



Effects of Listening Strategy Instruction Incorporating Intensive and Extensive Listening on Listening Skills and Metacognitive Awareness

Poonlarp Prasongngern

Dhonburi Rajabhat University, Thailand, pprason1@gmail.com

Kittitouch Soontornwipast

Ed.D., Language Institute, Thammasart University, Thailand, kittitouch.s@litu.tu.ac.th

This study aimed to examine the effects of listening strategy instruction incorporating intensive and extensive listening on undergraduate hospitality students' listening skills and metacognitive awareness. The design of the study was an embedded experimental mixed-methods design. The participants were 10 first-year students in the hospitality program whose English proficiency was, on average, low. Listening pre-tests and post-tests including, a listening achievement test and a metacognitive awareness listening questionnaire (MALQ), were administered to participants. During the intervention, students were asked to keep a student reflective journal. At the end of the intervention, a one-on-one semi-structured interview was conducted with participants individually. The quantitative analysis showed that after being exposed to the intervention for 9 weeks, listening skills and metacognitive awareness statistically and significantly improved. The qualitative analysis revealed that the use of listening strategies can facilitate listening comprehension. In addition, the findings of the present study emphasized the need for listening strategy instruction for low proficiency learners.

Keywords: listening skills, metacognitive awareness, listening strategy instruction, intensive listening, extensive listening

INTRODUCTION

English has been recognized as a global language; however, it has also been shown that the English proficiency of Thai learners appears to be low (Chuanpongpanich, 2021). In an attempt to leverage Thai students' English proficiency, the Ministry of Higher Education has required Thai universities to test students' English proficiency utilizing the Common European Framework of Reference (CEFR), and issue certificates or record their English proficiency in their transcript; therefore, the university where the present study was conducted has issued a strategic plan to develop English proficiency. Regarding the strategic plan, students are expected to achieve English proficiency at B1 before graduation. However, from batch to batch, most students in the hospitality program at the university have experienced English communication problems,

Citation: Prasongngern, P., & Soontornwipast, K. (2023). Effects of listening strategy instruction incorporating intensive and extensive listening on listening skills and metacognitive awareness. *International Journal of Instruction*, 16(4), 155-172. <https://doi.org/10.29333/iji.2023.16410a>

particularly listening, during practice training which seems to corroborate Charoensuk's & Tantiachai's (2019) study that a significant problem experienced by Thai university students when training in organizations is listening.

Listening skills are sub-sets of language abilities based on phonological knowledge, syntactic knowledge, semantic knowledge, pragmatic knowledge, and general knowledge that help listeners comprehend listening input (Rost, 2011). Among the four macro skills, listening has been considered the most difficult in language learning (Bozorgian, 2014; Vandergrift & Goh, 2012). Listening skills also play an important role in the development of speaking, reading, and writing skills (Bozorgian 2012; Richards, 2005). Listening skills can be developed through listening strategy instruction; however, the effect of listening strategy instruction in the Thai context seem to be inconclusive and requires more study. In recent years, Tanewong (2019), for example, found that listening strategy instruction had no impact on listening skills, while other studies (Pooteang-on & Cheep-aranai (2019), Sodachan and Chayanuvat (2018), Wasina Suwannasi (2018) found that listening strategy instruction can improve listening skills which appeared to be in line with Fathi's & Hamidizadeh's (2019) Molla Gebre's & Gezahegn Tadesse's (2015) and Kassem's (2015) studies in Iranian, Ethiopia, and Egyptian contexts, respectively.

In addition to listening skill development, the development of metacognitive awareness is essential for listening comprehension (Vandergrift and Goh, 2012, p.23). The relationship between metacognitive awareness and listening performance has been recognized by studies (e.g. Baniadam, 2019; Ghorbani Nejad & Farvardin, 2019) in that the development of metacognitive awareness resulted in improvement in listening performance. There were attempts to develop intervention to enhance metacognitive awareness, with one being listening strategy instruction. Nevertheless, the effect of listening strategy instruction on metacognitive awareness development appeared to be inconclusive. Some studies (e.g. Maftoon & Fakhri Alamdari, 2020) found that listening strategy instruction had a significant impact on metacognitive awareness while others found the opposite (e.g. Jacobsen, 2016). In the Thai context, very few studies focused on metacognitive awareness in listening; therefore, more studies are needed.

In regular classrooms, intensive listening is common practice in which learners listen attentively to oral inputs with the focus on the language features (Rost, 2011). Zhang (2021) suggested intensive listening can be integrated with listening strategy instruction. Regarding Zhang's suggestion, listening strategies was taught during intensive listening in this study. The listening strategies taught are under three domains, cognitive, metacognitive, and socio-affective strategies (Vandergrift and Goh, 2012, pp.278-284), and an explicit listening strategy instruction was chosen to teach listening strategies. There is also another type of listening, extensive listening that "allows learners to receive a lot of comprehensible and enjoyable listening input" (Renandya & Farrell, 2011, p.56). In this study, extensive listening can be referred to listening to long length inputs preferred by students. In order to develop listening skills and metacognitive awareness, the explicit listening strategy instruction was modified and integrated with intensive and extensive listening. Therefore, the purpose of this study was to examine

the effects of listening strategy instruction incorporating intensive and extensive listening on undergraduate hospitality students' listening skills and metacognitive awareness.

Literature Review

Metacognitive awareness

“Metacognitive awareness refers to a state of consciousness of our own thoughts as we focus on a particular cognitive or learning situation” (Vandergrift & Goh, 2012, p.84). Metacognitive awareness can contribute to listening skill development and it can be demonstrated in three different ways; first, learners gain new ideas which differ from their regular thought; second, learners retrieve information relating to their thinking processes; third, learners use listening strategies to facilitate comprehension and learning (Vandergrift & Goh, 2012). Vandergrift et al. (2006) developed Metacognitive Awareness Listening Questionnaire (MALQ) to measure metacognitive awareness which has been adopted by a number of researchers (e.g. Maftoon & Fakhri Alamdari, 2020; Bozorgian & Alamdari, 2018; Wang & Treffers-Daller, 2017).

Studies showed metacognitive awareness can be developed through listening strategy instruction (e.g. Taheri, & Hedayat Zade, 2018; Bozorgian, & Alamdari, 2018; Movahed, 2014); however, the effect of listening strategy instruction on metacognitive awareness seemed to be inconclusive. For example, Bozorgian, (2014) found no significant change of metacognitive awareness after exposing learners to metacognitive instruction. In the Thai context, a study found that metacognitive strategy instruction with pedagogical cycle can significantly improve metacognitive awareness (Robillos, & Bustos, 2022).

Listening strategies and listening strategy instruction

Listening strategies can be referred to as “conscious plans to deal with incoming speech, particularly when the listener knows that he or she must compensate for incomplete input or partial understanding” (Rost, 2011, p.10). In other words, listening strategies are techniques that learners use to develop their listening comprehension. Listening strategies can be classified into three categories including cognitive, metacognitive, and socio-affective strategies (Vandergrift and Goh, 2012). Studies have revealed that listening strategies have an association with listening skills (e.g. Kök, 2018; Dalman, 2016) indicating that teaching listening strategies could develop listening skills. There has also been empirical evidence showing that teaching students listening strategies improved their listening skills (Fathi & Hamidzadeh, 2019; Manzouri, Shahraki, & Fatemi, 2016; and Zanjani, & Izadpanah, 2016).

In the present study, the strategy instruction chosen for teaching listening strategies was Cognitive Academic Language Learning Approach (CALLA) based on the fact that it was designed for learners with limited English proficiency (Chamot and O'Mally, 1987). CALLA is an explicit strategy instruction regime consisting of five stages; preparation, presentation, practice, evaluation, and expansion. The implementation of CALLA in teaching listening was found to improve listening performance which was revealed in Lye & Goh's (2018), Rasouli, Mollakhan & Karbalaei's, (2013), Dousti &

Abolfathiasl's (2013) and Coskun's (2010) studies. Some studies, for example, Ngo (2016), modified CALLA into an eight-stage model including warm up/revision, presentation, practice, evaluation, peer feedback, expansion, self-study, and teacher feedback; moreover, the effect of the modified model was found to improve listening comprehension.

Intensive listening

Intensive listening means "listening to a text closely, with the intention to decode the input for purposes of analysis" (Rost, 2011, p.184). Intensive listening is essential when listening for specific information for short periods (Allison, 1999, p.121); in addition, it was found to develop tense accuracy (Ahmadpour & Asadollahfam, 2018).

Intensive listening activities can be found in the typical classroom, and they were found to develop listening skills (e.g. Zhang, 2021; Chun, 2010) which was the result of the development of linguistic knowledge. Such activities, for example, are dictation, error identification, listening cloze, and jigsaw listening (Rost, 2011, p.184). Besides, Zhang (2021) suggested that listening strategies should be taught along with intensive listening practices; thus, intensive listening may include listening strategy instruction.

Extensive listening

The notion of extensive listening was akin to extensive reading in which learners listen to a variety of listening input for extended periods of time. Listening skill development requires substantial time to practice (Blyth, 2012, p.236). It was found that students who practiced more extensive listening had better listening performance than those who didn't (Chang & Millett, 2016); in addition, without assistance from instructors, learners acquired listening strategies themselves through practicing extensive listening. Previous studies (Masrai, 2020; Chang, Millett & Renandya 2019; Takaesu, 2017; Alm, 2013; Chang, 2010) showed that being exposed to extensive listening can develop listening comprehension; indeed, these studies indicated the development of listening comprehension derived from gaining vocabulary knowledge and becoming familiar with accents.

There were activities for extensive listening practices suggested by Ivone & Renandya (2019, pp.246-248) including listening only, active listening (shadowing/overlapping while listening), reading while listening, listening and viewing, and combined listening (viewing and reading: integrating listening, viewing, and reading, watching videos with captions). Such activities can be conducted during class; in addition, Vandergrift & Goh (2012, pp.129-130) suggested another activity – keeping an extensive listening journal, which can be done outside class by providing prompts and guidelines for students to follow. Such prompts help guide students to practice listening strategies, and develop vocabulary knowledge.

METHOD

Research design

The present study employed an embedded experimental mixed-methods design allowing the researcher to collect data concurrently and sequentially (Creswell & Plano Clark,

2011, pp.90-91). Before the intervention, the participants in the study completed the listening achievement test pre-test and metacognitive awareness listening questionnaire (MALQ). During the intervention, they were tasked to keep a student reflective journal. They also performed the listening achievement test and MALQ as well as being interviewed individually at the end of the intervention.

Participant and setting

The present study was conducted at a university in Thailand. The participants were an intact group of 10 first-year students who were in the hospitality program and took English for Hospitality courses. Their English proficiency was assessed using an online EF test. Regarding the EF English Proficiency Index (EF EPI), almost all students had their English listening proficiency at the beginner level, except one whose English listening proficiency was at intermediate level.

Research instrument

Listening achievement test

The listening achievement test was developed based on the course content and aimed to measure participants' listening skills. 32 multiple choice test items were developed, and the validity of the test was checked by three experts who were English lecturers in Thai universities to ensure the test was appropriate for A1-B1 learners. After the test was validated by the experts, the test reliability was checked with 31 hospitality students who did not participate in the study using Kuder-Richardson 20 (KR-20), and the result achieved a reliability coefficient of .77 which was acceptable.

The student reflective journal

The student reflective journal allowed learners to describe their learning experiences (Hubbs, & Brand, 2005), as well as researchers to collect and analyze data (Dunlap, 2006). With the aim of eliciting students' opinions, the student reflective journal was developed based on four dimensions (Pavlovich, 2007): describing experience; analysis of experience; creation of new meaning and understanding; and, action for change. The 9-item prompts were developed and validated by experts.

Metacognitive awareness listening questionnaire (MALQ)

The MALQ was adopted from Vandergrift et al. (2006, p.462) and used for measuring metacognitive awareness in listening. The MALQ was translated into Thai by the author, and then the translated version was translated back into English with the help of two university English teachers. The back translation was found to be almost identical to the original one. The Thai MALQ was administered to 31 students to check reliability. The Cronbach's Alpha of MALQ was .822 which was acceptable.

One-on-one semi-structured interviews

Since the sample in the present study was small, the researchers could interview participating students individually. There were seven questions developed for the one-on-one semi-structured interview aiming to elicit participants' general learning

experiences, skills development, and ability to apply what they had learned to their daily lives. The questions were validated by three experts and found to be congruent with their objective to elicit the data.

Instructional instruments

Listening materials

Both intensive and extensive listening materials were adopted from books, CDs and online sources. The criteria used for the material selection were content, length, and speed of the input that were appropriate for the participants. The listening materials were validated by three experts; accordingly, the materials that shared content relating to hospitality were selected while the length and the speed of the materials ranged from 3 to 10 minutes and 100-170 word per minute (WPM), respectively. In addition, experts also validated the vocabulary level in the materials ensuring appropriateness for A1-B1 learners.

Lesson Plans

The listening lesson plans were developed based on CALLA. Basically, CALLA included five stages; however, an additional stage was added after the expansion stage which was called “extensive listening evaluation”. Besides, procedures at the expansion stage were changed to include practice extensive listening instead of asking students to recall what they had learned. The first four stages of the modified CALLA were practicing intensive listening along with the listening strategy instruction while the last two stages aimed to practice extensive listening (see appendix A). 9 lesson plans were developed under the guidance of three experts.

Extensive listening journal

The extensive listening journal was adapted from Vandergrift’s & Goh (2012, p.131) to provide guidelines for students to practice listening on their own. In addition, the guidelines aimed to reinforce students’ learning by practicing listening strategies. Being validated by three experts, the guidelines were congruent with objectives.

Procedure

The study was conducted in an English for Hospitality course at a Thai university in the second semester of 2021. The intervention was implemented in the first nine weeks of the course. In the first week, before starting the class, students took the listening achievement test and MALQ as pre-tests. In-class activities included intensive and extensive listening. For intensive listening, students were taught cognitive, metacognitive, and socio-affective strategies. Activities used in intensive listening included listening cloze, answering question, dictation, error and identification. For extensive listening conducted in the class, students were asked to vote on what listening material they were interested in and then practiced extensive listening; also, the role of the teacher was to remind students to use listening strategies they had learned. The extensive listening activities included, shadowing, overlapping, and reading while listening. After the listening instruction finished, students were asked to react in the

student reflective journal. At the end of the first week, students were asked to vote for the listening material that most of them were interested in to practice extensive listening outside the class, and students also had to keep an extensive listening journal. The selected materials in the previous weeks were used in the expansion stage in the following weeks. In week 9, after the intervention ended, students re-took the listening achievement test and MALQ as post-tests. Students were also interviewed individually using the semi-structured interview.

Data analysis

To analyze the development of listening skills and metacognitive awareness, pre- and post-test scores of the listening achievement and MALQ were compared using the Wilcoxon Signed Rank Test. As suggested by Rosner, Glynn, & Lee (2006), Wilcoxon Signed Rank Test is appropriate when the sample sizes of the study are small. The student reflective journal and the interview data were analyzed using thematic analysis. Content analysis was also used to analyze the students' reflective journals to identify the frequency of listening strategy use.

FINDINGS AND DISCUSSION

The effect of listening strategy instruction incorporating intensive and extensive listening on listening skills.

To examine the effect of the intervention on listening skills, the scores of pre- and post-tests of the listening achievement were compared. Focusing on individual scores as seen in table 1, it was found that S5's score had a significant increase while others' scores had a slight increase ranging from 1-4 points. There was one student whose score did not change and two students whose scores decreased. Both pre-test and post-test had the lowest score at 7; however, the highest score of the pre-test and post-test were different at 15 and 19 respectively.

Table 1
Individual listening achievement scores

Student	Pre-test	Post-test	Score gained
S1	8	8	0
S2	15	16	1
S3	11	10	-1
S4	10	11	1
S5	8	19	11
S6	9	10	1
S7	8	7	-1
S8	8	12	4
S9	7	9	2
S10	11	13	2

Giving an overview of listening skills development, table 2 reveals the results of the Wilcoxon Signed Rank Test for listening skills. It was found that the post-test score ($M = 11.50$, $SD = 2.368$) was higher than the pre-test score ($M = 9.50$, $SD = 3.689$). Pre-

test and post-test scores were analyzed using Wilcoxon Signed Rank Test revealing that the post-test listening score was significantly higher after the intervention (Md = 10.5, n = 10) compared to before (Md = 8.5, n = 10), $z = -1.992$, $p = .046$. The finding indicated that listening strategy instruction incorporating intensive and extensive listening can improve listening skills.

Table 2

The results of the Wilcoxon Signed Rank Test for listening skills

Item	Pair	N	Mean	SD	Z	P
Listening achievement test	pre	10	9.50	2.368	-1.992	.046
	post	10	11.50	3.659		

The findings of the present study seem to be in line with Fathi & Hamidizadeh's (2019), Manzouri Shahraki, Fatemi's. (2016), Zanjani, & Izadpanah's (2016), and Molla Gebre & Gezahegn Tadesse's (2015) studies indicating that exposing students to listening strategy instruction can develop listening skills. The thematic analysis showed that listening strategies can facilitate listening comprehension:

"I look at the details before listening and think what to focus, for example, giving direction, I look at the name of the street, places, or shops, and then I focus at the prepositions, such as "next to, in, on", which are important for giving direction." (S5, reflective journal)

"I think it really helped me. When I prepare information, I know and guess what I might hear, I can understand the listening faster. It's like I don't have to waste time to think about the contents what they are really about." (S10, interview)

Not all students improved their listening scores; indeed, there were two students whose scores were negative, S3 and S7. The content analysis (see appendix B) revealed that S3 and S7 used very few listening strategies; conversely, S5 whose score significantly improved, frequently used different types of listening strategies. The finding may indicate the association between listening strategy uses and listening skills since some studies (Dong, 2016; Kassem, 2015) found a positive relationship between listening strategy uses and listening performance. Thus, teaching listening strategies appeared to be necessary for listening skill development. Apart from listening strategies uses, it appeared that S5 paid more attention to the class comparing to other students regarding class observation. S5 also made considerable contribution to the student reflective journal. On the other hand, S3 and S7 lacked attention to the class and barely contributed to their journals. The followings were the excerpts of S3, S5, and S7 responding he to the same question in the student reflective journal:

"I take note and guess." (S3)

"Planning before listening, reading questions and choices, and try to understand them before listening. For example, the question asked, "What is the customer complain about?" And then I tried to think what could happen in the restaurant. Do I have to notice the tone of the customer if he is angry? By doing these, I can easily understand the listening story." (S5)

“I try to guess the unknown word.” (S7)

It could be argued that among participants, S5 reflected higher learner engagement resulting in higher performance. Learner engagement can be defined as states that learners become involved, and apply their motivation into action to complete activities or tasks (Sang, & Hiver, 2021). Although learner engagement was not a variable examined in the present study, its effect was subject to listening skill development. It has been verified in studies that learner engagement contribute to learning outcomes (e.g. Jiang, & Peng, 2023; Zhang, 2020); therefore, learners’ listening performance may associate with their level of engagement.

In addition, the improvement of listening skills may be derived from the development of vocabulary knowledge, learning pronunciation, and becoming familiar with accents. Students found both intensive and extensive listening developed their vocabulary knowledge:

“Today we filled words in the blanks. I learned words that I never knew before.” (S2, reflective journal)

“When I listen more, I get used to accent and learn more vocabulary. If some words are difficult, I use Google to help me get the meaning.” (S5, interview)

“I think it helps me. I listen more and learn more vocabulary.” (S9, interview)

The findings of the present study were found to be consistent with Gavenila’s, Wulandari, & Renandya’s (2021), Barella, & Linarsih’s (2020), and Ouksel, & Allouch’s (2014) studies showing that intensive and extensive listening can develop vocabulary knowledge which is essential for listening skills development. Meanwhile, some students found intensive listening helped them learned pronunciation:

“I learned how to pronounce words like “ferry”, it is fe-ri not fur-ri.” (S5, reflective journal)

“I like the clips we watched in the class that we had to repeat what the speaker said. I liked pronouncing words I heard if I did it correctly and I also liked imitating accents. ... some words that I didn’t know how to pronounce, I learned from it, from the script you gave me.” (S9, interview)

Learning pronunciation was essential for developing listening comprehension (Seyedabadi, Fatemi, & Pishghadam, 2015; Ak, 2012); thus, the improvement of listening skills was the result of learning pronunciation. It was found that intensive and extensive listening also helped students became familiar with accents:

“It helps me to understand more when listening. I can understand accents more.” (S6, interview)

“Listening outside the class helps me get used to the accents.” (S9, interview)

The effect of intensive and extensive listening that helped learners became familiar with accent was found to corroborate Tsang’s (2022), and González-Vera & Corisco’s (2016)

studies. Both knowing pronunciation and becoming familiar with accents were necessary for decoding the sounds of the inputs; thus, the participants in the present study developed their listening skills.

The effects of listening strategy instruction incorporating intensive and extensive listening on metacognitive awareness.

Metacognitive awareness was measured using MALQ, and table 3 presents students' metacognitive awareness individually. The overview of MALQ showed the average improvement from 3.70 to 4.21. The Wilcoxon Signed Rank Test revealed the MALQ post-test was significantly higher after the intervention ($Md = 4.24$, $n = 10$) compared to before ($Md = 3.79$, $n = 10$), $z = -2.041$, $p = .041$ (table 4). The findings indicated that listening strategy instruction incorporating intensive and extensive listening developed metacognitive awareness.

Regarding the thematic analysis, students had never experienced listening strategy instruction before; thus, learning listening strategies was new for them as presented in the following excerpts:

“I think this kind of listening instruction is new to me, and I also think it is new to other classmates too. I have talked to the classmate, and we think this listening instruction is new and fun. I think we need this kind of teaching method.” (S2, interview)

“When I was in the high school, what we did was just listening and writing answers. But for your class, I have to think about what might be in the listening topic or what speaker might talk about. (S3, interview)

“I learned listening technique from you. Before this I never take note while listening. I just listen and do nothing. You taught me what to focus or what to think about which is very different from what I learned before.” (S4, interview)

“Before studying with you, I really don't know about listening strategies. I don't know what to focus when listening or I never prepare before listening.” (S5, interview)

Table 3
Students' metacognitive awareness

Student	MALQ pre-test		MALQ post-test	
	Mean	SD	Mean	SD
S1	4.33	1.11	4.14	0.79
S2	3.95	0.74	4.43	0.92
S3	3.48	1.12	5.33	0.86
S4	3.86	1.06	4.10	0.94
S5	2.48	0.98	3.76	0.83
S6	3.29	1.01	2.86	0.96
S7	3.71	0.72	4.71	1.06
S8	3.52	0.60	3.90	1.04
S9	4.24	0.83	4.62	0.59
S10	4.14	0.96	4.33	1.15

Table 4
The results of the Wilcoxon Signed Rank Test for metacognitive awareness

Item	Pair	N	Mean	SD	Z	P
MALQ	pre	10	3.70	.548	-2.041	.041
	post	10	4.21	.655		

After being exposed to instruction, students would become more aware of listening strategies resulting in improvement of metacognitive awareness. The findings of this study appeared to be in the line with Lye & Goh's (2018) study in which the listening metacognitive awareness of low proficiency learners could be developed through explicit listening strategy instruction. In Lye's & Goh's study, there was no significant improvement of metacognitive awareness among high proficiency students, but low proficiency students improved metacognitive ability significantly after being exposed to the explicit listening strategy instruction. The finding of this study also corroborated Chero (2023) that low proficiency learners received greater benefits from being exposed to listening strategy instruction, not only in the term of listening performance but also the improvement of metacognitive awareness. Thus, the findings of the present study emphasizes the need for listening strategy instruction for low proficiency learners.

Focusing on individuals' MALQ scores, S3 and S7 whose listening post-test score were negative had substantial improvement comparing to some others students. S3 and S7 would be expected to achieve higher listening post-test scores since metacognitive awareness associates with listening skill development (Vandergrift & Goh, 2012). Although some studies found positive relationship between metacognitive awareness and listening performance (e.g. Baniadam, 2019; Ghorbani Nejad & Farvardin, 2019), metacognitive awareness explained only 22% of listening performance variance (Goh, & Hu, 2014). Regarding the low variance explained, there would be other variables associating in listening performance, and indeed, learner engagement was subject to influence listening performance in the present study as aforementioned. Therefore, learner engagement may leverage the effect of metacognitive awareness on listening performance.

Regardless of English proficiency, it was undeniable that some listening strategies were found to be innate as Renandya (2012) proposed; for example, some students stated they usually guessed the meanings of words from known words, or used the inferencing strategy. However, not all students knew listening strategies, and nothing guaranteed they always used listening strategies when listening. For example, students knew note taking and could do it while listening, but they did not do it. Indeed, the role of the listening strategy instruction was to enforce the use of listening strategies. In addition, intensive and extensive listening integrated in the intervention allowed students to learn and apply listening strategies; therefore, the implementation of listening strategy instruction can ensure the use of listening strategies.

CONCLUSION

The present study aimed to examine the effects of listening strategy instruction incorporating intensive and extensive listening with listening skills and metacognitive

awareness. The results showed listening skills and metacognitive awareness developed after the intervention. The findings of the present study indicated the need for listening strategy instruction, particularly for low proficiency learners. Listening strategy instruction can, to a greater or lesser extent, improve listening skills and metacognitive awareness. The effect of integrating intensive and extensive listening into listening instruction was found to develop vocabulary knowledge, help with learning pronunciation, and assist with becoming familiar with accents; additionally, both intensive and extensive listening reinforced listening strategy practices. Thus, integrating intensive and extensive listening into listening strategy instruction is highly recommended in the English class room.

RECOMMENDATION

Although the effect of listening strategy instruction incorporating intensive and extensive listening seemed to be favorable for listening skills and metacognitive development, there were some limitations needing to be considered. The design of the study was one-group pre-test – post-test; therefore, the findings may lack internal validity. The findings of the study were also subject to generalizability since the participants were an intact group. These issues need to be taken into account; therefore, a true experimental design or a quasi-experimental design are suggested for further studies. In addition, learner engagement was subject to listening performance; therefore, to successfully implement this intervention, learner engagement may need to be taken into account. The role of learner engagement in the association between metacognitive awareness and listening performance may need to be examined for further studies as well.

REFERENCES

- Ahmadpour, S., & Asadollahfam, H. (2018). A Study of the Effect of Extensive and Intensive Listening on the Tense Use among EFL Learners in Iran. *The Journal of Applied Linguistics and Applied Literature: Dynamics and Advances*, 6(2), 141-161.
- Ak, S. (2012). *Pronunciation awareness training as an aid to development EFL learners' listening comprehension skills* [Master's thesis, Bilkent Universitesi]. Google Scholar.
<http://repository.bilkent.edu.tr/bitstream/handle/11693/15264/0006017.pdf?sequence=1>
- Allison, D. (1999). *Language testing and evaluation: An introductory course*. Singapore: Singapore University Press.
- Alm, A. (2013). Extensive listening 2.0 with foreign language podcasts. *Innovation in Language Learning and Teaching*, 7(3), 266-280
- Baniadam, I. (2019). The Relationship between Iranian Female Dentistry Students' Metacognitive Awareness and Listening Performance in English for General Purposes (EGP). *Philosophy*, 9(7), 414-423.

- Barella, Y., & Linarsih, A. (2020). Extensive listening practice in EFL classroom with variety of news websites. *Pedagogy: Journal of English Language Teaching*, 8(1), 43-50.
- Blyth, A. (2012). Extensive listening versus listening strategies: response to Siegel. *ELT journal*, 66(2), 236-239.
- Bozorgian, H. (2012). The relationship between listening and other language skills in international English language testing system. *Theory and Practice in Language Studies*, 2(4), 657-663.
- Bozorgian, H. (2014). The role of metacognition in the development of EFL learners' listening skill. *International Journal of Listening*, 28(3), 149-161.
- Bozorgian, H., & Alamdari, E. F. (2018). Multimedia listening comprehension: Metacognitive instruction or metacognitive instruction through dialogic interaction. *ReCALL*, 30(1), 131-152.
- Chamot, A. U., & O'malley, J. M. (1987). The cognitive academic language learning approach: A bridge to the mainstream. *TESOL quarterly*, 21(2), 227-249.
- Chang, A. C. S. (2010). Second-language listening anxiety before and after a 1-yr. intervention in extensive listening compared with standard foreign language instruction. *Perceptual and motor skills*, 110(2), 355-365.
- Chang, A. C., & Millett, S. (2016). Developing L2 listening fluency through extended listening-focused activities in an extensive listening programme. *RELC Journal*, 47(3), 349-362.
- Chang, A., Millett, S., & Renandya, W. A. (2019). Developing listening fluency through supported extensive listening practice. *RELC Journal*, 50(3), 422-438.
- Charoensuk, S. and Tantihachai, K. (2019). English Communication Problems and Strategies of Undergraduate Interns. *Academic Service Journal*, 30(1), 75-88.
- Chero, C. A. C. (2023). The impact of metacognitive instruction on EFL low-level learners' listening performance and metacognitive awareness. *International Journal of Instruction*, 16(2), 291-306.
- Chuanpongpanich, S. (2021). The Challenges of Thailand in Promoting Students' English skills to be An Effective ASEAN Citizen. *Santapol College Academic Journal*, 7(2), 229-238.
- Chun, L. S. (2010). Developing Intensive Listening Skills: A Case Study of the Long-Term Dictation Tasks Using Rapid Speech. *English Teacher*, 39, 94-120.
- Coskun, A. (2010). The Effect of Metacognitive Strategy Training on the Listening Performance of Beginner Students. *Online Submission*, 4(1), 35-50.
- Creswell, J. W., & Plano Clark, V. L (2011). *Designing and conducting mixed methods research*. SAGE Publications.

- Dalman, R. M. (2016). The Relationship between listening anxiety, listening comprehension strategies, and listening performance among Iranian EFL university students. *International Journal of Modern Language Teaching and Learning*, 1(6), 241-252.
- Dousti, H., & Abolfathiasl, H. (2013). The effect of metacognitive listening strategy Training on EFL learners' listening sub-skills performance. *International Journal of Applied Linguistics and English Literature*, 2(4), 50-55.
- Dong, J. (2016). A dynamic systems theory approach to development of listening strategy use and listening performance. *System*, 63, 149-165.
- Dunlap, J. C. (2006). Using guided reflective journaling activities to capture students' changing perceptions. *TechTrends*, 50(6), 20-26.
- Fathi, J., & Hamidizadeh, R. (2019). The Contribution of Listening Strategy Instruction to Improving Second Language Listening Comprehension: A Case of Iranian EFL Learners. *International Journal of Instruction*, 12(2), 17-32.
- Gavenila, E. I., Wulandari, M., & Renandya, W. A. (2021). Using TED Talks for Extensive Listening. *PASAA: Journal of Language Teaching and Learning in Thailand*, 61, 147-175.
- Ghorbani Nejad, S., & Farvardin, M. T. (2019). Role of General Language Proficiency, Aural Vocabulary Knowledge, and Metacognitive Awareness in L2 Learners' Listening comprehension. *International Journal of Listening*, 1-20.
- Goh, C. C., & Hu, G. (2014). Exploring the relationship between metacognitive awareness and listening performance with questionnaire data. *Language awareness*, 23(3), 255-274.
- González-Vera, P., & Corisco, A. H. (2016). Audiovisual materials: a way to reinforce listening skills in primary school teacher education. *Language Value*, 8, 1-25.
- Hubbs, D. L., & Brand, C. F. (2005). The paper mirror: Understanding reflective journaling. *Journal of Experiential Education*, 28(1), 60-71.
- Ivone, F. M., & Renandya, W. A. (2019). Extensive listening and viewing in ELT. *TEFLIN Journal*, 30(2), 237-256.
- Jacobsen, C. (2016). The impact of listening strategy instruction on the learning of English and an additional foreign language. *Malaysian Journal of ELT Research*, 11(1), 24
- Jiang, Y., & Peng, J. E. (2023). Exploring the relationships between learners' engagement, autonomy, and academic performance in an English language MOOC. *Computer Assisted Language Learning*, 1-26. <https://doi.org/10.1080/09588221.2022.2164777>

- Kassem, H. M. (2015). The Relationship between Listening Strategies Used by Egyptian EFL College Sophomores and Their Listening Comprehension and Self-Efficacy. *English Language Teaching*, 8(2), 153-169.
- Kök, İ. (2018). Relationship between listening comprehension strategy use and listening comprehension proficiency. *International journal of Listening*, 32(3), 163-179.
- Lee, S. C. (2010). Developing intensive listening skills: a case study of the long-term dictation tasks using rapid speech. *The English Teacher*, 39, 94-120.
- Lye, S. E., & Goh, L. H. (2018). Embedded and Direct Metacognitive Strategy Instruction and its Effects on the Metacognitive Awareness of Tertiary Level Malaysian ESL Listeners. *International Journal of English Language and Translation Studies*, 05(04), 172-180
- Maftoon, P., & Fakhri Alamdari, E. (2020) Exploring the Effect of Metacognitive Strategy Instruction on Metacognitive Awareness and Listening Performance Through a Process-Based Approach, *International Journal of Listening*, 34(1), 1-20
- Manzouri, H. A., Shahraki, A., & Fatemi, S. A. (2016). Effect of listening proficiency on types of listening strategies used by Iranian EFL learners. *International Journal of English Language and Translation Studies*, 4(3), 30-41
- Masrai, A. (2020). Can L2 phonological vocabulary knowledge and listening comprehension be developed through extensive movie viewing? The case of Arab EFL learners. *International Journal of Listening*, 34(1), 54-69.
- Molla, G. B., & Gezahegn, T. G. (2015). The Role of Listening Strategy Instruction in Advancing Students' Listening Achievement and Strategy Use. *International Journal of Foreign Language Teaching and Research*, 3(11), 13-24.
- Movahed, R. (2014). The effect of metacognitive strategy instruction on listening performance, metacognitive awareness and listening anxiety of beginner Iranian EFL students. *International Journal of English Linguistics*, 4(2), 88.
- Ngo, N. T. H. (2016). The Impact of Listening Strategy Instruction on Listening Comprehension: A Study in an English as a Foreign Language Context. *Electronic Journal of Foreign Language Teaching*, 13(2).
- O'malley, J. M., & Chamot, A. U. (1990). *Learning strategies in second language acquisition*. Cambridge university press.
- Ouksel, S., & Alliouch, N. (2014). Investigating the role of intensive listening to authentic materials in enhancing students' technical vocabulary learning. [Master's thesis, Larbi Ben M'Hidi University]. Google Scholar. <http://bib.univ-oeb.dz:8080/jspui/bitstream/123456789/2557/1/the%20role%20intensive%20listening%20to%20authentic%20materails%20on%20enhancing%20students%27%20technical%20vocabulary.pdf>

- Pavlovich, K. (2007). The development of reflective practice through student journals. *Higher Education Research & Development*, 26(3), 281-295.
- Pooteang-on, P., & Cheep-aranai, R. (2019). *Effects of Using Videos and Metacognitive Strategy Instruction on Listening Comprehension of Sixth-Grade Students at Nakprasith School, Nakhon Pathom* [Master's thesis, Silpakorn University]. Google Scholar. <http://ithesis-ir.su.ac.th/dspace/bitstream/123456789/1466/1/57254318.pdf>
- Rasouli, M., Mollakhan, K., & Karbalaeei, A. (2013). The effect of metacognitive listening strategy training on listening comprehension in Iranian EFL context. *European Online Journal of Natural and Social Sciences*, 2(1), pp-115.
- Renandya, W. A. (2012). Five reasons why listening strategy instruction might not work with lower proficiency learners Author (s) Willy A Renandya. *Language Teaching*, 21, 43-64.
- Richards, J. C. (2005). Second thoughts on teaching listening. *RELC journal*, 36(1), 85-92.
- Robillos, R. J., & Bustos, I. G. (2022). Learners' listening skill and metacognitive awareness through metacognitive strategy instruction with pedagogical cycle. *International Journal of Instruction*, 15(3), 393-412.
- Rosner, B., Glynn, R. J., & Lee, M. L. T. (2006). The Wilcoxon signed rank test for paired comparisons of clustered data. *Biometrics*, 62(1), 185-192.
- Rost, M. (2001). Listening. In R. Carter & D. Nunan (Eds.), *The Cambridge Guide to Teaching English to Speakers of Other Languages*. (1st ed., pp. 7-13). Cambridge University Express.
- Rost, M. (2011). *Teaching and Researching: Listening* (2nd ed.). New York: Routledge.
- Sang, Y., & Hiver, P. (2021). Engagement and companion constructs in language learning: Conceptualizing learners' involvement in the L2 classroom. In P. Hiver, A. H. Al-Hoorie, & S. Mercer (Eds.), *Student engagement in the language classroom* (pp. 17-37). Multilingual Matters.
- Seyedabadi, S., Fatemi, A. H., & Pishghadam, R. (2015). Towards better teaching of pronunciation: review of literature in the Area. *Mediterranean Journal of Social Sciences*, 6(4), 76.
- Sodachan, M., & Chayanuvat, A. (2018). The Effectiveness of Metacognitive, Cognitive and Social Listening Strategies on Private University Freshman Students' Listening Achievement, Self-Awareness and Social Interaction: A Case Study. *Rangsit Journal of Educational Studies*, 5(1), 57-70.
- Takaesu, A. (2017). TED talks as an extensive listening resource for EAP students. *Asian-Focused ELT research and practice: Voices from the far edge*, 150-162.

- Taheri, P., & Hedayat Zade, M. (2018). The contribution of metacognitive strategies to EFL learners' listening comprehension task types. *Teaching English Language, 12*(2), 169-198.
- Tsang, A. (2022). Effects of narrow listening on ESL learners' pronunciation and fluency: An 'MP3 flood' programme turning mundane homework into an engaging hobby. *Language Teaching Research, 26*(3), 434-454.
- Vandergrift, L., Goh, C. C., Mareschal, C. J., & Tafaghodtari, M. H. (2006). The metacognitive awareness listening questionnaire: Development and validation. *Language learning, 56*(3), 431-462.
- Vandergrift, L., & Goh, C. C. (2012). *Teaching and learning second language listening: Metacognition in action*. New York: Routledge.
- Wasina Suwannasi. (2018). Effects of Listening Strategy Training on The Listening Performance of Thai EFL Adults Learners. *Srinakharinwirot Research and Development (Journal of Humanities and Social Sciences), 10*(20), 132-146.
- Zanjani, B. A., & Izadpanah, S. (2016). The impact of listening strategies on improving learners' listening skill in Iran. *Journal of Language Teaching and Research, 7*(6), 1089-1096.
- Zhang, Y. (2021). A Study on Self-directed English Intensive Listening Training Based on the Theory of Learning Strategy. *Advances in Educational Technology and Psychology, 5*(3), 101-111.
- Zhang, Z. (2022). Learner engagement and language learning: A narrative inquiry of a successful language learner. *The Language Learning Journal, 50*(3), 378-392.

APPENDIX A**Modified CALLA** (adapted from O'malley, & Chamot, 1990, pp.201-202)

Stage	Procedure
Preparation	T introduces activities or tasks and ensures S understand objectives. T gives S time to plan before listening e.g. elaborating, predicting
Presentation	T introduces listening strategies relating to listening activities or tasks
Practice	T lets S practice listening strategy. T may repeat record and make class discussion as well as provide guidance.
Evaluation	S evaluate their own performance including identifying their listening problems.
Expansion	T elaborate what S have learned. T introduce extensive listening activities.
Extensive listening Evaluation	S evaluate their own performance including identifying their listening problems.

APPENDIX B**Content analysis: listening strategy uses**

Listening strategy	S1	S2	S3	S4	S5	S6	S7	S8	S9	S10	Total	
Cognitive	elaboration	1	0	0	0	10	0	0	0	1	0	12
	prediction	0	0	0	8	9	0	0	0	4	0	21
	note taking	2	6	1	0	4	0	1	8	0	3	25
	inferencing	3	2	0	1	8	1	2	0	9	2	28
	contextualization	0	0	0	0	6	0	0	0	2	0	8
	summarization	0	1	0	0	1	0	0	0	0	0	2
	deduction	0	0	0	0	0	0	0	0	0	0	0
Metacognitive	planning	0	0	0	9	17	0	0	0	0	0	26
	monitoring	0	4	0	0	2	0	0	0	1	0	7
	focus attention	0	0	0	0	15	0	0	0	0	0	15
	performance evaluation	0	0	0	0	0	0	0	0	0	0	0
Scio-affective	questioning for clarification	0	0	0	0	0	0	0	0	0	0	0
	lowing anxiety	0	1	0	0	1	9	0	0	0	1	12
	cooperation	0	1	0	0	0	0	0	0	0	0	1
	self-encouragement	0	0	0	0	1	0	0	0	0	0	1
Total strategies used	6	15	1	18	74	10	3	8	17	6	157	