ENHANCING FLUENCY: THE ROLE OF LISTENING STRATEGIES IN ENGLISH LANGUAGE LEARNING

Nagamurali Eragamreddy

English Language Unit, Preparatory Studies Centre, University of Technology and Applied Sciences, Salalah, Sultanate of Oman

Corresponding Email: Nagamurali.Eragamreddy@utas.edu.om; muralieragamreddi@gmail.com

Abstract

The effect of listening strategies on English language learners' fluency is examined in this study. The purpose of this research is to explore the efficacy of diverse listening techniques, appraise their enduring advantages, and examine their amalgamation with other language proficiencies and technological instruments. Ten seasoned English teachers completed a thorough questionnaire that was used to gather data for descriptive research. The survey was improved through a pilot study and included both closed- and open-ended items. Descriptive statistics were employed to evaluate the data for the quantitative responses, while thematic analysis was utilized to study the qualitative responses. Key studies show that by enhancing pronunciation, intonation, and natural speech patterns, listening strategies like dictogloss and shadowing dramatically improve learners' fluency. It was also verified that these strategies could be adjusted to fit various learning environments and ability levels. Furthermore, holistic language development is supported by combining various skills like speaking, reading, and writing with listening skills. Utilizing digital technologies to provide compelling and varied content, individualized educational experiences, and frequent practice all contribute to the success of listening techniques. Overall, the study emphasizes how important listening strategies are for acquiring fluency and all-around language proficiency.

Keywords: Digital tools, English language learners, fluency, holistic language development, Listening techniques

INTRODUCTION

Fluency in second language acquisition (L2) is considered a prerequisite for proficiency. Accuracy, complexity, and fluency are the three key components of L2 proficiency that researchers perceive as being multiple (Ellis, 2008; Ellis & Barkhuizen 2005). When a speaker is fluent, it means they can communicate without stuttering or hesitation and with ease. The capacity to communicate explicitly, effortlessly, and with little interruptions or hesitations is referred to as fluency. This is more about being able to communicate proficiently compared to it is about having perfect grammar or pronunciation. Fluency's significance comes from its application to everyday conversation. While precision is important, communication can be hampered by concentrating only on error-free speaking. Fluency enables students to comfortably express themselves, engage in dialogue, and successfully handle social situations. It encourages consistent practice as well as the growth of other linguistic abilities. The 1980s saw the development of the notion of fluency as a result of scholars' realization that linguistic precision alone was not sufficient (Brumfit, 1984). Methods that focus on fluency promote the natural utilization of language, which is crucial for communication in everyday interactions. To sum up, fluency is an essential part of L2 competence. It is an essential component of language acquisition success because it allows pupils to utilize the language fluently and successfully in everyday contexts.

Even while listening techniques have received a lot of attention in English language acquisition (Wallace, 2022), there are still several study gaps regarding their contribution to improved fluency. First, rather than fluency, the majority of research focuses on the effect of listening practices on understanding. Additional investigation is required to determine the association between different listening styles and the advancement of fluency, especially in spontaneous speech. Furthermore, although several listening techniques have been established, nothing is known

about how successful they are relative to one another in various situations and with learners of varying skill stages. Additionally, few ongoing investigations look at the long-term effects of listening practices on fluency (Suharno et al., 2023). Moreover, there is a lack of understanding about how holistic language learning techniques (Akmençe et al., 2017) might promote fluency since the incorporation of listening strategies with other language skills is not adequately explored. Finally, there is an expanding array of research needed to fully comprehend how technology and digital tools support listening practices and how they affect the improvement of fluency (Kamalitdinovna, 2021). Filling in these gaps might lead to a more profound understanding of how listening strategies can assist English language learners become more fluent speakers.

This current research is crucial because it fills in important knowledge gaps about how listening techniques might improve fluency while learning a language. Through examining the connection between particular listening techniques and the growth of fluency, the research seeks to offer factual data that can guide more focused and efficient teaching methods. By knowing the relative efficacy of various listening techniques (Boncea, 2021) in a range of settings and capacities, teachers may better adapt their methods to each student's specific requirements and improve the learning process as a whole. Additionally, the research will provide insights into how listening methods support the progression of fluency over the long run by investigating the long-term effects of these strategies through prospective investigations (Suharno et al., 2023). This is essential for creating a curriculum that promotes ongoing language development in addition to emphasizing rapid improvements. A more all-encompassing approach to language acquisition will be promoted by the integration of listening techniques with other language abilities, such as speaking and reading, as this study explores. Furthermore, examining how technology and digital tools support listening practices (Kamalitdinovna, 2021) can yield important insights into utilizing contemporary resources to improve fluency. This is especially important in the digital world we live in, as technology is so important to education. Overall, the study's conclusions may have a big influence on the creation of more efficient, empirically supported language learning techniques. The following research questions are focussed:

1. How do particular listening techniques impact English language learners' ability to achieve fluency?
2. How successful are diverse listening techniques in varied learning environments and at different skill stages?
3. How will employing listening techniques impact English language learners' long-term fluency?
4. How can listening techniques be successfully used with other language skills to promote the development of fluency and comprehensive language learning?
5. How might digital tools and technology help English language learners apply listening techniques to improve their fluency?

LITERATURE REVIEW
Listening comprehension

Beyond auditory perception alone, listening comprehension is a critical component of EFL training. A wide range of complex cognitive skills are required, enabling students to recognize important information, decipher ambiguous language, and extrapolate context from a variety of verbal signals (Al-Khresheh, 2020; Hasan, 2000). Its significance is fundamental, supporting not only language understanding but also the more comprehensive development of intercultural awareness and communication competence (Cao & Lin, 2020; Zeng & Goh, 2018). Gaining proficiency in listening skills empowers language learners to handle the intricacies of speaking English with ease, promoting confidence and active participation in conversations and debates (Gilakjani & Sabouri, 2016). For an understanding of complex vocabulary, it is necessary that the comprehension of complex grammatical structures and imitation of real speech patterns. It broadens learners' perspectives and heightens their sense of global awareness besides enhancing language proficiency by introducing them to the subtle cultural differences of English-speaking countries (Wang & MacIntyre, 2021). In this day of global interconnection, having effective listening skills is essential for both academic success and meaningful social and cultural integration in a world growing more and more multicultural.

A strong foundation in listening comprehension has several educational applications. Through their role as a medium for real-world language information, they help learners improve their vocabulary, sharpen their understanding of grammar rules, and pronounce phonemes correctly (Gilakjani & Sabouri, 2016). Furthermore, good listening understanding serves as a springboard for cultural proficiency by giving pupils sophisticated perspectives on the sociolinguistic background of the language, which enhances their comprehension and admiration of the English-language cultural variety (Al-Alwan et al., 2013). In simple terms, listening understanding abilities development is essential for EFL pupils because it provides the groundwork for successful interpersonal interaction and eases their transition into natural language situations.

Types of listening strategies

The talent of listening is intricate and requires the cooperation of several different processes. Analyzing the thought processes involved in listening might help us better comprehend it (Rost, 2011; Gu, 2018). Here, listening may be divided into three categories: interactive, top-down, and bottom-up. Bottom-up listening emphasizes the fundamental units of language, such as words and sounds. To interpret what we hear, top-down listening depends on our preexisting knowledge and preconceptions. Lastly, interactive listening integrates the two strategies, allowing us to construct a cohesive understanding by drawing on both previously learned material and newly acquired knowledge. Examining the goal of listening is another way to look at it. This is where transactional and interactive listening differ from one another. Like when listening to a lecture or news program, transactional listening is all about understanding the message. Conversely, interactional listening is more interpersonal. It entails taking turns, negotiating meaning, and preserving connections through dialogue (Gu, 2018).

There is a relationship between these two categories of listening. Language learners have to engage in both information processing and communication goal understanding as they hone their listening abilities (Rost, 2011). To address these varied components, educators might employ a variety of listening exercises in the classroom. Intense listening is the main emphasis of some exercises when students pay special attention to grammar and pronunciation distinctions (Rost, 2011). With selective listening exercises, students are asked to pay attention to particular details from a listening passage. Through dialogues and debates, interactive listening exercises help students improve their interpersonal listening skills (Rost, 2011). Listening intently is just another crucial kind of listening practice. It entails taking pleasure in and improving general language skills by listening to extended language segments, such as podcasts or audiobooks (Renandya & Farrell, 2011; Döring et al., 2022). Instead of only concentrating on comprehension, responsive listening exercises also consider the learners' responses to what they hear. The ultimate objective is autonomous listening when students can strategically employ listening for a variety of reasons and autonomously regulate their listening experiences. Teachers may assist students in developing a well-rounded listening skill set that enables them to comprehend spoken language in a variety of situations and for a variety of objectives by implementing these varied listening strategies (Gu, 2018; Taheri & Hedayat Zade, 2018).

Metacognitive strategies

The use of metacognitive techniques in EFL education is crucial for student success and independent learning. These techniques include mentally translating words from one's native language to the desired language (Vandergrift & Tafaghodtari, 2010; Vandergrift et al., 2006), using prior knowledge (Du & Man, 2022), and consciously allocating cognitive abilities to listening-related activities (Ahmadi Safa & Motaghi, 2021). With a two-phase strategy, the "Planning and Evaluation" method prioritizes goals, strategies, and existing information (Vandergrift, 2007). The "Problem-Solving" method fosters critical thinking and proactive problem-solving, which helps students build an academic attitude that is proactive (Liu & Liu, 2020). Studies demonstrate that metacognitive techniques greatly improve students' capacity to analyze, understand, and absorb spoken language (Chin et al., 2017; Taheri & Hedayat Zade, 2018). A movement in education toward self-directed learning is shown by the use of metacognitive listening comprehension methods in EFL instruction (Sato, 2022; Teng, 2020; Vandergrift & Goh, 2012). These methods show sophisticated thinking abilities, such as mindfulness, self-management, and thoughtful preparation of an individual's educational efforts. They substantially improve student performance.

Cognitive strategies

By reprocessing knowledge and reproducing it in their own words, students can improve their understanding by summarizing (Jones, 2007). It is condensed from the original content and requires both active reading and listening. For language learners, taking notes is an intricate task that involves reading, listening, choosing, summarizing, and writing. When teaching listening to language learners, especially those who are not native English speakers, summarizing can be a helpful technique (Lebauer, 2000). For effective listening comprehension, inferential abilities including self-monitoring, elaboration, and inferencing are crucial (Florit et al., 2011). Inferences are essential for listening comprehension because they integrate context signals with past knowledge and assist in expanding the information contained in a text, according to studies (Newton et al., 2018; Freed & Cain, 2017; Kim, 2016; Zhang, 2012). Students' listening comprehension is directly predicted by their inferencing abilities, and regular use of these techniques improves their performance on listening tasks.

Social/Affective strategies

The term "social/affective strategies" explores the emotional and social factors that impact understanding in addition to the technical components of listening (Boncea, 2021). These techniques focus on controlling emotions and relating to others to enhance the ability to comprehend what the learners listen. Some instances include requesting more information or explanations from the speaker, as well as asking for clarification when something is unclear. Speaking with classmates or teachers about the listening material enables learners to clarify comprehension, exchange interpretations, and obtain other viewpoints (Serri et al., 2012). Lastly, positive self-talk entails telling oneself good things to assist pupils stay motivated and self-assured when completing listening activities, especially in the face of difficulties. Through the integration of these social and emotional components, students can improve their listening comprehension more comprehensively.

Compensation strategies

It appears that learners are reluctant to employ compensatory techniques. They may be barriers to language acquisition because of their antiquated study habits and expectations. Teachers of languages do not focus their efforts on breaking these kinds of tendencies. Activities in class that require the use of compensatory techniques have been given to the students. They need to create study techniques that support learning other languages. According to Abdesslem (1996), highly motivated students start to avoid classes that place an undue emphasis on form rather than allowing them to interact in their chosen language. Furthermore, effective interactions in the target language might inspire students who lack the drive to learn more. As a result, offering pupils compensatory techniques can boost their motivation and learning ability. Moreover, Kim & Margolis (2000) observe that efficient deployment might enhance the meaningful communication experience for students, increasing their sense of autonomy and self-confidence. Teaching compensation strategies is crucial for both successful communication in the target language and language proficiency (Sahib, 2016).

Selective attention strategies

The academic underpinnings of language, reading, and mathematics are also greatly impacted by selective listening (Stevens & Bavelier, 2012). A particular input is chosen from a variety of listening inputs using the technique of selective attention, and the person concentrates on this input for additional processing while concurrently suppressing unimportant or diverting information (Isbell et al., 2016). A method for choosing which portion of the audio source will be presented to the level of consciousness is provided by selective listening (Rämä et al., 2018). Beyond and in addition to the reality that in the traditional classroom setting, EAL learners have several visual and audio distractions in addition to having to function academically in a second language influence how well they can hear (Schafer et al., 2013). Hence, concentrating on certain facts or keywords during listening, such as names, dates, or task-related data, selective attention strategies can enhance learners' listening comprehension skills.

Technology-assisted strategies

According to Jia and Hew (2021), computers may be used for automated visual support, frequent practice through concentrated repetition exercises and listening discrimination, and tailored training. There are several options available in technology to help with listening comprehension. For individual practice, learners can access a range of tasks on webpages like Randall's ESL Cyber Listening Lab (Kamalitdinovna, 2021). To foster a better comprehension of the listening content, these exercises might focus on pre-listening, during listening, and post-listening activities. Podcasts provide another invaluable resource (Döring et al., 2022). Learners can locate information that interests them by listening to podcasts, which cover a wide range of topics. They are repeatable, so students may utilize them to concentrate on certain areas of their listening comprehension—like grammar or pronunciation. YouGlish is an online platform created specially to assist students with their pronunciation. Users may use it to search for any term and view examples of its usage in YouTube videos. This enables students to observe how the word is used in everyday conversation in addition to hearing it pronounced correctly. Lastly, there is a website called News in Levels that offers news stories with three varying degrees of difficulty. This enables students to choose news articles that suit their level of knowledge at the moment and progressively increase them as they go (Kamalitdinovna, 2021).

Previous studies of listening strategies

Jia and Hew's research (2021) emphasizes the difficulty EFL/ESL learners have understanding spoken language, which makes listening comprehension challenging for them. The study looks into decoding training as a possible listening skill-improving strategy. The impact on listening results, factors influencing the training's success, and instructional activities were all studied by the researchers. Pronunciation lessons and dictation exercises are the two most popular activities. Comparing decoding training to conventional approaches, a meta-analysis showed that it improves listening comprehension overall. To pinpoint components that help or obstruct the improvement of deciphering abilities, the study also examines theoretical frameworks. Jia and Hew provide design concepts to improve the efficacy of deciphering instruction in EFL/ESL listening instruction in light of these findings. Wallace's (2022) study investigates the variables that affect second language pupils' listening skills. The research looked at the function of both specialized information, such as language and subject familiarity, and general cognitive skills, such as memory and attention. The results imply that word knowledge influences listening comprehension the most. Comprehending the subject matter under discussion and possessing the capacity to concentrate are additional crucial elements. It's interesting to note that basic knowledge of listening techniques only had a little indirect impact on comprehension, as it increased students' understanding of the subject matter.

Aryadoust and Luo's study from 2023 looks at how listening comprehension is assessed and interpreted in second languages. The research examined a large number of scholarly articles to determine the different cognitive processes, subskills, and characteristics that go into good listening. They discovered that many studies lack precise definitions for listening components and that listening's many purposes, like critical analysis and emotional comprehension, are generally ignored. The study did, however, pinpoint a broad variety of cognitive functions, subskills, and characteristics that are pertinent to listening comprehension. The researchers provide a multi-layered framework to classify these traits in light of their results. Teachers and researchers creating tests and lesson plans for L2 listening comprehension may find this framework to be a useful resource. The methodology used by "English for Academic Purposes" (EAP) instructors to teach listening comprehension at the university level is examined in this study by Rahman et al. (2023). A combination of "top-down" instruction, which concentrates on meaning as a whole, and "bottom-up" instruction, which concentrates on language-building elements like sounds and grammar, is recommended, according to the research. The researchers discovered that combining the two methods can help pupils enhance long-term listening skills more successfully. This implies that to improve their students' listening comprehension, EAP teachers would wish to reevaluate their present approaches and implement more "bottom-up" procedures.

The idea that explicit listening strategy training is unsuccessful for learners with lower competence levels is contested by Milliner and Dimoski's (2024) research. With lower-proficiency Japanese EFL learners, researchers employed a listening intervention centered on a methodical, experience-based method. Through facilitated exercises and introspection, the program sought to improve their listening abilities. The students responded well to the instruction, and they became more self-assured when completing listening exercises, although their assessed listening comprehension did not significantly improve. These results imply that for EFL students to gain from this kind of strategy-based listening training, there may be a minimal competency level. The ideal degree of proficiency for carrying out such interventions requires more investigation.

RESEARCH METHOD

To investigate how listening techniques used by English teachers improve students' fluency, the researcher used a descriptive study approach. A qualitative description method makes it feasible to gather data that will be analyzed from both a conventionally qualitative viewpoint and a more quantitative one in the specific case of gathering data from various national settings. This enables a quasi-statistical evaluation of the content and provides a broad overview of the results (Seixas et al., 2018).

Ten seasoned English instructors from a range of academic settings made up the participants; they were chosen based on their depth of expertise in instructing English as a second language. The participants' demographic information can be seen in the following table.

Table 1: Participants' Demographic Information

Participants	Gender	Years of Experience in Teaching	Years of Language Teaching	Setting(s) for Language Instruction	The Highest Degree Obtained	Country of Origin
1.	Female	30	25	University	PhD in Linguistics	India
2.	Female	24	24	University	PhD in Literature	India
3.	Female	7	7	University	MA in Linguistics	Libya
4.	Female	18	18	University	MA in Linguistics	Libya

5.	Male	18	18	University	MA in TESL	Jordon
6.	Male	15	18	University	MA in Linguistics	Jordon
7.	Male	21	15	University	MA in Literature	Nigeria
8.	Male	30	22	University	MA in Linguistics	Nigeria
9.	Male	27	25	University	MA in Linguistics	Niger
10.	Male	28	26	University	MA in Literature	Niger

The principal tool for gathering data was a thorough questionnaire that the author created. Open-ended as well as closed-ended questions were included in the questionnaire, which was created to collect specific data on the instructors' listening techniques. The researcher tested the questions on two English instructors in a pilot study to make sure they were relevant and understandable. The feedback from this pilot test was instrumental in refining the questionnaire, making it more effective for data collection.

The author sent the completed questionnaire via *Google Forms* to each of the 10 participating instructors as soon as it was completed. This approach was used to make it easier for students to respond and to fit in with the teachers' hectic schedules. The surveys had two weeks to be filled out and returned by the teachers.

After getting the completed surveys, the researcher used descriptive statistics to examine the quantitative information from the closed-ended questions. The author was able to find recurring themes and patterns in the application of listening techniques due to this investigation. Deeper insights into the viewpoints and experiences of the instructors were obtained through a thematic analysis of the qualitative data collected from the open-ended questions. Strict ethical guidelines were followed by the researcher during the whole investigation. With their informed consent, each participant indicated that they were aware of the study's purpose and their role within it. The researcher additionally ensured that the participants' identities would remain anonymous in any research-related publications resulting from the research and that their responses would remain private.

FINDINGS AND DISCUSSION

All of the participants stated that regular use of listening strategies had significantly increased their students' fluency. These methods, such as dictogloss (writing down what is heard) and shadowing (repeating after a speaker), assisted pupils in improving their pronunciation, intonation, and natural speech patterns. This supports the idea that listening to natural speech patterns encourages the production of such patterns (Tavakoli & Wright, 2020).

Impact of listening techniques on English language learner's ability to achieve fluency

Several educators provided motivational accounts of pupils conquering difficulties with fluency. A teacher (P1) once told about a pupil who had trouble communicating clearly. Following a month of employing shadowing strategies, the students' fluency significantly increased, and they gained greater self-assurance in impromptu talks. Participant 2 shared the story of a student who saw improvements in her understanding and fluency via frequent group discussions and TED Talk listening. These illustrations show how listening skills may be used in real-world situations and how they can improve fluency.

The ten participant teachers' replies offer valuable information about the application and estimated efficacy of listening strategies in the classroom. The replies show that there is broad agreement on the beneficial effects of listening approaches on students' fluency as well as the regular use of these methods in instructional methods. The significance of the results will be explored in detail in this analysis, which will look at the frequency of usage, environmental adaption, the influence of technology, and the long-term effects on students' fluency.
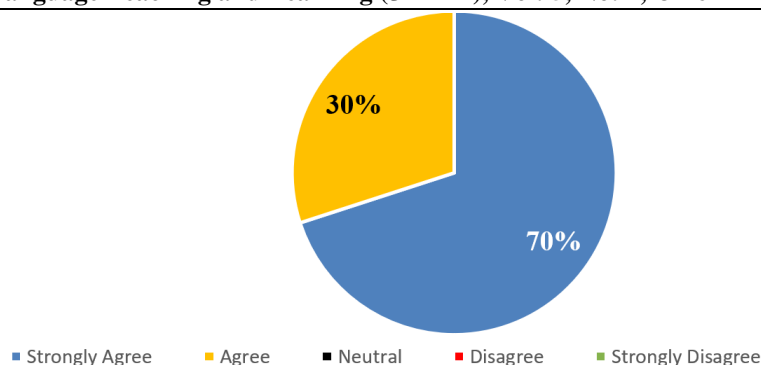
Figure 1. Belief in the utility of listening strategies

A substantial percentage of participants—70% strongly agree, 30% agree—think that particular listening strategies greatly increase pupils' English proficiency. This overwhelming support reveals that instructors have a strong belief in the effectiveness of listening techniques. A high degree of agreement like this highlights how important listening skills are to learning a language and improving fluency. Teachers' high trust in the efficacy of these strategies suggests that they view listening as a fundamental ability that supports speaking, reading, and writing in addition to other skills in language.

The study's findings show that particular listening strategies considerably improve the fluency of English language learners. It has been demonstrated that regular usage of techniques like dictogloss and shadowing enhances pronunciation, intonation, and natural speech patterns, resulting in more assured and impromptu communication. This conclusion is supported by teachers' consensus observations of long-term fluency increases, indicating that these strategies aid in internalizing language patterns and enhancing general communication abilities. The efficacy of listening strategies may be further increased by tailoring them to various learning contexts and ability levels. This flexibility ensures that students are suitably challenged, fostering the best possible learning results. Furthermore, combining speaking, reading, and writing with listening promotes a holistic approach to language learning by strengthening links across different linguistic domains.

Diverse listening techniques in varied learning environments and at different skill stages

The instructors stressed the significance of modifying listening strategies to accommodate various learning contexts and skill levels. For beginners, this means employing audio that is easier and has more visual accompaniment; for advanced learners, it means introducing real, difficult topics gradually. In larger classes, certain instructors even arrange pupils by proficiency for specific tasks. This ensures learners are pushed correctly and may optimize their learning from the assignments.
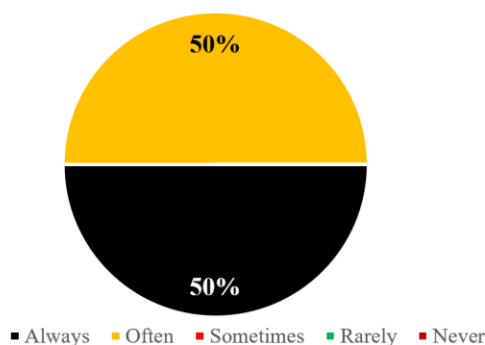

Figure 2. Frequency of Implementation

Differential listening strategies are used at different frequencies; half of the participants (50%) said they "often" use them, while the other half (50%) said they "always" use them. This dedication to integrating a variety of auditory data in the classroom is shown in the regular application of listening techniques. Frequent use of these strategies probably exposes students to a variety of vocabulary, dialects, and context-based language usage, which promotes a more comprehensive and immersive learning environment. Moreover, every participant (100%) states that they modify their listening strategies for various learning contexts. To accommodate a wide range of student demands and learning environments, flexibility is essential. By modifying methods, listening exercises are made to be applicable and efficient in a variety of contexts, including online learning, conventional classrooms, and

more casual settings. It also shows that educators are aware of specific challenges and possibilities that every classroom offers, adjusting their methods to enhance comprehension and student involvement.

The study's findings indicate that a variety of listening strategies work well in a range of ability levels and learning contexts. A hundred percent of the participating instructors attested to their ability to modify listening methods to fit various learning environments, indicating the adaptability and efficacy of these approaches. While advanced learners work with more difficult, real content, novices use customized techniques to ensure that listening activities benefit all simpler audio with visual aids. These students, regardless of their expertise. To make sure that every student is suitably challenged and can get the most out of their education, some teachers in large classes divide their class members into competency groups for particular activities. This approach emphasizes how critical varied education is to meeting each student's unique learning demands. Their success is further increased by the integration of listening strategies with additional language abilities. Instructors integrate verbal and written exercises with listening to provide a comprehensive learning environment that strengthens many language domains. This connection works especially well to support all-encompassing language development. The effectiveness of listening methods is greatly influenced by the usage of technology. A wide range of interesting and engaging materials that accommodate various learning preferences and styles are provided via digital tools (Kamalitdinovna, 2021) and resources including podcasts, interactive video courses, and language learning applications. Teachers discover methods to make sure that all students benefit, even in the face of obstacles like uneven access to technology. Some examples of these strategies include providing technology during class or assigning substitute tasks.

Impact of Listening techniques on students' long-term fluency

Pupils who consistently practice listening strategies seem to benefit in the long run. These advantages include enhanced confidence while speaking English, enhanced comprehension abilities, and a more spontaneous use of language. Teachers also noticed that students' vocabulary and understanding of normal speech patterns improved, enabling them to speak more successfully in everyday settings. Furthermore, according to several participants, pupils who regularly practiced listening skills developed into more independent learners who actively sought out listening opportunities beyond the learning environment (Reinders, 2020). Every participant (100%) has seen sustained increases in pupils' fluency who consistently apply listening strategies. Strong anecdotal evidence confirming the long-term effects of listening practices on language competence is provided by this unanimous observation. Students who participate in listening exercises regularly seem to benefit from internalizing language patterns, improving their pronunciation, and developing their general communication skills. This sustained progress emphasizes how crucial it is to use listening techniques consistently.

Long-term fluency in English is greatly improved by listening techniques employed by English language learners. The study's findings show that when listening approaches were used consistently; all participants saw significant long-term gains in their students' fluency. Students may communicate more fluently and confidently by using these strategies, such as dictogloss and shadowing, to aid them with their pronunciation, intonation, and natural speech patterns. Instructors have observed that regular use of listening strategies improves students' vocabulary and comprehension of speech patterns. Students may now communicate more successfully in everyday circumstances because of this development. Long-term advantages include increased speaking and comprehension skills, all of which are critical for full language competency. Additionally, pupils who consistently exercise listening skills grow into more self-sufficient learners. Beyond the classroom (Reinders, 2020), they actively look for chances to listen, such as viewing English-language media, listening to podcasts, and taking part in online debates. Their language proficiency is further strengthened by this self-directed learning, which also helps them gain fluency as they progress.

Listening techniques are used with other language skills to promote the development of fluency and comprehensive language learning

The study emphasizes how important listening strategies are for the growth of additional language skills. A lot of teachers combine speaking assignments, such as role-plays or conversations, with listening exercises. Students can develop verbal expression and understanding as a result. In addition, listening can be combined with reading assignments (Tsuda et al., 2023) where students describe audio passages or writing projects where they compose essays or thoughts based on the material they have listened to. This encourages a comprehensive approach to learning and strengthens the connections between linguistic skills.

The fact that all participants (100%) integrated listening strategies with other language abilities shows how intertwined language development is. Teachers can design more thorough and well-rounded lesson plans by including listening exercises in their more general language education programs. This integration probably

supports learning goals in several language domains, enabling a more comprehensive and multifaceted fluency development.

By promoting a holistic approach that improves total linguistic competence (Akmençe et al., 2017), listening strategies may be successfully linked with other language skills to increase fluency and complete language acquisition (Bozorgian, 2012). According to the survey, every participating instructor incorporates speaking, reading, and writing exercises with listening strategies to create a well-rounded learning environment. Along with listening exercises, many teachers also include speaking exercises including role-plays, conversations, and presentations. Students could, for example, listen to a speech or dialogue and then act out the discussion, practicing the tone and phrases they listened to. Giving them examples of how they can employ language naturally and offering context, strengthens their speaking abilities and increases their fluency. Reading assignments and listening exercises are frequently paired by teachers. As an illustration, students may read aloud while listening to an audio recording of a book, which aids in their comprehension of rhythm, stress patterns, and pronunciation. Writing summaries or having a discussion about the material are examples of follow-up exercises that improve understanding and critical thinking. Writing tasks might incorporate listening activities as well. Students may be required to produce an essay that is a reflection, summary, or response after listening to an audio recording. Not only does this exercise help pupils become better listeners, but it also helps them get their ideas to write them down in an understandable manner. When it comes to combining listening with other language abilities, technology is essential. Pupils can connect with a variety of listening materials due to digital resources including interactive platforms, internet videos, and language learning apps. These tools frequently have functions that let users practice and apply other skills right away, like writing prompts, reading comprehension tests, and speaking exercises with quick feedback. Multiple language skills can be addressed simultaneously in a lesson plan created by the teacher. A lesson might begin with a listening exercise, then move into a speaking conversation, a reading excerpt that relates to the listening material, and a writing assignment that summarizes the material. Through the use of many modes, this approach promises that students engage with the language in a range of contexts, resulting in more profound understanding and enhanced retention.

Digital tools and technology might help English language learners apply listening techniques to improve their fluency

It has become clear that using technology to improve listening exercises is essential (Naidionova & Ponomarenko, 2018). Teachers use a range of digital materials, such as TED Talks, podcasts, online platforms with interactive video classes, and apps for language learning. These tools support various learning styles, give users access to a variety of interesting listening materials, and enable customized learning experiences. Some platforms, for instance, "Elllo," "English Central," "TED-Ed," "BBC Learning English," etc., provide instant feedback or interactive activities, which may be especially beneficial for students. Several educators provided particular instances of effective technology-based lessons. While one instructor utilizes online platforms where students may listen to news clips and engage in debates, another uses an app that offers real-time feedback on pronunciation and fluency. The aforementioned examples demonstrate the various ways in which technology may be utilized to enhance the interaction, engagement, and efficacy of listening exercises in terms of fluency improvement.

Although technology offers many advantages, there are certain challenges as well. The main obstacles were found to be pupils' uneven access to technology and their diverse skills in digital literacy. Participants responded to these issues by offering substitute tasks, resources that can be downloaded, access to technology throughout the class, and seminars that help students use digital tools efficiently (Kamalitdinovna, 2021). Regular practice beyond the classroom is an essential part of fluency development (Reinders, 2020). Teachers use a variety of methods to motivate pupils to use listening skills outside of the classroom. These methods include setting up online resources for listening assignments, suggesting podcasts and applications for language learning, and setting up forums where students may discuss their listening experiences. Even peer discussion groups or listening clubs are formed by some instructors to encourage continuous language use and practice.

The study emphasizes how critical it is to evaluate students' improvement. Teachers evaluate the effectiveness of listening strategies in several ways. These techniques include pre- and post-tests on listening tasks, student self-evaluations, informal observations of students' engagement and fluency in speaking activities, rubrics for measuring listening abilities, and formal assessments such as listening comprehension exams. With this multifaceted approach, teachers can modify their strategies as needed and get a complete picture of the learning process of their students. The results from the 10 participant instructors have provided an impressive picture of the beneficial effects that listening strategies may have on English language learners' fluency development—by utilizing technology, combining listening with other language abilities, and customizing methods to fit various learning styles and skill levels.

The ten participant teachers' replies offer valuable information about the application and estimated efficacy of listening strategies in the classroom. The replies show that there is broad agreement on the beneficial effects of listening approaches on students' fluency as well as the regular use of these methods in instructional

methods. The significance of the results will be explored in detail in this analysis, which will look at the frequency of usage, environmental adaption, the influence of technology, and the long-term effects on students' fluency. A large number of participants—60% strongly agree, and 40% of them feel that using technology to improve listening skills is beneficial. This favorable opinion is consistent with how frequently they employ technology in their instruction (Naidionova & Ponomarenko, 2018). The integration of cutting-edge technology tools with listening techniques probably results in a more creative and effective educational setting, providing pupils with a variety of real-world and realistic listening experiences that might help them become more proficient communicators.

All participants offer input on how well students have applied listening strategies. Giving students feedback on their performance and providing them with direction is an essential component of the educational procedure. Educators may assist students in identifying areas for growth, reinforce effective techniques, and promote ongoing practice and progress by giving them feedback regularly. Fostering student confidence and listening competency requires this regular feedback cycle.

There are two ways to evaluate how listening strategies affect students' fluency: quarterly (40%) and monthly (60%). Frequent evaluations, whether it be quarterly or monthly, show a proactive attitude to tracking student development and the efficiency of instructional strategies. Regular evaluations enable prompt modifications and interventions, ensuring that listening techniques continue to be efficient and in line with students' changing requirements. In addition, 100% of participants support using listening strategies beyond the classroom to improve fluency over the long run. Encouraging students to participate in listening exercises beyond the classroom creates a more immersive atmosphere for language acquisition and encourages independent study (Reinders, 2020). In addition to exposing learners to language use in everyday situations and improving their general fluency, this activity helps them form the habit of active listening.

Teachers' opinions on the value and efficacy of listening techniques for improving English language proficiency are strongly agreed. A complete approach to language training is produced by the regular application and modification of various methods, as well as the incorporation of technology and consistent evaluation. The continuous influence of these techniques is emphasized by the long-term increases in student fluency that have been noticed, as well as the promotion of independent listening practice. These results demonstrate the crucial role of listening strategies in language learning and also the positive aspects of a flexible, multimodal, and technologically assisted approach to English language instruction.

Utilizing electronic resources and technological advances significantly improves the application of listening strategies, which helps English language learners become more fluent. Using technology in language instruction has several significant benefits. With the use of digital tools (Kamalitdinovna, 2021), students can access a variety of real-world listening materials, including news broadcasts, TED Talks, podcasts, and interviews. These materials give students exposure to a variety of dialects, authentic speech patterns, and everyday language use—all of which are crucial for improving fluency. Websites such as "TED-Ed," "BBC Learning English," and "English Central" provide carefully chosen content based on the interests and skill levels of their users. Interactive listening exercises are a common feature of language learning apps and web resources. Apps such as Duolingo and Rosetta Stone, for example, provide activities where students must listen and answer prompts to improve understanding and memory. Learners are kept interested and motivated by interactive components like quizzes, rapid feedback, and gamified content. Personalized learning experiences are made possible by technology, which lets students select resources based on their interests and skill levels. Learners are continuously pushed and supported by adaptive learning systems, such as those provided by applications like FluentU and Babbel. These systems modify the complexity of listening exercises according to the learner's progress.

When it comes to listening exercises, digital technologies frequently offer instant feedback, which enables students to recognize and fix mistakes immediately. For instance, pronunciation practice with immediate feedback on correctness is provided by applications like Speechling and ELSA, which aids learners in concurrently improving their listening comprehension and pronunciation skills. Students may practice listening skills anywhere and at any time due to the ease of using mobile applications and web platforms. This adaptability promotes regular practice, which is essential for improving fluency. By integrating listening exercises into everyday activities like working out or traveling, language learners may make language acquisition a more seamless aspect of their lives. A lot of digital applications combine language learning objectives with listening practice (Kamalitdinovna, 2021). For instance, LingQ and Quizlet integrate reading, vocabulary development, and listening, while Audacity enables students to record and edit their audio, enhancing their listening and speaking abilities. With the incorporation of interactive elements and multimedia information, technology in language learning may boost motivation and engagement. Listening exercises become more dynamic and pleasurable with the use of videos, animations, and real-time interactions; this can promote more perseverance and improve fluency development results. Digital technologies and online platforms including chat rooms, virtual language exchange programs, and discussion forums can help with collaborative learning (Kamalitdinovna, 2021). Through these encounters, students may experience listening in social situations, get peer criticism, and experience a variety of speaking enunciations.

Implications

By surveying 10 seasoned teachers, this study looked into how listening strategies affected the fluency of English language learners. The results draw attention to several important implications for teachers and program designers of language acquisition. The participants' overwhelming agreement (100%) highlights the advantageous results of listening strategies on the growth of fluency. It has been discovered that methods like dictogloss and shadowing enhance natural speech patterns, intonation, and pronunciation. This implies that including a variety of listening exercises in lesson plans might greatly improve fluency (Norkunas, 2011; Irianti, 2019: Al Bloushi, 2024). According to the survey, listening strategies should be modified to fit various learning contexts and ability levels (100% of respondents agreed). Activities are tailored to each person's requirements owing to this flexibility. Advanced learners can proceed to more complicated, real topics, while beginners benefit from basic audio with visual assistance. For every student, this individualized approach promotes the best possible learning outcomes. All participating instructors have shown long-term increases in fluency with consistent use of listening techniques. By employing these methods, students can enhance their communication abilities and internalize language patterns. 100% of respondent instructors use ways to motivate pupils to practice listening beyond the educational setting (Reinders, 2020), which further enhances fluency and fosters autonomous learning. The study highlights the connections between linguistic proficiency. Every instructor incorporates speaking, reading, and writing exercises with listening. This all-encompassing method strengthens the links between various abilities and promotes a comprehensive grasp of the language. Technology is essential for improving listening exercises (Kamalitdinovna, 2021); according to teachers, they use it frequently or constantly. Digital technologies that enable individualized learning experiences, accommodate different learning styles, and give access to a variety of interesting and engaging content including podcasts, online platforms, and language learning applications. Quizzes and instant feedback are examples of interactive elements that enhance learning.

Limitations and recommendations for future studies

Finding out if listening strategies may help English language learners become more proficient speakers was the goal of this research. Although it offered insightful information, there are several challenges to take into account. A limited number of highly qualified instructors participated in the study. This implies that not all teachers or learning situations will benefit from the findings. Furthermore, the study did not examine causation; it merely examined correlations. It demonstrated the correlation between improved fluency and listening strategies, but it was unable to conclusively establish that the strategies led to the improvement. An additional constraint of the research is that it just examined the viewpoints of the teachers. Getting feedback from pupils would also be helpful. Their knowledge of the listening strategies and their favored learning styles may be very helpful (Rogowsky et al., 2020). Subsequently, the study concentrated on the themes found in the data; however, it might be improved by also examining statistical correlations between certain methods and improvements in fluency.

Notwithstanding these limitations, the study does exhibit possibilities. Future research might include more teachers from a wider range of backgrounds to provide a more comprehensive perspective. Additionally, they might combine quantitative and qualitative data-gathering techniques, such as teacher observations (Shaha et al., 2015) and standardized fluency testing (Quaranta, et al., 2016). Future studies must take the viewpoints and experiences of learners into account as well. Through extended student observation, researchers might investigate the enduring effects of listening strategies. Further research may also examine in further detail the efficacy of particular methods for various learner types. Additionally, technology utilization merits a more thorough analysis. Scholars ought to investigate issues such as uneven access and the integration of technology with alternative pedagogical approaches (Santos, & Castro, 2021). We may have a far better knowledge of how listening strategies can be applied most successfully to enhance fluency in English language learners from all backgrounds by addressing these limitations and carrying out additional research.

CONCLUSION

This study explored how listening techniques affect English language learners' fluency. Despite using a small sample of seasoned educators, the research produced insightful findings. The main finding is that there is broad agreement among educators on the benefits of listening techniques for fluency. It has been demonstrated that methods like dictogloss and shadowing enhance natural speech patterns, intonation, and pronunciation. Furthermore, all participants noted that learners who regularly exercised listening skills showed long-term improvements in fluency. These results emphasize how crucial it is to include listening techniques in language acquisition curricula (Boncea, 2021). The study does, however, also highlight the necessity of more investigation. Future research on the topic of how to effectively modify listening strategies for varying competence levels and learning styles (Rogowsky et al., 2020) should involve a wider range of educators and students. Future studies should focus on the long-term impacts on pupils besides the efficacy of particular methods for different learner

profiles. Through addressing these limitations and conducting more research, listening techniques may be optimized to improve fluency development in English language pupils from different cultures.

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