

عنوان مقاله:

The Relationship among Metacognitive Listening Strategies, Foreign Language Classroom Anxiety and Listening Comprehension among EFL Students of Kerman Universities

محل انتشار:

اولین کنفرانس ملی آموزش زبان انگلیسی، ادبیات و مترجمی (سال: 1392)

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نویسندگان:

Mansoor Zolala - Imam Hussein University

Ehsan Kazemian

خلاصه مقاله:

The present study attempted to investigate the relationship among Metacognitive Listening Strategies (MLS), Foreign Language Classroom Anxiety (FLCA), and Listening Comprehension (LC) among Iranian EFL learners. Gender was taken into account, regarding males and females use of MLS and score of FLCA. 100 Iranian EFL students studying at Azad Eslami and Shahid Bahonar universities of Kerman took part in this study. The students were junior and senior students majoring in English Translation and English Literature. To achieve the required data the following scales were capitalized on: Metacognitive Awareness Listening Questionnaire (MALQ), Foreign Language Classroom Anxiety Scale (FLCAS), and a 50-item listening test taken from Longman Complete Course For The TOEFL Test. The findings revealed that first, there was a significant negative relationship between MLS and FLCA; second, there was a positive relationship between MLS and LC; third, a significant negative relationship between FLCA and LC was found. In sum, FLCA yielded a negative relationship with the other two variables. As a final point, there was no significant difference between males and females regarding their MLS use and FLCA score.

کلمات کلیدی:

Metacognitive Listening Strategies, Foreign Language Classroom Anxiety, Listening Comprehension, Gender

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