropriate ways of teaching listening might have exacerbated low levels of self-efficacy for listening. Teaching listening must not only be focused on delivering listening materials; rather, it should develop students' listening skills as well as their self-efficacy.

The importance of the development of metacognitive awareness for success in learning listening comprehension entails that students' awareness of listening strategy development and control over learning strategies should be one of the

objectives of the instruction. Teachers' listening instruction, therefore, must conform with students' needs for, and ways of, learning listening skills. In order to be able to provide students with appropriate listening instruction, teachers need to know students' needs for learning listening comprehension and their problems in learning listening skills.

Several researchers have investigated the development of learners' metacognitive and cognitive listening strategies. A. Chen (2009), in her classroom-based study focused on students' metacognitive, cognitive, and social-affective listening strategy development, and Graham, Santos and Vanderplank (2008, 2011), in their case studies on the configuration of listening strategy development and the relationships with listening ability, have reported that students employed different metacognitive listening strategies for listening comprehension. In the study by A. Chen (2009), it was found that the EFL students participating in the research reported greater awareness and control of their listening strategies after a 14-week listening course with listening strategy instruction. Similarly, the longitudinal case study by Graham et al. (2008), with two EFL students as subjects, indicates a high degree of stability of strategy use. In their later study on listening strategy development and use, Graham et al. (2011) investigated the relationship between listening development and strategy use of lower-intermediate learners of French. The results of the study show that students used quite consistent strategies over time. They also found that some learners tended to show stability in manner of use of strategies.

Another study on listening strategy instruction by Cross (2009), which was a quasi-experimental study focused on the investigation of cause-effect relationships between the use of listening strategies and students' listening comprehension ability, has proved that the use of appropriate metacognitive and cognitive strategies can improve students' listening proficiency. Cross (2009) also found that metacognitive and cognitive strategies of listening can be learned without explicit instruction provided by teachers, although this was valid only in some contexts and with certain students. Graham et al. (2008), in contrast, reported that the use of listening strategies by students was not generalizable. In their longitudinal case study of two lower-intermediate learners of a second language, Graham et al. explored the relationship between learners' listening proficiency and strategic behavior and mapped out how this relationship developed over time when there was no explicit strategy training. They concluded that strategy use by students was highly individualized. In their later research on the relationships between listening strategy development and listening ability, Graham et al. (2011) found that the majority of students remained in their original proficiency band.

The student positive listening strategy development reported by A. Chen (2009) and Cross (2009) above implies that metacognitive listening strategy instruction is necessary to help students improve their listening comprehension ability. The different use of, and ways of, learning metacognitive listening strategies as reported by Graham et al. (2008, 2011) and the stability of strategy use by students reported by Graham et al. (2008) imply that students need appropriate

metacognitive listening strategy instruction. It is, therefore, essential to provide strategies as part of students' learning since they are most often conscious and goal-driven (Chamot, 2005).

The positive results of research on the use of listening strategy instruction in foreign language classrooms above are consistent with the results of similar research conducted previously by Goh (2000) and Vandergrift (2002, 2003a, 2003b). Studies by Vandergrift (2002, 2003a) have revealed that systematic consciousness-raising implemented in teaching can lead to the positive development of metacognitive knowledge about L2 listening. More skilled students have been reported to employ more strategies than less skilled students (Goh, 2000; Vandergrift, 2003b).

The research results of A. Chen (2009), Cross (2009), Goh (2000), and Vandergrift (2002, 2003a) have indicated that listening strategies contribute significantly to improving students' learning of listening comprehension. As intelligent students are more able to employ top-down listening strategies and less skilled learners tend to use bottom-up listening strategies, the interplay of top-down and bottom-up listening strategies along with greater self-control by means of metacognitive listening strategies may foster student learning, which in turn will increase student listening comprehension. Hence, including metacognitive listening strategies in teacher instruction will likely improve student learning.

Recent literature on L2 listening instruction authored by Field (2008) and Vandergrift and Goh (2012) highlights interest in the implementation of metacognitive strategy instruction. The research results by A. Chen (2009), Cross (2009), Goh (2000), and Vandergrift (2002, 2003a) have put forward the importance of metacognitive strategy instruction in helping learners build L2 listening skills. Vandergrift (2004) suggests that teacher instruction may make students "learn to listen" so that in the end they are able to "listen to learn" (p. 19). It is metacognitive listening strategies that are emphasized in such an approach.

The above literature suggests that listening strategy instruction should be provided to address students' different ways of learning. With the presence of specific listening strategy instruction, it is likely that students' understanding of the use of metacognitive and cognitive strategies for listening will increase, and in turn, their listening proficiency will increase as well. This is in line with Chamot (2005), who stated that when less successful language learners are taught new strategies, they become better language learners (p. 112).

Listening Skills

Richards (1983) classifies listening skills into two main categories of listening process, top-down listening processing skills and bottom-up listening processing skills, which are then subcategorized into 18 listening micro-skills. Top-down listening processing skills constitute skills involve using context and prior knowledge to build a conceptual framework for comprehension. Bottom-up

listening processing skills, on the other hand, involve using gradual lexical segmentation and word recognition. According to Celce-Murcia (1997), top-down processing involves the activation of schematic knowledge and contextual knowledge and bottom-up processing involves knowledge of the language system which allows listeners to segment and interpret acoustic signals as sounds that form words, words that form phrases or clauses, and phrases or clauses that form cohesive and coherent texts (p. 364).

Peterson (1991) added another category of listening process, the interactive listening process, which is the combination of top-down and bottom-up processing skills. A listener is using the interactive listening process when s/he is using both top-down and bottom-up listening processing skills. When a listener is employing interactive listening processing skills, s/he is spontaneously processing background information, contextual information, and linguistic information (Celce-Murcia, 1997). Vandergrift (2003b) believes that dynamic interactive listening processing strategies ostensibly allow the more skilled listener to allocate more attentional resources to deploying more metacognitive strategies. Hence, it is the discourse level that a listener is performing in employing interactive listening processing skills and a more skilled listener is able to incorporate learning strategies with listening strategies to perform better. More skilled learners tend to use interactive listening processing skills or at least top-down listening processing skills, whereas less skilled learners tend to use bottom-up listening processing skills (Goh, 2000; Graham et al., 2008, 2011; Hasan, 2000; Vandergrift, 2003b).

Rost (1996) proposes a hierarchy of listening skills, which consists of two clusters: enabling skills and enacting skills. The enabling skills cover recognizing prominence within an utterance, formulating propositional sense for a speaker's utterance, formulating a conceptual framework that links utterances together, and interpreting plausible intention(s) of the speaker in making the utterance. The enacting skills cover utilizing representation of discourse to make an appropriate response. Further, Rost proposes that within a cluster, one skill would appear to be most salient and the development of the uppermost skill in each cluster subsumes development of several sub-skills (p. 151). This hierarchy of listening skills is in line with the top-down, bottom-up, and interactive listening processing skills categorization by Richards (1983) and Peterson (1991). The interplay of top-down listening processing skills, which are the manifestation of cognitive listening strategies, and bottom-up listening processing skills supported by self-regulation in learning, which is the nature of metacognitive learning strategy, may result in better listening ability.

Sources of Listening Difficulty

In addition to listening difficulties identified empirically by some researchers, such as the ten listening comprehension problems related to perceptions, parsing, and utilization faced by Chinese EFL students in Singapore reported by Goh (2000), the seven major categories of barriers to learning listening strategies faced by EFL students in Taiwan reported by Y. Chen (2005), and problems with the

speed of delivery of texts, problems caused by mishearing, and problems with speakers' accents faced by French learners in England reported by Graham (2006), Rost (1996) categorizes problems faced by listeners in most listening classes into three general types: (a) language problems, which involve not understanding linguistic items due to phonotactic, syntactic, or lexical decoding problems; (b) inferential problems, which are problems caused by inappropriate or inefficient strategy selection and inappropriate activation of background or contextual knowledge; and (c) procedural problems, where the listener does not know what to do and does not know what kind of response is expected.

At the implementation level, the first type of problem, a language problem, is a common problem in second language learning. Different phonology, syntax, and morphology create the most common barrier to second language learners. An inferential problem is another problem dealing with cognitive aspects. It relates to the message that learners need to get from a set of spoken language expression. They must be able to activate their background knowledge as well as their linguistic knowledge in order to successfully decode meanings contained within a set of spoken language expression. Much research has been conducted concerning the first two types of listening problems, while procedural problems with listening have not received much attention from experts. Until recently, very little research has been conducted to address listeners' procedural problems in learning listening skills.

The procedural problem reflects a lack of metacognitive listening strategies. Thus, the inclusion of metacognitive listening strategy instruction along with the interplay of top-down and bottom-up listening strategies may foster student learning of listening skills, which will help students solve their problems in listening.

FINDINGS

Overall, the students' learning progress in terms of listening skills improved. Every student gained improved listening scores on the post-test. The average increase in correct answers from the pre-test to the post-test is 3.67 (with a total of 30 questions), with 7 as the highest gain and 2 as the lowest. The average student score gain based on the Cambridge English Scale (CES) is 10 points. Based on the Common European Framework of Reference for Languages (CEFR), eight students were able to move up one level in the listening proficiency bands, while the remaining ten students stayed in the same listening proficiency band although they earned increased scores on the post-test.

In terms of metacognitive listening strategy use, the students also showed good learning progress over time. They were aware of their learning problems and the need to solve their learning problems. Based on the data obtained from students' checklists and feedback, it was found that the students could pick up appropriate learning strategies to be used during classroom listening exercises and during their own listening practice outside of the classroom. Most students reported that they could learn listening skills using their preferred learning strategies, which include

preparing their own learning materials based on the listening syllabus used for the listening course. Data obtained from the MALQ show that the average score is 100.22, which means that the students have high awareness of the need to use metacognitive listening strategies. As metacognitive learning strategies are positively linked to motivation and self-efficacy, the students reported having stronger beliefs about their capabilities to produce designated levels of performance in English listening. This is supported by the quantitative data obtained from the self-efficacy questionnaire in which the average score is 16.56, which can be categorized as medium-high. The students' test scores, MALQ scores, self-efficacy scores and listening proficiency bands are summarized in Table 1 below. The scores are based on the CES and CEFR criteria or score bands.

Table 1 Summary of Students' Scores

Student	CES			CEFR			MALQ	Self-Efficacy
	Pre Test	Post Test	Gain	Pre Test	Post Test	Gain		
S12	160	180	20	B2	C1*	7	112	24
S17	140	160	20	B1	B2*	7	104	20
S9	122	140	18	LI	B1*	6	113	12
S6	N/A	140	40	BASIC	B1*	5	86	8
S16	140	160	20	B1	B2*	5	106	24
S3	140	140	0	B1	B1	4	113	23
S18	N/A	122	22	BASIC	LI*	4	96	14
S1	160	160	0	B2	B2	3	91	10
S4	140	140	0	B1	B1	3	87	13
S7	140	140	0	B1	B1	3	94	11
S13	140	160	20	B1	B2*	3	111	20
S14	160	160	0	B2	B2	3	86	12
S15	140	160	20	B1	B2*	3	104	15
S2	160	160	0	B2	B2	2	105	20
S5	140	140	0	B1	B1	2	101	20
S8	140	140	0	B1	B1	2	102	21
S10	122	122	0	LI	LI	2	98	15
S11	160	160	0	B2	B2	2	95	16
Average			10			3.67	100.2	16.56
							2	
							126	24
CES	: Cambridge English Scale							
CEFR	: Common European Framework of Reference							

Based on the criteria of students' learning progress in terms of their awareness of metacognitive listening strategy and self-efficacy, the findings of this study are as follows.

- Students reported that solving their own learning problems is the key for better learning process.

- Students reported that learning and solving problems with peers has enriched their knowledge and ability to learn better.
- Metacognitive listening strategy instruction improves students' self-regulation of learning.
- Self-efficacy in terms of students' perception of the level of difficulty of listening and their confidence when listening to English remains low.
- Self-efficacy in terms of students' perception of the challenge of listening is high.
- Students' band score improves based on CEFR scores (8 out of 18 students).
- All students gained increased scores on the post-test with an average test score gain of 3.67 answers over 30 questions.
- High-performing students who think that the outcome expectations are beyond their current level of ability have lower self-efficacy.
- Demanding (complex) listening materials might have influenced students' self-efficacy in listening.
- Anxiety during formal tests might have influenced students' listening performance.

CONCLUSION

This study has revealed that the inclusion of metacognitive listening strategy instruction needs to be tailored to the needs of the students. This should be initiated by building students' awareness of the importance of carrying out self-evaluation. The inclusion of metacognitive listening strategy instruction should go hand in hand with the development of students' awareness and learning progress. This will boost students' self-efficacy since their motivation to learn and ability to perform better will grow, along with their ability to carry out self-assessment and problem solving, as a result of using the learned metacognitive listening strategy.

The inclusion of metacognitive listening strategy instruction should maximize collaborative and meaningful learning by means of using authentic materials and group work both during and outside of the class. Thus, metacognitive listening strategy needs to be taught by the teacher and discovered (acquired) by students through collaborative learning and meaningful learning. The inclusion of relevant listening strategy instruction can have an immediate impact on to the development of metacognitive and cognitive strategies of listening, which in turn may lead to the development of students' self-efficacy for improving English listening proficiency.

In terms of students' ability to manage their own learning, metacognitive listening strategy instruction does improve students' self-regulation in listening skills. Metacognitive listening strategy instruction also improves students' self-efficacy in English listening in terms of learning motivation (i.e. being challenged to undertake English listening tasks). However, false (high) outcome expectations might have reduced students' self-efficacy, as found in the minor case of student 2 (S2).

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