

Probing metacognitive awareness of listening strategies among pre-university agriscience students

ABSTRACT

Listening is beyond discriminating sound but also involves understanding and evaluating the message. It is important to understand that listening is not an inborn skill and can be improved through strategies. Mastering listening skill in English as a second language (ESL) may be neglected due to the perception that listening skill will naturally improve. In a university setting, listening is one of the fundamental skills to acquire new knowledge. Students use listening skills to listen to diverse disciplines of lectures and engage with the lecturers with different dynamics of speaking. As a matter of fact, there are processes that can be integrated by instructors and learners to improve their comprehension and responses towards messages that they listen to. The present study explores Metacognitive Awareness of Listening Strategies (MALS) and its relationship to listening achievement. A quantitative design was involved where three instruments were employed, which are Metacognitive Awareness of Listening Questionnaire (MALQ), listening tests administered by Preparatory Centre of Science and Technology (PPST) and listening paper in Malaysian University English Test (MUET). The participants consist of all 26 pre-university students enrolled in Agriscience programme. The first part of the results showed students had an average level of MALS with directed attention and problem-solving strategies shared the highest average. The second part of the results depicted that there is a significant positive relationship between students' average MALS score and PPST listening test and MUET listening test. Results also depicted that there is a significant negative correlation between mental translation subscale with PPST listening test. It is hoped that this study will shed light on empirical strategies and evidence of listening practice and MUET listening test. This study is hoped to give clearer insights how the quality of listening skill can be advanced and later managing students' effort by using metacognitive awareness.