

EFL Learners' Metacognitive Strategy Use in Academic Listening Tasks

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Abstract

This study sought to investigate metacognitive listening strategies as used by Iranian EFL university students as well as the relationship between using such strategies and listening comprehension. To this end, 36 EFL university students were selected from existing classes according to their performance on the listening section of the TOEFL. Two instruments were employed in the study: Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift, et al., 2006) and the listening section of a retired TOEFL. Descriptive statistics and Spearman's correlation coefficient were used to determine how metacognitive strategies were used and whether there was a significant correlation between the participants' listening comprehension scores and their metacognitive listening strategy use. Results revealed that 'problem-solving strategies' were most frequently used and 'mental translation strategies', least frequently. It was also found that there was a statistically significant positive correlation between students' awareness of metacognitive listening strategies and their listening comprehension. Findings imply that strategy training need to be an integral part of language teaching programs.

Keywords: metacognitive strategies, EFL learners, listening comprehension, listening strategies

INTRODUCTION

Listening is an essential skill which develops faster than speaking and often affects the development of reading and writing abilities in learning a new language (Oxford, 1993, Scarcella & Oxford, 1992). This is because one receives input through listening to instructions or explanations prior to responding orally or in writing. Moreover, listening is an essential aspect of the communicative competence and the most frequently used language skill (Richards, 2008). A large amount of second and foreign language research

findings indicate that listening is the most important skill for language learning, because it is the most widely used language skill in normal daily life (Rost, 2002). The fundamental role listening plays in both communication and language learning cannot be overemphasized. Listening is an active process that involves deciphering and constructing meaning from verbal and non-verbal messages (Nunan, as cited in Al-Alwan, 2013).

In listening, listeners deal with a variety of complicated tasks, such as discriminating between sounds and interpreting stress and intonation. Also, listeners use a variety of mental processes to give meaning to the information they listen to. These mental processes that listeners use to understand spoken English can be generally described as listening comprehension strategies (Coskun, 2010). As Oxford (1990) put it “strategies are especially important for language learning, because they are tools for active, self-directed involvement, which is essential for developing the communicative competence. Nunan (1999) states that behind every learning task is at least one strategy. However, learners are not aware of these strategies in which they are engaged.

Learning strategies have been described in different categories: cognitive, metacognitive and social-affective categories (O'Malley & Chamot, 1990). Cognitive strategies are behaviors, techniques, or actions used by learners to facilitate acquisition of knowledge or a skill. They are directly related to the performance of certain learning tasks, for example, elaboration, inferencing, and translation. Metacognitive learning strategies are those which involve knowing about learning and controlling learning through planning, monitoring and evaluating the learning activity. The social-affective strategies are a collection of strategies that involve the control of resources, time, effort and support. The social strategies include ‘question for clarification’ and ‘cooperation’. Therefore, awareness of metacognitive learning strategies can have improving impacts on students’ listening development. Empirical evidence shows that the effective use of metacognitive listening strategies plays an important role in successful listening comprehension (Vandergrift, 2003). In line with the research in this area, this research sought to answer the following questions.

- What are the metacognitive strategies used by Iranian EFL learners to accomplish academic listening tasks?
- Is there any significant relationship between the use of metacognitive listening strategies by Iranian EFL learners when conducting academic tasks and their listening comprehension?

LITERATURE REVIEW

Academic listening

Listening and reading are secondary skills, means to other ends, rather than ends in themselves. “Language learning depends on listening because most learners spend more time in listening to the foreign language than in producing it themselves” (Celce-Murcia & Olshtain, 2000, p. 102). Anderson (2015) divided the process of listening into

three stages within the area of FL/L2 teaching and learning: the perceptual, the parsing, and the utilization. During the perceptual process listeners concentrate consciously on the oral sounds of speech (e.g., intonation) and preserve them in their "echoic memory". In order to understand the meaning of sounds, listeners' brain sends the information from echoic memory at once. In the second process, the parsing process, listeners put together the meaning of "the words of the original input in short term memory form meaningful mental representations". Finally, in the last process, utilization, listeners' prior knowledge will be integrated with the incoming message, and if these two types of knowledge match together, listening comprehension occurred. It should be mentioned that these three stages occur in a manner of repetition. It means that one stage change in to another stage and then back to the previous one again.

Richards (1983), one of the first scholars to differentiate between general and academic listening, proposed a list of academic listening micro-skills, some of which include: the ability to identify a lecture's purpose and scope; to identify relationships among units within discourse (such as major and supporting ideas, generalizations, and examples); and to infer relationships such as cause, effect, and conclusion. In a number of research studies, it is suggested that academic listening is composed of a number of separate but interrelated sub-skills (Buck, 2001; Goh & Aryadoust, 2010; Wagner, 2004). Listening skills, however, do not develop easily. In academic settings, listening is often a source of frustration to learners as it seems difficult for students to make progress (Arnold, 2000, Goh, 2000). For instance, in a study on language skills, Graham (2011) reported that very few students considered their listening performance as satisfactory.

Metacognitive strategies and learning

'Metacognition' refers to one's knowledge concerning one's own cognitive processes and products or anything related to them (e.g., the learning-relevant properties of information or data). Metacognitive strategies deal with knowing about learning. With the help of such strategies, learners are involved in thinking about the process of learning while they are planning, monitoring, and evaluating their own learning, exactly like pre tasks activities (Holden, 2004). Metacognitive knowledge consists of three types of knowledge including person knowledge, task knowledge, and strategy knowledge (Vandergrift, 2006). It is believed that "development in these three aspects of metacognitive knowledge will enable learners to appraise themselves and to select appropriate strategies for improving their performance" (Goh & Taib, 2006, p. 223). As defined by Vandergrift (2006), *person knowledge* consists of the judgments that one makes about his/ her learning abilities and knowledge of the factors, whether internal or external, that impact the success or failure in one's learning. *Task knowledge* is about the demands, nature, and purpose of learning tasks, and it is meant to enable learners to consider the various factors that can contribute to the difficulty of a learning task. *Strategy knowledge* helps achieve one's learning goals and choose the appropriate strategy to achieve these goals. Likewise, O'Malley et al. (1985) also maintain that metacognitive strategies, such as planning for learning, thinking about the learning

process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed, are employed in effective listening.

In many research projects, the use of metacognitive strategies in listening comprehension process has been examined (e.g., Cross, 2009; Goh, 2000; Goh & Taib, 2006; Graham & Macaro, 2008; Mareschal, 2007; Vandergrift & Tafaghodtari, 2010). In all of these research studies, it is shown that more proficient listeners use more metacognitive strategies and use of these strategies would improve the listening performance of language learners. Vandergrift (1993) investigated the strategy use of Core French High School students at four different language proficiency levels. The results showed that successful learners appear to use more metacognitive strategies than unsuccessful learners, particularly monitoring comprehension and identifying problems. Moreover, more-skilled learners relied a great deal on their world knowledge, and were better able to overlook irrelevant information. Less-skilled learners got stuck because they wasted time and attention using ineffective strategies such as translation. Vandergrift (1997) lists four strategy categories, planning, monitoring, evaluation and problem identification, which make up the basics of his model. Goh (2000) has found out that by helping learners develop their knowledge of metacognitive strategies, they will be more autonomous in solving their listening problems and that they will not give up their efforts in completing listening tasks.

In other words, raising listeners' awareness of effective metacognitive strategies could enhance their comprehension considerably. According to Vandergrift et al. (2006), metacognitive awareness of listening involves five factors: problem solving, planning and evaluation, translation, personal knowledge and directed attention. In a research study done by Vandergrift (2002), elementary-aged L2/FL learners were taught specific strategies, such as listening for key terms and focusing on the task at hand, and then asked to reflect on their performance on listening tasks. As far as the questionnaire in the study was concerned, they were asked questions about what had helped them to understand, and whether they had used certain strategies during the tasks. Students were encouraged to comment both on specific tasks and on the instruments used for each task. Results showed that even young students were aware of many of the strategies they used in L2 or FL listening. Awareness of the metacognitive listening strategies is concerned with the extent to which language learners are aware of their strategies and can regulate the process of L2 listening comprehension (Vandergrift et al., 2006). Goh and Hu (2013) found that there was a significant relationship between learners' metacognitive awareness and their listening performance, with high proficiency learners being more aware of their emotion in the listening tests than low listening proficiency learners.

Metacognitive instruction

There is empirical evidence in the literature that the use of metacognitive strategies leads to better listening performance in different contexts (e.g., O'Malley & Chamot, 1990; Thompson & Rubin, 1996; Vandergrift, 2003). Cross (2011) conducted a small-scale study of the effect of metacognitive instruction on a group of 20 Japanese

advanced EFL learners' comprehension over five listening lessons. The listening lessons included predicting, monitoring, problem identification, and evaluating in each of five listening lessons to improve learners' comprehension performance of television news items. The results from pre- and post-test scores illustrated that three of four less-skilled learners made substantial gains across five lessons, whereas only one of four more-skilled learners improved. Based on these findings, some language educationists have discussed the rationale for integrating metacognitive instruction into teaching listening comprehension (e.g., Goh, 2008; Vandergrift, 2004). Wang (2002) investigated the listening comprehension strategy use by EFL learners in Taiwan, and found that EFL learners used metacognitive strategies frequently in English listening process. The findings also showed that EFL learners preferred to use the monitoring strategy and the self-management strategy in metacognitive strategies to facilitate their listening comprehension.

In the Iranian context, in a study at Allameh Tabatabai and Shahid Beheshti universities, Baleghizadeh and Rahimi (2011) explored the relationship among metacognitive strategy use, motivation and listening performance of EFL students. In this study MALQ, AMS (Academic Motivation Scale), and the listening section of the TOEFL were used as instruments. After administering the pretest, students completed MALQ and AMS. The results showed significant correlation between metacognitive strategy use and listening performance, listening performance and intrinsic motivation, as well as metacognitive strategy use and intrinsic, extrinsic motivation. Latifi, Tavakoli, and Dabaghi (2014) investigated the effectiveness of metacognitive instruction on the improvement of listening comprehension ability of EFL learners. The findings of the study can lead us to conclude that less skilled learners make a noticeable progress via metacognitive instruction. However, whether listeners make use of similar strategies when listening to academic talk seems to require further investigation.

METHOD

Participants

The participants of this study were selected through the convenient sampling method. In convenience sampling, all the participants are accessible and keen to take part in the survey. Fifty EFL university students studying at Isfahan Azad University were selected in this way. The students were studying English translation and they were all native speakers of Persian. They were both male and female (27 females and 23 males) and their age range was between 18 and 32. Some of the participants were juniors and others were seniors. To have a homogeneous group of participants in terms of their listening ability, the participants took the listening subsection of a retired TOEFL test. The results of the test produced a mean score of 11.19 out of the maximum of 18 ($M = 11.19$). The standard deviation was found to be 1.4 ($SD = 1.4$). Finally, 36 participants who gained a score of 9 or above were included in the study.

Instruments

Two instruments were used in this study: (a) Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift, Goh, Mareschal & Tafaghodtari, 2006) and (b) the subsection of listening comprehension of TOEFL. Both instruments were in English.

The MALQ is designed “to assess second language (L2) listeners’ metacognitive awareness and perceived use of strategies while listening to oral texts” (Vandergrift, et al., 2006, 431). It has 21 items, each is rated on a six-point Likert scale, ranging from 1= strongly disagree to 6= strongly agree without a neutral point so that respondents would not hedge. The instrument comprises five components of metacognitive awareness: (a) problem-solving (6 Items); (b) planning and evaluation (5 items); (c) mental translation (3 items); (d) person knowledge (3 items); and (e) directed attention (4 items). The brief explanation of these factors appears below:

1. Planning and Evaluation: how listeners prepare themselves for listening and evaluate the results of their listening efforts.
2. Problem Solving: the ability to inference what is not understood and monitoring those inferences.
3. Directed Attention: how listeners concentrate, stay on task, and focus their listening efforts.
4. Mental Translation: the ability to use mental translation parsimoniously.
5. Person Knowledge: learner perceptions concerning how they learn best, the difficulty presented by L2 listening, and their self-efficacy in L2 listening.

The validity of the questionnaire has been explored by the developers by a large sample of different foreign language learners including Iranians. The reliability coefficient of the subscales was also found to be 0.74 for problem solving, 0.75 for planning-evaluation, 0.78 for mental translation, 0.74 for person knowledge, and 0.68 for directed attention, respectively (Vandergrift et al., 2006). The reliability of the questionnaire, in general, was also calculated, which was reported to be .75.

The second instrument used in this study was to measure the listening ability. For this purpose, the listening section of a retired TOEFL test was used. The audio materials included academic lectures on topics such as geography, music education, and anthropology. The length of lectures was approximately the same. Each lecture has six questions, therefore, the listening test was composed of three lectures with eighteen questions. After each lecture, six questions would be asked by a third person about what was stated or implied in the lecture and the students would have time to answer each question in the given time. Table 1 shows the topic and length of each lecture.

Table 1. Topic and length of the lectures in listening test

	Topic	Length
Lecture 1	Geography class	06:52
Lecture 2	Music education class	06:24
Lecture 3	Anthropology class	06:04

Theoretical framework of the study

The design of the MALQ is based on a theoretical model of metacognition, a construct that refers to thinking about one's thinking or the human ability to be conscious of one's mental processes (Flavell, 1979; Metcalfe & Shimamura, 1994; Nelson, 1996). Flavell's (1979) model of metacognitive knowledge defines metacognitive knowledge as "that segment of your (a child's, an adult's) stored world knowledge that has to do with people as cognitive creatures and with their diverse cognitive tasks, goals, actions, and experiences" (p. 906). Three categories of knowledge, representing key components in the process of cognitive self-appraisal, are identified in this framework: person knowledge, task knowledge and strategy knowledge. Person knowledge consists of judgments about one's learning abilities and knowledge about internal and external factors that affect the success or failure in one's learning. Task knowledge is knowledge about the purpose, demands, and nature of learning tasks and strategy knowledge is useful for achieving learning goals by helping learners to choose the strategies that they use (Vandergrift. et al, 2006).

Procedure

The data for this study was collected during the second semester of the academic year 2014/2015. Students were approached in their regular classes. They were informed about the purpose of the study. It was also emphasized that their participation would be anonymous and confidential and the results of the test would not change their university grades. But, in order to motivate the participants to cooperate with the researcher and to answer the listening test accurately and fill in the questionnaire honestly, they were told to write their names if they liked to know about their individual results.

First, the participants were sked to listen to the academic lectures presented to them as the listening sub-section of the TOEFL. Later, the MALQ was administered to the same participants in order to find about their use of metacognitive listening strategies. The participants were asked to take the listening test before completing the survey so that they could base their self-ratings on their recent experience of listening to sample of academic listening tasks. This practice ensured the validity of their responses through behavioral verification. Each lecture was played only once for the students. It took about 25 minutes to complete the task. After that, the MALQ was administered immediately to the participants.

RESULTS

In order to answer the first research question, that is, "What are the metacognitive strategies used by Iranian EFL learners to accomplish academic listening tasks?" data from the MALQ were analyzed through descriptive statistics to determine the percentage of each strategy employed by Iranian EFL students. Likewise, the second research question, "Is there any significant relationship between the use of metacognitive listening strategies by Iranian EFL learners when conducting academic

tasks and their listening comprehension?”, was addressed by analyzing data from both the listening comprehension test and the MALQ to calculate the relationship between them by using Spearman’s correlation coefficient.

Awareness of metacognitive listening strategies

The participants’ perception of metacognitive listening strategies was measured by a questionnaire adopted from Vandergrift, et al. (2006). This questionnaire contained five different strategies. Students responded to these questions based on a six point Likert scale ranging from 1= strongly disagree to 6= strongly agree. We wanted to know which strategies were mostly used by Iranian EFL learners and to what extent they made use of these strategies. To find a reasonable answer to these questions two tables were prepared. The Table 2 presents the frequency of each single item and Table 3, a summery of results in general.

Table 2. The frequency of individual items in MALQ

Item	6	5	4	3	2	1
Planning Evaluation	7	2	3	6	6	12
	9	2	9	4	4	8
	6	5	3	4	11	7
	3	3	7	5	10	8
	5	3	6	7	7	8
Problem Solving	2	4	7	7	8	8
	6	3	4	8	12	3
	2	3	4	7	9	11
	4	3	7	13	6	3
	1	1	6	10	8	10
Translation	2	5	6	10	5	5
	7	3	1	8	7	10
	6	6	4	10	6	4
Person Knowledge	11	6	4	4	7	4
	7	4	2	3	11	9
	6	3	8	5	5	9
Directed Attention	7	2	2	8	8	9
	1	4	4	9	8	10
	5	3	4	10	13	1
	2	2	7	7	7	11

Note. 6= strongly disagree, 5=moderately disagree, 4=slightly disagree
3=slightly agree, 2=moderately agree, 1=strongly agree

As shown in Table 2, the number of students who strongly used planning and evaluation (f = 43) and problem solving strategy (f = 40) is greater in comparison to those who used person knowledge (f = 27), directed attention (f = 22) and mental translation strategy (f = 18).

The results of the use of metacognitive strategies in terms of its five components are presented in Table 3.

Table 3. Descriptive statistics for the MALQ

Sub-scales	No. of items	M	SD	M (per item)
Problem solving	6	24.83	5.25	4.14
Planning evaluation	5	19.72	5.66	3.94
Directed attention	4	15.22	3.46	3.80
Person knowledge	3	11.64	2.98	3.88
Mental translation	3	10.22	3.80	3.41
Total	21	81.64	13.52	3.89

This table shows the descriptive statistics (mean and standard deviation) for each of the five categories in the MALQ. As shown in Table 3, the participants' overall level awareness of items in the MALQ is 3.89 (SD = 13.52), which shows a moderate level of metacognitive strategy use among Iranian EFL learners. As for the subscales, however, the highest mean response was 4.14, which is associated with problem solving whereas the lowest was found to be 3.41, associated with mental translation. It can also be seen that the participants of the study are at a satisfactory level of planning and evaluation strategy use, which turned out to be 3.94.

The participants further appeared to be high-strategy users with reference to problem solving strategy (M = 4.14, SD = 5.25) and medium-strategy users in terms of planning and evaluation (M = 3.94, SD = 5.66), person knowledge (M = 3.88, SD = 2.98), and directed attention (M = 3.80, SD = 3.46). In comparison to the other categories, the only category that the participants used not as frequently as others was the category of mental translation (M = 3.41, SD = 3.80).

In summary, the Iranian EFL university learners appeared to be at a medium level in overall use of metacognitive listening strategies and also at a medium level in each individual category (i.e., planning and evaluation, person knowledge, directed attention and mental translation) and at a high level in problem solving strategy.

Correlation between MALQ scores and listening scores

The second research question was concerned with the relationship between the use of metacognitive listening strategies and academic listening performance. For this purpose, the Spearman's correlation coefficient was calculated ($p \leq .05$). To do so, a score for the awareness of each category of listening strategy use as well as for the overall awareness of metacognitive listening strategies was calculated by adding up the evaluations of the individual items. This calculation resulted in an interval score for the awareness of metacognitive listening strategies. Regarding the participants' listening ability, the scores obtained from the TOEFL listening test, as previously described, were used.

Table 4. Correlation between MALQ scores and TOEFL listening scores

Variables	1	2	3	4	5	6	7
Listening comprehension		.56**	.53**	.40*	.34*	.14	.36*
MALQ			.76**	.75**	.55**	.25	.65**
Problem solving				.46**	.29	.07	.53*
Planning evaluation					.24	.03	.29
Directed attention						.17	.19
Person knowledge							.00

Note. $p \leq .05$, $p \leq .01$

According to Table 4, there was a statistically significant relationship between the participants' overall use of metacognitive listening strategies and the listening test scores ($r = .56$). Moreover, the correlation between listening comprehension and each of the subscales was significant too: problem solving, $r = .53$; planning and evaluation, $r = .40$; directed attention, $r = .34$; and mental translation, $r = .36$. The only insignificant correlation was associated with person knowledge ($r = .14$).

In sum, there was a significant correlation between overall use of metacognitive listening strategies and listening comprehension. There was a significant correlation between listening comprehension and the four categories of metacognitive strategies as well: problem solving, planning and evaluation, directed attention, and mental translation. However, there was not a significant correlation between listening comprehension and person knowledge category.

DISCUSSION

This study investigated the types of metacognitive strategies in listening comprehension used by Iranian EFL university students. Also, the study examined the relationship between metacognitive listening strategy use and listening comprehension of the learners. To answer the first question of the study about students' level of metacognitive listening strategies awareness, descriptive statistics were calculated for the MALQ and its subscales. The results of the study revealed that students' level of overall use of metacognitive listening strategies was satisfactory. Among the five categories of metacognitive strategies in MALQ, the "problem solving" category was the first most frequently used; and "planning and evaluation" category was in the second level of frequency. The third and fourth categories included "person knowledge" and "directed attention". And the least frequent category of metacognitive listening strategies was "mental translation". These results go in line with the view that metacognitive awareness helps in making the listening task less problematic, leading to better listening comprehension ability and a better language proficiency (Dreyer & Oxford, 1996). As Vandergrift (2006, pp. 435) states "learners with high degrees of

metacognitive awareness are better at processing and storing new information, finding the best ways to practice and reinforce what they have learned." This is also in line with findings of other studies that showed Iranian students have rather high metacognitive awareness in listening strategies (Rahimi & Katal, 2011; Ratebi & Amirian, 2013; Shirani Bidabadi & Yamat, 2010). Moreover, in these studies the highest level of metacognitive awareness belongs to "problem-solving" strategies as in this study. However, in those studies the lowest level of awareness is for person knowledge while in this study it is for mental translation.

The learners' highest performance in the study was associated with using problem-solving strategy. This means that they move back to their repertoire of vocabulary and main text idea and incorporate their own experience and general knowledge in text interpretation to realize the meaning of unknown words. In terms of planning and evaluation, the participants of this study had a satisfactory level of planning and evaluation strategies. For example, they are keen on developing listening plans, manipulating similar texts, establishing their own purposes behind listening, continuously checking their self-satisfaction with the emerging interpretation, and constantly assessing their listening strategy effectiveness. These strategies characterize the purposeful nature of the comprehension process and the evaluation of the comprehension goals (Richards, 1983).

Relative satisfaction is also associated with participants' use of "person knowledge". It consists of strategies which include items evaluating the perceived difficulty of listening compared with the three other language skills, learners' linguistic confidence in second or foreign language listening, and the anxiety level experienced in second or foreign language listening (Sparks & Ganschow, 2001). Moreover, participants' relative satisfaction in strategy use is associated with "directed attention" strategies. It represents strategies that listeners use to concentrate and to stay on task such as getting back on track when losing concentration or focusing harder when having difficulty understanding (Rost, 2002). Thus, students could moderately redirect their focus when distracted. Based on the results drawn from the descriptive statistics in this study, the lowest strategy awareness was for "mental translation" which includes strategies that listeners must learn in order to avoid them if they are to become skilled listeners (Vandergrift, 2003). The results of the study revealed that the problem solving, planning/evaluating, personal knowledge, and directed attention had a significant power to explain the variance in EFL students' listening comprehension than mental translation. Also, the strongest factor was the problem-solving strategy that allows learners to think of a variety of different plans or solutions, and activate what has already been learned and link it to the existing problem (Rost, 2002; Vandergrift, 2003).

The second question that this study addressed was the relationship between the use of metacognitive listening strategies by Iranian EFL learners when conducting academic tasks and their listening comprehension. The results indicate that there is a significant relationship between listening comprehension and the use of metacognitive listening strategies. It means that the more listeners make use of listening metacognitive

strategies, the more their listening comprehension improves. The findings of listening comprehension strategy use were also reached by Vandergrift (2005) and Mareschal (2007). They concluded that when listeners had metacognitive awareness about listening, they used listening comprehension strategies successfully and this resulted in their overall success in listening comprehension. The significant relationship between listening development and students' strategy use was also noted by the findings of Graham, Santos, and Vanderplank (2011). Thus, raising EFL learners' metacognitive knowledge of listening improves their listening comprehension and helps them become aware of metacognitive strategies of listening. The findings of this study agree with Vandergrift's research findings (2002, 2004 & 2010), which stated that raising EFL learners' metacognitive knowledge had positive effect on their listening comprehension

CONCLUSION

This study investigated the types of metacognitive strategies used by Iranian EFL university students. Students' highest use of strategies was in association with problem solving, and the lowest was associated with mental translation. The predictability of students' listening comprehension ability was associated with problem solving, planning and evaluation, personal knowledge, directed attention, and mental translation. The results confirmed EFL students' possession of a moderate level of metacognitive listening strategy awareness. This study also aimed at investigating the relationship between listening comprehension and metacognitive awareness among Iranian EFL learners. Based on the results a statistically significant positive correlation was found out between students' awareness of metacognitive strategies and their listening comprehension. The results of the study can be considered another contribution towards supporting the use and training of metacognitive strategies in language learning during the listening comprehension process.

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