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Inculcating Learners' Listening Motivation in English Language Teaching: A Case Study of British Education and Training System

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Abstract
Motivation plays a significant and crucial role in ELT and it boosts up the level of aplomb and interaction during learning English language. It creates sense of respect inside learners and makes them on the right direction. This research attempted to identify the impact of motivation on listening skills of students enrolled in English Language Course at British Education and Training System (BETS) Lahore, Pakistan during January to February, 2020. The learners for this class look forward to hone their speaking skills by listening as much as they can. The results show that there is a positive correlation between listening strategy instruction and motivation. Listening motivation was recorded utilizing the English Listening Comprehension Motivation Scale (ELCMS) and strategy use was tracked with the Metacognitive Awareness Listening Questionnaire (MALQ). Pre- and post-test scores of 36 participants (control group, n=20; experiment group, n=16) were analyzed using a mixed-effects regression and paired t-test to determine differences after a four-week treatment period. The results revealed that the participants' motivation level in both groups decreased over the treatment period, with the experiment group seeing a smaller decrease than the control group.
Keywords: English, language, listening, metacognition, motivation, strategies

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Introduction

In English language teaching, listening is considered one of the most important skills. It is neglected as compared to the other skills like writing, speaking and reading (Flowerdew & Miller, 2013). Dornyei (2002) stated that the learner's enthusiasm, commitment and persistence were the key determinant of success or failure. Hinkel (2006) states that in 1980s there is a small focus on listening skill and its phonological and lexical patterning. The main focus on the listening abilities of a student, in this way, the linguists come to know that how the learner activates his knowledge and uses it. In the last few years, the focus is changed listening and speaking are major skills than reading and writing. The learner uses cognitive strategy, when he is listening something in target language which helps him to speak error free sentences in the target language (Hinkel, 2006). As everyone knows that if listening skill is good than speaking skill is also improved.

Metacognitive Awareness Listening Questionnaire (MALQ) is produced by Vandergrift, Goh, Mareschal and Tafaghodari in 2006, to collect the results of the students about the usage of the metacognitive strategy. Number of the researchers examine and describe that Listening skill is focused by the metacognitive strategy (Birjandi & Hossein, 2012; Bozorgian, 2014; Goh, 2008). It is clearly appeared that this whole research is based on the importance of the listening skill and the metacognitive strategy.

Linguists are also very much interested to know about the link between the motivation and listening because it increases and improves the communicative ability there is a great role of motivation. The concept of motivation describes differently by every researcher (Brown, 2007; Dornyei, 1998). Some researchers do not connect the listening proficiency with the motivation because everybody thinks according to his own state of mind (Hsu, 2006; Jafari, 2010).

Through the review of the different researchers, it is cleared that to develop the listening skill, metacognitive strategy and motivation both play a great role. According to the Vandergrift (2005), in listening skill there is a significant relation between the metacognitive strategy and motivation. Other linguists are also agreed with it and says that if there Is a higher proficiency in listening than there is a great need of higher motivation (Harputlu & Ceylan, 2014; Kassaian & Ghadiri, 2011; Nezhad, Behzadi , & Azimi, 2013).

To develop the listening ability both are very useful and connected with each other in a positive manner. Linguists are also not fulfilled to know that whether the relationship is positive or causal or whether not. This Is because of that; the past researches are focused on the metacognitive and motivation rather than the progress of the student which is appeared with the passage of time. Previous researchers examine the listening skill, according to the setting of EFL instead of the ESL which has rich environment and opportunities to explore the target language. In ESL setting, listening strategy effects the motivation one can better the listening quality or ability by the training of the metacognitive strategy.

That is why the research aims to demonstrate the metacognitive strategy which motivates the learner to gain the listening skill. It is cleared that if the student has the self-motivation than he will be able to learn easily and quickly the listening instructions.

British Education and Training System (BETS) claims to cultivate confidence in students and remove any hesitation they may feel when speaking in English. The eight hours of comprehensive training sessions per week help students become proficiently fluent in spoken English. This study was conducted to check whether metacognition and motivation are pertinent to learners' proficiency? Past research on metacognition and motivation have only examined foreign language learning where students have limited exposure to the target language outside of class. No research has investigated metacognition and motivation in an ESL setting in which learners are exposed to the target language constantly in the environment, not just in school classes. Thus, this research attempts to fill an important gap in listening instruction research by measuring ESL students' self-reported metacognition and motivation scores over the course of several listening-based strategy instruction units.

Objectives and Research Questions

This study seeks to investigate the relationship between motivation specifically towards listening and metacognitive strategy use. Unlike previously conducted studies, this one takes place with adult English as a second language learners enrolled in an intensive English learning program. This context was selected due to the lack of studies that have been conducted in it. The main objective was to gauge and identify metacognitive instructions and to highlight the difference before and after this particular test. In regard to these objectives, the researchers intend to answer the following questions:

1) How do scores change on a pre- to post-test assessment of listening motivation?
2) How do scores change on a pre- to post-test assessment of listening strategy use over a four- week strategy course?
3) Which strategies on the MALQ do students most commonly report using before and after the strategy treatment?

Literature Review

According to Eggen and Kauchak (1994), motivation in psychology, is a force that energizes and directs behavior toward a goal. Just as a force moves an object, motivation moves a person. More visualized, if individuals are machines, motivation is as the very engine that powers and directs individuals' behavior. In the context of second language acquisition, and pertinent to listening in specific, Goh and Yusnita (2006) approve the direct and positive impact of listening strategies on the listening performance. According to Yang (2009), instructing listeners about the role of metacognition in L2 listening helps learners to tackle the listening task more effectively, differentiating successful listeners from unsuccessful ones.

Hinkel (2006) proposed that latest approach to listening pedagogy is that of metacognitive listening instruction. According to Vandergrift and Goh (2012) metacognition can be defined as a person's own ability to think about his own thinking or cognition. Further it also means to think about how can we process information for a variety of purposes and be able to find the way we do it. In 2009, Yang classified metacognitive strategies into seven types: planning, monitoring, evaluation, selective attention, directed attention, functional planning, and self-management. While some strategy types are more frequently used than others, he asserted that listeners'

metacognitive awareness should be cultivated and strategy instruction should be integrated into the teaching of listening. Vandergrift and Goh made the observation in 2012 that many classroom listening activities seem to focus on learners' outcome of listening as opposed to the process they go through in order to comprehend an oral text. They further commented that, unlike reading, listening does not easily allow for instructors to direct attention to certain segments of text or adequately scaffold thinking and comprehension. Instructor cannot physically direct listeners to specific parts of aural passage. Repeating or pausing a text is an option which can divert the attention from listening practice. Language tool enables language learners to receive and relate with language input and facilitates the emergence of other language skills, so they stress on the importance of listening a language as a tool. Rahimirad (2014) mentioned that the role of metacognitive strategy instruction is to assists students in modifying their learning and consciousness to control their listening processes.

Metacognition and Listening

The connection of listening and metacognition has only recently been explored. In his 2004 study, Vandergrift reviewed two approaches to listening, which included developing lexical segmentation along with word recognition skills and raising metacognitive awareness. He then proposed an integrated model. He encouraged the usage of metacognitive strategies such as planning, directed attention, monitoring, problem solving, selective attention, and evaluation. It allows learners to analyze a text after listening to ensure conception of vocabulary. Many subsequent studies have utilized this model in their own research of listening development (Benyo & Kumar, 2020; Bozorgian, 2014; Goh & Taib, 2006; Vandergrift & Tafaghodtari, 2010).

Vandergrift in 2006 developed metacognitive awareness scale for listening instruction to measure self-reported levels of metacognitive awareness, the MALQ. It allows users to reflect on their usage and attitudes towards metacognitive strategies (in this case, listening strategies that require certain amounts of metacognition). The making and authentication of the MALQ is a 21-item questionnaire. It uses a 6-point Likert scale, the scoring of it makes an individual's metacognitive awareness measureable. The creation of the MALQ led to an increased number of studies which measured language learners' self-perception of metacognitive listening awareness.

According to Bozorgian's study (2014), 30 native Persian speakers acknowledged metacognitive instruction in an EFL class over an eight-week semester. During those eight weeks, participants practiced listening in five stages: planning/predating, first verification, second verification, final verification, and reflective. Each of these stages was related to one or more metacognitive strategies. These strategies were emphasized as part of a treatment, resulting in increases in listening proficiency and a strong correlation between metacognition and listening ability.

Rahimirad and Shams (2014) implemented the listening module of the IELTS alongside the MALQ Related to Bozorgian's study (2014), for their study on 50 female Iranian university students. In all of these studies, the procedure of controlling a metacognitive strategy instruction treatment to an experimental group was to use some form of pre- and post-listening comprehension assessment to measure differences in improvements between the experimental and control groups was constant. Results showed that each experimental group, which received metacognitive strategy

instruction, outperformed their respective control group counterparts.

Despite each of these studies' differences from each other and the previously mentioned studies in which the MALQ was implemented, all of the described studies revealed the same results. In each study, participants from the experimental group outperformed those of the control group. Thus, based on the results of this and the previously cited studies, it can be seen that exposure to strategy instruction strongly correlates with improved listening proficiency.

Motivation and Listening

Gardner and Smythe (1975) elaborated that strategy instruction, motivation in general has historically been explored as a moderator to language learning. Gardner (1985), investigated that the hypothesis of individuals who seek to integrate into a language community will demonstrate high motivation to learn the language and thus will achieve high levels of proficiency. Indeed, a meta-analysis of Gardner's motivation research has been revealed a strong and compatible positive correlation between motivation and language achievement (Masgoret & Gardner, 2003).

According to Byrne (1988) "sometimes the length of time we are required to listen for, without participating, may cause memory problems or even fatigue, so that in the end we simply no longer listen with understanding. Researchers have defined motivation in various ways over the last several decades. For instance, Keller (1983) described motivation as the way to choose from society what positivity they gain from them. Motivation is what People make as to what experiences or goals they will approach or avoid, and the degree of effort they will make an effort in this respect. Brown (2007) asserted that motivation is commonly thought of as an inner voice, urge, stimulus, emotion, or desire that moves or compels a person toward a particular action or task mainly. Brown's view is different from Keller's view of motivation as a choice.

Jafari (2010) and Hsu (2004) directed similar studies in which they also looked at the relationship between English listening motivation and listening proficiency scores. Both of the studies shared same result as the first author's study in (2004), there was a high correlation between learner English listening motivation and proficiency scores and the other results regarding the general English scores, gender and major area of study, and extracurricular practice were not shared. Her study was managed along with 112 Taiwanese college students without the ELCMS, but with listening motivation questions are about Chang's Intrinsic Motivation Orientation Scale (2001) the same source from which the ELCMS was derived.

Metacognition and Motivation

Today, motivation and metacognition are recognized as key factors in the fields of second and foreign language learning; both are complex, multi-faceted constructs (Kumar, 2020). Ziahosseini and Salehi (2008) explored that there is a connection between high levels of motivation and language learning strategy use namely, the higher the level of language learners' motivation, the higher chances of using a language learning strategy. This is perhaps because of both motivation and metacognition they are sharing some common factors, such as value, expectancy, self-efficacy, and attributions. Because of these similarities Vandergrift (2005) began his studies about the relationship between these two highlighting areas. In his study, participants were given a French listening comprehension test, immediately following which they were administered an early version of the MALQ and the Language Learning Orientations Scale (LLOS), a motivation

questionnaire validated by Noels, Pelletier, Clément, and Vallerand (2000) and derived from Vallerand, Pelletier, Blaise, Briere, Senecal, and Vallieres' (1992) research regarding motivation assessment.

In a similar study, Kassaian and Ghadiri (2011) also used the MALQ alongside Vallerand's Academic Motivation Scale the instrument from which the previously mentioned LLOS was derived—in order to investigate the relationship between motivation and second language listeners' metacognitive awareness and the use of strategies. The sample for this study were 30 participants from Iranian undergraduate EFL learners from English Institutes, there ages were 18 to 28. Results from the study showed that 1) problem-solving strategies are used more frequently than others by high-intermediate EFL learners, while planning and evaluation strategies are used least frequently, and 2) there is a positive relationship between metacognitive strategies and both types of motivation extrinsic and intrinsic.

It is documented that EFL learners encounter difficulty in listening comprehension due to more than one factor. For example, they lack control over the speaker's speed, are unable to get things repeated, and fail to recognise pauses. Additionally, they have difficulty in interpretation, concentration and developing learning habits (Underwood, 1989). Moreover, they fail to develop listening habits or to enhance the capacity to process information (Chen, 2005). Other factors that add to EFL students' suffering in listening comprehension include limited vocabulary and/or poor grammar, and misconceptions about listening activities (Bento & Kumar. 2020; Graham, 2006). Some other difficulties in listening comprehension may arise because of the type of listening material adopted.

Listening skills have been neglected by teachers and researchers. Nunan (2002) argues that listening skills are treated as a secondary skill and as a means to an end, rather than an end in itself. According to Graham (2003), listening in a foreign language is a complex but underestimated skill. It was not until the 1960s, which witnessed emphasis on oral language skills, that listening was given a boost (Nunan, 2002).

Methods

The purpose of this study was to determine whether metacognitive listening strategy instruction, administered over a period of time, would increase learners' self- reported motivation towards improving their English listening comprehension. The criteria for participation in this study required that participants 1) be current students at British Education and Training System (BETS) Lahore, Pakistan, 2) take courses of high proficiency level offered, meant for advanced-low to advanced-mid level learners, and 3) complete their respective surveys during their assigned Listening and Speaking course.

Participants

The participant sample consisted of 36 students, 20 females and 16 males. Their native languages included the following: Punjabi (8), Urdu (6), Saraiki (1), Sindhi (1), Pashtu (1), Arabic (1), Kashmiri (1) and Lahori (1). The experiment group consisted of 36 participants, 20 females and 16 males. Their native languages included the following: Urdu (23), Punjabi (1), Sindhi (1), and Saraiki (1). They were also studying other skills such as reading and vocabulary, composition,

advanced grammar. Listening skill is one of the most challenging subjects comparing other skills. This is the reason why the researchers tried to internalize the peculiarities and the functions of intrinsic and extrinsic motivation on listening skill.

Data collection and Analysis

Having collected data, questionnaire results, were assessed by SPSS PASW Statistics 18 software program. All values and the percentages are shown at the tables. Besides, the results are also shown by graphics explicitly. There were two instruments used in this study: the English Listening Comprehension Motivational Scale (ELCMS) and the Metacognitive Awareness Listening Questionnaire (MALQ). Both instruments were administered online via Qualtrics, with seven identifier and demographic-related items added to the ELCMS (participant ID number, instructor name, age, native language, native country and reason for learning English), and one identifier and one diagnostic item added to the MALQ (participant ID number and list of strategies). The ELCMS was administered to both control and experiment groups twice as pre- and post-tests whereas the MALQ was administered twice and only to the experiment group. The control group did not take the MALQ as it was an integral part of the treatment. See the appendices section for original copies of the ELCMS and MALQ, as well as a detailed description of the strategy treatment used for this study.

The Procedure

The procedure, depicted in Figure one, involved the following steps: 1) prospective participants were invited to take their respective survey(s); 2) participants in the experimental group received a treatment of listening strategies coupled with metacognitive discussion over a duration of four weeks; 3) participants took their respective survey(s) a second time; 4) a mixed-effects regression was conducted in order see if the treatment influenced their scores over time. The strategy treatment was administered to experiment group participants by the researcher in order to ensure uniformity of instruction. The control group participants had no interactions with the researcher apart from ELCMS administration. All participants were taught by their normally-appointed course instructors.

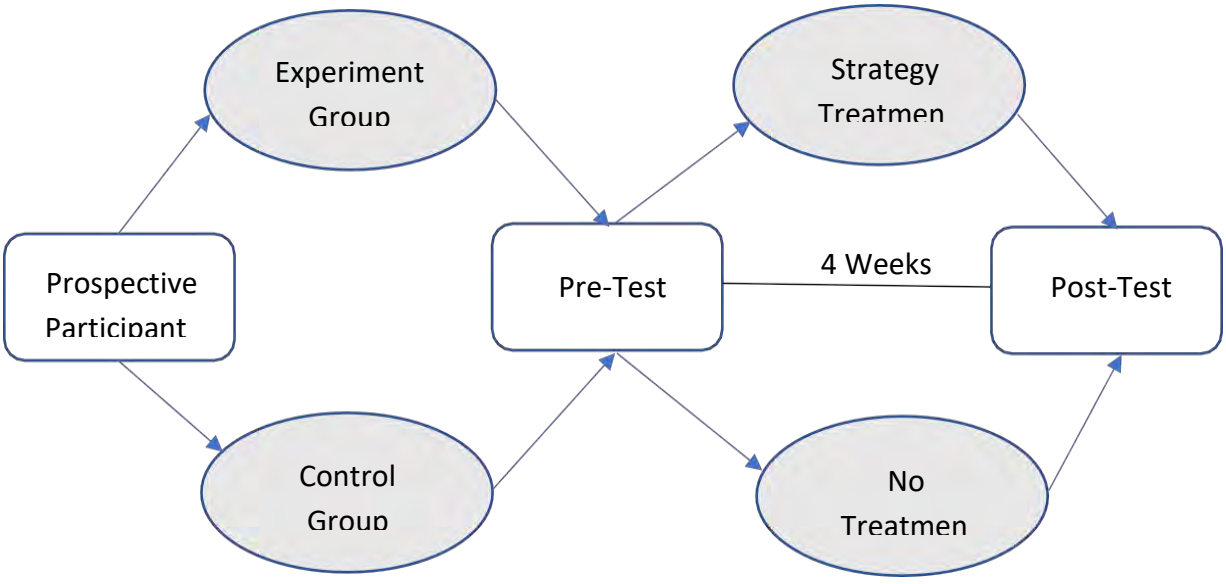

Figure 1. Listening Motivation Integrated model

The strategy treatment was implemented following the same integrated model used by previously described studies (Birjandi & Hossein, 2012; Bozorgian, 2014; Cross, 2010; Goh & Taib, 2006; Rahimirad, 2014; Rahimirad & Shams, 2014; Vandergrift, 2005; Vandergrift & Tafaghodtari, 2010). The treatment period began with an introduction to the topic of metacognition, what it means, and how it can be applied to listening, and the first administering of the MALQ. During each week of the study, the regular course curriculum was supplemented with additional listening and note-taking practice for which participants followed a three-stage process: planning/prediction, verification, and reflection. The listening strategies taught during the treatment period, in chronological order, were 1) listening for organizational cues, 2) predicting content and lecture direction, 3) recognizing digressions, 4) recognizing paraphrase, repetition, and exemplification, 5) listening for key terms and definitions, 6) listening for causal relationships and comparisons, and 7) listening for lists and classification. The lecture audio for these strategies came from Lebauer's (2010) textbook "Learn to Listen, Listen to Learn: Academic Listening and Note-taking". Each lecture averaged 10-15 minutes in length and were on topics from the fields of linguistics, psychology, biology, anthropology, astronomy, food science, and chemistry. Non-lecture listening exercises consisted of audio files 1-3 minutes long. These exercises placed more focus on strategy practice and less on adhering to any one specific subject.

Data Analysis

In order to answer our first research question, the data gathered from the ELCMS pre- and post-tests was analyzed using a mixed-effects regression. By using a mixed-effects analysis, the researchers were able to account for the repeated measures and the fact that participants gave multiple responses. The researchers were also able to control for extraneous variables such as age, gender, and native language, none of which were the focus of this study, but could potentially have a substantial effect on our results. With that same analysis, the researchers were also able to compare data between and within our participant groups. Had the researchers opted to use a factorial or repeated measures regression, the researchers would not have been able to get all of that information with a single analysis. Thus, using the statistics program IBM SPSS Statistics 25, the researchers ran our analysis with *scores* as the dependent variable, with *group*, *pre/post*, *gender*, and *native language* as factors, and *age* as a covariate.

For the fixed effects input on SPSS, the researchers looked at all of these factors and covariates as main effects, while also looking at an all 2-way interaction of the *group* and *pre/post* factors. Participants were the random effect.

For the second research question, the MALQ results were analyzed using a paired t-test, also using IBM SPSS Statistics 25. Because only participants in the experiment group took this survey, and because the researchers already analyzed their demographic data in the previous mixed-effects regression, only a t-test was needed to look at the difference in pre- and post-test scores of the MALQ.

Results and Discussion

The essential point of this examination was to inspect and analyze oneself announced degrees of English student inspiration towards improving listening capacity, with an optional point of taking a gander at the impacts of listening technique guidance and metacognitive talk on the test gathering's listening inspiration. It was speculated that the analysis gathering would, because of the technique treatment they got, see a fundamentally bigger increment in listening inspiration when contrasted and the benchmark group. This area presents the quantitative consequences of the blended impacts relapse performed on the pre-and post-test aftereffects of the ELCMS, and the matched t-test performed on the pre-and post-test aftereffects of the MALQ.

Research Question 1

The main research question asked how listening inspiration scores changed over a 4-week treatment period. The researchers further needed to know whether there was a contrast between member gatherings and inside member gatherings. A blended impact relapse was led so as to take a gander at contrasts in pre-and post-test scores between bunches just as inside each individual gathering. There was no critical contrast in the pre-to post-test scores among the benchmark group ($p = .223$), nor the scores of the test gathering ($p = .639$). In any case, the connection between pre/post-test scores and gathering yielded a critical contrast with a F proportion of $F (1, 54) = 6.535$, $p = .013$. As can be found in Figure two, the mean scores of the two gatherings' post-tests were lower than those of their pre-tests, yet the trial gathering's mean dropped by 1.38 focuses contrasted with the benchmark group's 2.8 focuses.

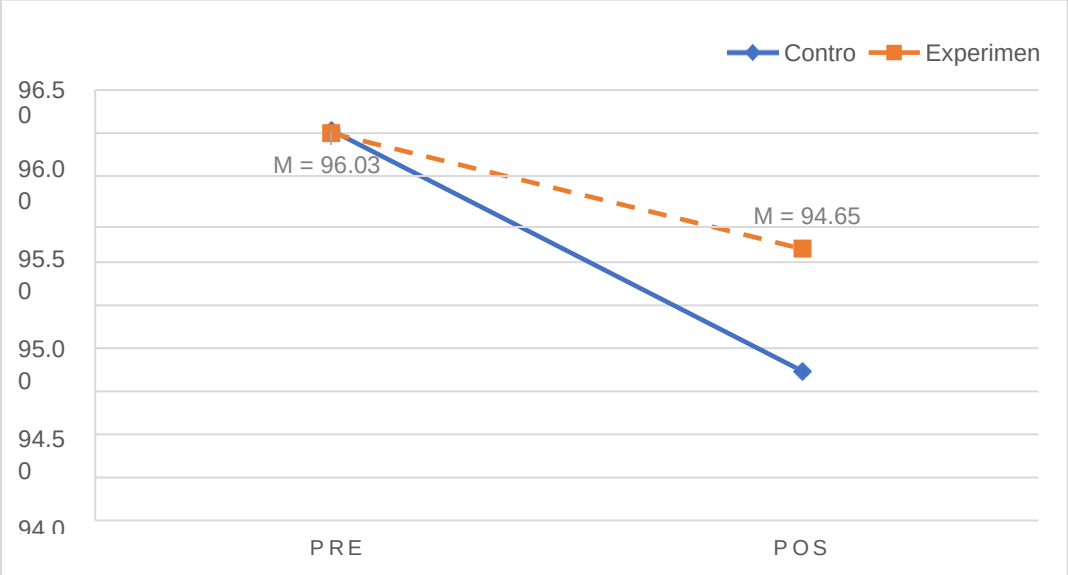

Figure 2: Plot of pre-and post-test score implies for the investigation and control gatherings

A similar relapse examination additionally controlled for the potential impacts old enough, local language, and sexual orientation on test scores.

Research Question 2

The subsequent research question solicited how mindfulness from listening procedure use changed over a four-week treatment period. A combined t-test was directed so as to decide changes on pre-

and post-test scores on the MALQ. Albeit self-saw levels of metacognitive mindfulness expanded, there was no huge contrast in the scores for the pre-(M=87.15, SD=9.5) and post-test (M=90.31, SD = 11.1) evaluations of the trial gathering's self-revealed methodology use; t(25)=-1.722, p = .097.

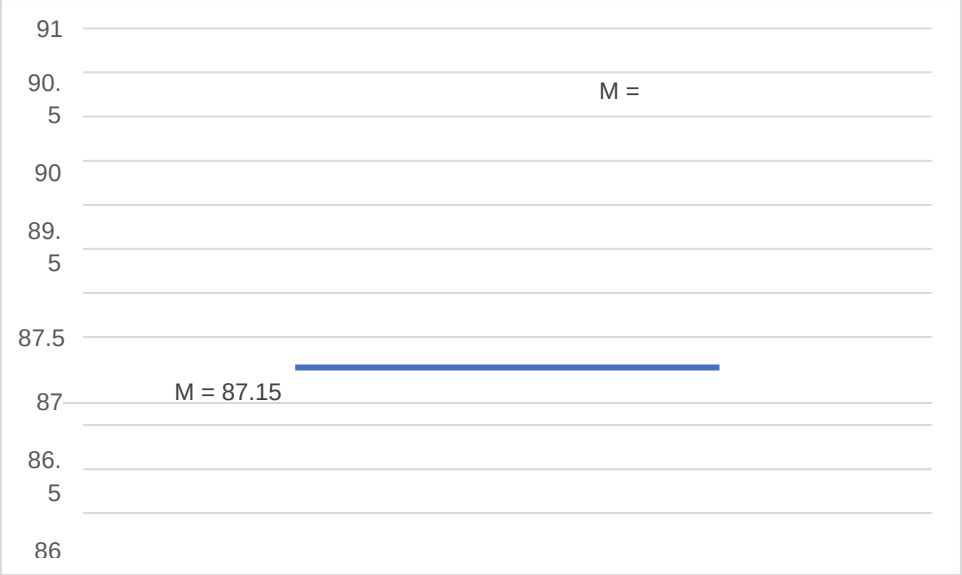

Figure 3: Plot of pre-and post-test MALQ score implies

Research Question 3

The third, and last, inquire about inquiry posed to which listening systems examine members utilized at the hour of information assortment. Endless supply of the MALQ, members were given a rundown of 12 methodologies taken straightforwardly from the MALQ. Members showed whether they utilized every one of the recorded procedures by either checking every technique's going with box to demonstrate that they utilized it, or leaving the case unchecked in the event that they did not.

Table one shows that the three most normally known/utilized systems before procedure treatment, with their separate client sums, were: "I utilize the words I comprehend to figure the significance of words I don't comprehend." (81%), "When I surmise the importance of a word, I recollect everything else that I have heard to check whether my conjecture bodes well." (77%), and "I center more earnestly when I experience difficulty understanding." (73%).

Given a similar study adhering to the system guidance treatment, the most generally utilized/realized techniques were somewhat extraordinary. "I utilize the words I comprehend to figure the importance of words I don't comprehend." (96%) remained the most announced known methodology. "I utilize the general thought of the content to assist me with speculating the importance of what I don't comprehend." (81%) ascended to turn into the second-most revealed known procedure. "I center more diligently when I experience difficulty understanding." (77%) remained the third-most detailed known methodology. One other methodology significant is "As I tune in, I contrast what I comprehend and what I think about the point." This system saw the most noteworthy increment in detailed use, from 10 to 19 members.

The 'Understanding Score' segment in Table one reveals that the normal score chose on the genuine MALQ. The reaction to everything on the MALQ was a Likert scale extending from one (unequivocally deviate) to six (emphatically concur). In this way, any score going from 1-3 would be on the differ side, and the backwards for scores running from 4-6. In a perfect world, a technique that is accounted for to be broadly utilized would have a higher Agreement Score. This is demonstrated to be valid for all the recently referenced things; the techniques with most noteworthy detailed use have higher Agreement Scores. One thing, "I utilize the general thought of the content to assist me with speculating the importance of what I don't comprehend.", had the most elevated Agreement Score (5.0) for both the pre-and post-test in spite of having huge contrasts in announced utilization, with the pre-test demonstrating 58% and the post-test indicating 81%, separately.

The purpose of this study was to calculate the magnitude of which an action of listening tactics reformed the self-reported listening motivation of adult ESL learners registered in advanced levels of ESL courses at an IEP. From Vandergrift's (2005) study, the researchers saw that learners who reported a larger use of metacognitive strategies also stated more motivational power. Therefore, the researchers predicted from this study that, in a side-by-side comparison, the testing group would report larger gains in listening motivation than the control group when observing at ELCMS results. The researchers had also expected a significantly higher level of listening strategy usage from the research group. The results of our arithmetical analyses were mixed.

As earlier reported, the results of the mixed effects ANOVA the researchers can presented that both the control and experiment groups' self-reported levels of listening motivation turn out to be poorer by the end of the study. Both sets started at nearly the equal exact level of inspiration towards listening (see Figure one). This is notable considering that the control group consisted of participants at the same level of ability but registered in different class sectors during different semesters.

Observing at each groups' scores separately, the deviations over time were too small to be statistically significant, so while motivation levels reduced, it was only by a minor amount. It is worth remarking that, although both groups' pre-test marks had nearly the same mean, the experiment group's post-test mean score was greater than that of the control group. Looking at the groups' combined scores, the difference was found to be statistically significant, with a $p = .013$. These results oppose Vandergrift's observation that increased strategy usage is connected with increased motivation. A possible of these results is that the method of treatment employed in this study does not have abundant of outcome on IEP-enrolled ESL learners of a higher proficiency, which verifies the findings of previous studies that lower aptitude of learners benefits the most from strategy instruction (Cross, 2011; Harputlu and Ceylan, 2014; Vandergrift and Tafaghodtari, 2010).

The MALQ was administered to the experiment group in order to measure their self-reported levels of listening strategy usage. A paired t-test showed that there was a slight increase in reported strategy usage, but this increase was not statistically significant. As previously stated,

the researchers predicted that study participants would report an increased usage in listening strategies. This expectation develops from studies shown by Rahimirad (2014), Rahimirad and Shams (2014), and Vandergrift (2006) all of which examined the effects of listening strategy instruction on learners and showed improved listening comprehension scores, self-regulation, and confidence. Although our expectation was correct that the participants' strategy use would increase, the increase was not statistically significant. This is likely due to the short duration of this study and the partial amount of practice participants had with each strategy, especially the ones taught towards the end of the treatment period. Had the post-test been postponed, or even administered again at a later time, allowing participants more time to practice the approaches taught, the resulting increase might have been greater. Regardless of this increase in strategy usage, the experimental group's motivation level still reduced, albeit not as much as the control group's motivation level.

For the final research question, we expected that the problem-solving strategies would be reportedly used more than the other types of strategies, based on previously directed studies (Harputlu & Ceylan, 2014; Kassaian & Ghadiri, 2011; Vandergrift, 2005). Along those same lines, and based on previous literature, it was expected that the psychological translation strategies would have the least-reported amount of usage. In this subsection, the researchers looked at the changes that took place in the reported usage of numerous selected strategies.

The problem-solving strategy "I use the words I understand to guess the meaning of words I don't understand." was one of the most used strategies reported in both the pre- and post- test results. A superficial number comparison showed that a minor increase in reported usage, starting with 81% participants using it before the strategy instruction, and 96% afterwards. This could be credited to explicit strategy order and in-class discussions, but this is also a result that should be an ordinary outcome of fixed and systematic listening practice over a period of time.

Second in the list is the problem-solving scheme, "When I guess the meaning of a word, I think back to everything else that I have heard to see if my guess makes sense." On the pre-test, this was the second most used method, with 77% participants reporting using it and a contract score of 4.3. The post-test results revealed a slight 8% fall in usage however the agreement score rose to a 4.5, which expresses us that even though there were a few or less participants who reported using this strategy, its frequency of usage essentially increased. It is likely that fewer applicants used this method because they found another one that operated better for them.

Another strategy, this time directed attention, with high reported usage was, "I focus harder when I have trouble understanding.", which remained as the third most used strategy on both the pre- and post-test, with 73% and 77% participants using it, respectively. Again, the change in agreement scores, from 4.7 to 5.0, tells us that participants reported using this strategy more frequently by the end of the study. Similar to the first reported strategy, this is a result that should be expected as a natural outcome to regular extended listening practice.

The problem-solving strategy, "I use the general idea of the text to help me guess the meaning of what I don't understand." saw one of the major increases, going from 58% participant usage to 81% usage on the respective tests. This strategy saw the second-biggest increase in

usage—the strategy with the largest growth is discussed in the next paragraph—and became the second most used strategy by the end of the study. It also has the maximum and most consistent agreement score of all the strategies listed a 5.0 for both pre- and post-test results. These results can be taken to mean that this is an important strategy for English learners, because, no matter the amount of participants who used it, the agreement score shows it was considered to be used at the highest frequency possible.

One last strategy's pre- and post-test scores will be interpreted. The problem-solving strategy, "As I listen, I associate what I understand with what I know about the topic." saw the largest upturn in reported usage, going from 38% to 73% usage. Interestingly enough, the contract scores for this strategy remained fairly reliable, seeing only a slight increase from to 4.8. This indicates that the participants who reported using this strategy on the pre-test, used it fairly frequently, and more or less maintained that frequency when taking the post-test. The slight increase in agreement score tells us that the participants who stated using this strategy on the post-test also use it frequently. This increase in reported usage could be credited to frequent discussion on the lesson's topics, the introduction of extracurricular materials, and regular pauses during listening practice to prompt participants to make networks to the material with what has already been viewed in the class on the topic.

Finally, the researchers looked at the three least-used strategies on the list, all of which are related to decoding or translating while listening. However, the strategy involving translating keywords saw a small increase in reported usage, the other two, converting mentally and translating word by word, decreased; the former going from 23% to 8% usage, and the latter from 4% to 0%. The agreement scores for these relevant strategies are also the lowest out of all the listed strategies.

Although previous research has found the association between self-reported listening strategy use and self-reported listening motivation to be positive, this study found no such relationships but instead recognized that increased strategy training had no positive impact on self- reported listening motivation. These divergent results may be explained by the fact that previous research has studied strategy-motivation effects within EFL contexts and among low-level learners. The present research observed high-level IEP students in an ESL context. These groups of learners are likely to have very different motivational and strategic profiles. For instance, ESL learner motivation is likely to be much more integrative (in order to survive in an ESL setting by navigating public services, attending school in English, socializing and problem-solving in the target language, etc.), and their strategy usage may be much more refined because of their advanced language ability, longer language experience, and greater experience to listening strategies prior to the study. Thus, the mutual results of previous research along with the present study seem to indicate that listening strategy instruction is likely to be more motivating among beginning language listeners in EFL settings than for innovative listeners in ESL settings.

Conclusion

This study was meant to look at how high proficiency learners' levels of motivation towards listening in English changed over a 4-week period of time, with and without explicit listening

strategy treatment. Upon analyzing data gathered from 36 participants, overall motivation was found to have decreased over the course of the study, with the experiment group's levels being slightly higher than those of the control group. Based on the results, there is a robust connection for a positive correlation between metacognition and motivation in the listening classroom. The duration of the study was also fairly short: four weeks spoken English Course. Previous studies have shown that the students who gain the most from strategy instruction are low proficiency language learners, not high proficiency ones (Harputlu and Ceylan, 2014; Cross, 2011; Vandergrift and Tafaghodtari, 2010). The proficiency of the participants in this study were placed in classes meant for English learners at the advanced- low to advanced-mid level. This small increase would appear to reflect this idea of lower proficiency students gaining more benefits from strategy instruction, because higher proficiency learners would already be at least somewhat familiar with such strategies.

For future research, it is recommended that a much larger sample size be utilized, as well as conducting the study over a longer period of time. Four weeks of instruction with immediate testing before and after yields limited results. Administering follow-up surveys a month or two after the study's conclusion would allow seeing if the strategy instruction had any longer-lasting effects. It also would be ideal to have participants be at a lower level of English proficiency, as studies have shown that lower-level learners benefit more from receiving explicit strategy instruction. Qualitative data regarding preferred strategy usage could also contribute greatly to the results of future research.

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