The effect of using Metacognitive Strategy in Developing Listening Skills of English Language Learners

أثر استخدام استراتيجية ما وراء المعرفة في تنمية مهارة الاستماع للمتعلمين باللغة الانجليزية

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الملخص

هدفت هذه الدراسة الى معرفة اثر استخدام استراتيجية ما وراء المعرفة في تنمية مهارة الاستماع باللغة الانجليزية لطلاب الصف الثالث الثانوي. تكونت عينة الدراسة من ٦٠ طالبا موزعين بالتساوي الى مجموعه تجريبيه واخرى ضابطة استخدمت الدراسة المنهج التجريبي ذي التصميم شبه التجريبي حيث تم اعداد قائمه بمهارة الاستماع واختبار مناسب لعينة الدراسة .و باستخدام اختبار (ت) للعينات المستقلة اظهرت النتائج ما يأتي:

توجد فروق ذات دلاله احصائية بين متوسط درجات المجموعة التجريبية و الضابطة في الاختبار البعدي في استخلاص فهم المعنى العام ولصالح المجموعة التجريبية. توجد فروق ذات دلاله إحصائية بين متوسط درجات المجموعة التجريبية والضابطة في مهارة تحليل الكلام و لصالح المجموعة التجريبية. توجد فروق ذات دلاله احصائية بين متوسط درجات المجموعة التجريبية والضابطة في مهارة استنتاج التفكير ولصالح المجموعة التجريبية . توجد فروق ذات دلاله احصائية بين متوسط درجات المجموعة التجريبية والضابطة في مهارات الاستماع مجتمعه و لصالح المجموعة التجريبية.

و في ضوء النتائج اوصت الدراسة بتدريب معلمي اللغة الانجليزية على استخدام استراتيجية ما وراء المعرفة في تدريس مهارات الاستماع و المهارات الاخرى.

The effect of using Metacognitive Strategy in Developing Listening Skills of English Language Learners

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Abstract

The study aimed at investigating the effect of metacognitive strategy in developing Listening skills of third year secondary schools students at Taif city. The sample of the study consisted of (60) third year secondary school students, equally divided into control and experimental groups. The study used the quasi-experimental design. The researcher prepared a list of listening skills of the English language, a test of listening skills, and by using independent samples t-test and ETA square; to calculate the effect size, the study revealed the following results There were statistically significant differences at between the mean scores of the experimental group, and the control group in the post-measurement in understanding overall meaning, in auditory speech analysis skills, in deductive thinking skills; in favor of the experimental group. There were statistically significant differences between the mean scores of the experimental group, and the control group in the post-measurement in listening skills combined; in favor of the experimental group.

In light of the findings, the study recommended to: train teachers of English language to use metacognitive strategy in teaching listening skills.

Keywords: listening skills, metacognitive strategy English language learners.

Introduction:

Language is a means of communication; the educational plans in Saudi Arabia focused their efforts on raising the level of students' achievement in English by adopting new curricula to cope with this development. One of the main objectives of these curricula has been to achieve learner-teacher communication and interaction within the English language classes, as well among the learners themselves Macmillan (1430).

Achieving communication and interaction requires the development of listening comprehension in the first place, where listening accounts for the largest portion of the language that is received and produced by the person. Studies have found that 45% of the total language communication of a person is done through listening in contrast with other skills (Wilt, 1950). The most used skill in the classroom is listening, and students with good listening comprehension skills are more able to participate effectively in class. (Ross, 2006)

Listening plays a major role in acquiring language and mastering the language skills Bozorgian (2012) found significant positive correlations between listening and other language skills are particularly strong within the context of EFL, providing evidence that listening skill matters even in situation where English is not the primary language. Another study (Motallebi & Pourgharib,2013) showed that there was significant improvement in pronunciation for students who had audio-stories program.

Despite the importance of listening, students in the secondary stage face difficulties in listening, manifested by poor participation and interaction within the class. Teachers also have difficulties in helping students develop their listening comprehension because of the difficulty of the processes that take place during listening. Wong (2005) pointed out that, in many cases, there is no clear classroom education strategy to help learners get good listening. Davis(2009) revealed that learning to listen is a challenge for individuals everywhere. For proper listening comprehension to take place, activities and strategies must be provided.

Helping students and teachers to overcome listening difficulties requires training on effective strategies and focus on the learners and their role in the listening process. Thus, researchers are seeking to find the best strategies and methods to develop learners' listening comprehension.

The metacognitive strategy is one of the most important strategies in the field of language learning and teaching. It leads the learning process to the right direction because it belongs to an advanced level of thinking that helps enabling the learners effectively control their thinking by increasing their awareness of the cognitive processes that take place during an educational situation, and increase their ability to evaluate and manage these processes (Flavel 1997).

Some studies have confirmed the positive impact of using this strategy on listening comprehension. Goh and Taib (2006) revealed that training students on the metacognitive strategy encourages them to take an active role in their learning by guiding students to discover important aspects of the listening process, and improving learners' listening comprehension is due to improve ability in managing the listening process. Vandergrift

(2005) showed that there is a correlation between the learner's knowledge the metacognitive strategy and motivation to learn the listening comprehension.

The use of the metacognitive strategy in listening teaching helps to increase the learners' awareness of the listening process by consciously using their ability to plan, monitor, evaluate, and focus their attention on cognitive processes and steps they take to overcome difficulties in understanding (Goh 2008). Vandergrift and Goh (2012,108) assert that metacognition helps learners overcome listening difficulties by increasing their own knowledge as listeners, their understanding of the nature of the listening process, listening learning requirements, and their understanding of the role of listening strategies.

As a result, a number of researchers have been interested in designing metacognition teaching models for listening instruction, aimed at increasing learners' awareness of the listening process and enabling them to self-organize learning. These models are used to train learners on effective processes and strategies to gain understanding of audible text. Such models include Wenden (1991), Fisher (2005). Vandergrift(2003) also presented a teaching model based on metacognitive processes (planning, monitoring, evaluation, and problem solving). It consisted of five consecutive stages, and aims to increase learners' awareness of the listening process and enables them to take the necessary steps to achieve an understanding of the audio.

Despite the fact that many foreign studies on the role of the metacognitive strategy in improving learners' listening comprehension; Coskun (2010); Rahimi and Katal(2011); Goh (2013), more studies are needed in different learning environments and communities (Goh,2002).

Study Problem:

The researcher noted from some teachers the low level of students' listening comprehension, and the difficulties they encounter. Such difficulties hinder their ability to engage fully and correctly in listening classes because they are not familiar with the methods and ways of good listening comprehension, as well as their inability to use effective strategies to overcome these difficulties.

Referring to a number of specialized studies, the researcher found what proves his observation about the low level of students' listening comprehension skills. Hasan (2010) showed that students face many difficulties during the listening process. A number of studies have also highlighted the low level of listening skill of students, particularly in the secondary level, which necessitated intervention to improve it. Among these studies are Hussein (2007), Mahmod (2013), Al-Alwan ,Asassfeh and Al-shboul(2013).

In light of the above, this study attempted to identify the impact of the metacognitive strategy in the development of English listening comprehension of 12th grade students.

Study Questions:

The current study sought to answer the following questions:

1. What effect does the use of the metacognitive strategy have on the development of the listening skill related to understanding the overall meaning?

2. What effect does the use of the metacognitive strategy have on the development of listening skill related to speech analysis?
3. What effect does the use of the metacognitive strategy have on developing the listening skill related to deductive thinking?
4. What effect does the use of the metacognitive strategy have on the development of the total of the listening skills?

Objectives of the Study:

The objectives of the current study were:

-   Identifying appropriate listening skills for third-year secondary students.
-   Identifying a teaching model based on the metacognitive strategy of listening instruction.
-   Identifying the impact of the use of the metacognitive strategy in the development of listening skills.

Importance of the Study:

The importance of the current study can be highlighted in the following points:

-   For teachers of English at the secondary level, the study presents a guide to teachers that is based on the metacognitive strategy to help them develop the teaching methods used.
-   For curricula designers and officials in the Ministry of Education: This study contributes to urge curricula designers to design lessons and activities to help teachers and students to use strategies to accelerate the learning process, especially in listening classes. In this context, the study presents a metacognitive strategy-based teaching model, and an applied study of the impact of this strategy on the development of listening comprehension, providing adequate information to help develop textbooks, prepare and train teachers, and provide them with aids and means of proper evaluation.
-   For other researchers in the field: This study may contribute to the enrichment of literature on the teaching of English in secondary schools through opening prospects in the field of metacognitive strategy.
-   For students: This study helps students adopt appropriate learning strategies that help them achieve self-reliance and increase their awareness of the learning process.
-   This study sought to benefit from educational literature in order to apply a teaching model based on the metacognitive strategy to give practical application of how to use this strategy in listening lessons.

Limitation of the Study:

The study was limited in its application and its results to the following:

Objectivity Limits:

-   The study was limited to identifying the impact of the metacognitive strategy using a listening instruction model in the development of listening comprehension

(understanding the overall meaning, speech analysis and deductive thinking) (Vandergrift, 2005)

- The study was limited to all listening lessons in Flying High book 5, 1435 Edition.

Spatial Limits:

Twelfth grade students in Ta'if city: The 12th grade was chosen since it is the last stage of secondary school; moreover, it is assumed that most of the educational goals for this stage have been achieved for the students.

Time Limits:

Five weeks of the second semester of 1437-1438 A.H.

Definition of terms:

The study covers the following terms:

Effect :

It is defined as the amount of change the use of the metacognitive strategy makes in the scores of an experimental group in comparison with the control group in the post-listening test.

Listening Instruction Model (Vandergrift, 2004)

It is a teaching model based on metacognitive processes (planning, monitoring, evaluation, and problem solving). It aims to increase learners' awareness of the listening process and enable them to take the necessary steps to achieve a comprehension of the audio. It consists of five stages:

1. Pre-listening; planning / prediction
2. First verification stage of listening
3. Second verification stage of listening
4. Final verification stage of listening
5. Post-listening stage: Reflection

Development :

It is procedurally defined as a significant improvement in student performance in listening comprehension after the use of the metacognitive strategy.

Listening Comprehension :

It is procedurally defined as the sub-listening skills group relating to (overall comprehension, speech analysis, deductive reasoning), procedurally measured in the study by the mark the 12th grade student obtains in the specifically designed English listening proficiency test for this study.

Literature Review :

Metacognition:

The concept of metacognition is a modern concept in psychology. This concept was introduced by (Flavell, 1979). Brown (2000) defined metacognition as a recruitment strategy for individual knowledge processes and resources to build knowledge, harness thinking and problem-solving skills to reach comprehension and vision in an individual's environment. She added that metacognition is a conscious and careful control of an individual's actions and cognitive responses by using self-organizing skills (planning, monitoring and evaluation).

Costa and Kallick(2000) defined it as "the ability of the individual to identify what they know and what they do not know, to develop a plan of action and to move towards development within a certain period of time, reflect on that plan and evaluate it until the completion of this plan is achieved (P.12).

Metacognition is also defined as thinking about one's own self-thought, allowing them to control and reconstruct their own thoughts, and to play an important role in learning and problem solving. (Guess & Wiley 2007: 8)

Fisher (2005: 220) pointed out that metacognition includes the learner's thinking in their own thinking, their knowledge of themselves to determine what they know and what they have learned, and determine what they can do to improve learning and achievement. Metacognition also includes cognitive skills, problem perception, individual monitoring of their progress, and assessment of the results of their own thinking or problem-solving activity.

Metacognition is also defined as reflections on knowledge or thinking about what we think and that this concept is linked to three types of mental behaviors:

1. The person's knowledge of their thinking processes and their accuracy in describing their thinking and what they think of.
2. The person's control and self-control and follow-up of what they do when preoccupied with mental work, such as solving a certain problem, monitoring the quality of its use for this follow-up and guiding mental activity in solving this problem.
3. The extent to which a person's way of thinking is influenced by their beliefs, intuitions and sensibilities regarding the field in which their minds are preoccupied (Zare, 2012).

Metacognition in Listening Comprehension Instruction:

Some learners suffer from great difficulties in mastering listening. Thus, some studies showed that learners are incapable of listening strategies to overcome these difficulties, including Hasan (2010) study, which found that the majority of the samples classify the tasks of listening as difficult tasks. The researcher also found a clear weakness in the ability of learners to use listening strategies in an appropriate and effective manner.

Graham & Macaro (2008) found that many learners do not know how to improve listening comprehension and are unaware of listening strategies. Lack of awareness of the learners to the process of listening comprehension and inability to the correct steps to help

them comprehend the audio, cause them to lose confidence and experience anxiety during listening, which reflects negatively on their real abilities Graham (2006)

The researchers found that the learner during the listening process uses three types of strategies:

1. Cognitive strategies
2. Metacognitive strategies
3. Emotional and social strategies

Vandergrift, (1997), Oxford (2000), and Ratebi & Amirian(2013) concluded that skilled listeners use metacognitive strategies more than less skilled listeners, for their ability to complete the following steps while listening:

- Analyzing listening requirements
- Activating the appropriate processes for the listening process
- Making appropriate predictions
- Observing the process of understanding
- Evaluating how successful their way of understanding is

Successful listening process performed by skilled listeners is distinguished by appropriate use of metacognitive strategies; These strategies are important for developing structured learning ability. In order to have learners practice using metacognition during the listening process, researchers were interested in process-based approach:

First, Process-based Approach :

It is an approach which focuses on processes that occur before, during and after the listening process. In this approach, learning activities and processes rather than results are emphasized. The use of this approach in listening classes is intended to increase learners' awareness of listening processes and to direct them through a series of processes where the focus is on increasing the effectiveness of listening process and developing learners' skills. Vandergrift & Goh (2012 , 108) pointed out that the adoption of a metacognitive approach in the teaching helps the learners in:

- Increasing their knowledge of themselves as listeners
- Increasing their knowledge of the difficulties they encounter during listening
- Increasing their knowledge of effective strategies

A number of researchers interested in increasing the awareness of learners used the metacognitive process-based approach (Wenden, 1991; Saricoban,Robbins 1999; Vandergrift 2004) to design instructional models aimed at developing the learners' abilities and enabling them to control the listening process; thereby developing their confidence and ability to successfully complete their listening tasks. These models also help train learners to use effective strategies to gain an understanding of audible text.

Vandergrift Model 2004 :

It is a teaching model designed to increase learners' awareness of the listening process. It focuses on the listening instruction stages, and the associated different metacognitive

processes. In the design of this model, Vandergrift adopted two basic functions of metacognition in the process of learning: cognitive self-awareness, and knowledge management and control. To achieve these two functions and to raise the metacognition awareness in the listening process, he divided metacognition to three main components (metacognitive knowledge, metacognitive experience, and use of strategies)

1. Metacognitive knowledge: It relates to three types of knowledge:
   - The person's knowledge of himself as listeners in terms of cognitive and emotional factors that help in the process of comprehension.
   - Knowledge of the task: this knowledge relates to the listener's knowledge of the purpose of the listening task, its nature and requirements.
   - Knowledge of the strategy: it is about knowing effective strategies and what is the best way to deal with the listening process.
2. Metacognitive experience: It is the idea or feeling about the thinking process of the listener while trying to comprehend a certain point in the text, such as recalling a previous experience or strategy that the listener previously used to understand the meaning of a particular word in the text or to address any comprehension problem.
3. Strategy use: It is related to the individual's ability to use and employ appropriate strategies during listening. (Vandergrift & Goh, 2012)
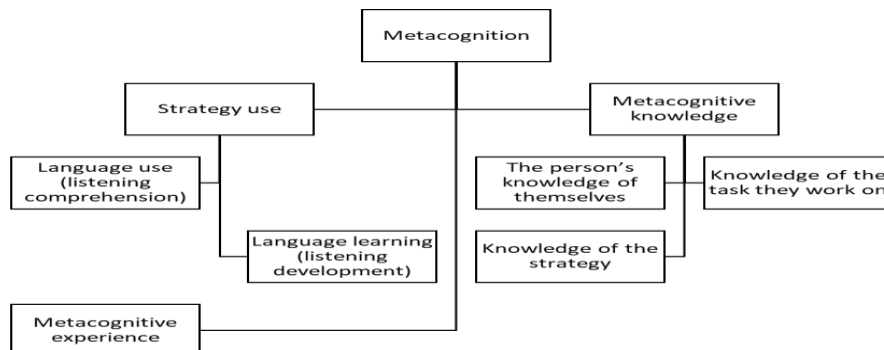

Figure (1) the framework of metacognition in teaching listening

Listening and metacognition:

Listening plays a vital role in daily communication and is the most frequently used language skill. This study tries to provide a teacher of English language in secondary stage and his students with a new way to handle listening lesson. As the new series "Flying High for Saudi Arabia' puts communication first and last, there should be careful consideration of teaching listening. However, listening comprehension is often regarded as big challenge to our students, which leads to inadequate attention to listening instruction and to poor student's performance. One way proved to facilitate students listening comprehension is to focus on the processes of listening with assist students to take control of their learning.

In the last 15 years, we have seen many exciting ideas for teaching second language listening. One of them is metacognitive approach proposed by scholars such as Vandergrift (1997) and Goh (2008)

Metacognition is simply defined as thinking of one's own thinking. It is thinking of one's cognitive process which includes two essential aspects- self-appraisal and self-management of cognition. Metacognition therefore focuses attention on students' ability to plan, monitor and evaluate their learning and help to orchestrate cognitive aspects of problem solving. It enables learners to engage in self-appraisal and self-management activities that are supported and guided by teachers (Goh, 1999).

Metacognitive Instruction in Listening:

One way to deal with complexity of listening comprehension is to use metacognitive instruction as a process-based approach to facilitate the process of listening for language learners (Goh, 2008). Metacognitive instruction refers to "pedagogical procedures that enable learners to increase awareness of listening process by developing richer metacognitive knowledge about themselves as listeners, the nature and demands of listening, and strategies for listening" (Vandergrift & Goh, 2012).

Vandergrift (2004) proposed a metacognitive cycle to help learners integrate the use of strategies while listening. This model is used to encourage students to use processes at specific stages in a lesson sequence to regulate their comprehension and achieve successful comprehension. It involves the instruction of metacognitive processes in five sequential phases every session, which are presented in table 1.

Table (1) Stages of listening instruction and underlying metacognitive processes

Phase	Stages of instruction	Metacognitive Processes
1- Pre-listening	**Planning/predicting stage** After students have been informed of the topic and text type, they predict the types of information and possible words they may hear.	1. Planning
2- First listen	**First verification stage** a) Students verify their initial hypotheses, correct as required, and note additional information understood. b) Students compare what they have understood/written with peers, modify as required, establish what still needs resolution, and decide on the important details that still require special attention.	2.a Monitoring and evaluation 2.b Monitoring, evaluation and planning

3-Second listen	**Second verification stage** a) Students verify points of earlier disagreement, make corrections, and write down additional details understood. b) Class discussion in which all class members contribute to the reconstruction of the text s main points and most pertinent details, interspersed with reflections on how students arrived at the meaning of certain words or parts of the text.	3-a Monitoring, evaluation, and problem-solving 3-b Monitoring, evaluation, and problem-solving
4- Third listen	**<u>Final verification stage</u>** Students listen specifically for the information revealed in the class discussion which they were not able to decipher earlier. ***(This stage is accompanied by the transcript of the text)***	4- Monitoring and problem-solving
5- Reflection and goal-setting	***<u>Reflection stage</u>*** **and goal-setting stage** Based on the earlier discussion of strategies used to compensate for what was not understood, students write goals for the next listening activity.	5- Evaluation and planning

<div align="right">Vandergrift (2004)</div>

Through using such model in a listening lesson, students become more skilled in using the following strategies (processes):

1. Planning for the listening activity
2. Monitoring comprehension
3. Solving comprehension problems
4. Evaluating the approach and outcomes

The four metacognitive listening (processes) on which this model is based are more elaborated in table 2:

<div align="center">Table (2) metacognitive processes</div>

Metacognitive Listening processes	**What Listeners Do**
Planning: Developing an awareness of what needs to be done to accomplish a listening task. During the critical planning phase, listeners prepare themselves for what they will hear and what they are expected to do	✓ Bring to consciousness their knowledge of the topic ✓ Analyze the text genre ✓ Anticipate words or Ideas that they may hear ✓ Determine where to pay attention, based on their purpose for listening. ✓ Predict what they will hear ✓ prepare the conditions for listening to focus their attention and ignore distraction

Metacognitive Listening processes	What Listeners Do
Monitoring: Checking, verifying, or correcting one's comprehension or performance in the Course of a listening task. listeners monitor their comprehension in light of their predictions and make adjustments, as necessary	✓ Check for consistency with their predictions and accept the fact that they don't need to understand every word ✓ Assess their level of comprehension ✓ Verify progress in their comprehension of the desired information and necessary details ✓ Determine whether the approach to understanding the text is working or not.
Solving problems: As they monitor their comprehension and confront difficulties, listeners must adjust their approach to the text or activate specific strategies**.**	✓ Adjust their approach by activating more appropriate strategies ✓ Make inferences about the meaning of a chunk of text they did not understand by deducing from the information they are confident they have understood. ✓ Ask for clarification, if the listening context allows for this
Evaluation: Listeners need to evaluate the effectiveness of the approach adopted and/or decisions made during the listening process after completion of the activity.	✓ Judge their overall execution of the task ✓ Reflect on difficulties encountered, what went wrong, and why ✓ Judge their strategy use; reflect on the success of problem-solving efforts

(Vandergrift & Goh2012)

Why do you need to improve your students' metacognition knowledge?

Improving students' metacognition knowledge helps them:

- Develop better knowledge of self as L2 listener.
- Understand nature of L2 listening and demands of learning to listen.
- Understand roles of cognitive, metacognitive, and social-affective strategies.

Three: Methodology and procedures :

This study sought to verify the effect of the use of the metacognitive strategy on the development of English listening skills of the students in the third year of secondary stage in Taif. Therefore, it relied on the experimental approach and the quasi-experimental design of Nonequivalent Control Group Designs. Van Dalen (1979) defined this approach as "the scientific research approach by which the researcher can know the effect of the independent variable on the dependent variable" (P.95).

The study used this approach to identify the effect of metacognitive strategy on the development of listening skills of third-year secondary students through a pre & post listening test of two groups, one experimental and the other control. Experimental group was taught listening skills using metacognitive strategy while the control group was taught through usual

teaching method. After the treatment period was over, the post listening test was applied. By comparing the results of the statistical analysis of the data of the two study groups resulting from the pre & post listening test, the independent variable effect (metacognition strategy) on the dependent variable was identified (listening skills). Figure 2 showed the design used for the study.
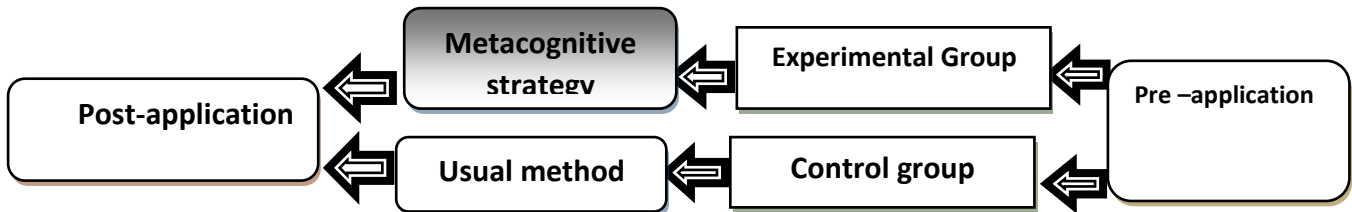

Figure 2: the semi-experimental design of the study

variables of study:

Independent variable:

It is the factor or reason applied for knowing its effect on the outcome, i.e., the independent factor applied for knowing its effect on the dependent factor. In the current study is the metacognitive strategy.

Dependent variable:

It is the factor resulting from the influence of the independent factor. The dependent variable in this study is listening skill.

External variables:

In order to ensure that the control and experimental groups are equal in all variables except for the independent variable that the study aimed to detect its effect, the researcher had set some extraneous variables that can affect the results to ensure the equivalence of the two groups. These variables include:

1. **Age:** The ages of the two groups members ranged between (17-19) years.
2. **Level of listening skill:** The researcher applied the listening skills test on the two study groups. The results revealed that there were no statistically significant differences as mentioned in the study procedures.
3. **Time specified for teaching:** The time for teaching both experimental and control groups was equal. The actual duration of teaching was six weeks, with one class per week, and the duration of each class was 45 minutes.
4. **Gender:** This variable was determined by identifying the population of this study, and limiting it to only male students.
5. **Course Content:** All elements of the content presented to the students of the experimental and control groups were unified.
6. **Teaching environment:** The researcher selected the sample of the study from one school, to ensure the homogeneity between the two study groups in the three levels of social, cultural and economic.

Population of the study:

The definition of the study community is clearly one of the important principles of any study. Van Dalen (1979) defined it as: "All individuals and persons who are the subject of the study problem or all the characteristics of the phenomenon studied by the researcher." (P. 99).

The population of the study included all third secondary stage students in secondary schools of the General Directorate of Education in Taif in the second semester of the year 1437-1438.

Sample of the study:

The study was applied to a random sample; it was selected to be representative of the original population as much as possible, because it is difficult to subject the entire study population to the experiment.

Two classes in Al-Feisal secondary school were randomly selected one as experimental group and the other as a control group. The study sample consisted of (60) students divided into two groups (30 students for each).

instruments:

Achieving the objectives of the study and testing its hypotheses require the use of some measurement instruments for data collection:

1. List of appropriate listening skills for students in third grade secondary.

2. Test listening skills.

3. A program for the development of listening skills among third-year secondary students by using the following: Teacher's Guide and Student Guide.

The study instruments were built according to the following:

1) List of listening skills: List of listening skills was built according to the following steps:

a. Objective of the list:

The purpose of the list was to identify appropriate listening skills for third-year secondary students in order to use them in preparing a teacher's and student's guide according to the meta-knowledge-based program and to build the listening skills test.

B. List preparation sources:

The sources of the list were:

- previous research on listening skills such as: Buck(1991), Rost (1999), Eiddger (1999) and Arab studies (Gama,2004).
- literature related to the methods of teaching English in general and teaching listening skills in particular.
- English language curriculum for third-year secondary students for the second semester of 1437H-1438H.

- Objectives of the English language curriculum set by the Ministry of Education in the Kingdom of Saudi Arabia.
- The opinions of experts and specialists in the field of curriculum from the supervisors and teachers of English language.

After reviewing the previous sources, the initial form of listening skills consisted of three main skills; each skill included a number of subskills

It is clear from Table (3) that the total number of listening skills in their primary form was 20 subskills divided into three main skills: understanding the overall meaning, speech analysis, deductive thinking.

Table (3)

The list of Listening skills in their initial form

	Main Listening skills	subskills
1.	**Understanding overall meaning**	6
2.	**Speech analysis**	8
3.	**Deductive thinking**	6
	Total	20

C. construction of the list in its initial form:

To verify the validity of the list, paraphrase the validity of the content by reviewing the sources and previous studies related to the listening skills to prepare a list of listening skills. Then the list was judged by a group of reviewers in English language and in curricula and methods of teaching in order to identify their views on:

- The extent of appropriate skills for secondary students.
- The extent to which the skills listed are related to listening skills.
- Validity of the skills definitions listed.
- Any additional skills they consider suitable for high school students

The reviewers pointed out that the List of listening skills achieved its purpose and all subskills were belonging to listening skills, except for the following skills indicated by the reviewers to delete:

• To recognize the general importance of speaker's talk, from the skill of analysis of spoken speech

• Extract the meaning of sound tone, from the skill of deductive thinking

• Identify what needs to be clarified, the skill of analyzing spoken speech

• To recognize the rhetorical formulas in the text (metaphor-ridicule), the skill of analysis of the spoken speech

One reviewer also suggested that students should listen twice to the sentence in question 17.

The percentages of the arbitrators' agreement on the other skills ranged from 88.9% to 100%. Thus, the list was adjusted and the final form with its basic skills and subskills was as follows:

Table (4)

The list of listening skills in its final form

Main Listening Skills		Subskills
1	**Understanding the Overall Meaning**	find a suitable title for the topic
2		Identify the key ideas in the listening text
3		Identify the words in the text
4		Retrieve information contained in the text
5		Remember the correct order of events in the listening text
6		Remember the characters in the listening text
7	**Speech Analysis**	Distinguish between truth and fiction in the text
8		Distinguish between truth and opinion
9		Identify the type of listening text
10		Recognize the change in the voice of the speaker (pause - question - exclamation)
11		Convert speaker speech to other formats such as writing
12	**Deductive Thinking**	Extract the meaning of the word from the context
13		Predict results as a result of listening to sequential events
14		Recognize the speaker's point of view
15		Recognize the speaker's attitudes and feelings
16		Recognize the implicit meaning in a brief context
Total		**16 skills**

Table (4) showed that the list of listening skills consisted of (16) skills divided into three main skills.

D) Construction of listening skills Test:

The listening skills test was prepared according to the following steps:

E) Defining the objective of the test:

The aim of the test was to measure the extent to which students have the following listening skills (comprehension of the overall meaning, speech analysis and deductive thinking).

F) Determining the content of the test:

The test consisted of subjects that students listen to and answers the questions based on what he or she hears, noting that these subjects were chosen from the revision lessons (progress test) which they never study before. The lessons included a number of questions that measure listening skills. This was done by constructing the following table of specifications.

Table (5)

Specifications of listening skills test for the students of the third grade of secondary stage

Main Listening skills	The total number of items each skill	The items representing the subskills	No. of Questions	The assigned score for each skill
Understanding overall meaning	6	1-2-13-14-15-16	6	10
Speech analysis	5	3-6-7-11-12-17	6	7
Deductive thinking	5	4-5-8-9-10	5	5
Total	16		17	22

It is clear from the previous table (5) that the listening test consisted of (17) questions assigned to it (22) scores.

G) Sources of listening test construction

- The study relied on a number of sources
- Review of the specialized literature in the teaching of listening-
- International tests and test questions in listening section such as ILETS and TOEFL List of listening skills of the current study-
- Objectives of teaching listening to students in the third grade of secondary stage

 H) The areas measured by the listening test

The test was limited to measuring the following key listening skills: comprehension of the overall meaning, the skill of speech analysis, and deductive thinking.

I) Test construction:

The researcher prepared a preliminary paper for the test, which included the student's basic data such as name, class, and clear and accurate instructions. The instructions include the purpose of the test and the way the test should be handled by students. The researcher also took care of the following points:

- The clarity of the questions, and its integrity in terms of language.
- The variety of questions and their representation of each skill supposed to measure.
- The number of alternatives in each question are no less than four; to minimize the impact of guesswork.
- The distribution of alternatives in an irregular manner so that the student does not reach the correct answer by guessing.

J) Grading the test:

One score was assigned to each multiple choice question and four scores to the ranking question.

K) Validity of the test:

The validity of the test is a prerequisite for any research instrument. "The test is valid if it measures what is supposed to be measured and not something else," Wong (2005). P. 30. Valid test is defined as "the test that measures only what has been prepared to measure" (Van Dalen 1979).

In order to verify the validity of the test, the researcher, presented the test to a group of arbitrators specialized in English in general, to judge the test in terms of the following:

- The extent to which questions are appropriate to measure the skill with which they relate.

- The suitability of the alternatives and their compatibility with each other.
- The accuracy of the language of the question and its alternatives.
- The adequacy of the number of questions to measure skills.
- Proposals that they consider suitable for testing, whether by deletion or addition. The necessary adjustments were made in the light of the specific listening skills. The test was ready in its final form.

L) Exploratory application of the test:

To verify the clarity of the vocabulary of the test, the researcher applied the test, after making the amendments indicated by the arbitrators, to a group of third secondary students (other than the original sample) of 28 students.

The exploratory experiment was conducted according to the following steps:

• Determine the target of the exploratory application of the test

• Identify the clarity of the test instructions.

The researcher revealed through the exploratory experiment that there were no questions from the students about the test instructions.

M) The answer time for the test.

In light of the exploratory experiment, the time for answering the test was determined by recording the time taken by the first student to answer the test and the time taken by the last student to answer the test, and then finding the arithmetic mean for them.

The time taken by the student included the time allotted for reading the questions before the individual listening process and the time taken by the student to answer the questions of each text after listening. The time taken by the first student to answer questions was only 20 minutes, and the time taken by the last student was 35 minutes. Five minutes were added for each listening text and for reading test instructions , thus the test time was approximately 33 minutes.

N) The internal consistency of the test.

The validity of the internal consistency of the test was verified by calculating Pearson correlation coefficient between the degree of each skill and the total score of the main skill to which it belongs, as well as the correlation coefficients between the total score of the skill and the total score of the whole test.

Table (6)

The correlation coefficients between the items representing understanding the overall meaning skill and the total score of the skill

Items	correlation coefficient	(sig)	Items	correlation coefficient	(sig)
1	0.58	0.01	14	0.45	0.01
2	0.59	0.01	15	0.65	0.01
13	0.43	0.01	16	0.52	0.01

It is clear from Table (6) that the correlation coefficients between the score of each singular question and the overall score of comprehension skill were between 0.43-0.65, all of which were significant at level (α=0.01), which means that the questions measure what is measured by the main skill and is an indicator of validity.

Table (7)

The correlation coefficients between the items of speech analysis skill and the total score of the skill

Items	correlation coefficient	(sig)	Items	correlation coefficient	(sig)
3	0.59	0.01	11	0.69	0.01
6	0.55	0.01	12	0.59	0.01
7	0.46	0.01	17	0.48	0.01

It is clear from Table (8) that the values of the correlation coefficients between the score of each singular question and the total score of the speech analysis skill range from 0.46 to 0.69, all of which were significant at level ($\alpha=0.01$), which means that the questions measure what is measured by the main skill.

Table (9)

The correlation coefficients between the items of deductive thinking skill and the total score of the skill

Items	correlation coefficient	(sig)	Items	correlation coefficient	(sig)
4	0.57	0.01	9	0.66	0.01
5	0.55	0.01	10	0.46	0.01
8	0.56	0.01			

Table (9) showed that the values of correlation coefficients between the score of each singular question and the total score of deductive thinking skill applied range from 0.46 to 0.66, all of which were significant at level ($\alpha=0.01$), which means that the questions measure what is measured by the main skill and is an indicator of validity.

Table (9)

Correlation coefficients between total score of the listening test and the total score of each one of the three main listening skills

م	**Main Listening skills**	Correlation coefficient	(sig)
1	Understanding overall meaning	0.84	0.01
2	Speech analysis	0.77	0.01
3	Deductive thinking	0.79	0.01

Table (9) showed that the correlation coefficients between the total score of the skill and the total score of the test range from 0.79 to 0.84, all of which were significant at level ($\alpha=0.01$), which means that the test is an indicator of its validity.

O) Coefficient of difficulty, ease and discrimination of the test questions:

Graham and Macaro (2008) found that the coefficient of difficulty gives an indication of the number of students who answered the wrong answer to the question

Coefficient of discriminate was also calculated. Graham (2006) considered t hat the best coefficient of discrimination is one or close to it, but finds it difficult to obtain discrimination coefficients with this value. He added that any negative parameter values should be deleted because they do not measure what the test measures. Each question was given one score but the question of the order was dealt with as four questions and therefore the test was dealt with when calculating the coefficients of difficulty as 22 questions. The results were as follows:

Table (11)

Difficulty, ease and discrimination coefficients

Questions	Difficulty	Ease	Discriminate	Question	Difficulty	Ease	Discriminate
1.	0.54	0.46	0.49	12	0.46	0.54	0.49
2.	0.57	0.43	0.49	13	0.50	0.50	0.50
3.	0.64	0.36	0.48	14	0.57	0.43	0.49
4.	0.50	0.50	0.50	15	0.54	0.46	0.49
5.	0.54	0.46	0.49	16	0.57	0.43	0.49
6.	0.25	0.75	0.43	17	0.50	0.50	0.50
7.	0.64	0.36	0.48	18	0.43	0.57	0.49
8.	0.57	0.43	0.49	19	0.46	0.54	0.49
9.	0.61	0.39	0.48	20	0.26	0.71	0.45
10.	0.57	0.43	0.49	21	0.50	0.50	0.50
11.	0.61	0.39	0.78	22	0.39	0.61	0.48

It is clear from Table (10) that the difficulty coefficients of the test items range between 0.25 - 0.75, all of which are within the acceptable range of difficulty coefficients, and the values of the discrimination coefficients ranged from 0.43 to 0.50, all within the acceptable range (Brown, 2000).

P) Reliability coefficient of the test

The researcher verified the reliability of the test in the Kronbach Alpha method for the skills and the whole test. The results are as showed in Table (12):

Table (11)
Reliability coefficient

No.	Main Listening skills	Reliability coefficient
1	Understanding overall meaning	0.84
2	Speech analysis	0.80
3	Deductive thinking	0.81
The whole test		0.86

Table (11) showed Alpha that the values of reliability coefficients for the test range from 0.80 to 0.84 and the reliability value for the whole test was 0.86, which are high and acceptable values. (Coskun, 2010)

Intrinsic Validity.

The Intrinsic Validity of the test was verified by calculating the square root of the reliability coefficient for the levels and the whole test. The results showed in Table (13)

Table (12)
Intrinsic Validity coefficient

No.	Main Listening skills	Intrinsic Validity
1	Understanding overall meaning	0.91
2	Speech analysis	0.89
3	Deductive thinking	0.90
The whole test		0.92

It is clear from Table (12) that the values of intrinsic validity coefficients of the whole test range from 0.89 to 0.92, all of which were high values and indicate validity.

Q) Suggested student's Guide:

The student book consisted of six listening lessons, selected from the Flying High 5. The researcher designed these lessons in the form of activities based on collaborative learning (two-groups). The researcher relied on the activities suggested by (Vandergrift & Goh, 2012) for teaching listening. A series of activities, aimed at training the learner on metacognition during the listening process. The researcher integrated the exercises in the student's book Flying High 5 with these activities and commensurate with what is required in each stage of the five listening stages. The researcher added a picture for each listening lesson to help the students to predict the main idea.

R) Suggested Teacher's Guide:

The teacher's guide was prepared for guiding the teaching process. Accordingly, the guide included the following elements:

1)   Introduction to metacognition and listening skill

2)   Metacognition in teaching listening

3)   Vandergrift Model (2004) for stages of listening instruction and underlying metacognitive processes

4)   A table that contains definitions of metacognitive processes

5)   The importance of developing metacognitive knowledge

6)   The objectives of teaching third grade listening skills

7)   List of listening lesson titles and objectives of each lesson with keywords.

8)   An illustration of the stages of teaching listening processes (strategies) based on metacognition

9)   Listening teaching steps

10) Written texts for listening lessons

After completing the teacher's guide, it was introduced to a group of English language specialists to judge how well the goals were formulated, adding any necessary observation. In light of the reviewer views, the necessary amendments were made and the manual was finalized.

S) Application Procedures:

1.The researcher applied pre-test on the students of the two classes in the second semester of 1437-1438, in order to control the equivalence of the two groups. The results obtained are shown in the following table (14):

Table (13)

T values and their significance for the differences between the experimental and control groups in the pretest listening skills

Main Listening skills	Samples	No.	Mean	Standard Deviation	(T) Value	(sig)
Understanding overall meaning	Control	30	5.60	2.13	0.30	0,0
	Experimental	30	5.77	2.14		
Speech analysis	Control	30	3.27	1.36	0.64	0,0
	Experimental	30	3.50	1.48		
Deductive thinking	Control	30	2.03	1.22	0.91	0,0
	Experimental	30	2.30	1.06		
Overall score	Control	30	10.90	2.44	1.02	0,0
	Experimental	30	11.57	2.62		

Table (13) showed that the values of the differences between the experimental and control groups in the pretest listening skills were not significant in all skills and in the total score, meaning that there was no difference between the two groups in listening skills, they were equal.

1- The application period lasted five weeks included pre-and post-test. There were 6 sessions for each group.

2- Listening lessons were taught to the students of the control group using the usual method, while the experimental group was taught by using metacognitive strategy.

T. post application of research instruments:

After teaching all listening lessons to the students in the two groups, the researcher planned with the teacher the post-test following the same procedures that were taken in the pretest. The test was graded and the data was processed statistically using the statistical program (SPSS) to derive the most important research results.

Statistical Methods:

To achieve the objective of the study and analysis of the data collected, the study used a number of statistical methods suitable for the nature of the research through the statistical software package SPSS, which were as follows:

1.T test to differentiate between two independent groups.

2. Equation of the ETA box to calculate the effect of the independent variable on the dependent.

The results:

1. the results related to the first question:

The first question is: What is the impact of the use of the metacognition strategy on the development of listening skills related to understanding the overall meaning skill?

To answer this question, the following hypothesis was put:

The first hypothesis states:

There were no statistically significant differences at ($\alpha = 0.01$) between the mean scores of the experimental and control groups in the posttest for the understanding of the overall meaning of listening skills.

To test the hypothesis, the T-test of independent groups was used to identify the differences between the experimental and control groups in the posttest of the understanding of the overall meaning. The results were as follows:

Table (14)

The value of (t) and its significance for the differences between the experimental and control groups in the pretest of the understanding the overall meaning skill

Skill	Groups	N.	Mean	Standard deviation	T Value	Sign	Effect Size(η^2)
understanding the overall meaning	experimental	30	7.20	1.60	3.88	0.01	0.21
	Control	30	5.63	1.52			

Table (14) showed that the value of the difference between the mean of the experimental and the control groups in the post-measurement of understanding the overall meaning skill was significant (3.88). To identify the direction of the differences, the mean of the two groups was compared. The comparison showed that the mean of the experimental group was 7.20, which is greater than the mean of the control group (5.63). Therefore, the differences were in the direction of the experimental group.

Based on the previous result, the zero hypothesis was rejected which stated: There were no statistically significant differences at ($\alpha = 0.01$) between the mean scores of the experimental and control groups in the posttest of understanding of the overall meaning skill. Thus, alternative hypothesis was accepted: There were statistically significant differences at ($\alpha = 0.01$) between the mean scores of the experimental and control groups in the posttest of understanding the overall meaning skill in the direction of the experimental group.

As shown in the previous table, the effect size was 0.21, indicating a large effect size according to the Cohen classification of the effect size (Kiess, 1989: 513).

The following figure illustrates the differences between the experimental and control groups in the posttest of understanding overall meaning
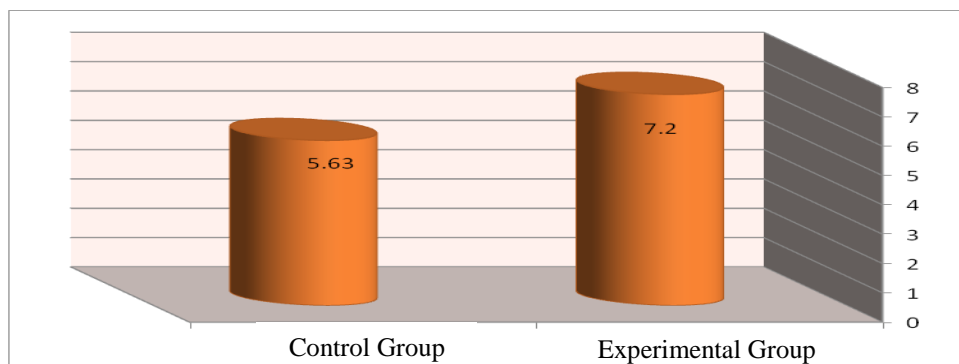

Figure (4) Differences between the experimental and control groups

in the posttest of understanding the overall meaning

The results related to the second question:

The second question is: What is the effect of the use of the metacognition strategy on the development of listening skills related to speech analysis skill؟

To answer this question, the following hypothesis was written:

There were no statistically significant differences at ($\alpha = 0.01$) between the mean scores of the experimental and control groups in the posttest of the speech analysis skill.

To test the hypothesis, T.test was used for independent groups to identify the differences between the experimental and control groups in the posttest of the speech analysis skill. The results were as follows:

Table (15)

The value of (t) and its significance for the differences between the experimental and control groups in the pretest of speech analysis skill

| Skill	Groups	N.	Mean	Standard deviation	T Value	Sign	Effect Size(η^2)
speech analysis	experimental	30	4.50	1.25	2.93	0.01	٠.13
	Control	30	3.53	1.31			

Table (15) showed that the value of the difference between the mean of the experimental and control groups in the posttest of the speech analysis was significant (2.93). To identify the direction of the differences, the mean of the two groups was compared. The comparison showed that the mean of experimental group was (4.50) which were larger than the mean of control group (3.53). Therefore, the differences were in the direction of the experimental group.

Based on the previous result, the null hypothesis was rejected, which states: There were no statistically significant differences at the level of ($\alpha = 0.01$) between the mean scores of the experimental and control groups in the posttest test of the skill of speech analysis. The alternative hypothesis was accepted (There were statistically significant differences at ($\alpha = 0.01$) between the mean scores of the experimental and control groups in the posttest of the speech analysis skill in the direction of the experimental group.

As shown in the previous table, the effect size was 0.13 and it indicated medium effect size according to the Cohen classification of the effect size (Kiess, 1989: 513)

The following figure illustrates the differences between the experimental and control groups in the posttest of speech analysis skill.
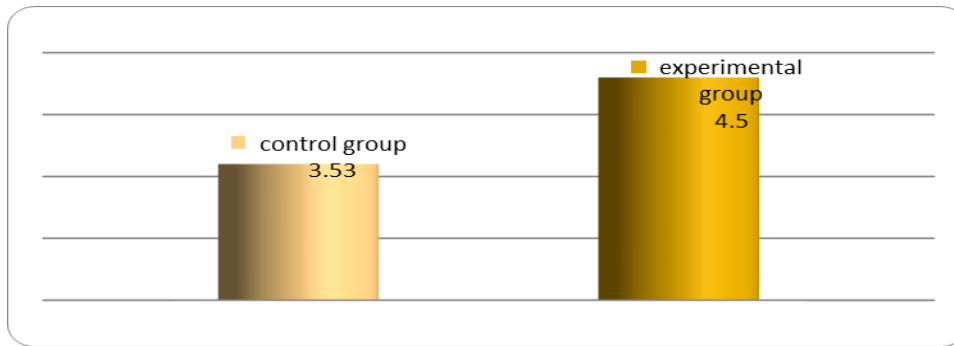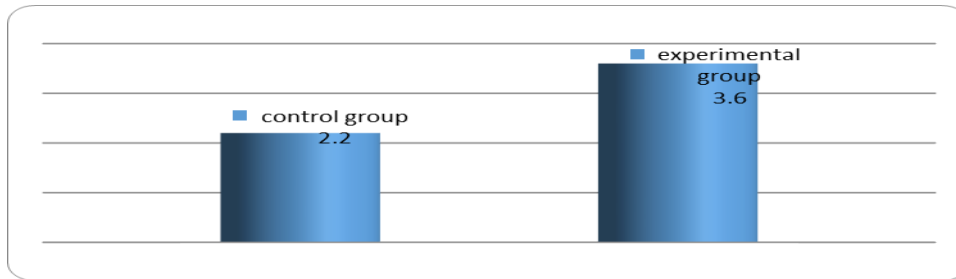
Figure(5):Differences between the experimental and control groups in the posttest results of speech analysis skill

The results related to the third question

The third question is: What is the effect of the use of the metacognition strategy on the development of listening skills related to deductive thinking skill؟

To answer this question, the following hypothesis was written:

There were no statistically significant differences at (α = 0.01) between the mean scores of the experimental and control groups in the posttest of the deductive thinking skill.

To test this hypothesis, T test was used for independent groups to identify the differences between the experimental and control groups in the posttest of the deductive thinking skill. The results were as follows:

Table (16)

The value of (t) and its significance for the differences between the experimental and control groups in the pretest of deductive thinking skill

Skill	Groups	N.	Mean	Standard deviation	T Value	Sign	Effect Size(η^2)
Deductive thinking	experimental	30	3.60	1.00	5.16	0.01	0.31
	control	30	2.20	1.09			

Table (16) showed that the value of the difference between the mean of the experimental and control groups in the posttest of the deductive thinking was significant (5.16). To identify the direction of the differences, the mean of the two groups was compared. The comparison showed that the mean of experimental group was (3.60) and was larger than the mean of control group (2.20) Therefore, the differences were in the direction of the experimental group.

Based on the previous result, the zero hypothesis was rejected, which states: There are no statistically significant differences at the level of (α = 0.01) between the mean scores of the experimental and control groups in the posttest test of the skill of speech analysis. The

alternative hypothesis was accepted (There were statistically significant differences at (α = 0.01) between the mean scores of the experimental and control groups in the posttest of the deductive thinking skill in the direction of the experimental group.

As shown in the previous table, the effect size was 0.31 and it indicated large effect size according to the Cohen classification of the effect size (Kiess, 1989: 513)

The following figure illustrates the differences between the experimental and control groups in the posttest of deductive thinking skill.

Figure (6): Differences between the experimental and control groups in the posttest results of deductive thinking skill

The results related to the fourth question:

The fourth question is: What is the effect of the use of the metacognition strategy on the development of listening skills related to listening skills combined?

To answer this question, the following hypothesis was written:

There were no statistically significant differences at (α = 0.01) between the mean scores of the experimental and control groups in the posttest of the listening skills combined.

To test this hypothesis, T test was used for independent groups to identify the differences between the experimental and control groups in the posttest of the listening skills combined. The results were as follows:

Table (17)

The value of (t) and its significance for the differences between the experimental and control groups in the posttest of listening skills combined

Skill	Groups	N.	Mean	Standard deviation	T Value	Sign	Effect Size(η^2)
Listening skills combined	experimental	30	11.30	2.32	6.19	0.01	0.40
	control	30	11.37	2.59			

Table (17) showed that the value of the difference between the mean of the experimental and control groups in the posttest of the listening skills combined was significant (6.19). To identify the direction of the differences, the mean of the two groups was compared. The comparison showed that the mean of experimental group was (15.30) and was larger than the mean of control group (11.37). Therefore, the differences were in the direction of the experimental group.

Based on the previous result, the zero hypothesis was rejected, which states: There are no statistically significant differences at the level of (α = 0.01) between the mean scores of the experimental and control groups in the posttest test of the listening skills combined. The alternative hypothesis is accepted (There were statistically significant differences at (α = 0.01) between the mean scores of the experimental and control groups in the posttest of the listening skills combined in the direction of the experimental group.

As shown in the previous table, the effect size was (٠.٤٠) and it indicated large effect size according to the Cohen classification of the effect size (Kiess, 1989: 513)

The following figure illustrates the differences between the experimental and control groups in the posttest of listening skills combined.
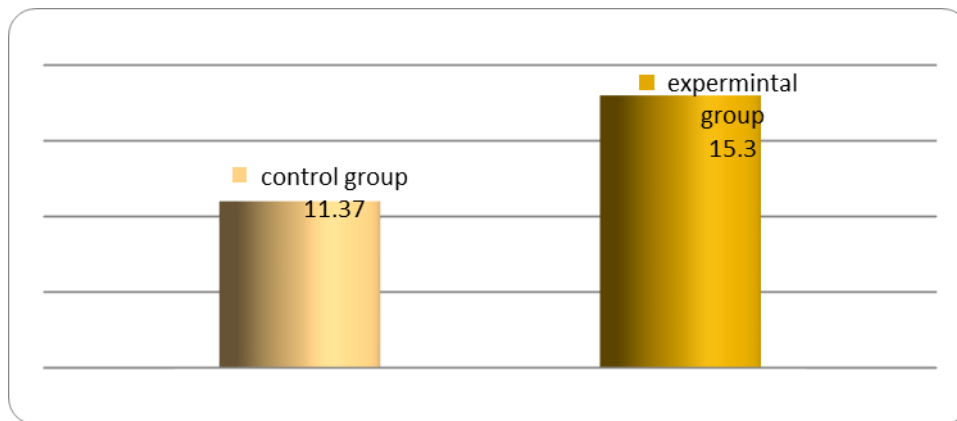

Figure (7): Differences between the experimental and control groups in the posttest listening skills combined

Discussion

Discussing the result of the first hypothesis, which states:

There were no statistically significant differences at (α = 0.01) between the Mean scores of the experimental and control groups in the posttest for understanding of the overall meaning of listening skills.

It was found that the value of (T) for the differences between the mean of the experimental and control groups in the posttest of the comprehension of the overall meaning was 3.87. The experimental group mean was 7.20 which was greater than the mean of the control group which reached 5.63. Therefore, the differences were in the direction of the experimental group.

The improvement of the experimental group is due to the metacognitive strategy. It enables learners to be able to analyze listening requirements, activate appropriate listening processes, make appropriate predictions, monitor understanding, and evaluate how successful their approach is to reach understanding.

It also enables the learner to monitor the comprehension process by comparing what he has predicted and what he is listening to, to assess the level of comprehension to judge whether the method of comprehension has given a positive result, to identify and solve what impedes the comprehension process and to infer the meaning of part of the text through context.

The results are consistent with Mansoor & Ebrahim, (2014) study aimed at measuring the effect of metacognition based instruction on the level of performance of students in listening skills; and on their level of awareness of metacognition. The study found that the awareness of learners metacognition knowledge increased as a result of exposure to the program, and the results indicate the development of their ability to comprehend listening texts.

It is also consistent with the study of Al-Alwan, Asassfeh & Al-Shboul,(2013), which aims to identify the relationship between listening comprehension of EFL learners and the metacognition strategies.It concludes that metacognition strategies have been able to explain the different level of performance Of the sample in the listening test by 56%. The study also highlighted the importance of increasing awareness of metacognition strategies during listening instruction.

It is also consistent with Kassaian & Ghadiri,(2011), which aims at investigating the relationship between motivation and awareness of listening metacognitive strategies. The study concluded the importance of developing awareness of metacognition and the need to use its strategies in teaching listening.

Discussing the result of the second hypothesis, which states:

There were no statistically significant differences at (α = 0.01) between the mean scores of the experimental and control groups in the posttest of the listening skills related to speech analysis.

It was found that the value of (T) for the differences between the mean of the experimental and control groups in the posttest of speech analysis skill was significant (2.93) and the experimental group mean was (4.50) which was greater than the mean of the control group (3.53). Therefore, the differences were in the direction of the experimental group.

This is because metacognitive strategies increase the listener knowledge of himself as a listener, his knowledge of the difficulties encountered during listening, his knowledge of effective strategies, and confidence and ability to successfully perform listening tasks. It also helps provides learners with effective strategies to reach an understanding of listening text.

This is also due to the fact that the phases of the implementation of the metacognitive strategy provide the students with the ability to plan and predict. Introducing students to the subject and the kind of the texts they will listen to, enable them to predict patterns of

information, and the words they are likely to listen to later. These stages allow students to verify their initial guessing, and enable them to understand the additional information they receive during listening session.

It is in line with the study of Abdulmalk;Sarudin;Mohamad & Ibrahim, (2013) which aims to identify the effectiveness of training on the metacognitive strategies in the development of listening skills in the Arabic language for students in the preparatory stage. The results revealed the effectiveness of the three metacognitive strategies that students were trained on (self-questioning, Summary) in the development of listening skills in Arabic.

It also agrees with Li (2013), which aimed to study the of non-English students' metacognition awareness in English listening, and the relationship between metacognitive awareness and listening comprehension performance. The results revealed a lack of metacognitive awareness in the subjects and a significant discrepancy between good listeners and poor listeners. Since metacognitive awareness is proved to influence listening comprehension in a positive way, teachers are suggested to develop students' autonomous learning ability from this perspective and establish learner-centered listening teaching mode.

Discussing the result of the third hypothesis, which states:

There were no statistically significant differences at (α = 0.01) between the mean scores of the experimental and control groups in the posttest of the listening skills related to deductive thinking.

It was found that the value of (T) for the differences between the mean of the experimental and control groups in the posttest of deductive thinking skill was significant (5.16)and the experimental group mean was (3.60)which was greater than the mean of the control group (3.53). Therefore, the differences were in the direction of the experimental group.

This is because the strategy enables them to make comparisons between what they understand and what they have written with other peers. Then they make the necessary adjustments and identify weaknesses and shortcomings. They also accurately identify the important details that still require special attention during listening later. Metacognitive processes (observation, evaluation and planning) enable students to check the points of difference of opinion and to make corrections. They also have the opportunity to record the additional details they understand. These processes allow all classroom students to participate in classroom discussions aimed at rebuilding the key points as well as the relevant sub-details along with reflection on how students can reach the meanings of specific words or parts of the text.

Itis consistent with the findings of the study by Abdul Malik et al(2013)., Which aimed to identify the impact of training on metacognitive strategy in listening on listening comprehension and strategic use by ESL learners. The study found that performance level of the students in the experimental group exceeded to the performance of students in the control group in listening. The students in the experimental group increased the number and

frequency of strategies they use during listening. This reflects that they own the characteristics of the good listener.

The results agree as well with the result of (Dadour (2003);Davise(2009);Bozorgian,(2012)) study, which aimed to study the effect of using metacognition in teaching listening. It was found that metacognitive instruction proved to be more effective in intermediate to more advanced level students than in less-skilled students. It also found that the effectiveness of metacognitive teaching helped learners to think about the listening process and increase their ability to listening comprehension.

It is also consistent with Birjandi & Rahimi (2012), which aimed to identify the effect of using metacognitive strategy in teaching on the performance of students in English listening skills as a foreign language. The results of this study showed that the students' performance of the experimental group in the posttest exceeded their level in the pretest. The level of the experimental group indicates the role of the metacognitive strategy in developing listening skill.

Discussing the result of the third hypothesis, which states:

There were no statistically significant differences at (α = 0.01) between the mean scores of the experimental and control groups in the posttest of the listening skills combined.

It was found that the value of (T) for the differences between the mean of the experimental and control groups in the posttest of listening skills combined was significant (6.19)and the experimental group mean was (15.30) which was greater than the mean of the control group (11.37). Therefore, the differences were in the direction of the experimental group.

This is because the strategy provided a concrete model that the students of the experimental group could walk through during the listening process, helping to organize their learning process, developing self-learning experiences, and increasing awareness of the listening process and strategies to overcome difficulties. The use of this model helps learners become more proficient in listening planning, preparing conditions to focus attention on listening and ignoring distractions, recalling the cultural background on the subject, analyzing the type of text, predicting words and ideas based on the goal of listening, compensating parts of the text that are not understood. Moreover, class discussions and teamwork also increased motivation for listening and increased learners' confidence.

The researcher believes that the metacognition strategy helps in developing the abilities of the learner in planning, monitoring and evaluation, and activating appropriate strategies to overcome the difficulties that prevent the comprehension of listening text. This strategy increases the learner's awareness of the listening process and enables him to control the cognitive processes and guide the learning process. It does not focus on results as much as it focuses on the processes performed during the listening process. All this will give the learner an active role in the listening process, and enable him to discover self-learning methods that move to new learning situations.

The result is consistent with the Teong(2003);Vandergrift (2003);Wong(2005) study, which aimed to study the strategies used by the most capable and least capable French-

speaking listeners by using the way of thinking aloud. The results of this study showed that students who are proficient use metacognitive strategies more than students who are least able. The study recommended training students who were least able to use metacognitive strategies to increase their listening performance.

The results are also consistent with LIU (2009) which aimed at identifying the impact of the use of metacognitive strategies on the development of listening comprehension skills among the more proficient and less proficient learners. The results of this study showed that the most successful students in the second language are more commonly used (cognitive, meta-knowledge, social emotional) strategies.

It also agrees with Ratebi & Amirian (2013), which aimed to investigate the types of metacognitive strategies used by Iranian university students majoring in English, and the differences in the use of these strategies between listeners across two levels of high and low proficiency. The results revealed that Iranian university students used "problem-solving strategies" most frequently and "person-knowledge strategies" least frequently. It was also found that more proficient listeners used metacognitive strategies more frequently than less proficient listeners and there was a significant difference in the use of "person-knowledge strategies" between high and low proficient listeners.

The results are consistent with studies on the positive effect of the metacognitive strategy on different subjects such as: (Goh, 2006; Teong, 2003; Gama, 2004;Mansour & Ibrahim , 2014).

The results of the present study differ in part with the Rahimi & Katal (2013), which aimed to examine the effect of metacognitive instruction, in comparison to the effect of conventional teaching of listening (pre-listening, listening, post-listening), on EFL learners' metacognitive awareness of listening strategies. The result revealed that, the instruction heightened the experimental group's metacognitive awareness significantly at the end of the experiment. A difference between the listening ability of the experimental and control groups was found so:

1. There were statistically significant differences at (α= 0.001) level between the mean scores of the experimental group, and the control group in the post-measurement in overall meaning understanding skills; in favor of the experimental group.

2. There were statistically significant differences at (α= 0.001) level between the mean scores of the experimental group, and the control group in the post-measurement in auditory speech analysis skills; in favor of the experimental group.

3. There were statistically significant differences at (α= 0.001) level between the mean scores of the experimental group, and the control group in the post-measurement in deductive thinking skills; in favor of the experimental group.

4. There were statistically significant differences at (α= 0.001) level between the mean scores of the experimental group, and the control group in the post-measurement in listening skills combined; in favor of the experimental group.

- There is a medium to large effect of the metacognition strategy on the development of listening skills among third-year secondary students.

Recommendations of the study:

In light of the results of the study, the study recommends the following:

1. Training students to use the metacognitive strategy because it makes them more aware of organizing new information, planning, predicting, judging, and evaluating what they have heard.
2. Providing curriculum developers with a metacognitive strategy guide and the activities and procedures required to be taken into consideration when building curriculum
3. Training in-service teachers to use the metacognitive strategy, especially in teaching listening skills.

Study proposals:

In the light of the results, the study recommends the following studies:

1. The effect of using metacognitive strategy in the development of speaking, reading, and writing skills.

2. The effect of metacognition training program on teachers' attitudes toward teaching and professional satisfaction.

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