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## **THE RELATIONSHIP BETWEEN MOTIVATION AND COGNITIVE AND METACOGNITIVE STRATEGY USE BETWEEN TWO TASK TYPES IN LISTENING SKILL**

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### **ABSTRACT**

Metacognition is theoretically viewed as an active process in which individuals focus on some strategies. Actually, it is thinking about thinking. On the other hand, motivation lies at the heart of language learning. It is probably the most frequently used catch-all term for explaining the success or failure of virtually any complex task. In other words, lack of motivation is perhaps the biggest obstacle faced by English students. The current study was undertaken to investigate the relationship between metacognitive strategies and motivation in different task/text types. 60 Iranian EFL students, studying at Payame Noor University in Sirjan, participated in this study. Participants' listening comprehension motivation was measured by English listening comprehension motivation scale (ELCMS) developed by Hsu from Chang's Intrinsic Motivation Orientation Scale (2001). In regard to metacognition the researcher distributed metacognitive listening questionnaire, adopted from Carrell's, Lin's (2006) research and adapted to current research. To analyze the result SPSS software was used. The results revealed that the subjects in dynamic group were more motivated than the subjects in static group. In addition, it showed that some cognitive and metacognitive strategies were used more than the others in the two groups.

**Key Words:** *Metacognitive Strategies, Cognitive Strategies, Motivation, Task Types, Listening Comprehension*

### **INTRODUCTION**

There is a wealth of research substantiating the fact that both cognitive and metacognitive strategies are used by both expert and novice learners. More importantly, researchers have shown that when learners combine both, i.e., learning strategies and strategy regulation, they not only learn more (Brown 1982), but they can also transfer the strategy from task to task and their ability to use the strategy over time endures. Interesting enough, It seems that it is easy in second language learning to be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments in human learning have shown that motivation is a key to learning. Research indicates that effective use of strategies depends on a number of variables: the demands of task, the genre of the written or spoken text (for example narrative, expository or instructional), the proficiency level of the learner, the ability of the learner, and beliefs about the nature of language learning. Tasks can be rated as to their ease or difficulty in the amount of cognitive control required to perform them. Some can be performed quite mechanically while others require a great deal of attention, hypothesis formation and transformation of language. In general, in all kinds of learning, a positive attitude and motivation or drive to excel are fundamental factors which a learner should maintain in a learning process. Motivation provides the intrinsic power to make a learner keep learning and to push himself toward learning success. It seems that foreign language learning especially demands an attitude of persistence and effort much more than any other field of study because second language learning takes extensive time and is a highly demanding task. Generally, effective use of learning strategies has come to be one of the hallmarks of the good or successful language learner. It seems that there is interrelationship between metacognitive and motivation. In fact, learning strategies are the operations or steps used by a learner to facilitate the acquisition, storage, retrieval and

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use of information. In this view of learning, learners are constantly active as information processors. However, while all learners use learning strategies, motivated learners learn and know how to use them effectively. In fact, listeners may be unable to process information quickly enough to make sense of what is said. This problem could be due to different factors including cognition and metacognition factors or lack of motivation to deal with it. To be specific, without comprehensible input at the right level, learning cannot take place. In the light of cognitive theory, O' Malley and Chamot (2001) classified learning strategies into three major types: Metacognitive Strategies, Cognitive strategies and social/effective strategies. This classification would prove useful and has since been drawn upon by Vandergrift (2003), Nation and Newton (2008) and indeed this paper.

Strategies are learner's deliberate attention to their comprehension processes in order to construct meaning (Cohen, 1999). There are many different types of listening, which can be classified according to the number of variables, including: purpose for listening or type of task, the role of listener and the type of text being listened to. Listening purpose is an important variable, for instance listening to a news broadcast or a lecture to get main idea involves different processes and strategies from listening to a sequence of instruction for operating a new piece of a computer software requires different listening skills and strategies.

Actually, the purpose of listening is changed according to specific text and task. This study is mainly composed to answer to this question:

1-Is there any relationship between motivation and the use of cognitive and metacognitive strategies use?

#### **Background of the Study**

Behavioral problems in the classroom often, or always, seem to be linked to the lack of motivation. Ruth Peter states that, "academic achievement is more a product of appropriate placement of priorities and responsible behavior than it is of intelligence". Intelligent students are often out-performed by less bright students with high motivation. If a child is motivated enough he/she can accomplish learning of any scale. Hardly any people are actually good at listening without being more interested in what they are going to listen. Nothing can affect performance of a listener as dramatically as a sudden loss of motivation. Without motivation to succeed a listening task, a listener can not survive the challenging listening. Without having an interest in and a motivation for listening and learning, student get bored with taking part in listening classes, normally, such feeling lead them to acquire passive attitude toward this skill and making less progress in listening comprehension. As such, kind of text and task are the vital factors for motivating the listener for listening.

Generally speaking, listening is one of the most important skills. For many years, listening skills did not receive priority in language teaching since it was widely assumed that listening skill is a passive skill, one that should not be thought apart from the other language skills. However, in 1970's, researchers began to understand the importance of listening comprehension (LC) in language development and placed more value on listening skills in their language instruction approaches (Asher, 1977; Gattegno, 1972; Krashen, 1982; Lozanov, 1979; Terrell, 1982).

Rubin (1994) reviewed more than 120 studies and came to the conclusion that five major factors influence LC: (1) text characteristics, (2) interlocutor characteristics, (3) task characteristics, (4) listener characteristics, and (5) process characteristics and motivation. Goh (2000) also identified ten second language (L2) listening problems: five of the problems relate to the perception phase of listening, three to the parsing, and two to the utilization phase. Both more- and less-proficient listeners experienced similar problems.

However, research on L2 LC has paid little attention on one of the important dimension of the listening process, the listener's point of view or motivation (Lynch, 1998; Kim, 2000). One of the listener's individual personality and point of view that can affect LC is a motivation which has not received the research attention it deserves. Without having an interest in and a motivation for learning, students get bored with taking part in listening classes, normally, such feeling leads them to acquire passive attitude

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toward this skill and making less progress in LC. By taking into account these gaps that LC still remains a young field that merits greater research attention (Rubin, 1994).

## **MATERIALS AND METHODS**

### **Methodology**

#### **Subjects**

In the current survey, 60 university students, who were studying English translation course at Payame Noor University in Sirjan, were chosen to participate in this study. Then, they were divided into two groups and 30 subjects in each one. Their age rang is between 21 and 31.

#### **Instrumentation**

Different kinds of research instruments were constructed for current study, including proficiency test, expository (static) and narrative (dynamic) listening, cognitive metacognitive questionnaire with 24 questions (The questionnaire was adopted from Carrel's and Lin's and Cheng (2006) and some adjustment was made according to the specific needs.

Jamieson *et al.*, (2008) carried out a study on the content validity of this instrument too), motivation questionnaire with 24 questions (a model of Listening Comprehension Motivation Scale (ELCMS) to assess the level of student's motivation for practicing English listening comprehension, based on Likert Scale, ranging from "strongly disagree" to "strongly agree")

#### **Procedures of Data Collection**

After dividing advanced subjects into two groups, group one (expository) and group two (narrative) were specified. Then a piece of long expository (static) listening was played for the first group and a piece of long narrative (dynamic) listening was played for another. Then, motivation questionair was handed out among subjects. The metacognitive questionnair was also distributed as well. To address these issues besides quantetitive, the qualitative method was also added to prove the role of using (narrative and expository) ' texts among Iranian EFL learners.

To evaluat metacognitive and cognitive questionnaires, "Likert-scaled which had an ordinal scale of one to five was used. The ordinal scores were transformed into intervalvariable category. A high interval score indicated frequent use the specific strategy or increased perception of difficulty. The result is presented in the following tables.

## **RESULTS AND DISCUSSION**

### **Result**

**Table 1: The result of the one-way analysis of variance (ANOVA) for listening**

	Sum Squares	of Df	Mean Square	F	Sig.
<b>Between Groups</b>	907.992	3	302.555	19.547	.000
<b>Within Groups</b>	1330.902	86	15.474		
<b>Total</b>	2238.910	89			

Table 1 revealed the analysis of one way of variances (ANOVA) for the listening test among two groups. As the table presented the data, the 0.000=significant > 0.05. It showed that the hypothesis of equality of mean in listening test was rejected. It means that, two groups had got different means.

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**Table 2: Test of homogeneity of variances (Motivation)**

Leven Statistic	df1	df2	Sig.
.155	1	88	.692

Table 2 shows the Leven statistic. It shows the test homogeneity of variances between groups. The significant is .692 > 0.05. Therefore, the homogeneity of variances of motivation is proved.

**Table 3: The results of the One-way analysis of variance (ANOVA) for Motivation**

	Sum of Squares	Df	Mean Square	F	Sig.
<b>Between Groups</b>	20220.011	1	20220.011	734.637	.000
<b>Within Groups</b>	2422.089	88	27.521		
<b>Total</b>	22642.100	89			

Table 3 is used for analysis of variance of motivation. As the table shows, .000= significant < 0.05. According to this statistic the hypothesis of equality of motivation between narrative (dynamic group) and expository (static group) was rejected. It meant that there were differences between dynamic group's motivation and static group's motivation.

**Table 4: Mean of motivation for narrative and dynamic group**

Group	Mean
Expository	65.22
Dynamic	94.11

Table 4 shows the mean of motivation for static group. As the table shows, the mean of expository (static) group is 65.22 while it was 94.11 for the dynamic group. Therefore, according to the table 4 and 5, the narrative (dynamic) group was more motivated than expository (static) group.

**Table 5: Listening Planning Strategies for Narrative and Expository group**

Listening Planning Strategies	Group	Mean	SD
1-I clarify the objectives of an anticipated listening task	N	1.53	0.81
	E	2.7	1.25
2-Before listening, I prefer my mind to concentrate	N	2.55	2.40
	E	4.01	0.67
3-Before listening, I request myself to make progress	N	3.10	3.02
	E	3.79	0.74

Chang (2008) stated that previewing the questions before the text was helpful to the learner's comprehension. From statement 1 to 3, it can be concluded that least students in narrative (dynamic) group could clarify the objectives of listening task (1.53) and prepared their mind to concentrate (2.55) and requested themselves to make progress (3.8). On the other hand, expository (static) group could prepare their mind to concentrate (M=4.01) and requested themselves to make progress (M=3.3.79) rather

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than clarify the objectives and propose strategies (M=2.7). Therefore, the researcher concludes that the expository (static) group prefers to use more listening planning strategies than dynamic group.

However, for learners, their lack of knowledge of grammar and vocabulary would definitely affect their listening comprehension, and thus reduced their confidence (Yang, 2006).

**Table 6: Monitoring strategies for Narrative and Expository group**

Monitoring Strategies	Group	Mean	SD
4- While listening, I don't understand if I am unfamiliar with speakers' accent	N	3.40	10.2
	E	1.72	0.91
5- While listening, I will check what part of content I don't understand	N	3.34	0.83
	E	3.73	1.13
6- While listening, I will double check again for my answer	N	1.71	0.92
	E	2.19	1.06
7- I am aware of my inattention and correct it while doing listening test	N	1.29	0.85
	E	2.33	1.02

As table 6 shows, most students in narrative (dynamic) group were aware that they did not concentrate on listening, and correct it immediately (M=1.29). However, the speakers' accent, stress and speed would influence their mind. In the statement 4, most of the listeners confused about what they heard because of speakers' accents (M=3.40). The results of this study corresponded with Yang's (2006) study. He reported that there were 66.25% of learners influenced by speakers' accent. Comparatively, students, in narrative (dynamic) group, showed low interests if they were willing to check the parts they didn't understand (M=3.34) and did not often check again their answers when they finished the test (M=1.71). On the other hand, expository (static) group were aware that they did not concentrate on listening and correct it immediately (M= 2.33). The speaker accent would influence their mind in control group (M= 1.72); the subjects checked the parts they did not understand (M = 3.73) and often check again their answers when they finish the test (M=2.19) either, in static group. In this statement, students in experimental group were not used to look over their answers again but the student in static group does it more. Some possible explanation might result from their losing patience, out of time etc.

**Table 7: Evaluation Strategies for Narrative and Expository group**

Listening Evaluation strategies	Group	Mean	SD
8- After listening, I reflect on my problems, such as the key words that I don't understand	N	2.86	0.98
	E	3.27	1.19
9- After listening, I evaluate how much I could understand	N	2.87	0.98
	E	2.01	0.90
10- I will write down the words I don't know after the listening tests and look up the dictionary	N	2.69	1.04
	E	1.72	0.85

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From statements 8 to 10, in the above table, results demonstrated that most students in static group found out the problems by checking the key words (M=3.27) and contents (M=2.01) they didn't understand. However, for the further study of looking up the words in the dictionary, the researcher found that students in narrative (dynamic) group showed their conservative attitude in it (M=1.72) and expository (static) group (M=2.69). For, post-listening evaluation strategies, having a large lexicon could help EFL learners improve their listening comprehension (Yang, 2002). Most of the listeners had problems of poor vocabulary. When they heard some words they could not figure out, they would feel confused. How to expand the vocabulary was an important issue in language learning (Chu, 2004). In Goh's (2000) research, it indicated that most subjects looked up the unknown vocabulary in the dictionary. Yet, in this study, almost half of the subjects did not look up the unknown vocabulary in the dictionary. Actually, many non-native students are used to the ways of acquiring information from teachers instead of self-searching. It is essential for instructors to stimulate student's learning autonomy in problem-solving while designing instruction.

**Table 8: Cognitive Strategies for Narrative and Expository group**

Cognitive listening strategies	Group	Mean	SD
		3.25	1.19
11-I will practice English listening actively in daily lives, such as listening to English Radio, English songs, talking to foreigners	N		
	E	1.78	0.99
	N	2.87	0.98
12-While listening, I try to translate words or sentences into Persian	E	3.11	1.14
	N	1.78	0.99
13-While listening, I can apply the new vocabulary, phrases, or grammar I have learned to understand the content	E	3.33	1.02

In regard to cognitive strategy in table 8, most learners can utilize the new words, phrases, or grammar to comprehend the content in the article in group (M=3.33) and they like to translate words or sentences into Persian in order to understand (M=3.11). However, while asking students if they will practice actively in daily lives, so many persons show their strong motivation in learning listening comprehension in experimental(dynamic) group (M=3.25) and less students show their interest in control (static) group(1.78). In Conner's (2005) study, subjects frequently practiced English by watching films or TV programs, listening to English songs, radio programs, and English lectures and interesting topics and some popular songs could attract student's learning motivation. Chu (2004) stated that students tended to be panic in listening the real materials since authentic materials were faster in speaking speed. After all, instead of giving listening tests, the instructor might consider creating an authentic and friendly listening environment for promoting student's learning motivation.

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**Table 9: Bottom-up Cognitive strategies for Narrative and Expository group**

Bottom-up(Cognitive strategies)	Group	Mean	SD
14-While listening, I will notice the information questions with who, how, when, where and what in the content.	N	1.88	0.85
	E	2.28	0.29
15-While listening, I try to understand each word.	N	1.89	0.29
	E	3.30	1.06
16-While listening, I repeat words or phrases softly or mentally.	N	2.10	0.62
	E	2.79	1.02
17-While listening, I piece things together from the details	N	2.72	0.40
	E	3.55	1.08

As table 9 indicates, the bottom-up strategies tend to understand the details such as words or phrases of the content. Among statements 14 to 18, it seems that listeners in expository (static)group like to put details together to understand what the sentences mean(M=3.55), and notice the information of who, how, when, where, and what (M=2.28), piece things together from the details , try to understand each word (M=3.30), However, the skills of repeating words or phrases softly or mentally are comparatively not used by most students (M=2.79).On the other hand, in narrative group, students notice the information of who ,how ,when ,where ,and what(M= 1.93), try to understand each word(M=1.88), repeating word or phrase(M=2.10) .In this part, the students in expository group(use more bottom-up strategies than the students in narrative(dynamic)group. Actually, for applying of bottom-up processing, it is necessary to learn how to break the content down into its components and combine together. However, learners need a large vocabulary and good working knowledge of sentence structure to process texts bottom-up.

**Table 10: Top-down cognitive Strategies for Narrative and Expository group**

Top-down Strategies (Cognitive Strategies)	Group	Mean	SD
19-I listen for main ideas first and then details.	N	4.00	1.09
	E	1.26	0.83
20-I predict or make hypotheses on texts by titles	N	2.48	1.07
	E	1.33	0.82
21-I can guess the meaning based on the context.	N	3.9	1.14
	E	2.00	0.98
	N	1.89	0.85
22-I try to think in English instead of Persian	E	1.89	0.85
	N	1.77	0.99
23-While listening, I form pictures mentally to help me comprehend texts.	E	3.34	1.02
	N	2.65	1.04
24-I collect the contents of listening to my personal experiences.	E	2.21	1.06

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Traditionally, the exercises of dictation, cloze listening, the use of multiple-choice questions after the texts etc. are applied to process the bottom-up strategy. Richards (2008) pointed out that the recognition of key words, transition in a discourse, grammatical relationships between elements in sentences, and use stress, intonation to identify word and sentence functions were the essential elements in processing bottom-up strategy.

It seems that top-down skills are also essential strategies in listening comprehension, and they evaluated from statements 19 to statement 24. The results revealed that most subjects in narrative (dynamic) group were good at applying guessing the meaning based on the context ( $M=3.9$ ) but not familiar with trying to think in English instead of Persian ( $M=1.89$ ). Other top-down skills were applied by students in improving their listening comprehension. For example, predicting or making hypotheses on texts by titles ( $M=2.48$ ), listening for main ideas first and then details ( $M=4.00$ ) and collecting the contents of listening to my personal experiences ( $M=2.65$ ).

On the other hand, least of the students in expository (static) group were good at applying listening for main ideas ( $M=1.33$ ), predict or make hypotheses on texts by title ( $M=1.26$ ), guess the meaning based on the context ( $M=2.00$ ), think in English instead of Persian ( $M=1.89$ ), form picture mentally to help comprehension (3.34) and collecting the contents of listening to my personal experiences ( $M=2.21$ ). It is quite natural for learners to choose their familiar ways to process the information in terms of “trying to think in English instead of Persian”. However, Some exercises were also suggested by Richard (2008) in developing top-down strategies: use key words to construct the schema of a discourse, infer the setting for the text, role of the participants and their goals, causes or effects, unstated details, and anticipate questions related to the topic or situation. Generally speaking, it is concluded that students still need more guidance in developing top-down strategies. As top-down processing went from meaning to language, the background knowledge required for top-down processing might be previous knowledge about the topic of discourse, situational or contextual knowledge, or knowledge in the form of “schemata” or “scripts”-plans about the overall structure of events and relationships between them (Richard, 2008).

### **Conclusion**

As revealed in the results, students reflected more motivation for listening comprehension in narrative (dynamic) group than expository (static) group. The variance for motivation is  $.000 = \text{significant} < 0.05$ . According to this statistic the hypothesis of equality of motivation between two groups was rejected. It meant that there were differences between narrative group's motivation and expository group's motivation. Therefore, motivation for listening comprehension in narrative group (with dynamic listening text) is more than motivation in expository group (with static listening text).

It can be concluded that the dynamic text types had positive effect on listening comprehension and enhance motivation between narrative groups. In this study it was revealed that the mean scores of students motivation in experimental group was 94.1111 and the mean score of student's motivation in expository group was 65.2222; therefore, it is crystal clear that the narrative (dynamic) group motivation was more than the expository (static) group motivation. Accordingly, there was difference between student's use of cognitive and metacognitive in listening comprehension between expository and narrative groups with different level of motivation.

The findings implied that for the metacognitive strategies, there still left lots of space for students to improve among their application of pre-listening planning, while-listening monitoring, and post-listening evaluating strategies.

In terms of cognitive strategies, bottom-up strategies seems to be applied more often than top-down strategy in expository (static) group, with less motivation and top-down strategies were used more among narrative (dynamic) group with high motivation. The finding of this study can be helpful for teachers in accomplishing their challenging task of teaching English in EFL contexts where learners have less motivation.

Teachers can help learners use different metacognitive strategies to facilitate their listening along with rising motivation. Variables such as cultural background, beliefs, learning style, motivation and attitude



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that may have a bearing on language learning strategy use should be studied with students of different language backgrounds and proficiency levels.

Moreover, research on the frequency of use of the social and affective strategies and choice of given strategies is recommended since it is helpful for both learners and teachers.

Although this study sheds some light on the usefulness of metacognitive strategy use and motivation in listening classes, the findings cannot be generalized to all EFL contexts, as the number of participants, the duration of the strategy training and practicing program and different variables can easily change the results of such studies. In addition, more comprehensive research on different variables such as participant's cultural background and proficiency levels of English is necessary.

More research is needed on a possible cause and effect relationship between some other learning strategies (e.g. cognitive and socioaffective) and listening performance as well. As this study is only about the influence of cognitive and metacognitive strategy training on L2 listening, more research should be carried out to investigate the effect of certain metacognitive strategies on different language skills or sub-skills performance in order to claim that metacognitive strategy training is effective in learning English in general. English teachers in different local settings should take such studies as their starting point and engage in classroom research in order to come to more sound conclusions about the effectiveness of strategy training on student's performance in their classrooms. By reflecting upon their teaching experiences, they can even develop their own strategy training models suitable for their local context.

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### Appendix 1

#### English Listening Comprehension Motivation Questionnaire

Listening Comprehension Motivation Scale (ELCMS) to assess the level of student's motivation for practicing English listening comprehension. The items used in the ELCMS were developed by Hsu from Chang's Intrinsic Motivation Orientation Scale (2001). This motivation scale consists of 24 statements, and these 24 statements are scored on a five points Likert Scale, ranging from "strongly disagree" to "strongly agree".

**Directions:** Please respond to the following questions using the scale provided:

(1) *Strongly disagree* (2) *disagree* (3) *neutral* (4) *agree* (5) *strongly agree*

1. I like English listening materials that can arouse my interest in learning.

1 2 3 4 5

2. I do not like to develop English listening comprehension because it makes me too much time.

1 2 3 4 5

3. I think that the person who has great ability in English listening can find a well-paid job more easily.

1 2 3 4 5

4. I often feel bored when learning English listening comprehension.

1 2 3 4 5

5. In order to improve my English listening comprehension, I will try to do the homework well and often spend time practicing it.

1 2 3 4 5

6. I often feel nervous and uncomfortable when learning English listening comprehension.

1 2 3 4 5

7. I often notice the materials and activities concerning English listening comprehension; for example, English program in the radio, English listening materials and tapes, CDs, and various English listening comprehension examinations.

1 2 3 4 5

8. I like to learn English listening comprehension because it is very important, and I feel confident of learning it well.

1 2 3 4 5

9. I think that English listening comprehension will not be helpful to me in the future.

1 2 3 4 5

10. I like to know the culture and customs of other countries, and often feel excited about getting new knowledge and information in English listening comprehension.

1 2 3 4 5

11. I am often unable to concentrate on the content of the materials when practicing English listening.

1 2 3 4 5

12. I attend English comprehension classes in earnest because I want to develop my listening skills and ability in order that I can use it in future.

1 2 3 4 5

13. I often actively show my ability in English listening and speaking in class, and I know I can perform very well.

1 2 3 4 5

14. I believe that I can learn English listening comprehension very well as long as I make a great effort.

1 2 3 4 5

15. I have a sense of achievement when I perform better than others in English listening comprehension class.

1 2 3 4 5

16. Because my English is poor, I do not like to attend English listening comprehension classes.

1 2 3 4 5

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17. My purpose of developing the ability in English listening comprehension is to get good grades in tests and to receive compliments of my teachers and my parents.

1 2 3 4 5

18. If I am the only person that can answer the teacher's question, I feel excited.

1 2 3 4 5

19. I hope I can perform better in English listening comprehension than others.

1 2 3 4 5

20. When I can easily and smoothly understand English by listening, I feel satisfied and have a great confidence.

1 2 3 4 5

21. I hope the teachers and the classmates can notice that my English listening comprehension is better than other students.

1 2 3 4 5

22. After finishing taking English listening comprehension courses, I will not listen to the relevant materials anymore.

1 2 3 4 5

23. I do not like hard English listening materials because those make me feel anxious.

1 2 3 4 5

24. I would like to learn English listening comprehension well because I want to make friends with English speakers and hope to be able to go abroad for advanced study in the future.

1 2 3 4 5

### Appendix 2

#### Cognitive & Metacognitive Listening Questionnaire

The questionnaires were adopted from Carrel's and Lin's and Cheng (2006), and some adjustment was made according to the specific needs. Jamieson *et al.*, (2008) carried out a study on the content validity of this instrument too.

**Directions:** Please respond to the following questions using the scale provided:

(1) Strongly disagree (2) disagree (3) neutral (4) agree (5) strongly agree

		Likert Scale				
		1	2	3	4	5
<b>PL</b>	2-Before listening, I prefer my mind to concentrate.	1	2	3	4	5
<b>PL</b>	3-Before listening, I request myself to make progress.	1	2	3	4	5
<b>Name</b>	<b>Strategies</b>					
<b>PL</b>	1-I clarify the objectives of an anticipated listening task	1	2	3	4	5
<b>MO</b>	5- While listening, I will check what part of content I don't understand.	1	2	3	4	5
<b>MO</b>	6- While listening, I will double check again for my answer.	1	2	3	4	5
<b>MO</b>	7- I am aware of my inattention and correct it while doing listening test.	1	2	3	4	5
<b>EV</b>	8- After listening, I reflect on my problems, such as the key words that I don't understand	1	2	3	4	5
<b>EV</b>	9- After listening, I evaluate how much I could understand.	1	2	3	4	5
<b>EV</b>	10- I will write down the words I don't know after the listening tests and look up the dictionary.	1	2	3	4	5

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<b>CO</b>	11-I will practice English listening actively in daily lives, such as listening to English Radio, English songs, talking to foreigners.	1	2	3	4	5
<b>CO</b>	12-While listening, I try to translate words or sentences into Persian.	1	2	3	4	5
<b>CO</b>	13-While listening, I can apply the new vocabulary, phrases, or grammar I have learned to understand the content.	1	2	3	4	5
<b>B- up</b>	14-While listening, I will notice the information questions with who, how, when, where and what in the content.	1	2	3	4	5
	15-While listening, I try to understand each word.	1	2	3	4	5
<b>B-up</b>	16-While listening, I repeat words or phrases softly or mentally.	1	2	3	4	5
<b>B-up</b>	17-While listening, I piece things together from the details	1	2	3	4	5
<b>B-up</b>	18- I will take notes while listening	1	2	3	4	5
<b>T- down</b>	20-I predict or make hypotheses on texts by titles	1	2	3	4	5
<b>T-down</b>	21-I can guess the meaning based on the context.	1	2	3	4	5
<b>T-down</b>	22-I try to think in English instead of Persian.	1	2	3	4	5
<b>T-down</b>	23-While listening, I form pictures mentally to help me comprehend texts.	1	2	3	4	5
<b>T-down</b>	24-I collect the contents of listening to my personal experiences	1	2	3	4	5

*Pl= planning strategy; Ev= evaluation strategy; Mo= monitoring strategy; Co= cognitive strategy ; B-up= bottom –up strategy ; T-down= top down strategy*