REFERENCES

- Al-Awan, A., Asassfeh, S., & Al-Shboul, Y. (2013). EFL Learners' Listening Comprehension and Awareness of Metacognitive Strategies: How Are They Related?. *International Education Studies*, 6(9)
- Anandapong, S. (2011). A Study of English Listening Problems and Listening Proficiency of Business Students at Bangkok University. *Thammasat University Bangkok, Thailand*.
- Bentle, S., & Bacon, S. E. (1996). The All New, State-of-the-art ILA Definition of Listening: Now that We Have it What We Do With It?. *Listening Post*, 1-5
- Bidabadi, F. S., & Yamat, H. (2011). The Relationship between Listening Strategies Used by Iranian EFL Freshman University Students and Their Listening Proficiency Levels. *English Language Teaching*, 4(1)
- Bingol, M. A., et al. (2014). Listening Comprehension Difficulties Encountered by Students in Second Language Learning Class. *Journal of Educational and Instructional Studies*. Vol(4), 2146-7463
- Bogorevich, V. (2009). The Relationship between Metacognitive Strategies Awareness and Listening Performance. *Northen Arizona University*.
- Chang, C. (2013). Metacognitive Awareness in English Listening: a Study of Taiwanese non-English Majors.
- Gilakjani, A., & Sabouri, N. B. (2016). Learners' Listening Comprehenstion Difficulties in English Language Learning: A Literature Review. *English Language Teaching*. 9(6)
- Kassem, H. M. (2015). The Relationship between Listening Strategies Used by Egyptian EFL College Sophomores and Their Listening Comprehension and Self-Efficacy. *English Language Teaching*, 8(2)
- Mohammadali, M. S., & Negin, S. (2014). ESL Learners Listening Performance under the Impact of Metacognitive Strategies' Different Subscales. *Research Journal of Recent Sciences*, 3(8), 32-37
- Ratebi, Z., & Amirian, Z. (2013). Use of Metacognitive Strategies in Listening Comprehension by Iranian University Students Majoring in English: a Comparison between High and Low Proficient Listeners. *Journal of Studies in Education. Vol. 3(1)*

- Tabeei, S., Tabrizi, A. R., Ahmadi, G. (2013). The Effect of Metacognitive Strategies Instruction on Listening Comprehension of Iranian EFL Learners: Focusing on Gender. *International Journal of Language Learning and Applied Linguistic World (IJLIALW). Vol. 4(4), 13-29*
- Taghizadeh, M., & Abady, A. G. (2016). The Effects of Metacognitive Strategy Training on the Listening Comprehension and Self-Regulation of EFL Learners. *International Journal of Foreign Language Teaching & Research. Vol. 4(16)*
- Tavakoli, M., Shahraki, S. H., & Rezazadeh, M. (2012). The Relationship between Metacognitive Awareness and EFL Listening Performance: Focusing on IELTS Higher and Lower Scores. *The journal of Language Teaching and Learning*, 24-37
- Thomas, I., & Dyer, B. (2007). The Problem of Poor Listening Skills. *Weber State University*.
- Vandergrift, L., & Tafaghodtari, M. (2010). Teaching L2 Learners How to Listen Does Make a Difference: An Empirical Study. *Language Learning*, 60, 470-467.
- Vandergrift, L., Goh, C., Mareschal, C., & Tafaghodtari, M. (2006). The Metacognitive Awareness Listening Questionnaire: Development and validation. *Language Learning*, *56*, 431-462.

http://www.toeflconversionscore.com.//

http://www.TOEFLlisteningcomprehension.drillpal.com//