Original Article

An investigation on the use of Metacognitive Strategies in English Listening Learning Among Junior High School Students

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Abstract - Listening, as a basic skill in English learning skills, is the main way for learners to obtain language input. Therefore, cultivating students' English listening learning strategies has always been a necessary task in English teaching. In the English listening learning strategies, the metacognitive strategies, as one of the most important strategies, is the learning process for learners to improve their English listening level. Through the investigation of the use of metacognitive strategies of English listening in junior high school students, this paper explores the problems, and combined with the English Curriculum Standards for Compulsory Education (2022 edition), it provides effective suggestions for improving students' English listening learning from different angles.

1. Introduction

Krashen(1981)proposed that knowledge learning is based on acquiring (hearing) intelligible language. He Linsong (2010) pointed out that students need listening, speaking, reading and writing abilities to learn English, among which listening ability is the most important. At present, the research on English learning strategies is constantly being deepened, and many researchers have proved that listening learning strategies positively impact listening levels and abilities. For foreign language learners, metacognitive strategies play an important role in their learning process (Li Lin, 2019). But learning strategies for improving listening are not paid enough attention, and most purpose of listening practice is to get a high mark (Zhang Yuting, 2021). Based on the theory of language learning strategies, this paper discusses the use and existing problems of English listening metacognitive strategies in junior high school students. It explores some suggestions for improving English listening metacognitive learning strategies.

2. Literature Review
2.1. Definition of Metacognitive Strategies

"Metacognition" is the concept first proposed by American psychologist Flavell in his book Cognitive Development, and it is also called reversal cognition, reflective cognition, and super cognition. Metacognition is the individual's knowledge about their own cognitive processes and the ability to regulate these processes—metacognitive means beyond, beside, or with the cognitive (Oxford,1990). The basis of the metacognitive strategies is the metacognitive theory. Regarding the definition of metacognitive strategies, different scholars have different views.

Flavell (1979) pointed out that metacognitive strategies mean learners adjust their cognition and behavior during learning to achieve certain learning goals. Brown et al. (1983) believed that metacognitive strategies refer to a higher level of strategy skill for learners to plan, monitor, and evaluate their own learning activities. Oxford (1990) proposed that metacognitive strategies are actions that go beyond purely cognitive devices and provide a way for learners to coordinate their learning process. O'Malley and Chamot (1990) believed that metacognitive strategies involve planning to learn, thinking about how to make learning more effective, self-monitoring during the learning process, and self-evaluation of learning effects after a certain language activity. Besides, at home, Wen Qiufang (1996) expanded the category of metacognitive strategies in her learning strategy classification, which she named "management method", saying that management methods "can be investigated from two aspects: one is cognitive, another is emotional".

Although there is no exact definition of metacognitive strategies, they have one thing in common: they all agree that metacognitive strategies are used to guide learning and can continuously monitor and adjust the subject action actively and consciously.

2.2. Classification of Metacognitive Strategies

In recent research, there are multiple classifications of language learning strategies. Thus, there are also differences in the classification of metacognitive strategies. This paper mainly summarizes the classification of O'Malley & Chamots (1990) and Oxford (1990) metacognitive strategies.

O'Malley & Chamot (1990) followed the theory of information processing, proposing that metacognitive strategies mainly consist of three parts: planning strategies, monitoring strategies and evaluating strategies. Among them, planning strategies include advance organizers, direct attention, functional planning, selective attention and self-management. Monitoring strategies refer to self-monitoring. Moreover, evaluating strategies means self-evaluation.

Oxford (1990) proposed that metacognitive strategies include three strategy sets. They are centering your learning, arranging, planning, and evaluating it. Among them, centering your learning refers to overviewing and linking with already known material, paying attention, and delaying speech production to focus on listening. Arranging and planning your learning includes finding out about language learning, organizing, setting goals and objectives, identifying the propose of a language task (purposeful listening/reading/speaking/writing), planning for a language task and seeking practice opportunities. And evaluating your learning includes self-monitoring and self-evaluating.

Table 1. O'Malley & Chamot' metacognitive strategies classification

Planning	Monitoring	Evaluating
Advance organizers, Direct attention, Functional planning, Selective attention, Self-management.	self-monitoring	self-evaluation

Table 2. Oxford's metacognitive strategies classification

Centering your learning	Arranging and planning your learning	Evaluating your learning
Overviewing and linking with already, Known material, Paying attention, Delaying speech production to focus on listening.	Finding out about language learning, Organizing, Setting goals and objectives, Identifying the propose of a language task, Planning for a language task, Seeking practice opportunities.	Self-monitoring, Self-evaluating.

In conclusion, these scholars hold different views on the classification of metacognitive strategies, but they have the same opinion in planning and evaluation. For example, they all emphasized the need to plan during the learning process and conduct post-training evaluations timely. In this paper, the author adopts O'Malley and Chamot' (1990) view and classification of metacognitive strategies, which discovers the interior relationship between strategies and the sub-strategies. Moreover, it is clearer, more comprehensive, and more operable.

3. Research Methodology

3.1. Research Questions

Listening is an important part of English learning. This paper is conducted to investigate the use of metacognitive strategies in junior high school students' English listening learning. The author intends to discuss the following questions: 1) How is the situation metacognitive strategies used in English listening in junior high school? 2) In the process of English listening, what are the problems in using metacognitive strategies? 3) In the process of English listening, how do students improve' listening effectively?

3.2. Research Subjects

This study investigated 100 students in grade 8 from two classes in a junior high school; each class has 50 students. These students are from a school in Yueyang, Hunan Province. They have more than one year of junior high school learning experience, have completed all the English learning content of junior high school, and are familiar with the way of English class in junior high school. Therefore, their investigation results can represent most students in junior high school, and these survey subjects have a certain representative.

What is more, this paper interviews a teacher who is teaching English in these two classes. The teacher has more than 4 years of teaching experience. She focuses on students' English studies and finds ways to improve students' language skills. Thus, the reasons for the problems in using metacognitive strategies in listening can be found by interviewing the teacher. At the same time, the author can discuss with the teacher how to train junior high students to use metacognitive strategies in listening effectively.

3.3. Research Instruments

This study mainly used questionnaires and interviews to understand the current situation of metacognitive strategies in listening learning in junior high school. To propose how to use metacognitive strategies to better guide students' listening learning.

3.3.1. Questionnaire

A questionnaire survey is an important way to obtain data for scientific research. This study is based on the metacognitive strategy classification of O'Malley and Chamot (1990) and by referring to the metacognitive strategy

questionnaire implemented by Zhang Yuting (2021). In order to make sure that every student participating can have a correct understanding of the meaning of each item, all items in the questionnaire are shown in Chinese.

The questionnaire has 21 questions divided into three parts: planning, monitoring and evaluating strategies. Each part has 5 questions, and every question has 5 options. The students can choose the most similar options according to their own situation. To ensure reliability and validity, this anonymous questionnaire can make the students answer the questions without any burden. The reliability analysis and validity analysis of this questionnaire are as follows:

Table 3. The reliability analysis

Item	N	Cronbach α value
15	94	0.771

Table 4. The validity analysis

KMO		0.784
Bartlett test of sphericity	Approximate chi-square	816.709
	df	105
	p	0.000

Reliability and validity analysis was performed using SPSS. Table 3 shows that Cronbach's Alpha value is 0.771, indicating the good reliability of this questionnaire. Table 4 shows the KMO value of 0.784, indicating a correlation between the variables. The Sig. value is 0.000, showing the good validity of this questionnaire.

3.3.2. Interview

Through interviewing the English teacher, one can have a clearer understanding of the students' using the situation of metacognitive strategies and the causes of the problems. The author also uses spare time to interview the students individually. The content is mainly for the students' attitude to English listening, motivation and how to use the metacognitive strategies etc., and also to know the students' difficulties encountered in listening. Meanwhile, the author talks with the English teacher to learn about the student's performance and listening level in the listening class. After interviewing the students and teacher, the author can summarize effective listening metacognitive strategies and put forward some useful suggestions for English listening teaching and learning.

3.4. Date Collection and Analysis Method

The main data collection channel in the study of this paper are questionnaires and interviews. In this research, 100 questionnaires were distributed, and 94 were recovered. The recovery rate was 94%, among which 94 questionnaires were valid. Moreover, the interview is carried out after analyzing the questionnaire results. For data analysis, the author mainly uses WPS and SPSS 22.0 to analyze the data. It can collect more efficient scientific data.

4. Results Analysis and Discussion

Based on the survey results, this research mainly analyzes the following three problems: the situation of metacognitive strategies used in English listening in junior high school, the problems in using metacognitive strategies and the suggestions for listening learning.

The situation of metacognitive strategies used in English listening in junior high school

4.1. Questionnaire

In this part, the author uses Oxford (1990) Statistical Frequency Scale as a reference (Table 5). The corresponding relationship among the mean value, the use strategy frequency and the level are as follows. It makes it easier to understand which strategies are used higher and more frequently.

Table 5. Oxford (1990) statistical frequency scale

Mean Score	Frequency	Evaluation
4.5-5.0	high	Always or almost always true of me
3.5-4.4		Usually true of me
2.5-3.4	medium	Somewhat true of me
1.5-2.4	low	Usually not true of me
1.0-1.4		Never of almost never true of me

4.1.1. Overall Situation of the Metacognitive Strategies

From Table 6, we can see the situation of students' listening metacognitive learning strategies. The survey data include mean values of the three types of metacognitive strategies. The mean value of planning strategies is 2.9745, the mean value of monitoring strategies is 3.8638, and the mean value of evaluating strategies is 2.5298. The frequency of use ranged from high to low are monitoring, planning, and evaluating strategies. Planning and evaluating strategies' mean values belong to the 2.5-3.4 range, indicating that students sometimes use these strategies. The mean value of monitoring strategies belongs to the 3.5-4.4 range, which shows that students always use the strategies.

Table 6. Overall use of metacognitive strategies

Strategies	Mean	Frequency
planning	2.9745	medium
monitoring	3.8638	high
evaluating	2.5298	medium

The mean values of these learning strategies do not vary too widely, which overall indicates that eighth-grade students have an awareness of active learning; they can actively arrange their own learning activities, set goals and strive to achieve their goals. Besides, in the face of the pressure of attending senior high school, eighth-grade students are

burdened with learning English. They do not have much time to review their knowledge after class. In this case, they are used to training English listening in the class. After class, they seldom plan for study, active learning, self-monitoring and evaluating their listening learning in advance. The students also have insufficient knowledge of English listening learning strategies, so they sometimes use metacognitive strategies.

4.1.2. Specific Situation of the Metacognitive Strategies

The paper analyzes the use of each metacognitive strategy respectively. Firstly, the data on planning strategies are collected and presented in table 7.

Table 7. Descriptive Data of the Planning Strategy

Item	N	Minimum	Maximum	Mean	Standard Deviation
1	94	1.000	5.000	2.787	1.226
2	94	1.000	5.000	3.032	1.240
3	94	1.000	5.000	3.170	1.300
4	94	1.000	5.000	2.734	1.228
5	94	1.000	5.000	3.149	1.344

In table 7, item 1 belongs to an English planning after class. The mean value is 2.787, showing that students sometimes tried to do effective exercises after class. Item 2 mainly investigates the pre-listening junior high school students' listening process plan. The mean value is 3.032, presenting that students sometimes plan before listening. Item 3 is a psychological problem in listening. The mean value is 3.170, which shows that junior high school students sometimes pay attention to their psychology before listening. Items 4 and 5 belong to listening habits; these mean values are 2.734 and 3.149. It indicates that students' listening habits are not good. They seldom review listening material and can not quite schedule their listening training time.

Therefore, junior high school students in Yueyang sometimes do exercises after class. Their listening training focuses on the class and lacks positive awareness of listening learning. Moreover, the students rarely make plans for listening learning. They always accept the teacher's arrangement and do not know how to draw up a plan properly. However, they have a good attitude about listening. Before listening, they tend to encourage and relax.

Table 8. Descriptive Data of the Monitoring Strategy

Item	N	Minimum	Maximum	Mean	Standard Deviation
6	94	1.000	5.000	4.053	0.999
7	94	1.000	5.000	4.000	1.200
8	94	1.000	5.000	3.809	1.008
9	94	1.000	5.000	3.479	1.242
10	94	1.000	5.000	3.979	1.097

Secondly, the author performs a descriptive analysis of the monitoring strategies. The situation of using monitoring strategies is relatively good among these three sub-strategies. The specific data are as follows in table 8.

In table 8, the mean value of item 6 and item 7 are 4.053 and 4.000, respectively, indicating that students always try to understand what they heard, complete the task, and adjust themselves while listening. Item 8 and item 9 belong to self-monitoring while listening. The mean values of these items are 3.809 and 3.479. In item 8, the mean value is 3.809; the data shows that 47.87% of students often remind themselves to try to focus on the current task without outside interference. Moreover, item 9's mean value is 3.479; more than 50% of students find the wrong answer and change it immediately. The data shows that students sometimes pay attention to whether they have distracted and whether their answers are correct. Question 10 investigates whether junior high school students can quickly record important information they hear to improve recall speed. Furthermore, the mean value is 3.979, which presents that students often take notes in the listening process to help them find the right answers.

In conclusion, the data on monitoring strategies indicates that students in Yueyang focus on the content of listening materials. They can take notes while listening, showing that they have a good habit of listening. However, the mean value of item 9 is relatively low. A part of students do not pay attention to their answers further shows that students' listening habit needs to be proven.

Finally, according to table 6, evaluating strategies have the lowest frequency. The descriptive data are shown in table 9.

Table 9. Descriptive Data of the Evaluating Strategy

Item	N	Minimum	Maximum	Mean	Standard Deviation
11	94	1.000	5.000	2.755	1.293
12	94	1.000	5.000	2.734	1.280
13	94	1.000	5.000	2.340	1.300
14	94	1.000	5.000	2.351	1.309
15	94	1.000	5.000	2.468	1.309

Table 9 shows the mean values of evaluating strategies below 3. It can be known that junior high students have low self-evaluation. The mean value of item 11 is 2.775, showing that students rarely evaluate the difficulty of listening materials timely, check how many listening materials they understand, and how correct the rate they have. The mean values of item 12 and item 13 are 2.734 and 2.340, respectively, which indicates that students sometimes ask the teacher or classmates immediately when they have any questions and sometimes look back on their progress in listening after listening, but the frequency is not very high. Question 14 investigates whether students often find out the shortcomings in listening, analyze the reasons timely, and

then adjust the strategies adopted in the plan and learning process according to the actual situation. The mean value is 2.351, showing that this situation is not frequent. And the mean value of item 15 is 2.468. It seems that junior high school students rarely pay attention to check whether they have completed the scheduled listening goals as planned.

In summary, students' awareness of self-evaluation needs to be improved. They sometimes check the answers and ask for help after listening, but they have a poor ability to plan and achieve their goals.

4.2. Analysis of the Interview

In order to further understand the situation of using listening metacognitive strategies in Yueyang junior high school students, the author interviews the English teacher who is teaching in these 2 classes according to the analysis of questionnaire results.

This interview involves 5 questions. Questions 1 and 2 are mainly to know the teacher's attitude about English listening strategies—the contents include the teacher's understanding of English listening strategies and their importance. From the interview, it can be known that the teacher is very familiar with English listening strategies. She also believes that listening strategies play an important role in listening especially metacognitive strategies. She thinks metacognitive strategies are a way that can provide students to evaluate their own learning processes and outcomes effectively. Question 3 is about whether the teacher will introduce listening learning strategies to students in the listening class. The teacher always trains students in listening strategies before, during, and after listening. Before listening, the teacher tells students to read listening questions carefully, focus on the listening material, and circle some important information. While listening, the teacher always reminds students to pay attention to the keywords and sentences in the material, then guide them to find correct answers. After listening, the teacher asks students to check their answers and evaluate their behaviors in listening. The teacher has a solid theoretical foundation. She teaches students how to develop good habits and learning methods in the listening class, and she also tells students how to use metacognitive strategies consciously in the listening process.

Questions 4 and 5 are based on the results of the students' questionnaire. In question 4, the teacher views the reason that monitoring strategy is better than planning and evaluating strategy as because students' time is tight. Most students are unwilling or lack time for extracurricular listening training. They have academic pressure, and most of them do not know how to make plans and evaluate their learning outcomes. In question 5, by talking with the English teacher thinks listening is limited to the classroom, rarely makes listening plans, and poor self-evaluation habits after listening are the main difficulties of junior high school students listening using metacognitive strategies.

Meanwhile, the teacher says, "the use of learning strategies mainly depends on the students themselves, and the teachers can only play a guiding role. So, English teachers should let their students know that using learning strategies is good for them; it can improve their learning efficiency." Besides, the teacher concludes with some suggestions about improving students' English listening learning. In her opinion, listening practice is essential. Practice makes perfect; only by practicing more and evaluating more can students find suitable English learning strategies.

5. The Problems of using Metacognitive Strategies

According to the reading literature, combined with the statistical analysis of the research data and interview results show that junior high school students have the following common problems in the application of English listening metacognitive learning strategies:

5.1. Lack of Listening Practice

The author finds that junior high school students do not value listening training by analyzing data on planning strategies and interviewing some students. Their listening practice is limited to the classroom. More than 45% of students in question 1 choose "I never do, or I rarely do a lot of effective listening exercises outside of class." Many students think listening is a small part of the exam, and some of the listening materials are hard to understand. In addition, the students have a lot of homework and exercises need to do after class. Therefore, limited time and the pressure to go the senior high school make them lack listening practice. This further leads to students do not understand listening strategies and do not know how to use listening metacognitive strategies.

5.2. Poor Awareness of Active Learning

The questionnaire can reflect students' active learning awareness to some extent. The main performance is whether the students can train and make plans in advance, monitor and evaluate themselves. Junior high school students have less application of planning, preparation and evaluation in active learning; that is, they have obvious passive characteristics in learning. The results show that the majority of the participating students do not make plans before listening or evaluate their performance after listening. These can cause students to have no goals in the listening process and cannot locate the answer accurately; they do not know where the problems are in the listening.

Moreover, when they encounter problems or difficulties, they are unwilling to ask for help or cooperate with others to solve them. After listening, only 12.77% and 18.09% of the students would always or often ask their teachers and

classmates for help immediately. Therefore, it can be known that the student's awareness of active learning in listening is not enough.

5.3. Poor Awareness of Active Learning

Self-evaluation is a good way to improve English abilities. In the process of listening, students can only correct their problems if they know where they do badly. During the study period, only 20% of the students could find their own listening shortcomings in time and analyze the reasons. It indicates that planning and monitoring strategies do not attract attention among most students. In summary, although junior high school students occasionally reflect on the insufficiency of listening materials and listening results, they cannot rise to the level of evaluating strategies and think about them; that is, students' awareness of using evaluating strategies in listening needs to be improved.

5.4. Lack of Confidence in Listening

Although monitoring strategies are the most frequently used among the three sub-strategies of metacognitive strategies, some students also have problems using the strategies. Confidence is one of the key factors in using monitoring strategies. Compared with the primary school stage, the listening materials in junior high school are more difficult; the language expression is more authentic, and more expression mode in English-speaking countries. It directly results in students losing their confidence in listening and learning. According to an interview with the teacher, she says "students' listening training is often carried out under the pressure of answering questions when the content of listening materials is long, the recording play time is short. The test has many questions, which will put students at a loss and not knowing what to do. Thus, it is difficult to concentrate their mind". Due to students having no confidence in listening. If they listen to the keywords and important sentences, they dare not casually change their answers while listening because they are afraid that they will hear the wrong information. Li Lin(2019) proposed that due to the certain difficulty of listening, some students have psychological disorders when they are listening, and they would think that the difficulties faced by listening are insurmountable. Besides, some wrong listening learning methods can also lead students to lack confidence in listening and not like to listen.

6. The Problems of using Metacognitive Strategies

Combined with the research finding and the requirements of *English Curriculum Standards for Compulsory Education (2022 edition)*, the author puts forward some suggestions for improving junior high school students listening learning from the perspective of metacognitive strategies.

6.1. Strengthen Cooperation between Home and Schools

According to the investigation of English listening situations using metacognitive strategies for junior high school students, teachers and parents should pay more attention to students' English listening training. Guo Hua (2019) pointed out that students are not ignorant but always come with existing experience. These experiences need to be awakened with the help of teachers. Therefore, teachers can use multimedia, with pictures and videos, to expand students' knowledge of English in the classroom. For parents, they should understand the importance of listening; provide more listening materials for students to expand students' extracurricular English listening training and urge students to practice listening. At the same time, teachers and parents should strengthen their communication and collaboration and find ways to improve students' English listening learning ability. With the help of teachers and parents, it can strengthen the listening practice of students and make students develop good listening and learning habits gradually.

6.2. Enhance the Awareness of Independent Learning

Properly using metacognitive strategies positively impacts students' English listening (Huang Suping, 2021). However, the junior high school students who participated in the survey have a poor awareness of independent learning. So, in listening teaching, teachers should pay more attention to the guidance of students' subjectivity, guide students to become the master of the class and make them listen actively to improve their ability to independent learning and form effective listening learning strategies. Before listening, teachers should make students realize what the main content of listening activities is; that is, teachers should let students have a certain psychological expectation of the content to listen to (Li Lin, 2019). English Curriculum Standards for Compulsory Education (2022 edition) academic quality standards (level 3) one item of them is "be good at obtaining materials through various channels, trying to summarize the language and cultural phenomena in the materials, and analyzing problems from different perspectives". Thus, teachers should first explain the learning tasks, and requirements students need to do in listening. Then, they can let students find different listening materials and analyze the important information independently to enhance their independent learning consciousness. Besides, teachers should create real situations for students to establish a good listening learning atmosphere to meet the requirement of "relying on the context to carry out teaching, to guide students to comprehensively learn language knowledge in the real and meaningful language application" in the teaching goals. It is also important for teachers to teach students good methods and strategies for listening and learning. They should tell students to clarify the requirements of listening tasks. And make students know that their ultimate goal is to learn on their own and develop good self-learning habits.

6.3. Carry Out Evaluation Activities

English Curriculum Standards for Compulsory Education (2022 edition) focuses on integrating "teaching-learning-evaluation". Among them, "evaluation" mainly monitors the process and effect of teaching and learning, providing reference and a basis for promoting teaching and learning. According to the results of the student questionnaire, junior high school students in Yueyang generally use the evaluating strategies in metacognitive strategies at a low rate, which leads to a lack of long-term goal setting. Li Lin (2019) proposed that when evaluating the listening part, teachers can use the relistening method to let students listen again. In this way, students can pay attention to what they do not hear to find their problems and improve students' listening abilities. Then, teachers should encourage students to learn to evaluate their behavior after listening; for example, teachers can give examples of how to evaluate the difficulty of listening materials, review progress, find out the shortcomings in listening, and conduct self-monitoring and self-evaluation. It can help students to actively explore suitable learning methods for themselves and develop the habit of using listening strategies, especially evaluating strategies (Ministry of education, 2022). After class, teachers can hold the evaluation activities, such as students evaluating themselves, teachers and parents evaluating students, students evaluating each other, and students evaluating teachers. Make mutual evaluation and self-evaluation throughout the whole process of English listening course teaching and learning to improve students' self-evaluation ability in listening by participating in these activities.

6.4. Improve Learning Interest in Listening

As mentioned above, students' lack of confidence also negatively impacts listening learning. Junior high school students start having ideas and paying more attention to what they are interested in. The lack of confidence is largely due to their have no interest in listening. So, students' interest in listening should be paid attention to first. In the listening class, teachers should improve students' interest from the following aspects. Firstly, encourage students. Give them positive psychological hints, and reduce the psychological burden on students. Make the listening training into the usual practice, so students can get rid of the anxiety of listening under high pressure. After calming the students' bad mood about listening, the teachers should also pay attention to the positive guidance of the students' value orientation. The choice of listening materials directly determines the cultivation of student's confidence and interest in listening learning. Teachers can choose representative stories of outstanding Chinese and foreign figures, the main cultural phenomena at home and abroad and so on to meet the requirement of "understanding the relevant topics", "obtaining the basic information related to Chinese and foreign cultures, and compare the cultural similarities and differences" in the three-level academic quality goal of English Curriculum Standards for Compulsory Education (2022 edition). Finally, combine listening with speaking. By interviewing the English teacher, she suggests that the improvement of listening can not be separate from speaking; that is, listening must be combined with speaking to obtain good results. Therefore, teachers can guide students to train their listening in communication and then improve their interest in listening learning.

7. Conclusion

This paper studies junior high school students' English listening metacognitive learning strategies. However, some deficiencies still need to be improved, such as the sample number being small, the number of interviewees being small, and the reliability of the questionnaire needs to be improved. It found that there are still many problems in using listening metacognitive strategies for junior high school students. Therefore, in future listening teaching, teachers should make students fully realize the important role of metacognitive strategies in listening learning; encourage students to form a metacognitive understanding; cultivate their metacognitive ability, and make students form good listening strategies.

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