BIBLIOGRAPHY

- Fenghua, L. 2010. A Study of Metacognitive-Strategies Based Writing Instruction for Vocational College Students. English Language Teaching, 3(3) PP 136-144. From http://files.eric.ed.gov/fulltext/EJ1081775.pdf.
- Nisbet, J., & Shucksmith, J. (1986). *Learning strategies*. London: Routledge and Kegan Paul.
- Osada, N. (2001). What strategy do less-proficient learners employ in listening comprehension? A reappraisal of bottom-up and top-down processing. Journal of the Pan-Pacific Association of *Applied Linguistics* 5, 73–90.
- Phakiti, A. (2003). A closer look at the relationship of cognitive and metacognitive strategy use to EFL reading achievement test performance. *Language Testing*, 20 (1), 26–56.
- Purpura, J. E. (1997). An analysis of the relationships between test -takers' cognitive and metacognitive strategy
 - use and second language test performance. *Language Learning*, 47(2), 289–325.
- Schmidt, R. (1995). Consciousness and foreign language learning: A tutorial on the role of attention and awareness in learning. In R. Schmidt, (Ed.) Attention and awareness in foreign language learning (pp. 1–63). Honolulu: University of Hawai'i Press.
- Vandergrift, L. (2005). Relationships among motivation orientations, metacognitive awareness and proficiency in L2 listening. *Applied Linguistics*, 26, 70–89
- Vandergrift, L., Goh, C., Mareschal, C., & Tafaghodtari, M. H. (2006). The Metacognitive Awareness Listening Questionnaire (MALQ): Development and validation. *Language Learning*, 56, 431–462.