The Metacognitive Strategy-Oriented Model in Primary English Listening

—A Study Within the Framework of Task-based Syllabus*

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With the development of language teaching theories and researches, people gradually realize the importance of listening among the basic foreign language skills. Thus, how to improve the efficiency of foreign language listening teaching has long been a concern of researchers and foreign language teachers. As the beginning of English study, primary English is of significant importance for the learners' future language development. The study tries to put primary English listening together with metacognitive strategy and build up the metacognitive strategy-oriented model in primary English listening class in order to improve primary students' listening comprehension. Firstly, the thesis pointed out the disadvantages of the current primary English listening teaching. In order to make up these disadvantages, the previous studies of listening comprehension and metacognition both home and abroad are reviewed and the necessity and feasibility of the study are discussed. Finally, it is concluded that it is necessary and feasible to carry out the metacognitive strategy-oriented model in primary English class.

Keywords: primary English, metacognitive strategy-oriented model, metacognitive awareness, listening comprehension

Introduction

With the prevailing of China's opening to the outside world, English, the most popular language, is the tool for communication either orally or literally. Listening is one of the basic skills in language use. According to an inquisition of the United States, when normal person is awake, 70% time is used for multiform social intercourse activity. Among them, 11% used for writing, 15% used for reading, 32% used for speaking, but at least 42% time used for listening skill (Cooper, 1988, p. 35). Listening is not only a skill area in language performance, but also a critical means of acquiring a second language. Moreover, it is also one of the important ways that improve other skills. If speaking and reading are importation, listening and writing are exportation then. If people don't have the source of importation, they can hardly have a chance to carry on exportation. So in the language study process, listening skill is a key to language skill improvement. Language learners should realize the importance of listening, which should be given enough attention in the foreign language teaching.

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However, a common phenomenon is that some students, who have learned English for many years, are still incompetent in communicating with native English speakers. As for primary school students, even though they are more active in communicating than the older students because of their young age, the natural conversations and interviews in personal contact are almost incomprehensible to them. They become tongue-tied, silent, when they are asked to say something they cannot say, or understand something containing words they have not met before.

According to the observations in primary schools in China, usually many primary English teachers conduct listening course in nearly the same way. Teachers often function as “cassette players”. They present and explain some vocabulary items, which are assumed to be new to students, then play the tape once or twice. After that listening exercises in the textbooks are required to be done. Listening exercises, which are similar to one another in different units, are always matching, filling in the blanks or ticking off the correct answers. Most students complain listening is energy-consuming as well as time-consuming. Compared with reading and writing, in listening, the students only have the linear information because the learners have little more than the fleeting sounds of the verbal message to rely on, unlike reading, in which learners can reread the passage if they have missed some information. Due to the fact, it is very difficult for the teacher to teach and for the students to learn this language skill efficiently. In a listening class, it is not rare to find that the teacher only gives his students materials to listen to, but that he gives little advice on how to listen and comprehend intelligently. It follows that although the students have a great deal of practice in the classroom, they have little idea as to how to listen and comprehend intelligently and efficiently. Thus, it is necessary and urgent to find a way to improve primary school students’ listening efficiently.

Metacognitive strategy has a hierarchical relationship among metacognitive, cognitive and social/affective strategies. Although a literature on the study of metacognitive strategy does exist, the application of metacognitive strategy in recent years has only been restricted in the fields like reading and writing in language acquisition, mathematics and other subjects. In the field of English language teaching in China in the past few decades, the instruction on listening comprehension has been relatively weak. Whether metacognitive strategy is also effective in enhancing primary school students’ listening needs to be investigated.

In the current study, the metacognitive strategy of primary listening is focused to try to find out an effective way to promote students’ metacognitive awareness, help students to use it in English learning and then finally lead to the improvement in students’ listening performance.

To deal with the problems raised in the previous section and improve the efficiency of listening teaching so as to help students make improvement in listening proficiency, the researcher, from the point of view of a primary English teacher, determines to develop an innovative metacognitive strategy framework to implement strategy instruction in listening classroom. That is to say, the researcher would probe into the application of metacognitive strategy to listening instruction to establish a metacognitive strategy-oriented instructional training in primary English listening classroom, which means to improve listening teaching efficiency by promoting the students’ metacognitive awareness and instructing the students to use metacognitive strategy and metacognitive knowledge in English listening classroom.

Listening Comprehension

As an invisible mental process, different people give different definitions about listening comprehension. Every definition of listening comprehension has some unique aspect. According to the features of listening

comprehension process, many researchers indicated listening strategy viewing listening as a cognitive skill. A lot of research has been conducted on listening comprehension strategy in China and abroad.

Date back to 1987, Murphy studied the use of strategy by intermediate-level English as Second Language university students. He found that the more proficient listeners placed greater emphasis on elaborating from their own knowledge and also inferred, self-described, and anticipating more often than the less proficient listeners. He, by analyzing cognitive and metacognitive strategy together, identified four patterns of strategy use and found that the more proficient listeners tended to use the pattern “wide distribution” while less proficient listeners tended to use the pattern “text heavy”. “Wide distribution” refers to an open and flexible use of strategy while “text heavy” refers to the use of strategy which depended mainly on the text.

In 1990, based on the previous researches, O’Malley and Chamot classify and distinguish three major types of learning strategy: Metacognitive Strategy, Cognitive Strategy and Social/Affective Strategy. Metacognitive is a term to express executive function. Metacognitive strategy is used to manage, plan and evaluate the use of cognitive strategy. In other words, they require planning for learning, thinking about the learning process while it is taking place, monitoring of one’s production or comprehension as well as evaluating learning after an activity is completed. As for Cognitive Strategy, O’Malley and Chamot describe them like: “the learner interacts with the material to be learned by manipulating it mentally, (as in making mental images) or physically (as in grouping items to be learned in meaningful categories)” (O’Malley & Chamot, 1990, p. 197). Social Strategy refers to the communication with others for the purpose of acquiring a foreign language. And Affective Strategy refers to the controlling of one’s mood, eliminating anxiety and encouraging oneself. All in all, Cognitive Strategy operates directly on incoming information, manipulating it in ways that enhance learning; they directly involve the target language. Metacognitive Strategy provides a way for learners to regulate and coordinate their own learning process through planning, monitoring and evaluation. They are indirect way of general management of learning and they can support and manage language learning without directly involving the target language. Oxford holds the view that these two types of strategy function at the same that level without hierarchical relationship, while O’Malley and Chamot assert that metacognitive strategy is above the level of the others.

As for the authentic listening tasks, Bacon (1992, p. 161) investigated the listening strategy. The subjects were 50 native English speakers who studied Spanish as a foreign language. The listening materials used in the study were two passages with different levels of difficulty. In this study, the strategy that the listeners used was also coded according to O’Malley and Chamot typology. Bacon for the first time presented a comprehensive list of listening strategy. In the list, the subcategories of metacognitive strategy are distinguished between those that are used prior to, during and after listening, and the subcategories of cognitive strategy are distinguished between the various kinds of activities used by listeners to manipulate the input information. The results of this study reveal that learners adjust their strategies differentially to the difficulty of the listening materials, and that the listeners use more cognitive strategy than metacognitive strategy, females are more apt to use metacognitive strategy. Based on her qualitative analysis of the differences between successful and less successful listeners, Bacon concludes that successful listeners seem to use strategy of greater variety and in more flexibility.

Another study was carried out by Vandergrift (1997, p. 387) looking at the strategy used by learners of different grades in some high schools in Canada learning French. Using three different methodologies: self-report, structured interview and think-aloud, the study identified six most frequently used cognitive strategy, three metacognitive strategies, and the most popular social/affective strategy, and these strategies with

their definitions were organized into a comprehensive framework by the researcher. His sample consisted of students in their first, second and fifth years of French language study (called novice) and students in their eighth year of study (called intermediate). He found that novice listeners relied heavily in elaboration, inference and transfer to buildup meaning, and that they overcame their limited knowledge of words by using what they knew. At the intermediate level, he found greater use of metacognitive strategy than at the novice level, but still a predominant use of cognitive strategy, especially elaboration and inference. In this study, it is found that the largest percentage of the strategies reported by the subjects is cognitive strategy. The results of this study also suggest that the biggest difference between successful and less successful learners seems to lie in the use of metacognitive strategy. The successful listeners are better at employing metacognitive strategy to facilitate their cognitive processing of input information. On the other hand, the less effective listeners lack the regulating control of metacognitive strategy to help them in efficient comprehension.

In China, the researches of listening comprehension strategies are much fewer. Gui Shichun (1992, p. 24) conducted a case study on English listening strategy used by Chinese students. He used two subjects who were junior students from the Department of English, Guangzhou Institute of Foreign Languages. The two subjects were designated as successful and less successful listeners by the researchers. Think-aloud procedures were used for the subjects to report their listening strategies were greatly affected by the ability to perceive and identify the phonetic signals and sensitivity to grammar, and the language proficiency of the subjects. They concluded that there were no good or bad strategies, and the effectiveness of strategy was determined by the appropriateness in applying them, and the appropriateness in applying the strategy depended on the language proficiency and language aptitude of the subjects. They further suggested that the relationship between language aptitude and language proficiency seemed to be more of cause and effect relationship than that between strategy and language proficiency, and the significance of strategy relied only on describing the differences between learners, not on strategy training.

Liu Shaolong (1996, p. 96) investigated English listening strategy used by Chinese learners. The subjects were seven second-year Senior Middle School Teachers Training Course students enrolled in English class in Guangzhou Institute of Foreign Languages, and they were designated as efficient and inefficient listeners respectively according to their entrance examination in 1988 and mean scores of general English in 1989 (both contained listening sections and written sections). Think-aloud procedures were used for the subjects to report their strategies in English listening comprehension. It is found in this study that the subjects use more "bottom-up" processing strategy at the beginning stage of the listening process, and as listening process approaching forward to the later stage, they are seen to gradually increase the use of "top-down" processing. It is also found that there are differences in strategy use between these subjects in type and frequency, and the differences become extremely obvious while some of the subjects are provided with the background knowledge related to the listening text. Those subjects without background knowledge are found to use "bottom-up" more frequently, and show poor performance in the listening test. Thus, the researcher claimed the positive effect of background knowledge on listening strategy use and listening performance, and emphasized the great importance of activating the listeners' background knowledge by adding some pre-listening activities to the classroom.

From abroad to China, the researches for primary English listening comprehension strategies are rare, and actually, the rich results of listening comprehension strategies abroad imply a pressing task of developing

listening comprehension strategies for enhancing listening comprehension. Among these listening comprehension strategies, metacognition is focused in the study.

Metacognition

The prefix “meta” literally means “beyond”. Metacognition therefore means “beyond cognition”. Weinert describes metacognition as “second-order cognitions: thoughts about thoughts, knowledge about knowledge, or reflections about actions” (1987, p. 8, as cited in Hartman, 1998, p. 1). As to the difference between cognition and metacognition, Steward and Tei explained, “cognition refers to having skills; metacognition refers to awareness of and conscious control over those skills” (Purpura, 1997, p. 289). In other words, metacognition is the combined monitoring and regulation of one’s thinking processes and a conscious verification of one’s personal cognitive status that allows a person to develop and expand upon new knowledge. Most researchers agree that cognition and metacognition differ in that cognitive skills are necessary to perform a task, while metacognition is necessary to understand how the task is performed (Garner, 1987, p. 57). So metacognition, as an awareness of one’s own mental processes and an ability to reflect on how one learns, i.e. knowing about one’s knowing, is higher than cognition, and plays a vital role in learning.

In 1979, Flavell poses that metacognition includes metacognitive knowledge, metacognitive experience and metacognitive strategy. Metacognitive knowledge is the relative stable information learners have about learning, the metacognitive experience the on-line experience of the learning process, and metacognitive strategy the executive function. On the basis of Flavell’s research, Wenden poses that “metacognitive knowledge or the learner’s naive psychology of learning refers to the set of facts learners acquired about their own cognitive processes as they are applied and used to gain knowledge and acquire skills in various situations” (Wenden, 1998, p. 515). In the field of foreign language learning, evidence points to the important role of metacognitive strategy. Oxford said like this: “Student without met approaches are essentially learners without direction or opportunity to plan their learning, to monitor their process, or to review their accomplishment and further learning directions” (Oxford, 1990, p. 156). Vendergrift also cited O’Malley and Chabot’s ideas in his book *Facilitating Second Language Listening Comprehension: Acquiring successful strategy that metacognitive strategy has a potential role to promote FL listening comprehension* (O’Malley & Chamot, 1990, p. 69).

According to Educational Resource Information Center which has thousands of kinds of magazines about education, the articles about metacognition exist from 1977. Metacognition has been the focus in research since it is born, but became a hot topic after ten years. At that time, the researches about metacognition are focused on psychology. Since 1980, it developed to the researches of reading, leaning, communication and so on, but most of them are probing into the influence to reading. From 1990 to 1999, the number of researches of metacognition is stable, which is above 120. In this period, the relationship between education and metacognition is very close, and the focus is shifted from theory to practice, from researches to classrooms.

The research about metacognition and learning activity indicates that metacognition is applicable to any kind of learning task (Nisbet & Shucksmith, 1986, p. 78). It is the high ranking skill which ensures the success of any learning activity (Brown, 1983, p. 123). In listening instruction, metacognitive strategies are important in that metacognitive strategies are higher order executive skills that may entail monitoring, regulating or instructing the success of listening activity and process. These metacognitive strategies like planning, monitoring, evaluating and compensating, involve an ability to consciously use metacognitive knowledge to

plan, arrange, monitor, regulate and evaluate the learning process, and involve the consideration of foreign language listening comprehension and learning process. Once listeners have a good command of metacognitive strategies, they are able to assess the situation, to plan for, to select appropriate strategies, to sequence them, to coordinate them, to monitor or assess their effectiveness and to revise the plan when it is necessary. During the process, the listener communicates relevant information to the process responsible for task's execution and collects feedback from the performance process to evaluate the success or failure of task execution so as to improve planning. The improved planning results in improved performance and the cycle is repeated. Metacognitively oriented listeners are aware of both their own learner characteristics and the task demands, are able to select, employ, monitor, and evaluate their use of strategy, and are able to recognize and repair comprehension failures. They have a strong sense of the "meaningfulness" of listening, appreciation of value of self-testing, and recognition of the need to vary their strategies depending on their purposes (Gourgey, 1998, pp. 83-84). Therefore in listening strategy instruction, it is not enough only to have knowledge on the definition and characteristics of learning strategy. The key point is how learners decide when and where and how to use appropriate strategy. Whereas these are where metacognitive strategies lie in. Though primary school students have language skills, they may fail to transfer their native language skills to foreign language learning situations simply because these strategies operate on an unconscious level (Joiner, 1997, p. 310). Because of the importance of metacognition in foreign language learning, it is necessary for primary school students to learn metacognitive strategy.

Metacognitive Strategy-Oriented Model in Primary Listening

In China, it is in the *National English Curriculum Standards* (2001, p. 8) that task-based language teaching is advocated. *National English Curriculum Standards* not only recommends the use of it in classroom teaching but also advocates "feeling English in task-based language teaching so as to improve learners' ability of using English". From a dictionary of applied linguistics, a task is an activity or an action which is carried out as the result of processing or understanding language (i.e. as a response). For example, drawing a map while listening to a tape, listening to an instruction and performing a command, may be referred to as tasks. Tasks may or may not involve the production of language. A task usually requires the teacher to specify what will be regarded as successful completion of the task. The use of a variety of different kinds of tasks in language teaching is said to make language teaching more communicative. It provides a purpose for a classroom activity which goes beyond the practice of language for its own sake. Skehan (1998, p. 268) suggested four defining criteria which should be contained in a task. They are that meaning is primary; there is a goal which needs to be worked towards; the activity is outcome-evaluated; there is a real-world relationship. According to him, a transformation drill, for example, is an activity which spends much time, but does not happen in the real-world, so fails to meet this criterion.

Task-based language teaching (TBLT) has many advantages. Firstly, in TBLT, all the tasks are designed creatively authentic and meaningful, which engages students in communication and stimulates the learners' English learning interest. Secondly, TBLT English teaching classrooms are learner-centered, which arouses the students to use English actively, building up their confidence. Thirdly, TBLT focuses on both form and meaning and both products and process. It enlarges both input and output of the English language which supply the English learners with opportunities to use English comprehensively. Most important of all, it creates more favorable conditions under which learners develop their ability by using the language (Rubdy, 1998, p. 147).

Before-class preparatory work not only serves as the basis and premise for the in-class instruction, but also provides authoritative data proof for the latter testament to the model and offers students an opportunity to pay close attention to their own listening ability and strategy use, which makes it easier for teachers to carry out the following procedures. Generally speaking, three major tasks should be fulfilled by teachers. They are grasping students' listening proficiency, assessing students' current use of metacognitive strategy, and choosing appropriate textbook. In this part, questionnaires will be issued. As for the first task, it can provide teachers with students' listening problems and their ability to listen. The second task not only activates students' prior knowledge on metacognitive strategy, but also serves as a basis for teachers' further instruction. That is to say, teachers can determine what metacognitive strategy should be taught and what should be strengthened. To do these two tasks, teachers may have several of their own methods, among which the most common and convenient one is questionnaire and this study will issue questionnaire. But one point is worthy to be noticed that teachers should encourage their students to fill in the questionnaire with accurate and honest answers. The third task, choosing an appropriate textbook, is still a segment that shouldn't be neglected. Teachers should try to select, if possible, the textbook that satisfies and matches the metacognitive strategy centered teaching model. However, in the current circumstances, teachers usually have a textbook appointed to follow. Though the textbook, *Primary English*, has been well developed and proved useful, it surely has some points that are not appropriate for the specific training. Instead, some other course books as supplementary materials should be chosen to use.

In-class procedure is the major body of the metacognitive strategy centered model, during which the concrete methods and procedures will be demonstrated in detail. The in-class procedure is divided listening class into three stages: pre-listening stage, while-listening stage, and post-listening stage.

Pre-listening is the preparation stage for while-listening, it equips students with learning purpose, high motivation, anticipation as well as necessary skills. It directly determines the success of while-listening. At this stage, teachers mainly take three steps to help learners get prepared for the while-listening. They are giving students introduction to the new teaching model, promoting students' metacognitive awareness to increase their application of metacognitive strategy, systematically explaining and demonstrating metacognitive strategy and finally attaching importance to the planning strategy so as for students to make plan and predictions for the coming listening tasks.

The first task in pre-listening phase is introducing the new teaching model. When implementing the metacognitive strategy centered model, first of all, teachers should give students an introduction to this new listening model in order to give students a general idea about the purpose, procedures and effectiveness of this new model. Gourgey (as cited in Sternberg, 1998, p. 129) shows that students should not be expected wildly to welcome instruction on metacognitive strategy. Often the teachers' greatest challenge is to interest the students in the first place in metacognitive procedures. Teachers can utilize the comparison method which means relating the unsuccessful in both traditional listening instruction and the normal strategy instruction which puts emphasis only on cognitive strategy but without metacognitive components, so as to eliminate students' passive and contradictory attitudes towards this new model. Based on the first step, teachers still need to make students clear of the requirements of syllabus and help them set up their targets, according to their own listening proficiency and purpose, such as communicating with foreign children. The target can serve as basis not only for students' self-checking of their listening proficiency in future, but also for their self-testing the effectiveness

of the new teaching model after training. No matter what goals they set, teachers must inform their students that a goal should be positive, realistic, measurable and controllable.

The second step is promoting students' general metacognitive awareness so as to increase their awareness to use metacognitive strategy and systematically explaining and demonstrating metacognitive strategy. It will be a fundamental step for the model of metacognitive strategy. Therefore, teachers should spend certain in-class time on this step. As for primary school students, discussing metacognition and metacognitive strategy is impractical. Instead, teacher can set some examples to illustrate the importance and process of metacognitive strategy.

The concrete application of planning strategy is the last step in pre-listening phase. This step helps students predict to identify listening purpose, plan for the coming listening tasks and thus ensure students to get ready for the coming listening tasks with preparation. Teacher explores the topic with the class, highlights useful words and phrases, and helps learners understand task instructions and prepare. These can be realized by the following steps. First, teachers need to attract students' attention to the questions either individually or in discussion with their neighbors. By this way, students would be aware and conscious of the purpose or would focus on the upcoming listening input and "narrow down" their expectations for the coming input and focus their attention on the relevant part so as to finish loads of listening tasks. Secondly, teachers should guide their students to have a further analysis of the listening tasks, to conceive what they should pay attention to for achieving the tasks, to sort out the cognitive strategy probably to be used to work out the appropriate comprehension plan. All these can be achieved by activating students' background knowledge and linking their prior knowledge with new information. Students thus could of course attentively and selectively focus their attention to the problems analyzed before. This initial phase gives useful exposure which helps students recall relevant words and phrases and recognize new ones. The preparation time helps them to think of the kinds of things they can say, and seems to result in better quality language use at the task stage.

As Rivers said "in a well-organized integrated listening lesson, while-listening should be a stage at which listening is accompanied by carefully designed activities and experience the pleasure of success" (Rivers, 1983, as cited in LEI, 1999, p. 38). With proper and full preparation at pre-listening stage, students can smoothly move on to while-listening stage. At this stage, teachers' major tasks are guiding students to use metacognitive strategy in practical listening. In the process of listening, students should learn to continuously monitor their comprehension, and make decisions on the strategy being used and to be used in view of the concrete situations. These include monitoring whether the strategy being used is correct or not. If the strategy is correct, students then have to decide what strategy should be used next in the light of the prediction and if not correct, then they have to determine what strategy should be chosen instead so as to compensate for the errors having been made. Furthermore, during listening, students also have to make evaluation and collect feedback at times to series of factors, including the effect of strategy use and the process of listening comprehension. Then they have to make prompt analyses and sum up experience so as to apply relevant and appropriate compensating strategy.

When using certain metacognitive strategy, teachers can use think-aloud method to serve as expert models, showing students how to use these metacognitive strategy when working on the listening tasks. For example, let students see and hear how they plan for, monitor, and evaluate their listening tasks, how they compensate for errors during comprehending and how they approach the problems when listening. These models show how to work with the tasks, and how to make students hear and see what goes on in an expert's "head" when

listening to a text. In addition, two points are worthy to be mentioned: on the one hand, teachers must choose appropriate listening materials as supplement according to the need of the training, and on the other hand, they should have a consideration of the proportion of intensive and extensive listening and the continuity and entirety of the listening practice.

During the task, teachers have to intently observe students' performance on the use of metacognitive strategy. This is not an easy job because teachers can not observe what the students are thinking when they are listening to the tapes. Therefore, teachers have to monitor their students through observation and guess. Of course, this observation will unavoidably cause certain deviation. But as time goes on when teachers become more familiar with their students and have more chances to monitor their students in listening classroom, they can accordingly have a correct judgment. In addition to the observation, some other methods, like drawing pictures, asking students questions concerning the content or main points of the listening tasks, or checking answers to the questions printed below each listening item, are also available. The teacher walks around and monitors from a distance, encouraging everyone to attempt communication in the target language in a supportive way. During this phase, the teacher helps students to formulate what they want to say, but will not correct errors of form. The emphasis in this phase is on spontaneous, exploratory talk and confidence building, and success in achieving the goals of task can increase students' motivation. Mistakes do not matter. Based on the results of monitoring, teachers can make some explanations and demonstrations with regard to the listening content when playing the tape again. And, if necessary, they even can give students some suggestions on the strategy selection and play the tape repeatedly to increase information input so as finally to improve and consolidate students' mastery of metacognitive strategy.

On the whole, during-task phase is not only a stage to encourage listeners to demonstrate their comprehension and to make their problems plain to teachers rather than hide them, but also a stage for teachers to teach and help learners to build up their listening skills and strategy so as to increase listeners' chances of success in listening tasks. Moreover, it is also a stage during which learners can really enjoy their active participation in dealing with their listening problems and are likely to experience the pleasure of succeeding in doing so by working with their peers and teachers in an easy and cooperative environment.

Post-task phase is a stage of making feedback and summing up experiences. At this stage, students can copy new words, phrases and patterns in vocabulary books and teachers should mainly instruct students how to use self-monitoring strategy and self-evaluating strategy to check, monitor, evaluate, make feedback and sum up experience to the activities in the pre-task and during-task stages. Self-monitoring and self-evaluating strategy not only help students to find out their problems and weak points promptly so as for them to work out the way to solve them, but also help them to evaluate their performance appropriately and systematically which enable them to make an adjustment and regulation on their own listening process in view of their own situations.

Self-monitoring at this stage is a process of finding mistakes and correcting them accordingly. Teachers can encourage their students to write down the problems and difficulties they came across when listening. Self-evaluating strategy, at this stage, is used on the one hand to check whether students have understood the listening materials and how much they understood, and whether the strategy students used in process of listening are proper or not, and on the other hand to evaluate if students have made some process after being trained for a certain period of time. If time permits, teachers can also organize students in groups to exchange experiences, and then ask students to reconsider and sum up experience in view of each listening task and

strategy they have used. Thus, students can gradually deepen their understanding of metacognitive strategy and apply them to different listening tasks.

After-class listening can not be neglected, instead it should be considered of great importance as a supplementary part for the in-class instruction. It is a re-practicing and consolidating stage for the in-class procedure. Metacognitive strategy centered model is completely new to the primary school students, so teachers have to spend certain time explaining metacognitive strategy, and demonstrating how to apply them to the exact listening tasks. Therefore, students have to practice after class what have been taught in class to become more familiar with them so as to improve their ability to use them flexibly and proficiently. At this stage, it is also necessary for teachers to give their students certain help and instruction. On the one hand, teachers can recommend their students proper listening materials and assign certain listening tasks related to the in-class instruction and suitable for strategy practice as their homework, so as to ensure the continuity between students' after-class practice and teachers' in-class instruction. Teachers' after-class instruction, on the other hand, is mainly incarnated by regularly monitoring and checking students' performance on the strategy that they practiced with after class, and by collecting students' feedback to the problems they came across when listening with strategy. By this way teachers can not only guide their students purposefully but also take appropriate measures to regulate and modify their teaching plan and teaching procedure. To sum up, the after-class instruction plays as a supporting and supplementary part for the in-class instruction. But as we know, teachers can not force their students to practice strategy after class, so promoting students' consciousness is also indispensable and necessary.

Conclusion

This study provides some insights into metacognitive strategy and the relationship between primary English listening comprehension and metacognitive strategy. This thesis makes an attempt to adopt a metacognitive strategy-oriented model in primary English listening classroom. In a word, metacognitive strategy-oriented model is an effective and efficient class structure and it has practical applications for primary English listening teaching in China. Primary English teacher should not take it for granted that all students are equally aware of metacognitive strategy. They should be aware of the roles metacognitive strategy plays in enhancing primary English listening, encourage and guide students to apply metacognitive strategy by means of activities.

The current study explored the effects of metacognitive strategy on primary school students' English listening learning and proves it can improve primary students' metacognition awareness and enhance their English listening comprehension performance. However, there is still much to tackle in this field. Considering the limitations of this study, future research should be directed to refining the metacognitive model to include variables like personality that may have direct impact on students' achievement of English listening with a longer period of time. A large scale interview may identify a more detailed inventory of metacognitive strategy used in the process of learners' listening comprehension. Researchers should pay attention to the results generated from correlation analysis and it might be advisable to go deeper by comparing individual students' use of strategy. Furthermore, the investigation of metacognition in primary English listening can be extended to other skill areas like primary speaking, reading and writing. Hopefully, this study may arouse the teachers and the researchers' interest in finding out more in this respect of metacognitive strategy.

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