Enhancing metacognitive awareness in listening and EFL motivation through L1-mediated metacognitive intervention

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1. Introduction
Metacognition, the ability of learners to control their thoughts and regulate their own learning, plays an important role in learning to listen (Wenden, 1998). Motivation, a crucial dimension of sustained learning activities (Dörnyei, 2018), has long been argued not only as one of the most significant variables contributing to the process of L2 acquisition but also as one of the most vital predictors of success in foreign language learning (Dörnyei, 1998). The use of L1 in an EFL classroom is inevitable. However, most teachers are in doubt to use it or not, and if yes, when, why and for what purposes it should be used (De la Campa & Nassaji, 2009).

2. Materials and method
This cohort study investigated the effect of L1-mediated metacognitive intervention (MI) on the metacognitive awareness and motivation of English as a foreign language (EFL) learners in Iran. Four instruments were used to collect data for the research questions of this study. Oxford Placement Test (Allan, 2004) was used to screen the participants in terms of homogeneity at the outset of the study. Cambridge IELTS 15 was used to assess the learners' listening performance before and after the intervention. Metacognitive Awareness Listening Questionnaire (MALQ) was used to measure EFL learners' metacognitive awareness and their perceived use of metacognitive strategies at the beginning and end of the study. A motivation questionnaire, the Language Learning Orientations Scale (**LLOS-IEA**) was also used in this study before and after the intervention to track changes in motivation.

The participants were 120 high-intermediate EFL learners in three groups, ranging from 19 to 29 years of age. The experimental groups (Ex1=40 / Ex2=40)

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went through a guided lesson plan in metacognition in English and Persian for twelve weeks, which focused on planning, monitoring, and evaluation. Each session, they listened to a different oral text, which was aligned with the content of the intervention program. It should be noted that the mediums for the delivery of MI to learners in experimental groups one and two were L2 (English) and L1 (Persian), respectively. Having implemented the intervention, the researcher administered the posttests of the MALQ and the LLOS to explore the probable effect(s) of the intervention. The control group (CG=40), also instructed by the same teacher, listened to the same texts without any guided attention to process. They were exposed to the traditional approach, comprising pre-, while-, and post-listening stages for every listening task. They listened to the same texts but were not engaged in any formal prediction activity, nor were they given the chance to experience the process of listening through discussing, predicting, or monitoring their comprehension with their peers.

3. Results and discussion
The overall result of the study is in favor of L1 use. The overall results showed that MI caused a considerable variance in all subscales of MALQ and LLOS in both experimental groups. The Post Hoc multiple comparison results of the three groups also illustrated that the medium for the delivery of metacognitive intervention (L1) assisted the learners in experimental group two, who went through L1-mediated metacognitive intervention and outperformed their peers in experimental group one, who were taught in L2, and the control group, who were taught conventionally.

4. Conclusion
With regard to pedagogical implications, the findings underscored the urge for heightening the learners' metacognitive awareness and motivation, especially in EFL settings. One way to promote their awareness and motivation is to incorporate awareness–raising tasks in EFL instructional materials, whether in L1 or in L2, to draw their attention to different learning strategies making them more motivated and ultimately self-regulated throughout language learning process. The findings, therefore, shed light on the notion that devoting enough time to listening activities aligned with an L1-mediated MI, can alter learners' outlook towards learning in general and listening input in particular. Thus, it is incumbent upon curriculum developers and textbook writers to incorporate and highlight listening strategies in textbooks and consider devoting ample time to each listening task so as to promote the significance of teaching listening strategies in the classroom.

In addition, given the complex nature of both metacognition and motivation, future research needs to investigate them both through the use of stimulated recall or think-aloud protocols. There is an urgent need to interview EFL learners to find out which medium of instruction, L1 or L2, sounds more effective to them. As the focus of the current study was on EFL learners, future research can explore teachers' views on teaching listening and the issues they face during teaching this basic skill.