A Systematic Review of Recent Studies on Second Language and Foreign Language Listening Strategies

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Abstract: Listening strategies are widely recognized as a key research area that can greatly enhance the understanding and improvement of teaching and learning listening skills. Even though the importance of understanding the various concepts around language listening strategies both in the contexts of teaching second and foreign languages, the amount of research done on listening, let alone listening strategies, are lower in quantity compared to research done on the other language skills. The aim of this study is to review the studies concerning listening strategies in both the English as a Second Language and English as a Foreign Language contexts and contexts regarding language other than English as well, to find out the current trends and emerging themes in various different contexts around the world. To do so, a systematic review of thirty-one articles published between 2014 and 2022 that investigated listening strategies was conducted using content analysis to see the common themes between the studies. Four common themes emerged from the process are 'metacognitive listening strategy use and metacognitive awareness', 'listening strategy instruction', 'the effect of related concepts and treatments on listening strategy', and 'the identification of listening strategies used in different environments and contexts'.

Keywords: Listening Strategies, metacognitive Awareness, content Analysis,

1. Introduction

Listening in English as a Second Language (ESL) / English as a Foreign Language (EFL) studies are regarded as the most under-researched language skill compared to the three other language skills (Field, 2008) Even though listening is also regarded as the most-used language skill (Vogely, 1998) and its importance on the development of other language skills are known (Rost, 2015), the lack of research focus on the subject leaves certain stones unturned for the area of listening and creates a general lack of understanding toward certain aspects of the concept.

While there are different interpretations and reasonings behind why listening as a language skill is the most-neglected language skill out of the group of language skills, one prevailing idea is that the acquisition of knowledge and overall input has been seen as a dominantly subconscious process. While this has been the understanding behind some research, today, the distinction between hearing and listening has been made clear and listening as a language skill is seen as active while hearing is seen as passive (aherkhani, 2011. Through this new distinction, research that focused on the idea that listening is an active process that requires conscious effort increased.

Strategies are actions done by the learners of a language to learn a certain aspect of it through a means of constructed steps and methods. The definition is for all strategies used in the learning process of language and is also fit to better conceptualize the general scope of listening strategies in both EFL and ESL. To better understand the processes of different language learning strategies and the context around them, this general understanding of strategies has been separated into 6 different categories which are cognitive, metacognitive, memory-related, compensatory, affective, and socia.l These strategy types have been widely regarded as the general accepted approach in separating different language learning strategies to comprehensible categories, with listening strategies using the four categories of cognitive, metacognitive, social, and affective strategies (Mendelsohn, 1984).

While listening is evidently less researched than other skills, such notion does not seem to stand true while looking at the vast amount of research done on listening let alone listening strategies; but even so, these vast number of studies have stood on the same foundation of literature to research different contexts (Corbitt, 2017), with regards to the relationship between other concepts (Razmi, Jabbari, & Fazilatfar, 2020), and with other different varying variables, to see strategy variety (Ngo, 2015), the effects of different treatments on strategy use (Yeldham, 2015), interaction with different concepts (Bulut & Ertem, 2018), and so on.

1.1. Aim and Significance of the Study

The purpose of this systematic review is to review the studies done on foreign language and second language listening strategies. The main aims of this study are to find out the inclination of listening strategy research between 2014 and 2022 in various different contexts, and to find out the trends in this particular research area to see frequently researched topics, research gaps, current trends, and the research in this area of listening strategies may be directed in the future. To achieve these goals, the following research questions were asked:

1. What are the current trends in second language / foreign language research concerning language listening strategies in the past 9 years (between 2014 and 2022)?
2. What are the emerging themes and inclination of future research in second language / foreign language concerning language listening strategies in the past 9 years (between 2014 and 2022)?

2. Method

For the review process, a literature review was conducted that aimed to investigate the commonalities in the articles found through the literature search and the selection of the appropriate studies that have come up during said literature search.

2.1. Literature Search

The keywords used for the literature search to find the relevant articles were "SL listening strategies", "FL listening strategies", and other similar keywords. Education Resources Information Center (ERIC) and Elsevier's database Scopus were used as databases for both journals and articles. Because of the immediate overlap between the articles found in these two databases, no particular need for the inclusion of a third database was necessary. The journals that have come up through the process were considered if they were trustworthy, respectable journals that were peer-reviewed. At the end of the literature search, only articles from the following journals were included in the systematic review: English Language Teaching, Journal of Education and Training Studies, PASAA Journal, International Journal of Listening, Journal of Computer Assisted Learning, The EUROCALL Review, Jaltcalljournal, rEFLections, EDUCATION, International Journal of Instruction, Euroasian Journal of Applied Linguistics, SAGE Open, Asian-Pacific Journal of Second and Foreign Language Education, International Journal of Progressive Education, LEARN Journal: Language Education and Acquisition Research Network Journal, Dimensions, The Language Learning Journal, Journal of Psycholinguistic Research; Language, Culture and Curriculum; TESOL Journal, TESOL Quarterly, and MEXTESOL Journal.

Additionally, the journal "International Journal of Listening" was manually checked without the use of a database to find relevant articles fit within the criteria of the systematic review.

2.2. Inclusion / Exclusion Criteria

In order to be a part of the systematic review, the following criteria were identified for:

- Studies that were published between 2014 and 2022.
- Studies that were written in full English.
- Studies that included empirical research. The studies selected had to have the needed parts of a research that discover new data and findings such as participants, research questions, hypotheses, data collection and analysis, and so on.
- One of the components investigated needed to be language listening strategies in the context of SL / FL.
- Studies / journals that are peer-reviewed.

After the review of potential studies that could be used to fulfill the aims of the systematic review, the following criteria were used to exclude the articles not fit for the aims of this systematic review:

- Books, conference papers, examination papers, literature reviews, systematic reviews, guidelines, questionnaires, and other types of publications, aside from journal articles and research articles, were excluded.
- Articles locked behind hard paywalls were excluded.
- Articles that worked on listening strategies only to develop a scale, questionnaire, and so on, were excluded if the data analysis and results focused on the success of the material developed rather than the results of the data concerning listening strategies.
- Articles with a minimal representation on FL/SL listening strategies without collecting data regarding these concepts and analyzing them were also excluded.

Through the process of inclusion and exclusion with the use of the criteria above, 31 articles from 22 journals were found to be suitable for the aims of this systematic review and therefore were included in the review process.

Table 1

The Studies Regarding Published Journal

Journal	English Language Teaching	International Journal of Listening	International Journal of Instruction	SAGE Open	Asian-Pacific Journal of Second and Foreign Language Education	Other Journals	N
Number	6	2	2	2	2	17	31

Table 1 showcases that most studies published on the topic of listening strategies have been published on the English Language Teaching (ELT) Journal (n=6), with four journals that are International Journal of Listening, International Journal of Instruction, SAGE Open, and Asian-Pacific Journal of Second and Foreign Language Education sharing the second place (n=2) in terms of number of articles published within the inclusion/exclusion criteria. The remaining 17 articles were all published in 17 different journals, making the number of published articles in the context of the systematic review 1 for each journal.

Table 2

The Studies Regarding Year of Publication

Year of Publication	2014	2015	2016	2017	2018	2019	2020	2021	2022	N
Number	3	3	6	4	3	2	7	1	2	31

In terms of years, although there was a rise in the number of papers published in 2016 and 2017, the highest number of publications occurred in 2020. The Covid-19 pandemic has likely played a significant role in the resurgence of interest in listening strategies, especially some that are more focused and in line with the use in online environments; however, even though this is the case, the overall interest in recent years seemed to hit its lowest within the timeframe between 2014 and 2022, and the overall interest in the subject seemed to have somewhat diminished relative to prior years.

2.3. Data Collection and Analysis

The aforementioned review form was used to analyze the studies by their smaller sections and the articles' several different aspects and properties. The final list of items for the review of the articles are as follows for every article used for review in this systematic review:

- Justification/Author/Year, Justification/Research Gap, General Aim, Research Questions/Hypotheses, Context of the Study, Method/Research Design, Main Findings, and Further Suggestions (Gönen & Aşık, 2019).

After every article's broad stroke like main aims, research questions, and procedures were reviewed and listed according to the review form, content analysis was carried out to code these aspects and through the use of the content analysis, find the commonalities and overall themes that emerge from the articles.

3. Results

3.1. General Inclination in Terms of Research Design, Educational Context, and Study Context

Thirty-one articles were selected and analyzed in terms of their study design, educational context, study context, and emerging themes. The categorizations of the articles according to

different criteria were achieved with the use of the research framework. These inclinations are research design, to see the quantity of articles done within the frameworks of quantitative, qualitative, or mixed-method research design; educational context, in which the articles are separated into categories according to the educational level of the participants; and study context, to see in the inclination of research around FL / SL listening strategies in different regions and contexts around the world.

Table 3 below shows the study designs used in the articles, their frequency among the studies selected for this systematic review, and the percentage of these frequencies.

Table 3

Study Designs Used for the Articles

Studies	Methods	Frequency	Percentage
(Chen, Zhang, & Liu, 2014; Hosogoshi, 2016; Chou M.-H. , 2016; Arono, Arsyad, Syahriman, Nadrah, & Villia, 2022; Bang & Hiver, 2016; Arslan, 2022; Madarbakus-Ring, 2020; Corbitt, 2017; López, 2017; Alhaisoni, 2017) (Razmi, Jabbari, & Fazilatfar, 2020; Kök, 2018; Yeldham, 2015; Fathi, Derakhshan, & Torabi, 2020; Fathi, Derakhshan, & Torabi, 2020; Zarrabi, 2016; Al-Shammari, 2020; Kassem, 2015) (Deregözü, 2021)	Quantitative	19	61.29
-	Qualitative	0	0
(Cao & Lin, 2020; Bulut & Ertem, 2018; Piamsai, 2014; Mahdavi & Miri, 2019; Chang & Chang, 2014; Paranapiti, 2018; Irgin & Erten, 2020; Nushi & Orouji, 2020; Lotfi, Maftoon, & Birjandi, 2016; Ngo, 2015) (Chou M.-H. , 2016; Chou M.-h. , 2015)	Mixed-Method	12	3.71
	Total	31	100

It can be seen from Table 3 that the majority of the studies adopt a quantitative study design (n=19) for the data collection, analysis, interpretation, and the study overall. The number of mixed-method studies follow closely behind with 12 studies. However, the number of studies that employ a qualitative study design with the absence of any quantitative data collection methods are none. According to the number of studies that aimed to employ a qualitative or mixed-method study design, and through the general understanding of the psychological nature of listening strategies which make it comparably harder to collect data on, there could be information and useful data lacking in the general literature from the absence of qualitative means of data collection. However, this may not be as impactful as it may first appear from the absence of any pure qualitative study design between the years of 2014 and 2022. Because of the data obtained by qualitative means inside the mixed-method studies, the lack of data may not be as much as it might first appear. However, the general absence of pure qualitative design is still apparent.

The second categorization of the articles span from the need to investigate where the educational context of the article and most importantly the subjects' lie. Through the use of the review form and the results of the content analysis, this process was done, and the findings are represented in Figure 1 below.

Figure 1

General inclination of educational context in SL/FL listening strategy research between 2014 and 2022.
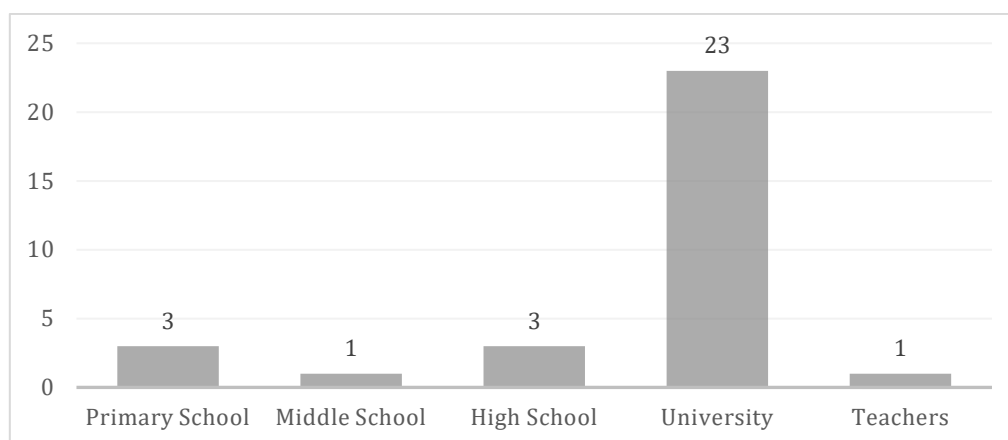

According to Figure 1, the vast majority of the educational context for the SL/FL listening strategy research is centered around university students (n=23). While three studies have been conducted both around primary school students and high school students, the minimal amount of study for middle school students and teachers is highly evident, especially when compared to the number of studies done on university-level students. These studies done on university-level students included populations and samples from different majors, departments, preparatory school, different years, and so on. While FL and SL research can do with a higher quantity of studies around listening strategies and their certain concepts and categories, which will be discussed in detail further down the article, there is also need for variety between participants as well. While a good number of reasons is available, the overwhelming inclination towards working with university-level students seem to point towards convenience sampling and the fact that the most easily accessible group of participants for people working at universities seem to be unsurprisingly university-level students. Overall, there is a need for research on different educational contexts regarding listening strategies.

The third categorization of the group of articles being used for this systematic review is their separation according to study context, and because of the high number of varieties between countries in which the educational context and the general student population were used as participants as populations to study listening strategies. The general findings with the classification of study context through continents can be seen below in Figure 2.

The overwhelming majority of the articles published between 2014 and 2022 in the context of SL/FL listening strategies have come out of the region of Asia, with only one article spanning from the North American region, which is the United States (n=1). To note, because of the geographical and geopolitical nature of Egypt, it is regarded as both an Asian and African country, and therefore, after careful consideration, was chosen to count towards both regions. To further analyze the country list within Asia, the list is as follows: Iran (n=7), Turkey (n=5), Taiwan (n=5), Thailand (n=2), South Korea (n=2), China (n=2); subsequently, Japan, Indonesia, Hong Kong, Saudi Arabia, Vietnam, Iraq, and Egypt all had one article in the list. It can be seen here and will be analyzed in more detail further down the article that there are various contexts missing within the space of the articles that fit the constrictions presented by this particular systematic review, and there is a general lack of study context for immensely important regions of the world in terms of both foreign language and second language studies.

Figure 2

General inclination of study context in SL/FL listening strategy research between 2014 and 2022.
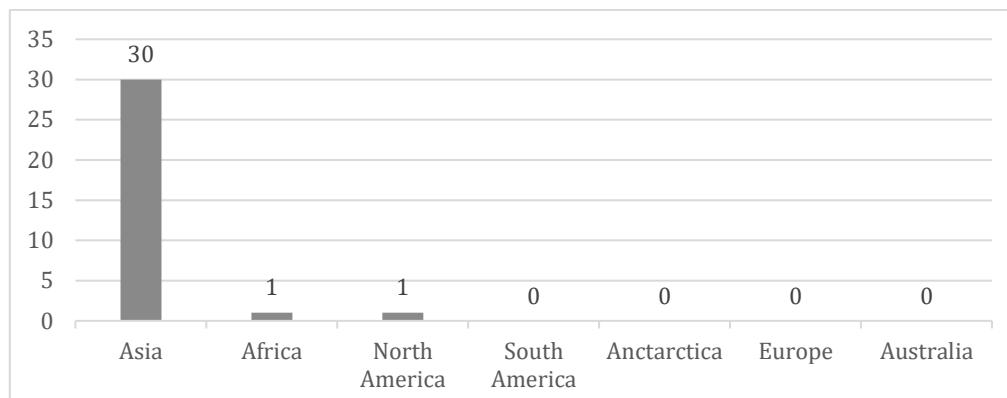
3.2. Themes Related to Recent Trends and Inclinations in SL / FL Listening Strategy Research

After the studies were examined in detail using the content analysis method with the help of the research framework and categorized through the studies' research designs, educational context, and study context, four common themes among them were found: (1) Metacognitive Listening Strategy Use and Metacognitive Awareness, (2) Listening Strategy Instruction, (3) The Effects of Related Concepts and Treatments on Listening Strategy, and (4) The Identification of Listening Strategies Used in Different Environments and Contexts.

Table 4

Categorization of Themes Emerged from the Studies Reviewed

Themes	Studies	Frequency	Percentage
Metacognitive Listening Strategy Use and Metacognitive Awareness	(Cao & Lin, 2020; Mahdavi & Miri, 2019; Chang & Chang, 2014; Arono, Arsyad, Syahriman, Nadrah, & Villia, 2022; Corbitt, 2017; Alhaisoni, 2017; Razmi, Jabbari, & Fazilatfar, 2020; Kök, 2018)	8	25.80
Listening Strategy Instruction	(Irgin & Erten, 2020; Lotfi, Maftoon, & Birjandi, 2016; López, 2017; Yeldham, 2015; Fathi & Hamidizadeh, 2019; Fathi, Derakhshan, & Torabi, 2020; Al-Shammari, 2020; Zarrabi, 2016)	8	25.80
The Effects of Related Concepts and Treatments on Listening Strategy	(Chen, Zhang, & Liu, 2014; Hosogoshi, 2016; Nushi & Orouji, 2020; Bang & Hiver, 2016; Arslan, 2022; Chou M.-h. , 2015; Kassem, 2015)	7	22.58
The Identification of Listening Strategies Used in Different Environments and Contexts	(Bulut & Ertem, 2018; Piamsai, 2014; Paranapiti, 2018; Chou M.-h. , 2017; Madarbakus-Ring, 2020; Ngo, 2015; Chou M.-H. , 2016; Deregözü, 2021)	8	25.80
	Total	31	100

The articles are categorized with their main aims and procedure in mind. For example, Al-Shammari (2020) aims to investigate the impact of strategy instruction on listening comprehension and metacognitive strategy use. According to the classifications/categorizations given above in Table 4, this article can fit all four categories; however, because the main concept that the study is centered around is strategy instruction, and the other concepts only follow suit as secondary concepts inside the data collection and analysis aims of the article, the study is placed into the category of "listening strategy instruction". Similarly, if an article does investigate the effect of a concept on listening strategy, the article is placed on "the effects of related concepts and treatments on listening strategy

category"; however, if the aforementioned "concept or treatment" is listening strategy instruction, the article is placed in that category instead.

Due of the close relationship between different concepts and general study aims for language listening strategies in both SL and FL contexts, some concepts throughout the classifications of themes in certain studies can overlap easily; and even though an article is placed in a certain classification rather than the other three categories, it does not necessarily mean that the article does not inherently or similarly possess data or a section of the study around the other concepts as well.

3.2.1. Metacognitive Listening Strategy Use and Metacognitive Awareness

Out of all four themes, the theme of "metacognitive listening strategy use and metacognitive awareness" is the theme that share the greatest number of articles (n=8) with two other themes, listening strategy instruction and the identification of listening strategies used in different environment and contexts, from the complete list of the thirty-one articles. In addition to the fact that a number of different articles in the different categories of themes also possess secondary aims towards the concept of metacognitive listening strategy use and metacognitive awareness, with a different concept as the main aim, it would be fair to say that out of the four listening strategy use types (metacognitive, cognitive, social, affective (Mendelsohn, 1984), metacognitive strategies are the overwhelming majority when it comes to research focus. The focus on both metacognitive listening strategies and also metacognitive awareness is not limited to the timeframe set by the systematic review and interest on the subject could be observed throughout the 2010's in addition to the 2000's (Coskun, 2010; Goh, 2008; Katal & Rahimi, 2012; Rahimi, 2012; Rasouli, Mollakhan, & Karbalaei, 2013; Vandergrift, L., 2005).

While research focusing on all four categories of listening strategies (Serri, Boroujeni, & Hesabi, 2012) are available throughout the years, there are, as far as the databases used for this systematic review are concerned, no research whatsoever on purely social or affective listening strategies, and there are only a few on cognitive listening strategies. Therefore, a persisting trend for studies conducted on listening strategies to research metacognitive strategies or metacognitive awareness can be seen. Furthermore, the development of scales and questionnaires specifically designed to measure and gather data on metacognitive awareness (Vandergrift, Goh, Merschal, & Tafaghodtari, 2006) also help researchers work on this particular subject more efficiently and effectively, as there are no questionnaires designed specifically for the other three types of listening strategies. While the number of studies done in the context of this trend do not seem to lower by the years, it would be fair to assume the trend will continue if the research gap around the other types of listening strategies is not filled with upcoming studies in the future as needed.

When it comes to research within the borders of this systematic review, one recent and significant study done on metacognitive strategy use in listening comprehension by vocational college students (Cao & Lin, 2020) at a college in China, after measuring students' listening strategy use with the help of the Metacognitive Listening Strategy Questionnaire (MLSQ) not unlike many other studies focusing on metacognitive listening strategy, and their listening comprehension, found that the successful students are more aware of metacognitive strategies and they also employ them more compared to students with lower listening comprehension. A similar study (Mahdavi & Miri, 2019) found that metacognitive process-based instruction was more effective than product-based approach in terms of both metacognitive awareness and listening comprehension on 60 female students from a public high school in Iran. The positive improvement on metacognitive strategies and listening comprehension could also be seen when online videotext self-dictation-generation learning activities were used on 48 EFL college students in Taiwan (Chang & Chang, 2014). Therefore, it can be seen that the relationship between metacognitive strategy use and metacognitive awareness with listening comprehension has been an area of interest in literature. The development of questionnaires related to the area also helped make studies around the area more accessible (Nix, 2021; Noroozi, Sim, Nimehchisalem, & Zareian, 2014).

There are also other contexts that were studied with metacognitive awareness in mind. For example, Corbitt (2017) aimed to investigate the relationship between at-risk students in a modified foreign language program and their perceived metacognitive listening strategy use. The participants of the study were 64 students of third-semester Spanish learners at a university in the United States. The results showed that the students report more perceived use of metacognitive strategy use when they are listening in the target language and furthermore, students with a visual preferred learning style self-reported using more planning and evaluation strategies than students with other learning styles. Medical students in Saudi Arabia reported the use of problem-solving strategies the most (Alhaisoni, 2017).

While a relationship between different, related concepts with metacognitive concepts have been studied to see the relationship and correlation between them, there are still many concepts and relationships that remain unresearched. One example of a relationship researched is the relationship between metacognitive listening strategy use and perfectionism. The study done on this relationship (Razmi, Jabbari, & Fazilatfar, 2020) found that perfectionism showed significant effects on metacognitive listening strategy use; however, the article recommended that further studies on perfectionism and second language research be done to further cement the findings, and other constructs like "procrastination, fear of failure, self-handicapping, foreign language anxiety, willingness to communicate, and achievement goal orientations" receive research attention both with relation to perfectionism and metacognitive listening strategies as well.

3.2.2. Listening Strategy Instruction

Strategy instruction is another concept and a theme inside the umbrella term of SL / FL listening strategies which gained traction in recent years and is being studied in different contexts and with varying variables to see its effectiveness. The effectiveness of implicit strategy instruction (Dole, Nokes, & Drits, 2014) has been researched in addition to research done on explicit strategy instruction to see its effectiveness when compared to its implicit counterpart (Amani, 2014; Manset-Williamson & Nelson, 2005; Wang, 2018). However, none of the mentioned studies solely focus on listening strategies, rather opting to focus on learning strategies overall without extended focus on any language skill.

The overwhelming trend of researching metacognitive strategy use can also be seen in this section as well. Al-Shammari (2020) found that both the listening comprehension and metacognitive awareness of strategy use of 60 sophomore-year Iraqi EFL learners increased significantly with the use of listening strategy instruction. When researched from the lens of learner types and learning styles (Zarrabi, 2016), 135 female EFL learners in a foreign language institute for women in Iran had better scores in a language proficiency test after they were subjected to listening strategy training. The highest scorers were auditory learners, followed by kinesthetic, visual, and tactile learners in that order. The listening instruction given in this study was explicit, and also resulted in higher mean scores in MALQ as well.

When it comes to enhancing learners' level of achievement in listening comprehension, a study done on 206 undergraduate students from a university in Iran (Lotfi, Maftoon, & Birjandi, 2016) showcased that "strategy interventions" helped increase learners' listening comprehension and also help them hold positive perceptions of the efficacy of strategy training overall. The significant increase in listening proficiency could also be seen on 52 English Literature students from Iran (Fathi & Hamidizadeh, 2019). The positive effects of listening strategy instruction on self-efficacy and students being individualistic could also be seen for 34 Turkish EFL primary school students (Irgin & Erten, 2020). When comparing an interactive group with a strategies group in terms of the development of listening proficiency, the development was significant for the strategies group but not for the interactive group (Yeldham, 2015). In addition to listening proficiency, strategy-based instruction had other effects on different constructs as well. For example, when strategy-based instruction was done on 52 English major students from Iran (Fathi, Derakhshan, & Torabi, 2020), the results showed that teaching L2 listening strategies contributed to reducing anxiety but failed to

improve self-efficacy. In addition, this study also showed the significant positive correlation between listening strategy instruction and listening comprehension.

However, even though a number of studies have shown that strategy instruction can achieve to help students use listening strategies more, one study (López, 2017) has only found minor, non-significant changes to strategic behavior for Spanish learners in Hong Kong, and hypothesized that "it might take more time for students to internalize the strategy use with practice and use in the future." This study was the only one study to not find a significant correlation between strategy instruction and strategy use.

3.2.3. The Effects of Related Concepts and Treatments on Listening Strategy

Due to the COVID-19 pandemic, the digitalization of education (Kelly, Johnston, & Matthews, 2020) was a process done with haste and with an unexpected nature, and there was an abrupt focus on studies on known and well-researched topics within the context of this new digital world. This can also be seen from that fact that, from the thirty-one articles chosen for this systematic review, 7 of the articles were published in 2020, most out of all the years from 2014 to 2022. Therefore, it can be stated that this new research tendency to contextualize concepts within the remote teaching and use of digital technology in education also affected research on listening strategies. One example aimed to "investigate second and foreign language learners' listening strategy use and factors that influence their strategy use in a web-based computer assisted language learning (CALL) system" (Chen, Zhang, & Liu, 2014). Data obtained from a listening proficiency test, strategy use inventory, and a factor questionnaire showcased that the eighty-two participants who took College English as a required course at a university in China used strategies moderately. The study also found that motivation and learning styles were the two most significant factors that could predict listening strategy use with motivation being the strongest predicter. One other study employing digital tools to see their effect on EFL learners' strategy use aimed to examine the relationship between on-screen text and the listening process (Hosogoshi, 2016) on 114 Japanese undergraduate students studying EFL. The findings pointed out the use of captions, subtitles, and no-text changed learners' perceived language listening strategy use, meaning that learners perceived using different listening strategies in correlation with the existence and type of on-screen text.

An uncommon study due to the fact that it focused on the relationship between cognitive and affective listening strategies, two highly under-researched domains of L2 listening strategies, found that (Bang & Hiver, 2016) out of the 300 participants from six high schools from South Korea, there was a significant relationship between L2 listening proficiency and self-determined motivation. From the different types of motivation, intrinsic motivation was the only significant motivation type to impact L2 listening proficiency. The effect of other types of motivation were found to be not significant in a statistical sense.

The only study (Nushi & Orouji, 2020) that focused on teachers rather than the learners from the list of thirty-one articles chosen for this systematic review found that "there is a significant relationship between level of proficiency and listening strategy use" according to the interviews in which teachers are asked about how students use strategies while listening according to 208 EFL teachers in Iran. In summary, rather than asking the students about which listening strategy they use, the question was asked to teachers instead.

To investigate the secondary school students from Turkey in terms of their critical reading skills and listening/watching strategies with different concepts, Arslan (2022) used the Critical Reading Scale (CRS), and Listening/Viewing Strategies Usage Frequency Scale (LSUFS) and found that there was a significant difference between gender and LSUFS, students' grade levels and critical reading skills, and negative relations were found between listening/watching scale and grade level. In addition, a positive relationship between CRS and students' parents' educational status, and between LSUFS score and parents' education status were found. However, the author mentioned that a qualitative aspect should be added to the study to better understand the frequency of using listening

strategies according to grade level. Therefore, the shortcomings of using a quantitative study design for listening strategies can be seen once again and will be discussed more in detail in the conclusion section of this systematic review.

To find out the influence of topics on listening strategy use in an English for academic purposes setting, Chou (2015) conducted a study on 92 final-year university students from Taiwan. The findings found that in the English for general/specific academic purposes (EGAP) topics, the following strategies were used: "key ideas, using imagination, making inferences from personal experiences, world knowledge, and knowledge about Chinese, guessing from the tone of voice, making a mental summary, and utilizing the options from other test items". However, metacognitive strategies like "paying attention to how much listeners understood the listening task, making decisions as to whether the words they heard were right in the context" and cognitive strategies such as "translation, and taking notes" were viewed as the least helpful strategies in EGAP listening. Overall, in the EGAP topics, students paid more attention to main ideas and details.

Lastly, Kassem (2015) found that there was a signification correlation between metacognitive and cognitive strategies and listening comprehension, and also between socio-affective strategies and listening comprehension on 84 EFL college sophomores in Egypt. Because of the inclusion of other listening strategy types in addition to metacognitive strategies, this study is in the short list of studies done on listening strategies that does not solely focus on metacognitive strategies in recent years.

3.2.4. The Identification of Listening Strategies Used in Different Environments and Contexts

Through the use of think-aloud procedures, Bulut and Ertem (2018) found that 144 primary school students in Turkey used 14 different listening strategies with 10 of them being semantic and only 4 of them being linguistic.

From the context of comparison, one study (Piamsai, 2014) found that strategy used differed between proficient and non-proficient participants for 580 third-year students from the Faculty of Commerce and Accountancy in a university in Thailand. Another study compares students from formal school to cram schools (Liu, 2012; Chou & Yuan, 2011) in Taiwan (Chou M.-h. , 2017) found that in addition to students with better listening comprehension using cognitive strategies more than students with less listening comprehension, the environment of cram school also had more positive benefits on listening comprehension. For the last example of a comparison, Chou (2016) found that by studying 400 senior high school students in Taiwan from both academic and vocational high schools, "The difference between improved and nonimproved learners had a more marked influence than the level of FL proficiency on strategy use." Interestingly, the most used strategy type found was socio-affective strategies, which differ from various similar studies.

As will be discussed in the conclusion section of this systematic review article, there is a lack of research that specifically focuses on the different sections of the listening process: pre-listening, while-listening, post-listening, like one would use in a lesson plan. One study that showcases the significance of conducting a study that focuses on specific sections of the listening process (Paranapiti, 2018) found that strategies like guessing, looking up, translating, and so on were used by students in pre-listening, but these 48 EFL first year undergraduate students from in a university in Thailand had difficulties with paying direct attention and recovering concentration during the pre-listening phase overall.

The use of process-based listening on learner attitude, strategy awareness and strategy used was researched in a study (Madarbakus-Ring, 2020) and results showed that from the 30 students studying at a private university in South Korea, the use of process-based listening did not significantly change individual attitude and strategy awareness; however, there was an increase for strategy use. While both of them saw an increase, bottom-up conforming strategy use increased more compared to top-down approaches.

From 30 EFL students in a university in Vietnam (Ngo, 2015), the overall flexible use of strategies was no seen while it was found out that teaching methods, and cultural methods, and most importantly, learning environment affect reported use of listening strategies.

Lastly, aside from the effects of using distance language education in addition to web- and digital-based tools for teaching language, similar research is also done to understand which strategies are used in such environment, scenarios, and contexts. One study (Deregözü, 2021) found that 114 Turkish university students attending English and German classes via distance education at three different state universities in Turkey used the strategies of "negotiation for meaning while listening strategies" and "nonverbal strategies" the most while "word-oriented strategies" were used the least. Additionally, the study found that female learners tended to use more listening comprehension strategy, while no significant impact of department majored on listening comprehension strategies was found.

4. Conclusion

This study aimed to review the studies done on foreign language and second language listening strategies between 2014 and 2022 in various different educational contexts, study contexts, languages, and research methods to find out about the trends in this particular research area to see frequently researched topics, research gaps, current trends, and where the research area may be directed to in the future. For these purposes, thirty-articles were selected with the use of an inclusion/exclusion criteria. The selected articles were separated into four different categories inside the research topic of FL/SL listening strategies: metacognitive listening strategy use and metacognitive awareness, listening strategy instruction, the effects of related concepts and treatments on listening strategy, and the identification of listening strategies used in different environments and contexts.

Current trends in SL/FL listening strategy researched shows the use of listening strategy instruction. Both implicit and explicit strategy instruction research is being carried out not only for listening strategies, but also for other strategies concerning different language skills and other properties of language and language education (Chamot, 2005).

The overwhelming majority of research focus solely on, or at least include metacognitive strategies in the research process and aims. Metacognitive strategies have been researched in various different contexts, environments, and in conjunction with various similar and related concepts while other listening strategy types remain under-researched. Even though the importance of social and affective strategies were put forward by research (Chou M.-H. , 2016), the number of studies done on these listening strategy types are lacking.

The effects of many concepts have been researched with correlation, relation, and overall conjunction with listening strategies; however, the ever-increasing interest in individual differences and research concerning many factors that play significant roles in the umbrella term of individual differences can be further researched with listening strategies in mind. The number of studies done on the relationship between listening strategies and self-efficacy, anxiety, motivation, learning styles, and so on, are existent but highly limited.

The identification of listening strategies in different environments and contexts have been with increasing numbers even though the highly evident issue of most of the contexts being around the region of Asia persists (n=30). Even though this systematic review also included second language research on the topic in addition to foreign language research, no studies were found in the context of the regions of Africa, aside from the fact that Egypt is considered to be both an Asian and African country; Australia, South America, and Europe. In addition to most context being limited to Asia, the number of countries in that particular region is vast, however with the consideration of the bulk

of research coming from Iran, Taiwan, and Turkey, more variety in context is needed even in Asia where the major bulk of research concerning FL/SL listening strategies come from.

In addition to study context, educational context is almost as lacking. The most majority (n=23) of the total of thirty-one studies concern university-level students. While this was discussed to be from the availability of sampling opportunities for researchers working in universities and due to convenience sampling, the lack of diversity in population and sample choices can easily lead to a misrepresentation in data and the overall understanding of listening strategies and their effects. For example, while there is convincing data and representation on the hypothesis that listening strategy use has a significant relationship with listening comprehension; because most of the data is taken from university-level students, such a strong push for the hypothesis cannot be done on primary school students due to the lack of available studies and data.

In addition, a number of studies' samples have a majority female representation (Kök, 2018; Mahdavi & Miri, 2019; Ngo, 2015; Zarrabi, 2016). Some of these studies (Mahdavi & Miri, 2019; Zarrabi, 2016) solely had female participants and no male participants; therefore, the results section reflected this and the population was implicitly accepted as female learners rather than all learners; however, other studies; for example, Ngo (2015) had 29 female students and only 2 male students as participants; had an overwhelming majority of female participants even though the overall results and findings seemed to be published as being reflective of both genders. The overall effect of gender regarding listening strategies is inconsistent at best, and the sampling issues that might arise from the misrepresentation of gender can skew the data and lower the generalizability of the research overall.

Lastly, studies that used only quantitative data collection methods seemed to lack the depth of data needed to further explain correlations, significance, and overall understanding of how, and why listening strategies are used in different contexts, how to increase their effectiveness, to see correlations with related concepts, and list specific strategies used in varying contexts. Even though the number of mixed-method studies are high, the cognitive nature of listening strategies collides with the fact that out of all the chosen articles for this systematic review, no study opted to use a solely qualitative research design. Therefore, it can be fair to assume that in the future, research could be more directed towards the "why's" of listening strategies and therefore employ more mixed-method and/or qualitative research designs; and even if quantitative focus on the subject persists in the future, there is a need for valid and reliable scales and questionnaires for the other listening strategy types in addition to metacognitive listening strategies.

Overall, there is an inclination towards the digitalization of language education and research surrounding this movement in almost every research area, and this does not exclude the research area of listening strategies for both second language and foreign language research. The effects of listening strategy use and listening strategy instruction in distance education and in conjunction with web-based and digital tools are starting to be researched but there are still many research gaps concerning these particular contexts, and future inclinations towards filling these research gaps seem to be the inclination of research in this particular research area. In addition, more research on cognitive, social, and affective listening strategies could be seen in the future, with 21st century concepts such as globalization and more attention given to mental health and mental well-being, concepts such as self-efficacy, anxiety, and similar individual differences are on the rise; therefore, the research focus could shift to concepts such as affective listening strategies, the effects of listening strategies on anxiety, self-efficacy, motivation, and similar concepts, and other related fields and inclinations of research.

Finally, while there are many research gaps present in research around listening strategies, one under-researched area is to see the differences between listening strategy use in different stages of listening. The areas of pre-listening, while-listening, and post-listening, even though used in detail with syllabus and curriculum design, are not present in studies on listening strategies aside from a small number of studies (Paranapiti, 2018).

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