Language Related Research
E-ISSN: 2383-0816
https://lrr.modares.ac.ir
https://doi.org/10.48311/LRR.16.3.7

Tarbiat Modares University

Vol. 16, No. 3
pp. 179-204
July &
August 2025

Received: 16 February 2024
Received in revised form: 12 June 2024
Accepted: 5 July 2024

Learner's Awareness of Metacognitive Strategies in Listening: A Case of English Majors at a University in the Mekong Delta of Vietnam

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Abstract

While cognitive and social-affective strategies have straightforward impacts on learners' academic performance attached to specific tasks in a communicative and student-centered language classroom, metacognitive strategies, with their vigorous power, are arguably worth more attention. This group of strategies plays a vital role in making students become more self-directed and autonomous learners. This paper reported on a study investigating Vietnamese university students' perception of using metacognitive strategies in their listening activities. Specifically, 140 English majors at the foreign language department of a university in Vietnam were involved in the study. Based on quantitative data from a questionnaire slightly adapted from Vandergrift et al. (2006), it was found that students in the study generally had a relatively high awareness of metacognitive strategies, with varying levels across the five subcategories of specific strategies. In addition, a comparison between the two groups (first-year and third-year students) showed minor differences regarding their listening strategy awareness. The findings suggested that metacognitive strategies should be encouraged, and listening strategies should be instructed early in English education programs.

Keywords: listening skills, listening strategies, metacognitive awareness, Vietnamese EFL learners

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[DOI: 10.48311/LRR.16.3.7]

1. Introduction

English is one of the top foreign languages to learn in Vietnam, where it is a compulsory subject at all levels of education. In principle, Vietnamese university students should have an English proficiency equivalent to the B1 level of the CEFR (Common European Framework of Reference for Languages) upon graduation. The outcome requirements are even higher for students majoring in English language studies. Therefore, most students invest much time and effort in studying English. To achieve the aforementioned objectives, attention is paid to developing all four language skills during the learning process. However, listening is assumed to be one of the most challenging for Vietnamese students (Tran & Tran, 2021; Nguyen & Luu, 2022). Part of the reason is that in a country where English is considered a foreign language, Vietnamese students have no exposure to English used outside of the classroom (Tran & Duong, 2020).

Listening skills are important and even the most commonly used skills in the classroom (Ferris, 1998; Murphy, 1991; Walker, 2014; Sajjadi & Bagheri, 2022). Effective listening can help learners improve other skills and get a wide range of knowledge. Listening is also a crucial channel for obtaining various types of information (Nushi & Orouji, 2020; Kaivanpanah et al., 2022), and in second language learning, it is a powerful input receiver. According to Rost (2015), listening is a sophisticated process that enables people to comprehend spoken language. It is essential not only for effective communication but also for understanding the world. The listener has a critical role in listening by applying their knowledge to what they hear to approach the speaker's meaning (Anderson & Lynch, 1998). As a result, comprehension does not entirely depend on what the speaker says but relies on how the listener interprets the message using their learned knowledge.

Listening skill development is pivotal and transferable to developing other language skills. Listening skills might also enhance self-efficacy and self-regulation, thus helping students become autonomous learners (Kurita, 2012). In the same vein, Rost (2015) posits that “a key difference between more successful and less successful acquirers relates in large part to their ability to use listening as a means of acquisition” (p. 94).

[DOI: 10.48311/LRR.16.3.7]

Given its important role in daily life and learning, listening is among the problematic skills students need to attain. Listening is a complex process of receiving sound, understanding the message conveyed in the sounds heard, evaluating the messages, and responding to them. The procedure aforementioned for this perceptive skill is not straightforward. There are as many as fifty definitions of listening reviewed by Glenn (1989). Also, Purdy (1997) defines listening in more detail, suggesting that listening involves many cognitive activities. In his view, "listening is the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to the expressed (verbal and nonverbal) needs, concerns, and information offered by other human beings" (p. 8).

Since listening is challenging, students learning foreign languages should develop techniques and strategies to improve their listening abilities. Various research (e.g., Vandergrift, 1997, 2003, 2007) focused on students' metacognitive strategies and their imperative role in listening. In line with previous research, this study is based on the premise that the more students are aware of metacognitive strategies, the more they apply them and become more efficient listeners. The following section briefly reviews the theoretical background of metacognition and related studies on metacognitive strategy use in listening.

2. Literature Review

2.1. Language Learning Strategies and Listening Strategies

As early as 1972, Selinker defined foreign language learning strategies in connection to the five psychological processes in interlanguage development. These processes included native language transfer, overgeneralization of target language rules, transfer of training, communication strategies, and learning strategies. Learning strategies were, therefore, seen as techniques or tactics used by language learners to help make foreign language acquisition easier. Later authors, including Chamot (2005), saw learning strategies in broad terms as goal-oriented and conscious "procedures that facilitate a learning task" (p. 112). Similarly, Ortega (2009) defined learning strategies as "conscious mental and behavioral procedures that individuals engage in with the aim to gain control over their learning process" (p. 208).

[DOI: 10.48311/LRR.16.3.7]

Oxford (1990) and O'Malley and Chamot (1990) systematically put learning strategies into three major groups: cognitive, metacognitive, and social/affective strategies. Based on their classification of learning strategies in general, later authors developed particular frameworks of strategies for specific skills. These included strategies for reading, writing, listening, speaking, vocabulary, grammar, and pronunciation (e.g., Cohen & Macaro, 2007; Griffiths, 2008; Herrera & Murray, 2011; Oxford, 2011; Szyszka, 2017).

As for listening, the seminal publications by Vandergrift over the years have contributed to a better understanding of the skill and necessary strategies for it. In listening, Vandergrift (1997) classified strategies into three categories: metacognitive, cognitive, and socio-affective (see Table 1). Metacognition means learners actively control and regulate their thoughts during learning/listening. Cognitive strategies are related to applying learned techniques, materials, or predictions and using them during listening to help them understand effectively. The third type - socio-affective strategies, are activities that relate to the discussion, cooperation with classmates, asking questions to the teacher for clarification, or applying specific techniques to alleviate learners' anxiety. In her 1997 study, Vandergrift indicated that metacognitive and cognitive strategies must be closely combined in listening comprehension tasks. She argued for an orchestrated use of cognitive and metacognitive strategies for effective listening development. In other words, awareness and deployment of effective listening strategies can help students capitalize on the language input they are receiving (Vandergrift, 1997).

Table 1

Summary of Listening Strategies

Categories	Strategies
Metacognitive	planning
	directed attention
	selective attention
	monitoring
	evaluation
Cognitive	identifying main ideas
	inferencing

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Categories	Strategies
	elaboration
	summarization
	translation
	repetition
	resourcing
	grouping
	note-taking
	deduction/induction
	substitution
	questioning for clarification
Social / Affective	cooperation
	lowering anxiety
	self-encouragement

2.2. Metacognitive Listening Strategies and Relevant Research

There are many definitions of metacognitive strategies. These strategies are defined as mental activities that promote thinking about one's thinking (Flavell, 1976). Metacognitive strategies refer to students actively listening to the spoken text while observing and evaluating their comprehension (Merilia, 2019). Vandergrift et al. (2006) define listening metacognitive awareness as learners' cognitive appraisal, or their self-perceptions, understanding of listening demands, cognitive goals, approach to the task, and needed strategies. These authors subdivide metacognitive strategies into five categories. They are problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention (see Table 2).

Problem-solving strategies are related to how listeners make inferences and monitor those inferences. Planning and evaluation strategies refer to several strategies listeners use before and after doing the listening task. They involve preparation for and reflection on the listening task. Strategies connected to person knowledge include learners' perceptions of listening difficulty with their linguistic confidence and self-efficacy (Sparks & Ganschow, 2001). Directed attention is listeners' ability to maintain concentration by focusing harder or getting back on track when distracted (Rost, 2002). Mental translation strategies, or translating into the first language, are less frequent in more proficient learners and so should be limited or avoided

[DOI: 10.48311/LRR.16.3.7]

(Vandergrift, 2003; Wang & McIntyre, 2021).

As a consequence of a series of earlier studies, Vandergrift et al. (2006) developed a questionnaire consisting of 21 items to measure learners' awareness of metacognitive strategies used in listening. The inventory, known as the Metacognitive Awareness Listening Questionnaire (MALQ), was validated and widely used in research on listening strategies. Table 2 presents the questionnaire's five factors, descriptions, and corresponding items in the MALQ.

Table 2

Metacognitive Awareness of Listening Strategies (Vandergrift et al., 2006)

Factors	Description of the Factors	Items in MALQ
Planning/Evaluation (**PE**)	The strategies listeners use to prepare before listening and to evaluate the results of their listening efforts	1,10,14,20,21
Directed attention (**DA**)	Strategies that listeners use to concentrate and stay on task	2,6,12,16
Person knowledge (**PK**)	Listeners' perceptions of the difficulty	3,8,15
Problem-solving (**PS**)	Strategies used by listeners to infer (guess at what they do not understand) and to monitor these inferences	5,7,9,13,17,19
Mental translation (**MT**)	The online mental translation strategy	4,11,18

Metacognitive strategies have been considered to be vigorous learning strategies. Numerous studies have been conducted and found the strong effects of using metacognitive strategies in developing listening skills. According to Cao and Lin (2020), understanding metacognitive strategies is crucial for improving listening comprehension, and there is also a positive relationship between these two concepts. Goh (2000) lists several benefits of metacognitive strategy training for improving listening comprehension, including reducing learners' anxiety during listening and increasing students' self-assurance. According to Yang (2009), one of the qualities distinguishing successful listeners from unsuccessful ones is the student's knowledge of metacognitive strategies, and teachers should give students the chance to develop this knowledge. It is also mentioned that English teachers must incorporate strategy instruction into their skill-building sessions and systematically teach pupils about metacognition strategies (Coskun, 2010). Moreover, Vakilifard and Abedini (2021)

[DOI: 10.48311/LRR.16.3.7]

confirm the important role of metacognitive strategies, stating that "cognitive and metacognitive strategies play a very crucial and fundamental role in learning a second or foreign language" (p. 275).

In addition, empirical research also showed evidence of the relationship between metacognitive strategy use and some learning variables. In particular, metacognitive awareness relates to listening achievements and proficiency (Kummin & Rahman, 2010; Shirani Bidabadi & Yamat, 2011). It connects to language learning motivation (Baleghizadeh & Rahimi, 2011) and listening performance (Vandergrift, 2004).

Given the important role of metacognitive strategies, it is argued that focused studies on learners' awareness and employment are needed. Such studies' results are believed to significantly benefit the strategy instruction design. Research by Trinh and Tham (2020), for instance, revealed that "students must be informed about the importance of using language learning strategies, especially metacognitive strategies, so that they can be prepared for lifelong learning because it can be seen as one of the skills of 21st-century learners…" (p. 137). In contexts beyond Vietnam, many researchers have explored issues connected to metacognition. A number of these studies are summarized in Table 3 in which we present the subcategories of metacognitive listening strategies in decreasing order of preference or use as reported by the researched students.

Table 3

Studies on Metacognitive Listening Strategies

Authors	**Preferred/Used Strategies**	**Contexts**
Chen (2010)	PS, PE, MT, DA, PK	Taiwan; university level; n = 195
Rahimi & Katal (2012)	PS, PE, DA, PK, MT	Iran; n = 122 university students & 116 high school students
Ratebi & Amirian (2013)	PS, PE, DA, MT, PK	Iran; first-year English majors; university level; n = 60
Rahimi & Abedi (2014)	PS, DA, PK, MT, PE	Iran; high school; n = 371
Khiewsod (2016)	MT, PS, DA, PE, PK	Thailand; high school; n = 50
Altuwairesh (2016)	PS, DA, PE, PK, MT	Saudi Arabia; college students; n = 82
Alhaisoni (2017)	DA, PS, PE, PK, MT	Saudi Arabia; medical students; n = 104
Thivyasreena (2018)	PS, PE, DA, PK, MT	Malaysia; university level; n = 100

[DOI: 10.48311/LRR.16.3.7]

Authors	Preferred/Used Strategies	Contexts
Al-Alwan et al. (2019)	PS, PE, DA, MT, PK	Jordan; high school; n = 386
Nasim (2022)	PS, DA, PE, PK, MT	Saudi Arabia; pre-university students; n = 353

In the context of Vietnam, little is known about EFL students' use of metacognitive strategies for listening, although there have been several studies on listening strategies generally. Ngo (2015), for example, investigated how students used listening strategies in various listening tasks and situations. This study involved 30 EFL sophomores in a university in the north of Vietnam. Through interviews and questionnaires, information was collected and analyzed, and it was revealed that social and affective techniques are employed more frequently than cognitive and metacognitive strategies. Similar findings were reported by Hoang and Le (2022). Their study also showed that students used listening strategies with relatively high frequency, and socio-affective strategies were used more often than cognitive and metacognitive ones.

Other research yielded different findings. For instance, the study by Ngo (2022) found that cognitive strategies were the top preference of students. Metacognitive strategies were only meagerly used; male students used them more often than female students. Vo and Nguyen (2021) explored the use of listening strategies by 81 English majors. This study's findings indicated that listening strategies were applied relatively quickly. In addition, their comparative analysis showed that both practical and less effective groups of students in their study used metacognitive strategies the most frequently.

In short, the previous studies in other contexts different from Vietnam have shown that metacognitive strategies strongly influence EFL students' language learning ability. In Vietnam, however, similar studies are still minimal. As reviewed above, recent studies involving Vietnamese EFL students either investigated a wide range of strategies without focusing on metacognitive ones or yielded inconclusive and contrasting results. Moreover, the recurring use of O'Malley and Chamot's (1990) lengthy inventory showed certain limitations because the instrument broadly covered

[DOI: 10.48311/LRR.16.3.7]

all general strategies. So, it did not fit in with a succinct, focused study of a specific language skill. Thus, in the current study, we adopted Vandergrift et al.'s MALQ as the main instrument for data collection and followed their model of a five-factored construct of metacognitive awareness. In particular, this study was aimed to answer the following three research questions.

RQ1. To what extent are Vietnamese EFL students aware of metacognitive strategies in listening?

RQ2. What are these students' perceptions of the five metacognitive strategy clusters?

RQ3. How do the 1st and 3rd-year groups differ in their perception of metacognitive strategies in listening?

3. Methodology

This study followed a descriptive research design. Data were collected using a quantitative method, specifically a questionnaire by Vandergrift et al. (2006). The data aimed to answer the research questions about students' awareness and perceived use of metacognitive strategies to develop their listening abilities. First-year and third-year students' perceptions of metacognitive listening strategies were also examined.

3.1. Participants

The participants in this study were 140 students majoring in English Studies programs at a university in southern Vietnam. They were selected conveniently from about 800 students who enrolled in the programs. Specifically, 55 % ($N = 77$) of the participants were first-year students, and 45 % ($N = 63$) were in their third year. Besides the difference in the duration at university, they were supposed to vary in English proficiency. The freshmen whose English level was approximately pre-intermediate were considered less proficient. The seniors with an estimated English level from high-intermediate to advanced were referred to as the more proficient group. The age of the participants ranged from 18 to 22.

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3.2. The Instrument

The questionnaire used in this study was an adaptation of the Metacognitive Awareness Listening Questionnaire (MALQ) by Vandergrift et al. (2006). Three items related to negative attitudes about French listening in the original version were excluded. Closely similar items (e.g. items on translating) were combined into a single item in the modified questionnaire. The item involving general evaluation after listening was split into specific strategies (reflection on strengths, weaknesses, success, future similar listening, etc.). All items of the modified questionnaire were translated into Vietnamese and consulted with two teachers to check the clarity and content validity. The 19-item questionnaire administered to 140 respondents yielded a reliability Cronbach alpha of .806. Furthermore, to allow a choice for neutral opinion commonly found in perception measurement, we applied a 5-point Likert scale instead of 6 as in the original MALQ.

4. Results

4.1. Students' Awareness of Metacognitive Strategies

First, the data shows that the students have a relatively high level of metacognitive awareness. The highest level is in the subcategory Directed Attention, with a mean average of 4.02. Person Knowledge, Problem-Solving, and Planning/Evaluation receive ratings, with corresponding mean averages decreasing from 3.95 to 3.92 to 3.83. Mental Translation is the least aware strategy, with the lowest mean average of 3.58. Figure 1 presents a visual comparison of the mean averages across the five groups of strategies.

[DOI: 10.48311/LRR.16.3.7]

Figure 1

Levels of Awareness Across Five Subcategories

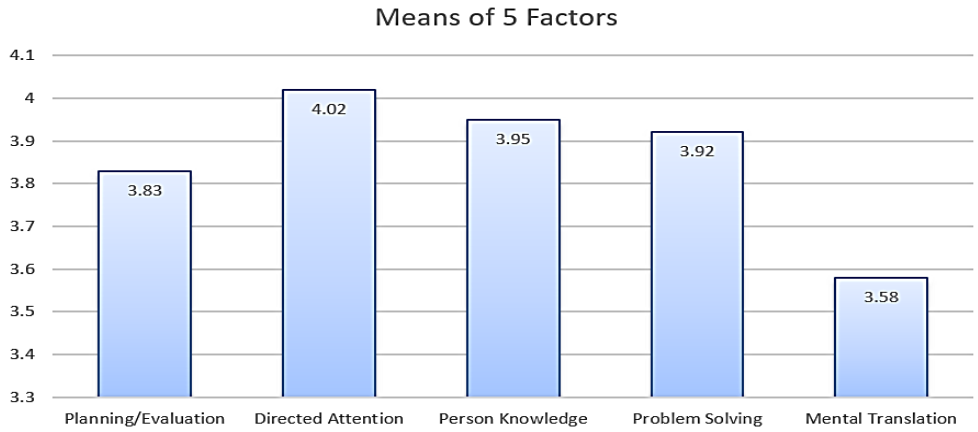

Table 4 presents each item's mean and standard deviation in Planning/Evaluation strategies. For all items, the means are above the middle value. High values are on items 15 and 16, with mean scores of 4.17 and 4.02, respectively. These two items relate to strategies in which learners self-check and assess their understanding. The lowest mean is for item 1 (*M = 3.30*), which refers to making predictions.

Table 4

Metacognitive Awareness: Planning/Evaluation

Questions	No	Min	Max	Mean	SD
Planning/Evaluation					
Q1 I think about similar texts that I have listened to before to make predictions about the content and language in the listening tasks.	140	1	5	3.300	.9648
Q2 I try to understand the tasks and think about what strategies I need to employ to listen effectively.	140	2	5	3.850	.9050
Q5 I compare what I hear to world knowledge to address the meaning logically.	140	1	5	3.707	1.0071
Q14 I reflect on how I listened and what I might do differently next time.	140	1	5	3.971	.8891
Q15 I regularly ask myself if I am satisfied with my level of comprehension.	140	1	5	4.171	.8477
Q16 I evaluate how much I have understood every time I	140	1	5	4.021	.9404

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Questions	No	Min	Max	Mean	SD
finish a task.					
Q17 I reflect on my strength or my success in listening.	140	1	5	3.814	.9023
Q18 I evaluate my strategy use and think of other strategies I should use the next time I listen to the same kind of text.	140	1	5	3.814	.8698
Mean Average				**3.83**	

The mean average for the items in the subcategory Directed Attention is relatively high (4.02). The mean of item 10 (*I try to quickly get back on track if I lose concentration*) is the highest value (4.24). The other two items also get mildly high means, with 3.85 for the strategy "*focus on the key points*" and 3.98 for "*focus harder when having trouble"*. (See Table 5).

Table 5

Metacognitive Awareness: Directed Attention

Questions	No	Min	Max	Mean	SD
Directed Attention					
Q8 I mainly focus on the key points and ignore irrelevant distractors.	140	1	5	3.857	.9336
Q9 I focus harder on the text when I have trouble understanding it.	140	1	5	3.986	.9213
Q10 I try to quickly get back on track if I lose concentration.	140	1	5	4.243	.7762
Mean Average				**4.02**	

Results for the Person Knowledge groups (Table 6) show that students are highly aware of these strategies. Items 11 and 19 have similar means (*M = 4.17 & 4.15*), while item 12 receives a lower value (*M = 3.53*).

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Table 6
Metacognitive Awareness: Person Knowledge

Questions	No	Min	Max	Mean	SD
Person Knowledge					
Q11 When I think I understand something, I check if it fits the situation.	140	1	5	4.171	.7291
Q12 When I think I understand something, I compare it with my general knowledge.	140	1	5	3.536	.9921
Q19 I understand that listening in English is challenging, which sometimes causes me frustration.	140	1	5	4.157	1.0197
Mean Average				**3.95**	

The mean scores in the subgroup Problem Solving vary from 3.72 to 4.08. There are no big differences in these values, and the mean average within the subgroup is 3.92, a value somewhat meager (see Table 7 below).

Table 7
Metacognitive Awareness: Problem Solving

Questions	No	Min	Max	Mean	SD
Problem-Solving					
Q3 I use my knowledge of familiar words to approach the meaning of unknown words I hear.	140	1	5	4.086	.8690
Q4 I use my experience and knowledge about the topic to approach the meaning.	140	2	5	3.993	.7045
Q7 I relate what I hear with my knowledge of Vietnamese to address the meaning.	140	1	5	3.729	1.0167
Q13 I quickly adjust my interpretation if I realize it is incorrect.	140	1	5	3.907	.8473
Mean Average				**3.92**	

The single-item subgroup Mental Translation has a mean of 3.59 (see Table 8). This value reflects that many students still apply translation unexpectedly.

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Table 8
Metacognitive Awareness: Mental Translation

Questions	No	Min	Max	Mean	SD
Mental Translation					
Q6 I translate what I can hear into Vietnamese in my head.	140	1	5	3.586	1.2054
Mean Average				**3.59**	

4.2. Comparison of First-Year and Third-Year Students

Figure 2
Comparison of Year 1 and Year 3

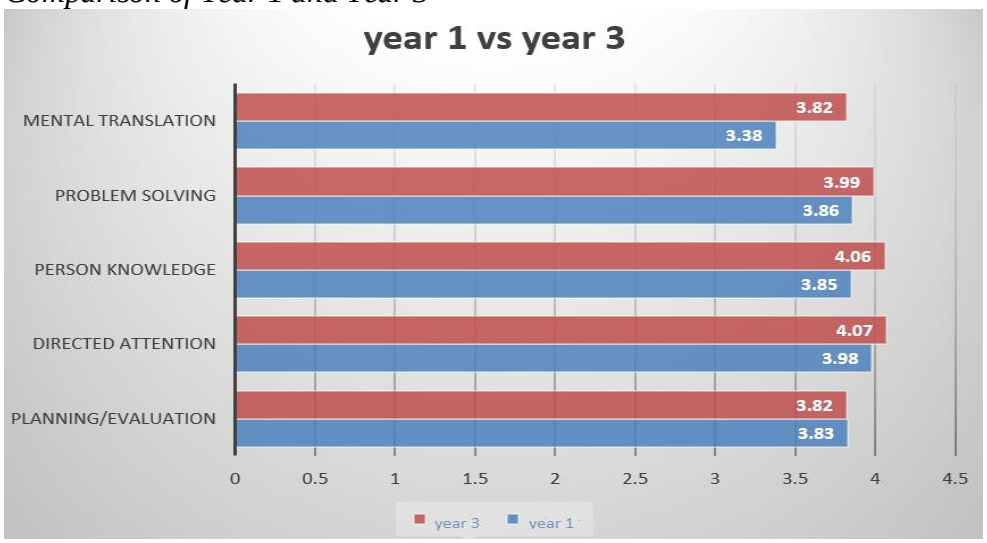

Figure 2 indicates differences in the awareness levels of the two groups of students. There are no big differences as a whole or in each subcategory. The two groups show almost the same levels for Planning/Evaluation. Minor differences are observed in three sub-groups: problem-solving, directed attention, and person knowledge. The most considerable discrepancy is seen in Mental Translation, where the mean average of the Year 3 Group (3.82) is higher than that of the Year 1 Group (3.38).

[DOI: 10.48311/LRR.16.3.7]

Table 9
Comparison of Year 1 and Year 3

Factors	Year	N	Mean	SD	Std. Error Mean	t	p
Planning/Evaluation	1	77	3.838	0.413	0.047	0.154	0.878
	3	63	3.823	0.633	0.080		
Directed Attention	1	77	3.983	0.729	0.083	-0.874	0.384
	3	63	4.085	0.631	0.079		
Person Knowledge	1	77	3.861	0.571	0.065	-1.953	0.053
	3	63	4.069	0.686	0.086		
Problem-Solving	1	77	3.870	0.530	0.060	-1.401	0.163
	3	63	4.000	0.564	0.071		
Mental Translation	1	77	3.390	1.194	0.136	-2.156	0.033
	3	63	3.825	1.185	0.149		

An independent sample t-test was used to investigate the differences between first-year and third-year students regarding the five elements of the metacognitive techniques. It is shown in Table 9 that there is no difference in terms of Planning/Evaluation (p = 0.878), Directed Attention (p = 0.384), and Problem-Solving (p = 0.163). However, there was a significant difference between the two groups of students in the factors of Person Knowledge and Mental Translation (p = 0.053, p = 0.033, respectively). Concerning Person Knowledge, the mean scores are M = 3.861 and M = 4.069 for the first- and third-year groups, respectively. It indicates that junior students relate more to their individual experience and knowledge of listening sources than freshmen. Similarly, in the Metal Translation factor, the group of students in year 3 performs more translating from L2 to L1 while implementing listening tasks than students of year 1, with the mean scores being M = 3.390 for the former and M = 3.825 for the latter group.

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5. Discussion

Overall, the study revealed that the investigated students' general level of metacognitive listening strategy awareness was satisfactorily high. This result was in congruence with other similar studies in different contexts. In detail, the factors from most to least aware were Directed Attention, Person Knowledge, Problem Solving, Planning and Evaluation, and Mental Translation. This pattern was not identical to any of the previous studies. However, it shared some similarities with the studies by Rahimi and Abedi (2014), Altuwairesh (2016), Alhaisoni (2017), and Nasim (2022) in that in these studies, Directed Attention strategies were consistently ranked as top two in learners' awareness. The second place in the ranking in this study was the Person Knowledge group of strategies. This was surprisingly contradictory to other studies in contexts where Person Knowledge strategies were found among the least aware and used. The student participants' high levels of awareness of strategies connected to seemingly personal abilities (Directed Attention and Person Knowledge), however, implied that Vietnamese EFL students could make good use of their prior knowledge in listening tasks, and had good management of their concentration.

The mild values in the two problem-solving and planning/evaluation subgroups suggested raising awareness for these particular metacognitive strategies. While problem-solving strategies could help learners handle the tasks to some extent, planning and evaluation could enhance the effectiveness of performing current and similar tasks in the future. Planning, monitoring, evaluating, and adjusting one's learning are believed to lead to more self-regulated and autonomous learners, which can be seen as the ultimate target for any educational activity.

As for Mental Translation, the study found that Vietnamese students perceived this strategy as the least favored and used. This result aligned with most previous research (e.g. Rahimi & Katal, 2012; Khiewsod, 2016; Thivyasreena, 2018; Al-Alwan et al., 2019). It has been noticed that Mental Translation is a reverse factor in the construct of metacognitive awareness of listening. In other words, the less use of the translating, the better, as this strategy is not frequently employed by advanced listeners (Vandergrift, 2003; Wang & McIntyre, 2021). The low score for Mental

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Translation could be explained by the reality that the Vietnamese students in our institution were familiar with listening, had sufficient exposure to English, and somewhat already developed an ability to directly understand the language without needing to translate it into Vietnamese. So, the low-rated scores for translating strategies could be interpreted as a positive signal about students' learning effectiveness.

Translating strategies, however, should not be viewed as something negative that must be avoided entirely. Mental translation could be an important factor in metacognition as long as it facilitates comprehension and performance. Many listeners still use these strategies, as reflected in the mean difference between the two groups in this study. Therefore, the extent to which translating strategies should be limited or alleviated becomes an issue that needs further research.

6. Conclusion

This study investigated Vietnamese EFL students' perception of metacognitive listening strategies. A secondary question of inquiry was to compare levels of awareness in two groups of students: freshmen and juniors in English Studies programs at a university in Vietnam. Although no statistically significant differences were found between the two groups, the Vietnamese students in the study generally showed satisfactory metacognitive strategy awareness in listening. This suggests that these students are generally effective and strategic listeners. They use techniques for directed attention, person knowledge, problem-solving, planning, and evaluation. An important pedagogical implication is that strategy instruction should include metacognition alongside the cognitive and social/affective ones because this group of strategies has vigorous contributory benefits in developing learners who are more aware and can take control over their learning.

There are some limitations in the current research that need to be overcome. First, the number of participants was relatively low for a merely quantitative study (N = 140). Although the study yielded many helpful findings regarding university students' awareness of cognitive strategies, generalizing the results into similar contexts was deemed to be done with caution. Secondly, the division of participants into groups

[DOI: 10.48311/LRR.16.3.7]

for contrastive analysis was mainly based on the number of years the students took part in their programs at university, that is, based on whether they belonged to first-year or third-year groups. This differentiation could be seen as simplistic and lacking precision because some first-year students could have an advanced level, while not all junior students are competent learners. Grouping methods such as proficiency tests are suggested for more accurate classification. Finally, all the participants in this study were English majors who were highly motivated and skillful learners. Further studies could also include students with lower levels of proficiency and motivation, such as non-English major students, to gain more helpful and meaningful insights for a broader range of readers.

[DOI: 10.48311/LRR.16.3.7]

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[DOI: 10.48311/LRR.16.3.7]

Appendix

The Questionnaire

Items	1 SD	2 D	3 N	4 A	5 SA
1/ I think about similar texts that I have listened to before to make predictions about the content and language in the listening tasks. *Tôi nghĩ đến các bài tương tự đã từng nghe trước đây để dự đoán về nội dung và ngôn ngữ sẽ nghe trong bài.*					
2/ I try to understand the tasks and think about what strategies I need to employ to listen effectively. *Tôi cố gắng hiểu nhiệm vụ của bài nghe và nghĩ về chiến lược nào cần sử dụng để nghe hiệu quả.*					
3/ I use my knowledge of familiar words to approach the meaning of unknown words I hear. *Tôi sử dụng kiến thức về những từ quen thuộc để tiếp cận nghĩa của những từ chưa biết.*					
4/ I use my experience and knowledge about the topic to approach the meaning. *Tôi dựa vào kinh nghiệm và kiến thức về chủ đề để tiếp cận ý nghĩa nội dung.*					
5/ I compare what I hear to world knowledge to address the meaning logically. *Tôi so sánh những điều mình nghe được với hiểu biết về thế giới để nắm bắt được ý nghĩa một cách logic.*					
6/ I translate what I can hear into Vietnamese in my head. *Tôi dịch trong đầu những gì nghe được sang tiếng Việt.*					
7/ I relate what I hear with my knowledge of Vietnamese to address the meaning. *Tôi liên hệ những gì mình nghe được với kiến thức tiếng Việt để nắm bắt ý nghĩa.*					
8/ I mainly focus on the key points and ignore irrelevant distractors. *Tôi tập trung chủ yếu vào các điểm mấu chốt và bỏ qua các yếu tố gây nhiễu không liên quan.*					
9/ I focus harder on the text when I have trouble understanding it. *Tôi tập trung vào bài nghe nhiều hơn khi gặp vấn đề không hiểu.*					
10/ I try to quickly get back on track if I lose concentration. *Tôi cố gắng tập trung trở lại khi bị phân tâm.*					
11/ When I think I understand something, I check if it fits the situation. *Khi nghĩ mình đã hiểu điều gì đó, tôi kiểm tra lại xem nó đã phù hợp với tình huống trong bài hay chưa.*					
12/ When I think I understand something, I compare it with my general knowledge. *Khi tôi nghĩ mình đã hiểu điều gì đó, tôi so sánh nó với hiểu biết tổng quát của bản thân.*					

[DOI: 10.48311/LRR.16.3.7]

Items	1 SD	2 D	3 N	4 A	5 SA
13/ I quickly adjust my interpretation if I realize it is incorrect. *Tôi nhanh chóng điều chỉnh lại cách giải thích của mình khi nhận thấy nó chưa đúng.*					
14/ I reflect on how I listened and think about what I might do differently next time. *Tôi suy xét về phương pháp mình đã nghe và cách thức sẽ làm khác đi trong các lần nghe sau.*					
15/ I regularly ask myself if I am satisfied with my level of comprehension. *Tôi thường xuyên tự hỏi bản thân liệu đã hài lòng với mức độ nghe hiểu của mình hay chưa.*					
16/ I evaluate how much I have understood every time I finish a task. *Tôi đánh giá mức độ nghe hiểu của mình sau mỗi lần kết thúc bài nghe.*					
17/ I reflect on my strength or my success in listening. *Tôi ngẫm lại về điểm mạnh hoặc sự thành công của bản thân trong khi nghe*					
18/ I evaluate my strategy use and consider other strategies I should use the next time I listen to the same kind of text. *Tôi đánh giá về việc sử dụng chiến lược nghe của bản thân và nghĩ đến các chiến lược khác nên sử dụng đối với các bài nghe tương tự.*					
19/ I understand that listening in English is challenging, which sometimes causes me frustration. *Tôi hiểu rằng việc nghe tiếng Anh là một thử thách, đôi khi gây ra nản chí.*					

[DOI: 10.48311/LRR.16.3.7]