

Metacognitive listening awareness, language learning strategies, and reading comprehension among Chinese EFL learners

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Abstract

Due to growing concerns regarding the effectiveness of college English education, this study investigated Chinese college EFL learners' metacognitive listening awareness, language learning strategies, and reading comprehension. Using a descriptive correlation method to describe and explain the relationship among the three variables, 385 first- and second-year non-English major college students from Jilin Animation Institute (JAI) located in Northeast China participated in the research. Weighted mean, ranking, Pearson r , and regression analysis were the statistical tools used to interpret the findings using SPSS. The result showed that female students outperforming male students in employing metacognitive listening awareness strategies in planning evaluation and problem-solving as well as language learning strategies and reading comprehension level concerning literal and analytical comprehension. Furthermore, the students reported often utilizing metacognitive listening awareness strategies, were also inclined to use more language learning strategies frequently, and had a higher reading comprehension. A language learning enhancement program was put forward to strengthen the Chinese EFL learners' metacognitive listening awareness, facilitate their application of language learning strategies, improve their reading comprehension abilities, and eventually help them become more successful in college English learning.

Keywords: metacognitive listening awareness, language learning strategies, reading comprehension, Chinese EFL learners

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1. Introduction

Reading is the primary way humans understand the world and obtain information. It is also a relatively complex psychological activity. Daily reading activities are integral to students' acquisition of English language proficiency. In foreign language learning, reading comprehension always runs through the entire process and plays an important role. Developing students' reading skills is always a top priority while teaching college English in China (Zhang, 2023). College students' reading methods and abilities still need to improve when teaching English as a foreign language in China. The main factors that affect the improvement of college students' English reading ability are as follows: First, students lack vocabulary knowledge and language skills. Secondly, because some students cannot flexibly change parts of speech according to the context, reading efficiency and quality will also be affected. Finally, students' lousy reading habits, such as reading aloud, will also affect their reading progress. Therefore, Chinese college student's academic performance could be better if teachers tried to help them understand the need for comprehensive reading and become more proficient readers.

Xu et al. (2022) found a relationship between metacognition, motivation, and listening comprehension skills. Taheri et al. (2020) discovered that the efficient use of language learning strategies is associated with high levels of achievement in a foreign language, and more efficient language learners perform well in the four language skills. Nevertheless, we still need to carry out more studies using different instruments to discover the complex mechanisms of language learning strategies related to foreign language proficiency and listening and reading comprehension.

In order to bridge the gap, the current study investigated the relationship among their metacognitive listening awareness, language learning strategies, and reading comprehension. Examining the correlation between three factors is crucial to developing a language learning process that is more efficient, interesting, and rewarding. It improves the process of learning to read in English and gives students tools for explaining the strength of the transfer effects on English listening and reading comprehension in the EFL context. It also benefits Chinese college students' lifelong learning and adaptability in a world growing more interconnected daily.

Objectives of the study - This study aimed to determine the relationship among Chinese EFL learners' metacognitive listening awareness, language learning strategies, and reading comprehension competence. Specifically, to determine the respondents' metacognitive listening strategies as to planning-evaluation, direct attention, personal knowledge, mental translation and problem-solving; to identify the language learning strategies in terms of memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies and social strategies; to assess reading comprehension with regard to literal comprehension, inferential comprehension and analytical comprehension; to test the critical relationship among the three variables; to propose a language learning program to develop students' metacognitive listening awareness, language learning strategy and reading comprehension ability.

2. Methods

Research Design - This study, which employed quantitative approaches, sought to understand Chinese college students' metacognitive listening awareness, language learning strategies, and reading comprehension levels. A quantitative questionnaire survey was used to determine whether the metacognitive listening awareness and language learning strategies have helped the students promote their reading comprehension levels.

Participants of the Study - A total of 385 respondents took part in the study. They were first- and second-year

college students from Jilin Animation Institute in Northeast China. These students were divided into two groups based on their majors at the University: those majoring in science and those majoring in liberal arts, which were significantly distinct from one another.

Data Gathering Instrument - Information gathering used adopted and modified questionnaire. The respondent profile, including sex, grade, and academic major, was included in the first section of the questionnaire. The second part was the Metacognitive Listening Awareness Questionnaire adapted from the Metacognitive Awareness Listening Questionnaire (MALQ), which was developed by Vandergrift et al. (2006). The third part was the Language Learning Strategies Questionnaire adapted from Strategy Inventory for Language Learning (SILL) version 7.0, which was developed by Mitits and Gavriilidou (2014). The fourth part was the English Reading Comprehension Questionnaire adapted from The Survey of Reading Comprehension Questionnaire developed by Chen (2016). Survey items were assessed by the respondents using a 4-point Likert scale: 4-strongly agree, 3-agree, 2-disagree, and 1-strongly disagree. The questionnaire was chosen due to its reliability and feasibility. It was subjected to pilot testing for its reliability.

Data Gathering Procedure - Concerning data collection, participants received questionnaires via an online survey platform called "Questionnaire Star." The first step done was to contact the participants' English teachers, who have all taught this course for at least eight years. The participants receive a QR (Quick Response) code, the questionnaire, and a detailed explanation of its purpose. To ensure that participants' responses are accurate, English teachers provided additional explanations on the purpose, structure, and overall length of the questionnaire. They also explained the material to them in the simplest possible way. To guarantee the volume and caliber of the input, participants received a token as payment for completing the questionnaire. Retrieval of instruments was completed after 6 months. Expert consultation and a pilot test are used to validate the questionnaire before the actual data collection. The above process is carried out to guarantee the instrument's validity. The respondents' permission to allow the researcher to conduct the study through their participation is included in the survey form. Following the tabulation, interpretation, and analysis of the data, the researcher examines the important connections between undergraduate students' reading comprehension, language learning strategies, and metacognitive listening awareness and how these relationships affect language performance in order to suggest a strategy for enhancing students' language competency and English reading abilities.

Data Analysis - This study makes use of quantitative data analysis. Several statistical processes are involved in the quantitative analysis. Frequencies, percentages, means, and standard deviations are among the descriptive statistics produced to provide an overview of the sample's background and the students' answers on reading comprehension, language learning, and metacognitive listening awareness items. The links between language learning strategies, reading comprehension abilities, and metacognitive listening awareness are investigated using Pearson correlations analysis. The study of the main differences in metacognitive listening awareness, language learning strategies, and reading comprehension is done using the analysis of variance (ANOVA). The independent-sample T-test is used to determine the statistical significance of the sex differences in applying these skills.

Ethical Considerations - The entire survey considered several ethical concerns. To preserve the participants' secrecy and privacy, the researcher avoided asking the respondents to give their names, which is why this study is anonymous. Furthermore, the researcher has followed the current ethical principles in conducting all procedures in this investigation. Specifically, the confidentiality of their information, which would only be utilized for research, had been guaranteed, and the teachers explained the study's extent to each participant. Every participant had given their informed consent. Finally, the University of the Lyceum's research center in the Philippines had granted ethical authorization.

3. Results and Discussion

The summary of metacognitive listening awareness strategies used among Chinese college EFL learners pertinent to the five sub-scales is shown in Table 1, covering problem solving, mental translation, planning-

evaluation, directed attention, and personal knowledge. Among them, the mean scores of four of the metacognitive listening awareness indicators were average, ranging from 2.91 to 3.14. One exception is mental translation, though, which is also an important one, with a composite mean of 1.91, showing that most of the students disagree with the items of this indicator.

Table 1*Summary Table on Metacognitive Listening Awareness Strategies*

| Indicators | Weighted Mean | Verbal Interpretation | Rank |
|---------------------|---------------|-----------------------|------|
| Planning-evaluation | 3.05 | Agree | 3 |
| Directed Attention | 3.14 | Agree | 1 |
| Personal Knowledge | 2.91 | Agree | 4 |
| Mental Translation | 1.91 | Disagree | 5 |
| Problem Solving | 3.11 | Agree | 2 |
| Composite Mean | 2.82 | Agree | |

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

The above results demonstrated that metacognitive listening awareness in directed attention, problem-solving, and planning evaluation was reasonably high but not in the personal knowledge factor and mental translation strategy. Zeng's (2012) study also demonstrated that learners' metacognitive listening knowledge may account for roughly 13 to 15 percentages of the variance in listening performance, which supports the hypothesis that language learners need to have a threshold degree of metacognitive strategy awareness in order to regulate both their learning process and a particular learning task. Given the findings of this study, classroom instruction ought to focus on awareness of metacognitive strategies. It is encouraged to conduct additional research to characterize the effects of metacognitive strategies on listening performance and implement therapies that promote metacognitive awareness.

Table 2 summarizes Chinese EFL learners' language learning strategies concerning the following six dimensions: memory, cognitive, compensation, metacognitive, affective, and social strategy. All of the indicators had mean scores that varied from 3.02 to 3.09. The composite mean of 3.07 indicates respondents agreed with the previously listed indicators. These findings also show that Chinese college EFL students use a variety of language-learning strategies when studying English, and some are employed more frequently than others.

Table 2*Summary Table on Language Learning Strategies*

| Indicators | Weighted Mean | Verbal Interpretation | Rank |
|--------------------------|---------------|-----------------------|------|
| Memory Strategies | 3.07 | Agree | 4 |
| Cognitive Strategies | 3.09 | Agree | 2 |
| Compensation Strategies | 3.09 | Agree | 2 |
| Metacognitive Strategies | 3.09 | Agree | 2 |
| Affective Strategies | 3.05 | Agree | 5 |
| Social Strategies | 3.02 | Agree | 6 |
| Composite Mean | 3.07 | Agree | |

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

These results corroborate Alhaysony's (2017) findings, which showed that the most often reported strategies utilized were cognitive, metacognitive, and compensatory. In contrast, memory and affective strategies were said to be used least frequently. This outcome also aligns with the findings of the study conducted by Gilakjani and Sabouri (2016). It captures the linguistic environment that EFL students encounter in China. English is a foreign language for Chinese college students, especially those not majoring in English. As a result, they only have a few opportunities to utilize English outside of class. Put another way, they don't practice in the real world and only take formal English classes. Given that social strategy must be learned by consistent practice and some reinforcement. Learners who cannot use a language in a cultural setting are more likely to disregard the application of social strategies. It is recommended that English teachers concentrate more on the least used learning tactics in addition to the more popular ones when instructing their students in the language.

Table 3*Summary Table on Reading Comprehension Level*

| Indicators | Weighted Mean | Verbal Interpretation | Rank |
|---------------------------|---------------|-----------------------|------|
| Literal Comprehension | 3.10 | Agree | 1 |
| Inferential Comprehension | 3.08 | Agree | 2 |
| Analytical Comprehension | 3.07 | Agree | 3 |
| Composite Mean | 3.08 | Agree | |

Legend: 3.50 – 4.00 = Strongly Agree; 2.50 – 3.49 = Agree; 1.50 – 2.49 = Disagree; 1.00 - 1.49 = Strongly Disagree

For EFL students to understand textual content effectively, one of the fundamental English language abilities they need is reading comprehension. Table 3 summarizes the three dimensions of reading comprehension for Chinese college EFL learners. The average score overall is 3.08, which falls between 3.07 and 3.10. As can be seen, comparing literal reading comprehension to inferential and analytical reading comprehension, the findings above suggest that the participants do better in the former. The data indicates that the participants encounter challenges while attempting to restructure and evaluate various information extracted from the texts. Furthermore, the English reading comprehension level of Chinese college students in an EFL setting is medium, indicating that they can't comprehend the English materials efficiently from the literal, inferential, and analytical levels and still have room for improvement. These results corroborate the previous study of Alonzo et al. (2009), which discovered that literal items are frequently simpler to respond to than inferential ones, and inferential items are more straightforward to respond to than analytical ones. Since the participants' general reading comprehension level was moderate, the results showed that although most students may have mastered literal comprehension, they struggle with inferential and analytical questions. As a result, teachers should plan and construct classes that specifically address these higher-level comprehension skills.

Table 4 presents the relationship between metacognitive listening awareness and language learning strategies, the computed r-values indicating a strong direct relationship among the metacognitive listening awareness (except for mental translation) and language learning strategies. There is a statistically significant relationship between metacognitive listening awareness (except for mental translation) and language learning strategies because the obtained p-values were less than 0.01.

Table 4*Relationship Between Metacognitive Listening Awareness and Language Learning Strategies*

| Planning-evaluation | r-value | p-value | Interpretation |
|--------------------------|---------|---------|--------------------|
| Memory Strategies | .759** | 0.000 | Highly Significant |
| Cognitive Strategies | .733** | 0.000 | Highly Significant |
| Compensation Strategies | .708** | 0.000 | Highly Significant |
| Metacognitive Strategies | .722** | 0.000 | Highly Significant |
| Affective Strategies | .662** | 0.000 | Highly Significant |
| Social Strategies | .690** | 0.000 | Highly Significant |
| Directed Attention | | | |
| Memory Strategies | .653** | 0.000 | Highly Significant |
| Cognitive Strategies | .690** | 0.000 | Highly Significant |
| Compensation Strategies | .666** | 0.000 | Highly Significant |
| Metacognitive Strategies | .650** | 0.000 | Highly Significant |
| Affective Strategies | .603** | 0.000 | Highly Significant |
| Social Strategies | .600** | 0.000 | Highly Significant |
| Personal Knowledge | | | |
| Memory Strategies | .355** | 0.000 | Highly Significant |
| Cognitive Strategies | .393** | 0.000 | Highly Significant |
| Compensation Strategies | .362** | 0.000 | Highly Significant |
| Metacognitive Strategies | .314** | 0.000 | Highly Significant |
| Affective Strategies | .325** | 0.000 | Highly Significant |
| Social Strategies | .302** | 0.000 | Highly Significant |

| Mental Translation | | | |
|--------------------------|--------|-------|--------------------|
| Memory Strategies | 0.042 | 0.414 | Not Significant |
| Cognitive Strategies | 0.070 | 0.171 | Not Significant |
| Compensation Strategies | 0.077 | 0.129 | Not Significant |
| Metacognitive Strategies | 0.071 | 0.161 | Not Significant |
| Affective Strategies | 0.092 | 0.070 | Not Significant |
| Social Strategies | 0.087 | 0.089 | Not Significant |
| Problem Solving | | | |
| Memory Strategies | .871** | 0.000 | Highly Significant |
| Cognitive Strategies | .842** | 0.000 | Highly Significant |
| Compensation Strategies | .843** | 0.000 | Highly Significant |
| Metacognitive Strategies | .842** | 0.000 | Highly Significant |
| Affective Strategies | .801** | 0.000 | Highly Significant |
| Social Strategies | .758** | 0.000 | Highly Significant |

While, Table 5 reveals the association between metacognitive listening awareness strategies and reading comprehension level. All calculated p-values were below the alpha threshold, except for mental translation. There is a solid direct association and a considerable correlation between the two variables, as indicated by the resulting rho values. In addition, it demonstrates that students will acquire a higher reading comprehension level in the EFL setting the more frequently they use metacognitive listening awareness strategies and vice versa.

Table 5

Relationship Between Metacognitive Listening Awareness Strategies and Reading Comprehension Level

| | r-value | p-value | Interpretation |
|---------------------------|---------|---------|--------------------|
| Planning-evaluation | | | |
| Literal Comprehension | .754** | 0.000 | Highly Significant |
| Inferential Comprehension | .730** | 0.000 | Highly Significant |
| Analytical Comprehension | .722** | 0.000 | Highly Significant |
| Directed Attention | | | |
| Literal Comprehension | .680** | 0.000 | Highly Significant |
| Inferential Comprehension | .657** | 0.000 | Highly Significant |
| Analytical Comprehension | .644** | 0.000 | Highly Significant |
| Personal Knowledge | | | |
| Literal Comprehension | .313** | 0.000 | Highly Significant |
| Inferential Comprehension | .341** | 0.000 | Highly Significant |
| Analytical Comprehension | .340** | 0.000 | Highly Significant |
| Mental Translation | | | |
| Literal Comprehension | 0.086 | 0.093 | Not Significant |
| Inferential Comprehension | 0.074 | 0.147 | Not Significant |
| Analytical Comprehension | 0.050 | 0.329 | Not Significant |
| Problem Solving | | | |
| Literal Comprehension | .845** | 0.000 | Highly Significant |
| Inferential Comprehension | .828** | 0.000 | Highly Significant |
| Analytical Comprehension | .797** | 0.000 | Highly Significant |

Legend: Significant at p-value < 0.01

Gaining metacognitive awareness in listening helps students understand how to learn and what successful tactics are. With this knowledge, learners will be able to comprehend how they think and learn, which will make it easier for them to supervise the selection and application of learning strategies, plan the course of a learning task, keep an eye on their performance continuously, solve problems as they arise, and evaluate themselves when a task is finished (Zhang & Goh, 2006). Thus, educators must assist students in developing their metacognition and learning how to use strategies that are appropriate for the tasks they must accomplish during the language acquisition process, as this is a prerequisite for the ability to choose and activate methods.

Metacognitive awareness is seen as the key factor for proficient strategic reading. Numerous studies have examined the critical role of metacognitive awareness and reading strategy. Sen (2009), for example, looked at the connection between reading comprehension and using metacognitive listening strategies, thus discovering a significant increase in students' performance. It also demonstrated that, except for mental translation, a significant and positive relationship exists between students' reading comprehension proficiency and their level of

metacognitive awareness when listening.

Reading has a correction with listening because of common comprehension qualities; this correction is in line with the process of cognitive load in reading comprehension. However, there is no connection between reading comprehension level and mental translation tactics, even if listeners must avoid mental translation techniques to become excellent listeners. Higher self-efficacy learners avoid utilizing ineffective mental translation techniques because they have more control over the reading process. Therefore, the benefits of the metacognitive listening awareness techniques resulted from training students' comprehension and decoding abilities in reading. Put differently, an improvement in the potential function of reading decoding in explaining the magnitude of the transfer effects could magnify the study's positive outcomes.

Table 6

Relationship Between Language Learning Strategies and Reading Comprehension Level

| Memory Strategies | r-value | p-value | Interpretation |
|---------------------------------|---------|---------|--------------------|
| Literal Comprehension | .874** | 0.000 | Highly Significant |
| Inferential Comprehension | .860** | 0.000 | Highly Significant |
| Analytical Comprehension | .826** | 0.000 | Highly Significant |
| Cognitive Strategies | | | |
| Literal Comprehension | .863** | 0.000 | Highly Significant |
| Inferential Comprehension | .859** | 0.000 | Highly Significant |
| Analytical Comprehension | .828** | 0.000 | Highly Significant |
| Compensation Strategies | | | |
| Literal Comprehension | .901** | 0.000 | Highly Significant |
| Inferential Comprehension | .898** | 0.000 | Highly Significant |
| Analytical Comprehension | .847** | 0.000 | Highly Significant |
| Metacognitive Strategies | | | |
| Literal Comprehension | .867** | 0.000 | Highly Significant |
| Inferential Comprehension | .839** | 0.000 | Highly Significant |
| Analytical Comprehension | .804** | 0.000 | Highly Significant |
| Affective Strategies | | | |
| Literal Comprehension | .867** | 0.000 | Highly Significant |
| Inferential Comprehension | .839** | 0.000 | Highly Significant |
| Analytical Comprehension | .804** | 0.000 | Highly Significant |
| Social Strategies | | | |
| Literal Comprehension | .873** | 0.000 | Highly Significant |
| Inferential Comprehension | .865** | 0.000 | Highly Significant |
| Analytical Comprehension | .833** | 0.000 | Highly Significant |

Legend: Significant at p-value < 0.05

Table 6 demonstrates the strong relationship between language acquisition strategies and reading comprehension levels. The obtained p-values, all less than 0.01, confirmed this. Additionally, the received rho-values revealed a solid direct connection, showing that the more language learning strategies Chinese college EFL learners use, the higher their reading comprehension level in an EFL setting. The research's conclusions agree with some earlier studies. According to Afdaleni (2017), students can utilize appropriate language learning strategies to diversify their efforts and succeed in reading comprehension. Similarly, Li (2006) examined the use of language learning strategies in English reading by Chinese college students and discovered that metacognitive strategies were less common than cognitive strategies. Language learning strategies were positively connected with English reading comprehension. Instructors should, therefore, act as facilitators, providing support and direction to their students. More significantly, students should receive specialized training on language learning strategies to enable them to apply these strategies to authentic reading tasks in the classroom and to help them understand the tactics as much as feasible.

Table 7

Proposed English Learning Program to Enhance the Metacognitive Listening Awareness, Language Learning Strategies and Reading Comprehension of Chinese College EFL Learners

| Key Result Area | Objectives | Strategies | Success Indicators | Persons Responsible |
|---|--|--|--|---|
| 1. Metacognitive Listening Awareness | | | | |
| 1.1 Planning-evaluation | To enhance students' self-monitoring abilities in listening practice; To improve students' executive capacity; To help students' make self-reflection after listening | Teachers provide students some pre-class thinking exercises and some background information on the theme of the listening materials. Teachers assist students' in establishing a micro-listening corpus in order to sort out and record relevant topic content; Teachers design the checklists or criterion to help students with the self-assessment. | 90% of students become more involved in the listening practice and feel enthusiastic about completing the assignments and tasks. | English teachers/ students |
| 1.2 Directed attention | To enhance students' self-regulation in terms of directed attention To improve students' note-taking skill | Teachers select different types of listening materials that are appropriate in difficulty. Teachers introduce some note-taking methods, such as the Cornell method, charting method, mind-mapping, etc. | 90% of students' concentration and commitment are improved and particular note-taking style is developed. | |
| 1.3 Personal Knowledge | To promote students' self-efficacy in terms of personal knowledge; To increase students' learning interest and build linguistic confidence | Teachers set listening tasks at an appropriate level of difficulty and design some unit tests with moderate difficulty. Teachers design some English games and group activities to create an active classroom atmosphere. Teachers offer some small prizes for the students who have made progress in their studies. | 90% of students feel more confident in listening and their learning interest is aroused. | |
| 1.4 Mental Translation | To assist students in reducing or avoiding word-for-word or key words translation; To cultivate student's English thinking mode | Teachers design some role-play activities to provide chances for students' exposure to English in authentic communication. Teachers hold a lecture on the topic-How to Think Like a Native Speaker. | 90% of students' learning efficiency and generic linguistic proficiency are improved. | |
| 1.5 Problem solving | 1. To increase students' motivation in terms of problem solving | 1. Teachers explain appropriate listening skills, such as association, guessing and inferring, etc. in the context of specific listening tasks. 2. Teachers can also supplement students with relevant English cultural background knowledge. | 90% of students become actively engaged in overcoming comprehension difficulties and their academic scores are increased. | |
| Language Learning Strategies | | | | |
| 2.1 Memory Strategies | To aid students in memorizing English linguistic knowledge, including vocabulary, grammar rules and sentence patterns; To improve students' working memory capacity | Teachers provide some visual images and audio resources, such as pictures, diagrams, mind maps, or some videos to help students create mental linkage. Teachers hold interactive workshops on ways of improving working memory, such as adding exercise to daily routine. | 90% of students' utilization of visualization helps them retain more information and expand their vocabulary. They can also review knowledge in an organized manner. | English teachers/ Experts/ English class representative /group leaders |
| 2.2 Cognitive Strategies | To assist students with synthesis and summarizing; To enhance students' critical thinking skills | Teachers give lectures on complex English patterns and some common idiomatic expressions. Teachers design some group discussions or debate to develop students' critical thinking abilities. | 90% of students' abilities of integrating information and their critical thinking are improved. | |
| 2.3 Compensation Strategies | To assist students in using various tools to learn unknown words effectively; To increase students' pragmatic competence and help students to make guessing intelligently | Teachers introduce some mobile apps or English corpus to help students improve their lexical richness. Teachers give lectures on the word-formation rules and provide online resources for students to be familiar with word guessing skills. | 90% of students' abilities of making up the language deficiency as well as overcoming the unknown linguistic knowledge are improved. | |
| 2.4 | To foster students' awareness of being self- | Teachers provide students with checklists, diaries or portfolios as tools to help them | 90% of students have better attitudes toward | |

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|-------------------------------|--|--|---|--------------------|
| Metacognitive Strategies | directed in the language learning process; To encourage students to transfer metacognitive learning strategies to different learning contexts | assess their own language development and accomplishments. Teachers assist students in creating SMART learning objectives, which stand for Specific, Measurable, Attainable, Relevant, and Time-bound. Teachers upload some additional reading materials to the online learning platform in order to better serve students' individual requirements and broaden their horizons. | organizing, planning, and evaluating in English study. | |
| 2.5 Affective Strategies | To lessen students' nervousness during English learning process; To encourage students to share their feelings towards English learning | Teachers create a relaxed and laid-back learning atmosphere to put students at ease and involved in the learning activities. Teachers set up an online discussion board where students can express their emotions. | 90% of students gain self-assurance and optimism as they study English. | |
| 2.6 Social Strategies | To increase students' interaction and collaboration; To evoke students' cultural awareness and enhance their intercultural communication capacity | Teachers organize some role-play activities concerning authentic English communicative situations and extracurricular training to encourage students to interact within groups. Teachers organize an English corner or salon every Friday afternoon and invite some foreign experts or international students to join in for the idea exchanging. Teachers introduce intercultural communication knowledge to bridge the cultural gap in EFL learning. | 90% of students are more willing to collaborate and interact with their peers and teachers. | |
| Reading Comprehension Level | | | | |
| 3.1 Literal Comprehension | To increase students' word-level processing skills; To increase students' vocabulary breadth and other vocabulary knowledge | Teachers introduce some reading skills, such as skimming and scanning, to help students get the main idea and identify the specific information. Teachers arrange "Spelling Bee" contests or quizzes to track students' learning progress. | 90% of students' reading decoding skills are improved. | Teachers/ Students |
| 3.2 Inferential Comprehension | To improve students' ability of making inferences; To help students understand the underlying cognitive processes | Teachers explain strategies of making inferences within the context by giving some typical examples derived from the College English Test Band 4. Teachers combine formative assessment with summative assessment to evaluate students' inferential comprehension abilities. | 90% of students' inferential thinking abilities are increased. | |
| 3.3 Analytical Comprehension | To cultivate students' abilities in divergent thinking, critical analysis, synthesis, and evaluation; | Teachers instruct students how to analyze the cultural characteristics within the reading materials. Teachers assist students in analyzing and assessing the text by juxtaposing what they have read in the text with their past experiences and knowledge. | 90% of students' abilities of making evaluation and analysis are improved. | |

4. Conclusions and Recommendations

The results of the data collection and analysis led to the following findings. The majority of respondents employed the directed attention strategy most frequently and mental translation least frequently in English learning, while they used all five metacognitive listening awareness strategies at a moderate level with varying frequencies. With cognitive, compensation, and metacognitive strategies being used more frequently than others and social strategies being used least frequently in EFL learning, many respondents found benefits from all six language learning strategies. The majority of participants exhibited a medium level of reading comprehension skills, with literal comprehension being used the most and analytical comprehension being used less frequently in EFL settings. Based on the highly significant relationships between the three variables, it was hypothesized that higher levels of reading comprehension abilities among students in the EFL context would result from better assessments of the use of metacognitive listening awareness strategies, more language learning strategies used by students also led to higher levels of reading comprehension abilities in their EFL learning. A language learning enhancement program was proposed to assist Chinese college EFL learners in learning English more effectively in terms of metacognitive listening awareness, language learning strategies, and reading comprehension.

In addition to developing materials that integrate the cultivation of these strategies to reinforce learners' learning, Chinese colleges and universities could conduct teacher-training programs to familiarize teachers with the positive effects of explicit strategy instruction on learners' progress. China's college English instructors can help students develop their language learning skills by providing individualized training instructions on metacognitive listening awareness and language learning strategies throughout English courses. College English instructors may also need to modify established teaching philosophies and evaluation techniques in order to help students transfer strategies between different language skills. Chinese EFL college students may consciously practice utilizing metacognitive listening awareness strategies and language learning strategies to stay self-regulated when learning English, enhancing their monitoring and performance in different language skills, and taking ownership of their studies. Larger sample sizes may be required for future studies to understand more about English instruction among Chinese college EFL learners. Additionally, more research may be needed to examine differentiation in EFL learning by considering more individual aspects, including study time, learning styles, years of English learning experience, skill level in the language. The suggested program to improve English learning for Chinese college EFL students may be examined before implementation.

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