

Metacognitive awareness of listening strategies and perception of listening skill during remote learning

ABSTRACT

The online classes associated with the Covid-19 pandemic have resulted in the magnitude of remote learning of ESL (English as a second language). Sustaining the quality of teaching and learning of listening skills has become more challenging for everyone. Listening is one of the fundamental skills to acquire knowledge in an academic setting. Every instructor and learner need to perceive that listening is not an innate skill, understand the processes involved in listening comprehension, and integrate strategies while listening. The present study explores Metacognitive Awareness of Listening Strategies (MALS) and students' perceptions about learning listening skills during remote learning. The current study was conducted through a multimethod research design where both quantitative and qualitative data were involved. Two instruments were utilised, which are the Metacognitive Awareness of Listening Questionnaire (MALQ) and the online discussion board. The participants were chosen based on simple random sampling consisting of 51 pre-university students enrolled in the Science Foundation programme in the 2020/2021 session. The first part of the results depicted students had an average level of MALS with directed attention strategies as the factor with the highest average. The second part of the results reported that students who scored a higher average score of MALS tend to use problem-solving strategies. Lastly, the board postings were analysed thematically and categorised to three different themes which are challenges, strategies, and activities of learning skills. It is hoped that this study will shed light on empirical strategies and evidence of listening practices during online classes. Both teachers and learners may have clearer insights on how to manage listening comprehension effort and use learning inherent to tackle remote learning.