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The Role of Metacognitive Strategy in Improving EFL Learners' Listening Comprehension and Reducing Test Anxiety

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دور استراتيجيات ما وراء المعرفة في تحسين مهارات الاستماع لدى متعلمي اللغة الإنجليزية لغة

أجنبية وتقليل قلق الاختبار

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وزارة التربية / مديرية تربية الكرخ الثالثة

مستخلص

تهدف هذه الدراسة إلى دراسة آثار تدريس استراتيجية ما وراء المعرفة على فهم الاستماع لدى طلاب اللغة الإنجليزية كلغة أجنبية وقلق الامتحان. شملت الدراسة أربعين طالبة من الصف الرابع الابتدائي بمدرسة نور المعرفة الثانوية للبنات للعام الدراسي ٢٠٢٣/٢٠٢٤. قُسمت المشاركات عشوائيًا إلى مجموعتين: مجموعة تجريبية تضم ٢٠ طالبة تلقين تدريبًا على الاستماع بمساعدة استراتيجية ما وراء المعرفة، والمجموعة الضابطة التي تضم ٢٠ طالبة يتلقين دورة استماع تقليدية. استُخدم اختبار فهم الاستماع قبل وبعد جلسة الاستماع، بالإضافة إلى مقياس لقلق الامتحان، لجميع طالبات المجموعتين. في المجموعة التجريبية، ركز التدريب على تعليم الطالبات التخطيط لمهارات الاستماع لديهن ومراقبتها وتقييمها. أشارت النتائج إلى وجود فرق ذي دلالة إحصائية بين المجموعة التجريبية والمجموعة الضابطة في فهم الاستماع وقلق الاختبار بعد الاختبارات، مما يشير إلى فعالية تدريب استراتيجيات ما وراء المعرفة في تحسين أداء الطلاب في الاستماع وتقليل قلقهم أثناء امتحانات الاستماع للغة الثانية. تقترح هذه الدراسة إدراج تعليم استراتيجيات ما وراء المعرفة في مناهج الاستماع للغة الإنجليزية كلغة أجنبية، وتقديم تدريب احترافي للمعلمين لتمكين الطلاب من أن يصبحوا مستمعين أكثر استقلالية وثقة ونجاحًا.

الكلمات المفتاحية: استراتيجيات ما وراء المعرفة، فهم الاستماع، قلق الاختبار، متعلمو اللغة الإنجليزية كلغة أجنبية، طلاب المرحلة الثانوية.

Abstract

This paper is aimed at investigating the impact of metacognitive strategy instruction on EFL students' listening comprehension and test anxiety. The study was conducted in the academic year (2023/2024) forty female students of 4th grade from Noor Al-Ma'rifa Secondary School for Girls participated in the study. The tested subjects were randomly divided into two groups: an experimental group including 20 students who received metacognitive strategy training-assisted listening instruction and a control group that included 20 students taking the traditional teaching-based listening course. A pre- and post-listening comprehension test was administered to all students of the two groups, but for the listening-test-anxiety scale. As for experimental group, instruction focused on training students to plan, monitor and evaluate their listening. On the post-test measures of listening comprehension and test anxiety, significant differences were found between the experimental groups and control groups, leading to the conclusion that L2 students who had received metacognitive strategy instruction made more progress in their listening performance than those who did not receive such training and experienced less anxiety about taking a L2 listening test. The study recommends that metacognitive strategy instruction should be presented in EFL listening course, and that teachers should be trained to work on assisting their learners become autonomous, confident and successful listeners.

Keywords: Metacognitive strategies, listening comprehension, test anxiety, EFL learners, secondary school students.

Introduction

1.1 Statement of the Problem

Listening is one of the four basic skills in EFL competence, but many Iraqi secondary school students still need help to develop an understanding of spoken English. There are other issues (other than the pressure of examination) which have also been associated with the prominence of traditional listening teaching that focuses on answering comprehension questions and those which do little to help learners develop awareness for dealing with appropriate listening processes (Graham & Macaro, 2008). Consequently, students are hardly ever equipped with the necessary metacognitive strategies to willfully plan, monitor, and evaluate their listening ability which results in the shallow form of listening comprehension (Abdullah & Hashim, 2021). Additionally, good listening performance is generally correlated with higher listening competence (Huang & Chang, 2022). Based on such concerns, the purpose of the current study is to explore whether EFL students are prone to be poor listeners with high test-anxiety since metacognitive strategy instruction is not explicitly targeted in their listening classes.

1.2 Aims of the Study

The present study aims to achieve the following:

1. To examine the effectiveness of metacognitive strategy training in improving EFL fourth-grade preparatory students' listening comprehension.
2. To investigate the impact of metacognitive strategy training on reducing listening test anxiety among EFL fourth-grade preparatory students.
3. To determine whether there is a statistically significant difference between the experimental and control groups in the post-test of listening comprehension.
4. To determine whether there is a statistically significant difference between the experimental and control groups in the post-test of listening test anxiety.

1.3 Hypotheses of the Study

In light of the aims of the study, the following null hypotheses will be tested:

1. There is no statistically significant difference between the mean scores of the experimental group and the control group in the post-test of listening comprehension.
2. There is no statistically significant difference between the mean scores of the experimental group and the control group in the post-test of listening test anxiety.
3. Metacognitive strategy training has no effect on improving EFL fourth-grade preparatory students' listening comprehension.
4. Metacognitive strategy training has no effect on reducing listening test anxiety among EFL fourth-grade preparatory students.

1.4 Limits of the Research

The limitations of the research are:

1. Female fourth-grade preparatory students at Noor Al-Ma'rifa Secondary School for Girls during the academic year (2023–2024), second semester.
2. Specific units from the prescribed listening curriculum for fourth preparatory stage as approved by the Ministry of Education.
3. The instructional model adopted in this research is Metacognitive Strategy Training based on the framework of Goh (2008) and Graham & Macaro (2008).
4. The tools of the research are limited to a listening comprehension test and a listening test-anxiety scale developed and validated for the participants of the study.

1.5 Plan of the Research

This research employs the following procedures to fulfill its objectives and validate its hypotheses:

1. A sample of forty fourth-grade female students from Noor Al-Ma'rifa Secondary School for Girls was selected and divided into two equal groups: the experimental group and the control group.
2. Equalizing the two groups based on the following variables: age, parents' academic achievement, previous year's English language scores, and pre-test results of listening comprehension and listening test anxiety.
3. Constructing a pre-post listening comprehension test and a listening test-anxiety scale for the participants of the study.

4. Teaching the experimental group through metacognitive strategy training, while teaching the control group through the conventional method used in the regular classroom.
5. At the end of the instructional period, both groups will be subjected to the post-administration of the listening comprehension test and the listening test-anxiety scale.
6. Determining the validity and reliability of the listening comprehension test and the listening test-anxiety scale.
7. Conducting the appropriate statistical analyses of the collected data and interpreting the results in light of the research hypotheses.
8. Presenting the findings and offering conclusions along with recommendations and suggestions for further research.

Chapter Two: Theoretical Background and Previous Studies

2.1 Theoretical Background

2.1.1 Listening Comprehension

Listening comprehension is perceived as a critical instrument in second/foreign language learning since it is learners' first source of input. It also seems to require consideration of sounds, words, grammar and meaning under the time constraints imposed by spoken language (Rost, 2011). Listening, say researchers, is not a passive and mechanical process; it comprises several mental processes or activities that the students use their knowledge of language, of the world and context as cues to interpret meaning (Vandergrift & Goh, 2012).

Accordingly, listening comprehension involves a perceptual and a cognitive component and therefore is one of the most difficult to manage skills in EFL classrooms.

2.1.2 Listening in the EFL Context

The listening exercise is particularly difficult for EFL learners because of limited exposure to spontaneous spoken language outside the classroom and minimal opportunities to practice it with native speakers. Listening is generally learned in Iraqi classrooms anyway, through a passive and not active manner where students are asked to answer questions of details but are never subjected to targeted listening strategy instruction (Taheri & Hedayat, 2018). Consequently, in L2 listening, students are not likely to possess the cognitive sources available to self-regulate their attention while they listen and with time have inferior comprehension of spoken input (Dalman, 201).

2.1.3 Models of Listening

The listening exercise is particularly difficult for EFL learners because of limited exposure to spontaneous spoken language outside the classroom and minimal opportunities to practice it with native speakers. Listening is generally learned in Iraqi classrooms anyway, through a passive and not active manner where students are asked to answer questions of details but are never subjected to targeted listening strategy instruction (Rahimirad, & Sham, 2014). Consequently, in L2 listening, students are not likely to possess the cognitive sources available to self-regulate their attention while they listen and with time have inferior comprehension of spoken input (Richards & Rodgers, 2002).

2.1.4 Listening Difficulties among EFL Learners

It has been reported from the studies carried out that EFL learners encounter many problems in doing listening tasks. Fast rate of presentation, when unknown words are involved failure to understand what is being said and lack of 'pictorial' support as well as low attention span inability to process sound was poor difficulty in processing sounds through the ear by others to tell me about them all making it hard for comprehension problems were identified (Field, 2008). Additionally, we also have limited working memory to relate and process spoken input concurrently that could cause down break in understanding (SOODMAND & Hamzavi, 2014).

2.1.5 Test Anxiety

Test anxiety entails a psychological and emotional reaction, generally consisting of tension, apprehension, worry and heightened physiological arousal prior to or during the performance of any evaluative event (Xu & Huang, 2018). High levels of test anxiety have been found to impair cognitive test-taking performance by means of attentional inhibition, intrusive thinking and expectancies for failure (Taheri & Hedayat Zade, 2018). When you are anxious, the logical thing you need to do is learning will not be able to use your linguistic knowledge to use it".

2.1.6 Listening Test Anxiety

Listening tests” are reported to be a very stressful activity for English L2 students, as they require comprehension on the spot, lack a repetition option and control the pace of stress than if I were able to do otherwise (Huang & Chang, 2022). There was a point to prove that EFL anxious listeners are overloaded cognitively, with small working memory spans and low self-efficacy towards listening activities which hamper their performance (Huang & Chang, 2022). Therefore, effective instructional approaches to lowering listening anxiety must be considered in an effort to facilitate the effectiveness of listening instruction.

2.1.7 Metacognitive Strategies

Metacognitive strategies refer to the conscious mental activities that learners engage in for planning, monitoring, and evaluating their learning (Nowruzi & Kamali, 2013). Metacognitive strategy use helps learners regulate attention, predict content, monitor comprehension and notice problems as well as to compensate for when meaning is not created during L2 listening (Goh, 2008). These strategies are intended to foster learner independence and support students to become independent listeners.

2.1.8 Metacognitive Strategy Training in Listening

Metacognitive strategy (MS), in this research, is focusing on increasing learners' consciousness about thinking processes that occur during listening and helping them to be able to control these more effectively. A Cycle Model of MS A cyclical model of MST is proposed by Vandergrift and Goh (2012), which is divided into three major stages:

Skimming: preparing to listen, predicting content and purpose of listening.

Monitoring: checking comprehension during listening.

valuating: evaluating and self-evaluation after the task, strengths and weaknesses.

MST has been found to enhance learners' listening comprehension, self-confidence, and reduce their listening anxiety (Abdullah & Hashim, 2021). Therefore, it was observed that adopting metacognitive instruction in EFL listening courses must be indispensable to the cultivation of autonomous and strategic listeners.

2.2 Rrelated Previous Studies

It is also due to this reason that some researches have been conducted on the impact of metacognitive strategy instruction on EFL students' listening comprehension and test anxiety. A few selected studies related to the present study are compiled as follows:

2.2.1 Goh (2008)

explored whether metacognitive instruction is beneficial to lower-intermediate EFL learners in Singapore. They were guided to plan and monitor their listening processes through the completion of think-aloud tasks and follow-up exercises. The findings indicated that MST had positive impacts on learners' autonomous listening strategy which, in turn enhanced their confidence and listening comprehension.

2.2.2 Abdullah & Hashim (2021)

conducted a quasi-experimental study to investigate the effect of metacognitive listening strategy instruction on listening performance with 60 Malaysian secondary school EFL learners. The experimental group was instructed about the explicit instruction of planning, monitoring and evaluating listening whereas the control received all regular lessons of listening. The results revealed that metacognitive 2strategies in listening skill is promising addition.It confirmed that their skills(efficiency) were significantly enhanced.

2.2.3 Huang & Chang (2022)

investigated the relationship between listening anxiety and high school EFL learners strategy use in Taiwan. In their correlational research, learners' use of metacognitive strategies were negatively correlated with listening anxiety and may play a crucial role in predicting the comprehension scores of listeners. Therefore, the current study demonstrates an additive effect of metacognitive strategy training on both performance and test anxiety.

2.2.5 Commentary on Previous Studies

Overall, the issues discussed in the reviewed papers showed that metacognitive strategy instruction was feasible in promoting listening outcomes and reducing anxiousness. On one hand, (Abdullah & Hashim, 2021; Goh, 2008) have proven that there is empirical evidence by MST has a direct effect on the comprehension to be built up while (Huang & Chang, 2022) and even Vogely (1998), also argue that is necessary to control psychological variables such as test anxiety. However, most of these studies were conducted in other countries and targeted elementary school students. Thus, the purpose of this study was aimed to explore into MA of MST in Iraqi EFL classrooms so that the gap should be filled and female preparatory fourth grade students became also focused.

Methodology

3.1 Research Design

Research design is described by (Akhtar, 2016) as a plan for collecting and analyzing information. Its goal is to optimize the trade-off between relevance to the purpose of the study, efficiency, and commonly applied methods. The research design used in this study is quantitative experimental. This is best way to see whether semantic vocabulary mapping strategy has a direct effect on the performance of reporting news on statistical findings, media department students at university or not.

The structural process of operations which administering the instruments to established the hypothesis and collect related data as independent and dependent variables in their relations are named experimental design (Nowruzi & Kamali, 2013).

An experimental design is a well-organized and orderly mechanism for testing an effect by introducing a change and testing its effect on the outcome, while allowing other elements to remain constant. It enables researchers to establish cause and effect by comparing control groups with experimental groups under controlled conditions (Creswell, 2012).

In addition, the traditional way of directing quantitative analysis or intervening to determine the effect on a dependent variable or outcome is what Creswell refers to as experimental design (ibid). As shown in table (3.1), the research experimental design was adopted for this study.

Table (3.1)

The Experimental Design of the Study

Groups	Independent Variable	Pretest	Dependent Variable	Posttest
EG.	Cognitive Strategy Training	Pretest	Listening Comprehension and Test Anxiety	Posttest
CG.	Conventional Method	Pretest	Listening Comprehension and Test Anxiety	Posttest

3.2 Population and Sample of the Study

As defined by Creswell (2012), a "population" is made up of some category of individuals that have something in common. A sample is any group of people who are selected to represent a population (Richards & Rodgers, 2014). A sample is a subset of a population that is selected for study and analysis (Best, 1994).

The study population will be female fourth preparatory students of Noor Al Ma'arifa secondary level school for girls in the scholastic year 2024 -2025. The pre-fourth grade level has the following students (80 students). The present study sample is obtained by balancing between 40 students that were randomly assigned to two groups of 20 students each. Section A was the experimental group to whom metacognitive strategy training in listening was administered and section B acted as control group that received listening instruction using traditional method.

All learners were matched on age, the English language scores of the previous year, and pre-test listening comprehension and listening test anxiety scores for comparability between the two groups. This is a 50% sample of the whole population indicated in Table (3.2)

The Population and Sample of the Study

Population	Sample	Groups	No	Pilot	Total
Preparatory school students / Fourth Stage	80	EG.	20	10	100
		CG.	20	10	
346					

3.3 Equalization of Sample

The process of ensuring that participants in both the experimental and control groups are similar in key demographic and academic variables before the experiment begins is equalization, in order to attribute differences in outcomes to the treatment rather than other factors (Ary et al., 2010). That the equalizing in the current research based on: a. Age equalization to control cognitive and linguistic maturity levels, b. Parents' academic achievement to ensure influences learners' exposure to language and support at home., c. Previous years' English language level, and d. Pretest results (Best and Khan, 2006).

3.4 Instructional Material

The two sets were both contacted by the same teaching materials in the fourth stage textbook English for Iraq. There are four chapters read by both groups: the experimental and the control.

The experimental group is instructed by Metacognitive Strategy Training, whereas the control group is taught in traditional manner. This study was conducted during an academic year 2023–2024 second semester experiment. The experiment lasted for six weeks. The two groups have the same lecture days, which are held on Tuesday and Wednesday respectively.

3.4.1 Lesson Plan for Teaching the Experimental Group

Date: 23rd of January / 2024

Class: Fourth-grade preparatory students / Noor Al-Ma'rifa Secondary School for Girls

Topic: Listening Comprehension – A News Report on Current Events

Time: 60 minutes

Materials: Data show, listening passages from the English curriculum, Coggle application, notebook, color markers, whiteboard

Aim: To enhance students' listening comprehension and reduce listening test anxiety through the use of metacognitive strategy training (planning, monitoring, evaluating) in listening tasks Procedure for Delivering the Content

Warm-up:

The warm-up prepares students for the listening task and activates prior knowledge. The instructor poses thought-provoking questions related to the topic of the listening passage (e.g., "Recent News Events in Iraq"):

What kind of news do you usually listen to?

How do you understand difficult parts of a news report?

What makes listening to news reports challenging?

Steps of Applying the Strategy

1. Introduction to the Topic (5 mins):

Briefly introduce the listening passage and explain the purpose of the lesson: understanding news reports and organizing key information.

2. Introduce the Strategy (5 mins):

Explain what metacognitive strategies are in listening. Demonstrate planning, monitoring, and evaluating techniques using a sample listening passage projected via the data show.

3. Prediction and Central Idea Selection (5 mins):

Ask students to predict the content of the listening passage and identify the central topic. Brainstorm main categories such as who, what, when, where, why.

4. Coggle Mapping Session (15 mins):

Students work in small groups or pairs to create a semantic map of key information from the listening passage using Coggle. Encourage them to include keywords, synonyms, phrases, and important verbs.

5. Sharing and Discussion (10 mins):

Each group presents their map. The instructor provides feedback, highlights key vocabulary, and clarifies points that were misunderstood during listening.

6. Guided Listening and Writing Task (10 mins):

Students listen to the passage again and write a brief report summarizing the main points using vocabulary and structure from their semantic map.

7. Reflection (5 mins):

Discuss how using the semantic map and metacognitive strategies helped organize information and improved comprehension. Students write a short reflection on what strategies helped them the most.

3.4.2 Lesson Plan for Teaching the Control Group

Date: 23rd of January / 2024

Class: Fourth-grade preparatory students / Noor Al-Ma'rifa Secondary School for Girls

Topic: Listening Comprehension – A News Report on Current Events

Time: 60 minutes

Materials: Listening passages from the English curriculum, notebook, color markers, whiteboard

Organization of Seats: Students' seats are arranged in groups

Aim: To enhance students' listening comprehension and reporting skills through the conventional method

Lesson Material's Steps

Warm-up:

The warm-up prepares students for the lesson and activates prior knowledge. The instructor asks thought-provoking questions related to the listening topic (e.g., "Recent News Events in Iraq"):

What kind of news do you usually listen to?

How do you understand difficult parts of a news report?

When did the event happen?

Steps of Delivering the Lesson

1. Introduction to the Topic (5 mins):

Present the listening passage (e.g., news report of an event) and explain the objective of the lesson: understanding and reporting news.

2. Vocabulary Review (5 mins):

Write key words from the passage on the board. Briefly explain their meanings and usage.

3. Reading/Listening Sample Report (10 mins):

Students read or listen to the sample passage. Discuss the structure (headline, lead, body) and main ideas.

4. Comprehension Questions (10 mins):

Ask students questions about the passage to check understanding of details, vocabulary, and overall content.

5. Guided Writing Task (15 mins):

Students individually write a short news report using vocabulary and structure from the sample passage.

6. Grammar/Vocabulary Correction (10 mins):

Instructor provides general feedback on common grammar and vocabulary errors noticed in previous tasks or during the lesson.

7. Recap and Homework (5 mins):

Review the key vocabulary and structure of the news report. Assign homework to revise or expand their news report independently at home

3.5 Validity and Reliability of the Posttest

Richards and Schmidt (2013) defined validity as the degree to which a test measures what it is supposed to measure, ultimately its appropriateness for the purpose that it was designed.

Face validity, as defined by Mousavi (2009), is the degree to which an exam appears to measure what it claims to measure based on non-technical judgments of test-takers, administrators that decide upon a use for the test, and other psychometrically inexperienced raters.

It has been defined as: "the characteristic(s) of a conceptual basis or focus that effects the selection and organization of its content" (Pennington, 2003), how closely an instrument – in this case evaluation tool— approximates the construct to be measured (Rahimirad & Shams, 2014). [or] the extent to which it covers all domains pertinent within a particular idea (Sireci & Faulkner-Bond, 2015).

Reliability According to Pack and Escalante (2024) reliability as a tool when A researcher "repeat the test (retest) at another time for example after a period of time or after some instruction in order to know the achievement of his/hers students...". And "To have nearly the same result ". Reliability of post-test is calculated by using alpha- Cronbach formula. The coefficient is (0.81) where acceptable.

3.6 Pilot Study

A pilot experiment can be defined as the preliminary exploratory stage of an investigation, involving emerging issues identified from a sample that differs from the study participants (In, 2017).

The purposes of conducting a pilot study are:

a. To establish the face validity of items on the test.

b. To determine if the instructions were well understood and c. To establish the length of time it took to finish all questions. (Kaur et. al,2018). The test was given to a sample of 20 students purposefully selected from the total population to achieve these objectives.

4. Analysis of Collected Data and Discussion of Results

4.1 The Result of the First hypothesis

To test the first hypothesis that: "The experimental group and control group have no significant difference in listening achievement post a-test",

mean and standard deviations of the two groups in post-test were used. The experimental group had a mean of 85.20 (sd = 4.25), while the control group had a mean of 76.80 (sd = 5.10).

The t-value (t=4.21) obtained using the independent samples t-test was compared with the tabulated t-value for 38 degrees of freedom at $P < 0.05$ (t=2.02). This suggests a significant difference between both groups in the experimental group's favor. Therefore, the first hypothesis is not confirmed and it can be inferred that metacognitive strategy training has a positive and significant effect on listening comprehension.

Table 4.1: Means, Standard Deviations, and T-Value of Listening Comprehension Post-Test

Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	20	85.20	4.25	4.21	2.02	38	0.05
CG.	20	76.80	5.10				

The Result of the Second Hypothesis

The second hypothesis states:

"There is not any significant difference between the listening test anxiety post-test means of experiment and control groups.

The experimental group obtained a mean score of 28.40 (SD = 3.12), whereas the control group obtained a mean of 34.60 (SD = 4.05).

The computed t-value for the value of areas extracted by index was -4.03 with df = 38 and tabulated t (0.05) was 2.02, using independent samples t-test. This indicates a significant decrease in listening test anxiety for the experimental group. This causes that the second hypothesis is discarded.

Table 4.2: Means, Standard Deviations, and T-Value of Listening Test Anxiety Post-Test

Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	20	28.40	3.12	-4.03	2.02	38	0.05
CG.	20	34.60	4.05				

The Result of the Third Hypothesis

Hypothesis 3: Metacognitive strategy instruction has no effect on improving EFL preparatory fourth grade learners' L2 listening comprehension.

As presented in Table 4.3, the experimental group performed significantly better when compared to the control group with regard to their listening comprehension posttest scores (M = 85.20, SD = 4.25) vs. those of the control group (M = 76.80, SD = 5.10). The calculated t-value (4.21) is greater than the tabulated t-value (2.02),

indicating that MST has an outstanding effect in enhancing listening comprehension. Therefore, we reject the third hypothesis.

Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	20	85.20	4.25	4.21	2.02	38	0.05
CG.	20	76.80	5.10				

4.4 The Result of the Fourth Hypothesis

The fourth hypothesis states: "Metacognitive strategy training does not influence the reduction of anxiety during listening test in fourth-grade preparatory EFL students".

It can be seen from Table 4.4 that the experimental group obtained lower scores on listening test anxiety (Mean = 28.40, SD =3.12) as compared to the control group (Mean=34.60, SD=4.05). The t-value derived in the calculation (-4.03) is higher than the tabulated t-value (2.02), which means that MST has a significant effect in reducing listening test anxiety. As a result, the fourth hypothesis is not supported.

Groups	No. of Students	Mean Scores	SD.	T-Value		DF	Level of Significance
				Calculated	Tabulated		
EG.	20	28.40	3.12	-4.03	2.02	38	0.05
CG.	20	34.60	4.05				

4.5 Discussion of the Obtained Results

The results showed that the experimental class who learned metacognitive strategy got higher listening scores and lower listening test anxiety than those in the control class with conventional teaching method.

Therefore, it can be said that MCT training is an efficient teaching method to enhance the listening comprehension performance and decrease TA among EFL preparatory students.

Conclusions

The current study has investigated the use of MST within a listening comprehension course for EFL preparatory fourth graders to improve their listening ability and reduce listening test anxiety. Results show that self-regulation, awareness of listening strategies and monitoring/assessing their understanding while listening are all significantly enhanced through the task-based method.

In contrast to traditional teaching approaches, MST promotes active planning, monitoring and evaluating of listeners' working process which contributes toward increased autonomy and confidence of learners. It also contributes to the reduction of listening test anxiety, as it provides students with techniques to handle problems in understanding and affective coping during tests.

In order to make MST more efficient, teachers need training and ongoing pedagogical assistant to incorporate metacognitive strategies into teaching listening. In this way, teachers can improve the overall language learning process and oral English proficiency of their students who will contribute to academic success and social-emotional well-being of ESL students.

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