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EFL Listening Log: A Conceptual Replication of Kemp's (2010) Study on Motivating Autonomous Learning

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ABSTRACT

We conceptually replicated Kemp (2010), who investigated the effect of keeping a listening log, a journal or learner diary, on ESL students' motivation toward autonomous learning. Her research suggested that keeping a listening log can aid ESL listeners to self-monitor their performance and reflect on their listening process independently. Besides, it was found that it would raise their metacognitive awareness of the listening process and motivate them toward autonomous listening. Her study deserves replication due to its theoretical motivation, which is the explicit teaching of a group of listening skills and strategies and the success of the listening skills module designed for study-abroad ESL students. However, almost no previous studies replicated the related research with a phenomenological perspective to examine its robustness and transferability, particularly in an EFL context. Thus, our conceptual replication used Kemp's (2010) materials and procedures to highlight the possible effects of keeping a listening log on EFL learners' motivation to become autonomous listeners in an EFL context. To serve this purpose, 30 freshmen Iranian TEFL students participated in this study. The data were collected through students' listening logs in eight sessions. Results suggested that keeping a listening log can motivate and encourage EFL learners to engage with and reflect on their listening experiences in potential learning situations, thus assisting them with becoming good listeners in real-life situations. Further discussions and pedagogical implications are provided in the paper.

Keywords: autonomy; listening log; motivation; portfolio; self-monitoring; self-reflection

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Introduction

Keeping a listening log is one of the effective strategies that can provide opportunities for L2 learners to follow their interests while learning (i.e., writing short sentences in the listening log) and listening to learn (i.e., learning useful expressions). Apple (2006) maintained that it can motivate them to control their listening comprehension process and become autonomous L2 listeners. Pedagogically speaking, keeping listening logs provides a tangible link between L2 learners (who use it as a means of asking for advice) and a teacher (who uses it as a means of formative assessment, individual guidance, and feedback). Thus, a listening log assists listeners in controlling the flow of listening input to a large extent in that they can take away more bits and pieces of the message. Besides, it drives the listeners to take the process of listening into account strategically by raising their metacognitive awareness of the listening process (see Bozorgian et al., 2022; Goh & Vandergrift, 2021), including an awareness of oneself as a listener (i.e., person knowledge), factors that might hinder the listening process (i.e., task knowledge), and strategies to ease the comprehension process (i.e., strategy knowledge), which would enhance one's listening development (Goh & Vandergrift, 2021).

In this regard, Kemp's (2010) study is a weighty exemplar of successful practice in listening pedagogy, warranting further studies in this area. Her exposition of writing listening logs during each session of a listening skills module, introduced at Leicester University during 2007-2008 and designed for study-abroad students, explained how ESL learners' listening skill was improved and how they were motivated toward self-regulated and autonomous learning. This study merits replication because it appears that the listening log introduced during the listening skills module could successfully improve the participants' listening skills. This is backed by Plonsky's (2011) recommendation that we need to replicate studies that promise long-term results for improving listening proficiency, test their robustness, probe into the nature of the intervention, and examine the context that may have led to those findings.

Ergo, as it stands, it appears that the robustness and transferability of Kemp's (2010) study on the effectiveness of keeping listening logs should be examined with different populations to ensure that the related results can be generalized to other contexts (Mackey & Gass, 2016; Plonsky, 2011). In this respect, this is a conceptual replication designed to retest the same theoretical approach with different populations in a different context, believed to be helpful in addressing the above issues (McManus, 2021, 2022; Morrison, 2019; Porte, 2012; Porte & McManus, 2019). In particular, the choice of Kemp's (2010) study to replicate conceptually was for the following reasons.

First, Kemp (2010) maintained that listeners in an ESL community can write a listening log for listening opportunities they are surrounded with outside the class to develop an awareness of their language learning process through noticing and discovery, regarded as the *sine qua non* of language development. As a result, they become motivated, engage with, and reflect on their listening process and performance. They take control of their progress by critical reflection and independent decision-making and action, a process generally called autonomization. However, it was not corroborated whether the same results would carry over in EFL contexts where L2 learners have few real-time opportunities for practicing speaking or listening to the foreign language outside of the classroom. It was only advised that listening logs should be more widely used (Kemp, 2010). Thus, we were interested in examining whether writing listening logs could produce the same results in an EFL context such as Iran. Besides, we felt that the effectiveness of the listening log might vary as a function of the context.

Second, Kemp (2010) mentioned that the study-abroad ESL students of Leicester University received traditional instruction on listening skills and strategies in one session per week during a

listening skills module. The aim was to enable the students to implement listening strategies that could ease their listening comprehension process and lead to their self-regulated learning. However, she did not explicitly mention what strategies were taught during that course. Besides, there was no trace of a systematic intervention for teaching the listening strategies aimed at directing the learners' listening log writing. To fill this gap, we designed an eighth-session systematic intervention during which several cognitive and metacognitive strategies were taught to the EFL learners.

Third, Kemp (2010) examined how writing listening logs can motivate intermediate to near-native speakers of an ESL context, but left the lower proficiency levels and EFL contexts untouched. Drawing on her findings, we thus decided to examine whether writing listening logs in an EFL context could provide lower-proficiency EFL learners with transferable skills and strategies to raise their awareness of their listening process, assist them with self-monitoring and self-regulating their performance, and motivate them to become independent and responsible for their learning.

All in all, to the best of our knowledge, through available databases, no replication studies to date have delved into the concept of using listening logs in an EFL context. Therefore, it called for some evidence-based study to support the growing research in this area to strengthen the robustness and transferability of Kemp's (2010) study, especially to EFL contexts. For this purpose, following Vandergrift and Cross (2017), a conceptual replication study design was adopted based on the insights provided by Porte and McManus (2018). In doing so, drawing on Kemp (2010) and informed by the same theoretical underpinnings, we considered several adjustments in the present conceptual replication in terms of population, context, listening proficiency, activity type, and data collection instruments, thought to provide more significant insights into the original study and verify the strengths of the results.

Review of the literature

A listening log, also called a listening portfolio, is a form of a journal or a learner diary that stimulates reflection (Shih, 2020; Kemp, 2010). Through reflection and reflective writing, noticing as an essential process in language development, especially developing skills and strategies (Gilliland, 2015; Lee & Cha, 2017), is promoted. To write a listening log, L2 listeners should have five to six listening experiences (e.g., spending time with friends, watching TV, listening to podcasts, etc.) each week and write a paragraph about each of those experiences in their diaries. For this purpose, the participants are requested to reflect on their comprehension of the listening events or materials they have listened to. In doing so, they record the date, source of the activity, and the activity itself (Kemp, 2010).

Listening logs have already been used since the late 1970s to track the language learning and teaching process (Chen, 2016). That said, there has been a growing interest among scholars (Flowerdew & Miller, 1992; Gilliland, 2015; Goh, 1997; Imhof, 2001; Lee & Cha, 2017) in examining how the use of listening logs could further the listening development and improve the motivation of learners toward autonomous learning (Crookes & Schmidt, 1991). Their studies advocated its use as a tool to aid reflection and learning.

The practice of using listening logs, an ongoing assignment for documenting L2 listeners' participation in out-of-class activities, is still in today. Perhaps one of the most influential studies in this regard is that of Kemp (2010), who maintained that listeners in an L2 community can write a listening log in every learning situation outside the class to develop an awareness of their language learning process through noticing and discovery, regarded as the sine qua non of language development. As a result, they become engaged with and reflect on their listening

process and performance. They take control of their progress by critical reflection and independent decision-making and action, a process generally referred to as autonomization. Therefore, autonomy is the capacity of a listener to establish a psychological relationship with the listening process and the content thereof (Little, 1991).

The six-factor evidence-based illustration implemented in Kemp's (2010) study can be used as a model. The first factor consists of evidence of the development of schemata (i.e., related concepts, facts, and images stored in the long-term memory as part of the prior knowledge in the mind of a listener). The second factor contains evidence of metalinguistic awareness (i.e., awareness of the features of a language such as background noise, vocabulary, speed of delivery, pronunciation, and accent) and metacognitive awareness (i.e., awareness of how one thinks about themselves as listeners, listening comprehension problems, and listening strategies). The third factor comprises evidence of learner control (i.e., controlling one's listening situation). The fourth factor encompasses evidence of learning language (i.e., valid context-related words and expressions through listening). The fifth factor is composed of evidence of motivation (i.e., a listener's behavior or attitude towards language learning in general and [improving] listening comprehension in particular) and involvement (i.e., feeling the need for understanding a language and being involved in the listening comprehension process). Finally, the sixth factor entails evidence of progress and the cumulative effect of the activities (i.e., what is learned from each listening activity is strengthened by the subsequent occurrences of that or other related activities).

Similarly, Shih (2020) examined the effect of individual and collaborative learning logs on 62 Taiwanese EFL learners' development of learner autonomy over the course of a semester. Results of semi-structured and focus-group interviews, log records, and class surveys showed that the participants in both groups used metacognitive strategies such as reflection and self-evaluation in their logging process. However, it was also revealed that autonomy was challenging to achieve. Thus, possible solutions were offered.

Wang et al. (2019) also conducted a study on the relationship between need satisfaction, autonomous motivation, and interest outcomes among 1549 students from 10 secondary schools in Singapore. The results of the structural equation modeling analysis indicated a positive relationship between the students' psychological needs and autonomous motivation. Besides, there was a negative relationship between these psychological needs and the students' controlled motivation. Another finding was that autonomous motivation was also connected to relatedness.

In any event, Mackey and Gass (2016) and Plonsky (2011) maintained that ensuring the external validity of the findings of a study depends on replicating the study with different populations in different contexts. To date, no listening-log research has been replicated with the specific aim of corroborating the robustness and transferability of the findings of the original study. Consequently, the present study approaches this goal by conceptually replicating Kemp's (2010) influential study on listening logs. Thus, the present conceptual replication incorporates some intentional modifications in terms of population, context, listening proficiency, activity type, and data collection instruments to add confidence to the implementation of this research tool.

All in all, since there is a dearth of research examining the possible effects that keeping a listening log may have on EFL learners' motivation to become autonomous listeners in an EFL context, the following two research questions were formulated to understand the relationship between these variables toward listening development.

- RQ1. To what extent does a listening log motivate Iranian EFL learners to become autonomous listeners?
- RQ2. What motivating evidence can be seen in Iranian EFL learners' listening logs?

Method

Design

The present qualitative study used a phenomenological approach to expound the lived experiences of 30 Iranian EFL learners at great length to better understand how the participants in this EFL context perceived keeping listening logs to motivate their autonomous learning and what motivating evidence could be collected from their experiences. In doing so, the participants' listening logs together with the discussions in a Telegram group and our class observations were used to arrive at rich data. During the discussions, the researchers asked open-ended and follow-up questions to elicit their experiences.

Participants

In Kemp's (2010) study, 43 students, out of whom 42 submitted their listening logs, initially took part in a listening skill module. The participants of Kemp's study were intermediate to near-native students, but those of the present study were 30 freshman second-term university students majoring in TEFL with a language proficiency level of nearly IELTS 5. They consisted of five males and 25 females, ranging from 18 to 32 years of age, all of whom submitted their listening logs. Their prior language learning experience dates back to their high school years when they were taught the Prospect and Vision series, the primary English textbook materials taught at Iranian high schools today. Similar to Kemp's (2010) study, the participants here attended one session to raise awareness of listening strategies used per week. Each learner had a chance to do this process in eight weeks. In addition, 20 out of 30 learners answered the open-ended questions (Kemp, 2010) asked at the end of the project. Pseudonyms were also used for the participants in this paper.

Instruments

Two instruments, namely a listening log and the Telegram App, were used in this article. The first instrument, namely the listening log, was similar to the only instrument used in Kemp's (2010) study, and the second instrument, namely the Telegram App, was used to facilitate the provision of feedback to learners. As went earlier, a listening log is a form of journal or learner diary that is used by EFL listeners to document their out-of-class listening experiences, such as listening to podcasts, etc and reflect on how it improved their listening comprehension. For this purpose, they are requested to record five to six listening experiences in their diaries per week by including the date, source, and the activity itself (Kemp, 2010). The internal consistency reliability of this tool was calculated to be .86, which is considered good (Pallant, 2020). Besides, its validity was confirmed by other researchers (Chen, 2017; Gilliland, 2015; Kemp, 2010; Schmidt, 2016).

Procedure

The researchers attempted to obtain the professors' and learners' permission and kindly asked the learners to participate in the research. To follow the ethical protocols, the researchers asked the participants to fill out the consent form. Then, the researchers started the research process by adopting the six-factor evidence-based illustration implemented in Kemp's (2010) study as a model since it reasonably accounted for the effect of keeping listening logs on the learners' motivation toward autonomous learning.

The research process took place in eight sessions. Like that of Kemp's (2010) study, the participants attended one session per week. In each session, learners had five to six listening experiences to write a log for. They included the date, source of the activity, and activity itself (i.e.,

they recorded the listening experience when possible). Table 1 summarizes the 8-session intervention for directing the learners' listening log writing. In the first session, the learners were informed of how to write a listening log and were required to do a pilot listening log writing task according to the six questions sent to them for directing their listening log writing (see Kemp, 2010). From the second session to the fifth session (the preparation sessions), learners were taught and became aware of some listening skills and strategies, including metacognitive strategies, top-down strategies, re-listening, and note-taking strategies. In doing so, a module and/or a plan for learners' preparation was used (see Kemp, 2010). Meanwhile, like Kemp's (2010) study, they received general feedback and comments whether in oral or written forms. However, unlike Kemp's (2010) study, they received feedback in both the Telegram group and half-an-hour meetings from the third researcher. The third researcher also observed the learners' listening and speaking classes occasionally. From the sixth to the eighth session, strategy awareness and feedback stopped, and learners acted out independently and autonomously.

Table 1
The 8-session Intervention for Directing the Learners' Listening Log Writing

Session	Strategies	Activities
Session 1	Introduction and familiarization	The learners were informed of how to write a listening log.
Session 2	Identification of the learners' problems	They were requested to listen to some pre-assigned CBS or Ted-Talk news and orally brief their classmates on it. The rest of the learners were expected to report their listening problems.
Session 3	Listening strategies for problem-solving	The learners were asked to think about some possible solutions to solve their listening problems.
Session 4	Task-repetition and note-taking	They were then taught more listening strategies, such as re-listening and note-taking.
Session 5	Language learning	The learners were provided with some helpful information about meta-linguistic awareness and metacognitive skills to ease their listening process.
Session 6	Stopping feedback and encouraging autonomization	The feedback was stopped and the learners were advised to act autonomously.
Session 7	Requesting the L1 use	Some learners requested that they use their L1 to write their comments while writing their logs because they did not know the English equivalents for some unknown words.
Session 8	Enforcing the L2 use for log writing	The third researcher had the learners write their comments in English in their listening logs.

Data analysis

Like Kemp's (2010) study, the data in the present paper were generated from the learners' weekly practice of keeping listening logs. This data and those of the discussions in the Telegram group and observations of classes were analyzed using the NVivo software package, version 12, to find out how well they could write listening logs to improve their listening comprehension and motivation toward becoming autonomous listeners. The analysis of the qualitative data was conducted in three stages: (1) familiarizing and organizing (i.e., familiarizing oneself with the data by reviewing it and organizing the data for easy retrieval), (2) coding and reducing (i.e., identifying the codes or specific behaviors and sorting them into categories and categories into themes) and (3) interpreting and representing, that is, reflecting on the meaning and explaining and presenting the data (Ary et al., 2018). The inter-coder reliability of the data analysis was confirmed by calculating Cohen's kappa statistic ($k = 0.84$), which ensured ideal agreement.

Results

Like Kemp's (2010) study, much evidence was gathered from the learners' listening logs and the discussions in the Telegram group. However, we presented precisely those of Kemp's due to space limitations. These pieces of evidence were presented in percentage terms to show how many out of the possible 30 learners had such experiences in their writing listening logs. In the following sections, we presented the descriptive information and discussed the findings obtained from the learners' listening logs to answer the two research questions. In addition, Table 2 below presents the quantitative information, including percentage terms and numbers of participants who belong to each category of the 6-factor model proposed by Kemp (2010).

Table 2
Percentage and Number of Participants who Belong to Each Factor

Research question	Percentage	Number of participants
RQ1	86.66%	26 out of 30 learners
RQ2 – Factor 1	93.3%	28 out of 30 learners
RQ2 – Factor 2	90%	27 out of 30 learners
RQ2 – Factor 3	93.3%	28 out of 30 learners
RQ2 – Factor 4	60%	18 out of 30 learners
RQ2 – Factor 5	70%	21 out of 30 learners
RQ2 – Factor 6	43.3%	13 out of 30 learners

Note on Table 2: Factor 1 = development of schemata; Factor 2 = metalinguistic and metacognitive awareness; Factor 3 = learner control; Factor 4 = learning the language through listening; Factor 5 = motivation and involvement; Factor 6 = progress and the cumulative effect of the activities.

Findings for research question 1

Regarding the first research question centering on the extent to which listening logs motivate Iranian EFL learners to become autonomous listeners, we found that keeping the listening logs did motivate the learners to a great extent and encouraged them to act independently, which was explicitly confirmed by 86.66% of the learners (26 out of 30 learners). Our finding agrees with that of Kemp's (2010) study, where it was found that encouraging individual ESL learners to keep a listening log motivated them toward autonomous learning. To answer the first research question, numerous excerpts were selected, and pseudonyms were assigned. For example, a learner (i.e., David) asserted that the enjoyment derived from keeping the listening logs and applying the new strategies and techniques encouraged him to think inwardly and act outwardly on his own, which was conducive to his autonomous learning.

"Regarding writing a listening log, generally, this project was good for me. In this process, I forced myself to listen to and watch new films and track them to improve my listening skills. At first, I was not good at this, but gradually, I learned new techniques and enjoyed this activity. It was encouraging to me because it helped me work on my own and use some strategies to solve my listening problems." (David, age 24)

Another learner (i.e., Jennifer) claimed that doing this activity triggered her conscious attention and involvement, and thus led to her motivation. As a result, she gradually moved towards self-regulation and autonomy and progressively developed her listening skills to a great extent.

"I think listening is a difficult part of each language. Sometimes, because of its difficulty, learners are not eager to spend time practicing it. Keeping a listening log was a new experience for me and made me pay more attention to my listening skills. In the past, I did not consider listening as important as it was. Writing a listening log was a practice for improving my listening skills without the need for much help, and it improved my listening." (Jennifer, age 22)

There was another learner (i.e., Emma) who also proposed the idea that keeping the listening logs led her toward independent planning and problem-solving. For instance, she used prediction and inferencing strategies to make sense of the incoming auditory input, which included unknown words. Therefore, she was motivated enough to continue writing her logs to develop her listening skills.

"About keeping the listening logs, I should say, at first, it was not important to me at all. I mean, it was a kind of nonsense task for me such that I did not have any plans for it. I did not want to do it because I thought it would be hard for me or a kind of activity that my friends could easily do, but I could not do it. Despite this idea, when I talked to my friends about this activity, I misunderstood it. It was related to our daily activities, and it was not something exotic or strange. I could even write about the music I listened to that day, so there would not be any reason not to do it. When I did it, I found that I could find my problems little by little, which I was not aware of their existence at all. ... In conclusion, I felt my progress and found that I was independent of using a dictionary or subtitle that much. Besides, if I did not understand a word, I did not have to look it up in the dictionary or subtitle. I could guess its meaning by knowing the whole subject." (Emma, age 27)

Findings for research question 2

The second research question examined the motivating evidence that could be observed in the learners' listening logs. Kemp (2010) used pieces of evidence such as the development of schemata, meta-linguistic and metacognitive awareness, learner control, learning the language through listening, motivation and involvement, and progress and the cumulative effect of the activities to collectively explain the effect of keeping a listening log on ESL listeners' motivation toward autonomization. Thus, to answer the second research question, the researchers used the six pieces of evidence, analyzed in Kemp (2010), given in the following parts.

Evidence of the development of schemata

The data related to 93.3% of the learners (28 out of 30 learners) indicated the realization of relevant schema and how it could help them fill the gaps in their understanding. It can be seen from one of the learners (i.e., Sarah: News casting) that when a learner listens to a particular piece of news in her country, she can understand it better because she is familiar with the discourse community.

"The first news was about Iran, and I had information about it, so I was able to understand it well." (Sara, age 23)

Another learner (i.e., Julia: A video) tried to link the new concepts to what she already knew, which resulted in better listening comprehension.

"... I could not understand it, but I just guessed the words and associated it with what I had known before. It helped me understand it better." (Julia, age 30)

There was also another learner (i.e., William: The last forty-eight hours of Curt Cobain), whose use of his background knowledge resulted in no major problem in his listening comprehension.

"A documentary about the legendary Rock Singer, Curt Cobain: I had good background knowledge and got most of it. No major problem was seen." (William, age 28)

Evidence of meta-linguistic and metacognitive awareness

The data suggested that 90% of the learners (27 out of 30 learners) were able to recognize their listening problems, which led them to search for the solution and control their situation, which are the topics of the next section (i.e., evidence of learner control). It can be observed from one of the learners (i.e., Oliver: A professor's lecture) that the problem originated from the lack of technology, such as a microphone, in the classroom, which bothered the learner who could not sit in the front row of the class.

"... I cannot hear anything he says. He has a nice news-casting voice, but his voice does not reach us in the back. Now, I know I should not be complaining about this, and I should just change my place and sit in the front row, but it is not that easy. First of all, the girls in our class almost always rush to the front rows and we are forced to sit at the back. The other thing is, boys do not really like sitting in the front, and whenever I sit in the front, I get teased. I will try and change my place, or at least buy a recorder to listen to his lectures at home." (Oliver, age 32)

In another case (i.e., Gloria: Movies on TV), as the learner could not see the lecturer's face and lip movement, she had problems with understanding.

"... At first, I looked at the big screen a lot because I thought it was a lot easier to listen when I looked at people's mouths/faces when they talked, but later, I listened more without looking at their mouths and faces." (Gloria, age 25)

Evidence of learner control

The data revealed that about 93.3% of the learners (28 out of 30 learners) tried to find a solution for their listening problems before and after the preparation sessions. As can be seen from one of the cases (i.e., Julie: Movies), the learner tried to put away an inappropriate strategy that she used in previous cases.

"At first, I started to watch movies with subtitles. I thought that that was the best way to improve my listening. I was optimistic. I thought that in two or three years, I would be able to understand native speakers. Unfortunately, it did not work. ... I try to change my way according to your information about this process." (Julie, age 18)

In another case (i.e., Ellen: News), it can be seen that the learner tried to be exposed to new vocabulary while listening by reading the text related to that listening topic.

"... The news takes time if we face any problem. To solve that problem, I try to find specific news on the Internet, and by reading the context about the specific topics, I find the keywords." (Ellen, age 20)

Evidence of learning the language through listening

The collected data suggested that 60% of the learners (18 out of 30 learners) learned the language through listening. While keeping a listening log, learners stated that while they sought to learn how to listen, they mastered particular language components, such as new words and idioms (i.e., Robert: Watch a short film for 40 mins).

"This was an animation, and I love watching animations. This time, I watched half of it, from which I learned the following:

- Learning idioms, such as pins and needles, make some toast, Mr. Life of the Party, etc.

- Learning vocabulary items, such as legitimate, bowl, cowabunga, toed, goliath, etc." (Robert, age 24)

They also acquired correct pronunciations through listening (i.e., Miah: A film).

"... Finally, I found out that the word is "Piracy downfall". It was interesting that the word "downfall" has quite a different pronunciation in British English." (Miah, age 26)

The last case (i.e., Lisa: A movie "The Fault in Our Stars") is a reminder of how closely challenge and motivation are linked to language development.

"I watched the movie three times just to memorize some sentences. I think that when the speech is so great in the movie, it will attract learners to try harder to hear them all. One of the sentences was this: If you want the rainbow, you have to deal with the rain." (Lisa, age 25)

Evidence of motivation and involvement

According to the data, 70% of the learners (21 out of 30 learners) showed evidence of motivation and involvement in their listening logs. The evidence revealed that learners were motivated by their interest in knowing about the different lifestyles of people of a particular culture (i.e., Teresa: A documentary "The Little Things, Homeless in New York").

"It was enjoyable because I got some information about the way of living of different people in New York." (Teresa, age 27)

They also desired to follow their personal preferences and habits (i.e., Penny: Music "Shape of My Heart").

"I try to stand true to the personal preferences and habits I enjoy when listening to music." (Penny, age 23)

Evidence of progress and the cumulative effect of the activities

The data suggested that almost 43.3% of the learners (13 out of 30 learners) showed evidence of progress and the cumulative effect of the activities. In one of the cases (i.e., Paula: American Horror Story [season five]), we can observe how learners' exposure to the particular accent within five seasons of the movie resulted in the learners' progress in listening comprehension.

"... After watching five seasons, I got used to actors' and actresses' voices, so it was easier for me to understand them. I think it makes a huge difference between listening to someone for the first time and listening to them after so many times." (Paula, age 24)

In another case (i.e., Jessie: Ted-Talk "The difference between Japan and America"), regular activities such as watching several Ted-Talk shows provided evidence of the cumulative effect of those activities and resulted in the learners' progress.

"The presenter would speak with a suitable accent, and his voice was very clear. I was able to get many of his words. It was joyful for me to understand him. I could feel the progress after watching several Ted-Talk shows." (Jessie, age 29)

Overall, the results of the present paper concerning the second research question align with those of Kemp's (2010) study, revealing that keeping a listening log assisted EFL learners with developing and modifying their prior schemata and filling the gaps in their understanding. It also raised their awareness of the listening comprehension problems, such as background noise, speed of delivery, accent, etc., and brought about learner control through independent decision-making and action. By keeping a listening log, the EFL learners could learn through listening and listen to

learn, become motivated and involved in the listening process, and finally show evidence of progress.

Discussion

The present paper addressed two research questions that investigated the extent to which a listening log motivates autonomous EFL listening and examined the pieces of evidence that could be seen in the learners' listening logs. To answer the first research question, we found that keeping the listening logs improved the EFL learners' motivation toward autonomous learning to a great extent. The reason is that the learners were engaged with and involved in their listening development and language learning process. They decided to focus on the contexts in talk shows, podcasts, or movies, which were their favorite ones. Therefore, they became motivated to listen and used various strategies to reach their listening goals. The above findings are consistent with those found in Gilliland (2015), Lee and Cha (2017), and Kemp (2010) regarding the first research question.

In particular, Kemp (2010) found that when learners monitor their performance, they ultimately become more motivated to listen and eventually improve. Similarly, the learners in the present study were so motivated that they used their pre-learned listening strategies, such as metacognitive strategies, top-down strategies, re-listening, and note-taking strategies to make online decisions while listening to the speakers. These strategies also assisted them in resolving their listening comprehension problems autonomously (Bozorgian et al., 2022; Bourdeaud'hui et al., 2021; Lee & Cha, 2017; Stringer & Looney, 2020; Vandergrift & Goh, 2012). The listening comprehension problems reported by the learners have mainly originated from different accents, unfamiliar topics, noise, speed of speech, and lack of interest (Worthington & Bodie, 2020). To assist them with resolving these problems, the researchers raised their meta-linguistic awareness and taught them a few metacognitive skills (Aryadoust, 2021; Bozorgian & Muhammadpour, 2020; Bozorgian et al., 2022; Goh, 2018). Aligned with Vandergrift (2007), the finding of this study also suggests that if learners become conscious of how they learn, they can identify the most effective ways of using metacognitive strategies, which help them to plan, monitor, and evaluate their listening.

To answer the second research question, the present paper collected six pieces of evidence (see Kemp, 2010), namely evidence of the development of schemata, evidence of meta-linguistic and metacognitive awareness, evidence of learner control, evidence of language learning through listening, evidence of motivation and involvement, and evidence of cumulative effect of activity.

Evidence of the development of schemata showed improvements in the learners' online processing and retrieval of necessary contextual information when needed. Besides, through the repetition of a listening task, learners were able to update and develop the schemata relevant to their world and improve their listening comprehension. The learners with background information about a particular topic in their mother tongue had better listening comprehension. These findings are close to those of Kemp (2010) since it was revealed that keeping listening logs routinely filled their comprehension gaps in various listening contexts. As a result, their schemata were updated, consolidated, retrieved, and further developed with the new information (Richter et al., 2019). In general, when learners listen, they need to contextualize what they hear if they want to process it in real-time and make sense of it. This process is often called 'activation of schemata', that is, accessing the related concepts in a listener's mind (Flowerdew & Miller, 2005). Each new experience modifies learners' existing schemata. Thus, if they find themselves in an unfamiliar culture or discourse community, they create a new schema. Schema activation aids online processing and supplies unstated, but necessary contextual information (Kemp, 2010).

Evidence of meta-linguistic and metacognitive awareness represents learners' awareness of their problems, such as difficulty in understanding a particular listening experience due to the strange accent of a speaker. The evidence revealed that some learners initially did not notice their listening problems and thought that if they had empowered their vocabulary knowledge, they would not have encountered difficulty in listening comprehension (Stæhr, 2009; Zhang & Graham, 2020). Gradually, almost all the learners were able to identify their problems. The findings align with those found in Kemp's (2010) in that the learners were aware of the difficulties that often arose during the listening comprehension process (Goh & Vandergrift, 2021; Vandergrift, 2007). They also enumerated some of these difficulties, such as background noise, vocabulary, speed of delivery, pronunciation, and accent. In addition, when a learner struggled with a word recognition problem, he/she suddenly remembered a similar problem that he/she solved in another listening event. This phenomenon is called the 'metacognitive experience' that Flavell (1979, p. 906) defined as "any conscious cognitive or affective experiences that accompany and pertain to any intellectual enterprise".

Evidence of learner control revealed the learners' attempts to solve their listening problems intuitively. By solving their problems and controlling the situations, learners could become independent and assume overall responsibility for their learning. This finding indicated the learners' movement toward autonomy, which is also consistent with the ones found in Kemp's (2010) study, where keeping listening logs helped them to become aware of their listening process and acquire the habit of making instant decisions while listening and acting upon them (Goh, 2008; Matsumoto, 1996; Yamashita, 2015). This helped them become autonomous and take control of their listening development independently to find solutions to their listening difficulties (Benson, 2013). Our findings are in partial disagreement with those found in Shih (2020) since she maintained that although the participants in both groups used metacognitive strategies such as reflection and self-evaluation in their logging process, they could not ultimately reach autonomy due to possible reasons such as a lack of clarity in terms of purpose, a lack of planning, their beliefs and superficial learning. The reasons reported could be explained by Wang et al.'s (2019) study where a positive relationship between the students' psychological needs and autonomy was found.

Evidence of language learning through listening showed that learners have mastered particular language components, such as vocabulary, idioms, or pronunciation while they were engaged in a listening experience. Our finding concurs with the evidence collected in Kemp's (2010) study in that keeping a listening log facilitated the development of their future study plans, linguistic knowledge, listening and writing skills, and self-confidence (Chen, 2016). Thus, it seems that there is a close relationship between learning to listen and learning through listening (Rost, 2016).

Evidence of motivation and involvement suggested that when learners are involved in a particular listening experience, they are motivated by personal motives such as their love of the task or their desire to improve their listening comprehension. This finding is in line with those of Kemp (2010) in that the listening logs gave the learners a chance to explore their motives so that they ultimately could have a clear picture of their own ought-to or ideal L2 selves (Lee & Cha, 2017). Thus, it improved their motivation and engagement in their listening development. Generally speaking, motivation plays a crucial role in students' readiness for learner autonomy in language learning (Nasri et al., 2017; Wang et al., 2019; Yamashita, 2015). As the learners are involved in each situation they record, their listening logs can provide fresh insight into their motivation instrumentally (Bourdeaud'hui, 2021; Bower, 2019a; Kemp, 2010; Wang et al., 2019).

Evidence of the cumulative effect of activities and progress suggested that doing an activity regularly results in the learners' progress in that activity. The findings are in agreement with those of Kemp's (2010) study, where a learner asserted that listening to the TV show several times assisted them with better comprehension and obviated the need for subtitles. In general, as a

result of the cumulative effect of keeping listening logs, learners not only understand the purpose of monitoring their performance (Burns & Siegel, 2018), but they also become more aware of and motivated by their progress (Bourdeaud'hui, 2021; Bower, 2019b).

Consequently, the findings of the present paper are in total alignment with those of Kemp's (2010) study, suggesting that keeping listening logs motivates autonomous listening and improves the learners' motivation to a large extent. Findings indicated that (1) the majority of the learners were motivated to keep listening logs and were able to enhance autonomous listening through keeping the logs; (2) the learners' listening logs manifested evidence such as language learning through listening and the cumulative effect of activities that were beyond the scope of this study; and (3) learners collectively had a positive approach toward keeping listening logs due to the progress they made over time. Therefore, this agreement between the two findings indicates that keeping listening logs has the potential to motivate L2 learners in both ESL and EFL contexts to become autonomous listeners. In this respect, the findings of Kemp's (2010) study were found to be robust and transferable to other contexts and populations, thus having external validity.

Conclusion

The present study, which is a conceptual replication of Kemp (2010), probed the extent to which writing a listening log motivates autonomous listening for EFL learners through metacognitive awareness, top-down strategies, re-listening, and note-taking to encourage learners to go beyond and reflect on their cognitive processes. Similar to that of Kemp (2010), the strategy-based instruction in this research can be promising for teaching listening in the curriculum of educational centers. In addition, the independent use of strategy-based instruction can benefit EFL learners who do not have the opportunity for exposure to a foreign language in an out-of-class environment. Being aware of how learners develop their L2 listening skills can help language teachers to prepare suitable materials effectively.

The learners' listening logs, researchers' observational notes, and learners' discussions on Telegram revealed that learners were able to enhance their development of schemata, meta-linguistic and meta-cognitive awareness, control, and ultimately, language learning. As a result, they displayed performance improvements and progress in their listening outside the classroom. Compared to other qualitative research designs, such as a case study, which is not transferable, the findings from a phenomenological research design are readily transferable to a larger population due to the number of participants in this particular research design ranging from 10 to 40. Although it is somehow subjective, what is of central importance is clarity in illustrating and presenting learners' personal experiences. The findings of this paper suggested that the majority of the learners had a positive approach toward writing a listening log, enjoyed keeping listening logs, and were able to take responsibility for their learning.

In general, the findings of the present study corroborate those of Kemp (2010), that is, (1) the majority of the learners were motivated to keep a listening log and were able to enhance autonomous listening by keeping a listening log and Telegram group discussion; and (2) learners' listening logs manifested evidence such as language learning through listening and the cumulative effect of activities that were beyond the scope of this study. However, realizations of these pieces of evidence that can be observed in the learners' listening logs were expected. Findings also suggested that teachers can use listening logs and technologies such as Telegram to provide opportunities for EFL learners to practice listening outside classrooms.

Collectively, the above findings add to the robustness and transferability of Kemp's study. Besides, this study can aid in designing an in-depth instructional program to focus more on

activating learners' participation in the process of learning listening. Also, it can facilitate raising their consciousness of the cognitive process by encouraging them to reflect on it. Teachers are recommended to help learners assume overall responsibilities for their learning and make them ready for on-the-spot decision-making during their listening experiences. Future lines of replication research can adopt an approximate or close exploratory design to replicate the present study in various educational EFL contexts such as state high schools, private institutes, etc. It is also beneficial to the body of research to examine the effectiveness of keeping listening logs in the case of less proficient L2 listeners compared with their more proficient counterparts.

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