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SELF-EFFICACY AND METACOGNITIVE AWARENESS OF
LISTENING STRATEGIES**Nur Anneliza Abd Latip¹, Wardatul Akmam Din^{2*}, Suyansah Swanto³¹ Preparatory Centre for Science and Technology, Universiti Malaysia Sabah, Malaysia
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This work is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/)**Abstract:**

Many language experts and researcher emphasised the crucial awareness and intervention to accentuate listening comprehension. However, listening skill is the least prominent and seldom tackled compared to other language skills. Listening is the key to an effective communication in university and in real life. It is used widely during tertiary education and associated to the overall academic achievement. Listening skill was not developed enough to effectively process the input from various resources across disciplines. Students also often perceive that listening is an innate skill and will be improved naturally. But listening skill can be very complex where students need to direct focus, derive meaning, and differentiate the sound. Therefore, they need to have a clear understanding of the processes involved in listening comprehension. Additionally, they need to integrate strategies that can be used to enhance comprehension. Having self-efficacy beliefs and employing the appropriate listening strategies can improve focus and promote listening comprehension. This study probe on the relationship between listening self-efficacy and metacognitive awareness of listening strategies (MALS). Two instruments were utilised in this study which are English Listening Self-Efficacy Questionnaire (ELSEQ) and Metacognitive Awareness of Listening Strategies Questionnaire (MALQ). Students showed moderate level of listening self-efficacy in this study. Next, students partly agreed with the metacognitive awareness of listening strategies, and problem solving has the highest average score followed by directed attention. Equally important, there was a positive correlation between the learner's self-efficacy beliefs and the average score of

their MALS. This study is hoped to shed the light on listening skill empirically so that students can progress their listening process during their degree study.

Keywords:

Listening Skill, Listening Self-Efficacy, Metacognitive Awareness Of Listening Strategies

Introduction

The role of listening skill is very important but often neglected in ESL classrooms. This may be due to insufficient pedagogical development, lack of conclusive approach to listening comprehension, and failure to emphasise the significance of the input (Mendelsohn, 1998; Renandya & Farrell, 2011; Remedios, Clarke & Hawthorne, 2012). Listening skill can be a demanding and complex task for ESL learners. Learners need to engage in several things such as dealing with unfamiliar contexts, listening to different accents, deducing vocabulary, avoiding grammatical errors, and sustaining their attention (Vandergrift, 2007). Some of the common problems faced by students in doing the listening task are losing focus and failing to visualise (Goh, 2000). Abedin, Majlish and Akter (2009) said that listening is not an innate skill, so people are not born as good listener and barrier may happen if it is not developed through enough practice.

In university academic setting, listening skills are not developed enough to enable them to effectively process the input from lectures and often assume that students supposed to develop listening skills naturally (Mendelsohn, 2002; Mendelsohn, 1984). Students need to attend lectures and tutorials, complete assignment, engage with people, and all of these activities involved listening skill (Flowerdew, 1994). A study by Hiew (2012) stated that students face difficulties when the speaker spoke too fast, being unsure of the words meaning and fearing to be viewed as incompetent. Our university students with poor listening comprehension may face challenges in understanding lectures since many disciplines are taught in English (Ismail, 2005; Ahmad & Abidin, 2020).

In Malaysia, English is a compulsory subject in school and used for various purposes. Listening comprehension and assessment in Malaysia are not treated accordingly and receive less attention compared to other language skills (Nair, Koo & Bakar, 2014). The exposure to listening skill in Malaysian classrooms is very limited due to listening test was not tested in upper form, making teachers prone to focus on the other skills (Shian & Yunus, 2017). Hence, the only window providing treatment for listening in the Malaysian language classroom is in the MUET test specification (Nair et al., 2014). Students experience of inadequacy in this skill is ongoing in Malaysia classrooms which may become prominent when they enter the foundation level.

Subsequently, there is a limitation in listening activities, and students are left to develop their listening abilities on their own but never get to self-reflect on the process (Selamat & Sidhu, 2013). Every student needs to perceive that listening is not a skill that developed naturally. They ought to be involved with the processes of listening and used strategies to enhance comprehension instead of only hearing audio to get the correct answer (Vandergrift, 2004). This includes opportunities such as self-direct and self-evaluating one's efforts to develop their listening skill (Goh & Hu, 2013).

One line of this study is focused on self-efficacy belief. By having self-efficacy, they will reflect on how well they have completed the task. This also will be their motivation to do better in the future. (Bandura, 1986). Another line of this research is focused on MALS which may stimulate the students' listening comprehension. Many foundation students in Malaysian universities do not realise how listening strategies can help them to understand better in lectures and metacognitive strategies are rarely part of the listening syllabus (Selamat & Sidhu, 2013). Therefore, this study attempts to investigate the listening self-efficacy and MALS during post covid among foundation students. This study aims to answer the following questions:

- i. What is the level of listening self-efficacy among foundation students?
- ii. What is the level of metacognitive awareness of listening strategies among foundation students?
- iii. What is the relationship between students' listening self-efficacy and metacognitive awareness of listening strategies among foundation students?

Literature Review

Listening skill has been defined by many researchers. Bowen, Madsen, and Hilferty (1985) defined listening as understanding the oral language. Listening is also the ability to recognise and understand what others are telling (Hamouda, 2013). Listening process involves receiving, making and showing meaning, negotiating meaning with the speaker, and answering to spoken or nonverbal messages (Gilakjani, 2016; Purdy, 1997). It is also said that listening involves auditory discrimination, classify them into lexical and syntactic units, aural grammar, selecting necessary information, remembering it, and connecting it to the process between sound and form of meaning (Gilakjani & Sabouri, 2016). Listening can be really challenging to tackle in university because there are many variables involved such as speech rate and lecture discourse (Flowerdew, 1994).

One of the ways to practice our self-reflection during the listening process is by looking into our self-efficacy. Self-efficacy is defined as the students' belief in their capabilities to organise and execute the courses of action required to produce their desired achievement and it is also related to one's perseverance (Bandura, 1997). Self-efficacy is an important 'sub theory' (Dörnyei & Ottó, 1998) within an expectancy-value framework of motivation (Wigfield & Eccles, 2000). Studies show that self-efficacy has a significant impact on learning outcomes, where the stronger sense of self-efficacy is found to lead to higher levels of achievement, a greater willingness in facing challenges and making effort (Mills, Pajares, & Herron, 2006). In ESL listening skill, Graham (2006) stated that low self-efficacy is more severe as it is difficult to physically observe it compared to other skills. Subsequently, in a listening activity, learners can rewind the recordings, but this could be different when they enter the real world, especially in the university setting. There, the listener has minimal control over the input and cannot repeat the sections that were not understood or pause if the speaker is too fast. The transitory nature of such oral input is thus putting pressure to students and making them anxious (Graham, 2011).

Another important way to monitor our listening skill is by looking into metacognition. Metacognition is basically thinking about the way we process our thoughts (Flavell, 1976). Successful language learners often employ this knowledge effectively in regard to their target language (Flavell, 1976). Metacognitive knowledge involves knowledge concerning your own cognitive processes and this includes consciousness of strategies that they may need to achieve a certain goal (Flavell, 1976; Nelson, 1996). Many researchers have studied on the impact of

metacognitive knowledge to ESL students. Metacognitive knowledge might differentiate highly proficient ESL learners to the less proficient. The skilled listeners frequently use metacognitive strategies in observing their comprehension (Vandergrift & Goh, 2012).

Methodology

The current study was conducted through quantitative design. The participants' English listening self-efficacy and MALS were elicited by survey instruments. The questionnaires were distributed using Google Form after the end of listening activities. The participants consist of 169 foundation students enrolled in session 2019/2020. PPST students were divided into 15 language classes. The class sizes consist of 18 to 22 students of whom English is their second language and in age range of 18 and 19. Students were facilitated by five instructors in the centre. All the facilitators were appointed and affiliated to the centre.

Instruments

Students' perception of capabilities in performing various listening tasks of MUET are investigated through English Listening Self-Efficacy Questionnaire (ELSEQ) which was developed to assess their capability in executing various listening tasks typically employed academic and non-formal setting. ELSEQ has 18 items and rated on a 10-point Likert scale with reliability coefficient of 0.85.

Metacognitive Awareness of Listening Questionnaire (MALQ) with 19 items, rated on a 6-point Likert scale was used in this study. The reliability coefficient for all the MALQ subscales namely problem solving, planning and evaluation, mental translation, person knowledge and directed attention are 0.70, 0.71, 0.79, 0.64 and 0.54 respectively. All the values are above 0.50, hence the items are acceptable.

Data Analysis

Data analysis was conducted using Statistical Package for the Social Sciences 22 (SPSS). Reliability test was conducted to measure the inter-consistency of instrument items. To summarise the students' answers to the ELSEQ, and MALQ, some statistical procedures were carried out in this study. Descriptive statistics including Cronbach alphas and means were computed. The mean score helped to determine the overall level of listening self-efficacy and MALS of the participants. Since the questionnaire items are in a form of Likert scale, a non-parametric to measure the degree of association between two quantitative variables.

Findings

This section discusses the descriptive statistic and correlation coefficient concerning the research questions. The data analysis and interpretation of quantitative data of this study are explained and supplemented with tables.

Level of Listening Self-Efficacy

Students' perception of capabilities in performing various listening tasks of MUET are investigated through ELSEQ Table 4.4 shows the descriptive analysis one of the independent variables which is ELSEQ. There are 18 questions in this questionnaire. The questionnaire used a scale of 0% indicating "cannot do this at all" to 100% indicating "I am certain I can do this". The middle set of the scale (median) is 7.67 and the most common number (mode) is 7.22. Meanwhile, the mean is 7.63 indicates that the participants moderately certain they can do the listening situation described on the questionnaire. The lowest score of 5.06 and highest score

of 9.78 indicate that students listening self-efficacy range from “moderately certain can do this” to “certainly can do this”.

Table 1: Descriptive Analysis for ELSEQ

N	18
Mean	7.63
Median	7.67
Mode	7.22
Standard Deviation	0.92
Minimum	5.06
Maximum	9.78

Level of Metacognitive Awareness of Listening Strategies

Table 2 shows the descriptive analysis of the second independent variable which is MALQ. There are 19 questions in this questionnaire. The questionnaire used a Likert scale. 1 indicates strongly agree and 6 indicates strongly agree. The middle set (median) of the overall questionnaire, the most common number (mode), and the average (mean) of the overall score is 4.60. The mean, median, and mode indicate that the participants partly agreed with the statements in the questionnaire.

Table 2: Descriptive Analysis for MALS

Scale	N	Mean	Mode	Median	Min. Value	Max. Value
MALQ	19	4.60	4.60	4.60	3.38	5.89
Problem Solving	6	5.10	5.00	5.00	3.80	6.00
Planning and Evaluation	5	4.62	4.80	4.80	1.80	6.00
Mental Translation	3	4.13	4.67	4.33	1.00	6.00
Person Knowledge	3	3.99	3.33	4.00	1.00	6.00
Directed Attention	2	5.03	5.33	5.00	3.00	6.00

Table 2 also shows problem solving has the highest average score (mean) which is 5.10. This shows that average, the participants agree with these listening strategies. This is followed by directed attention, planning and evaluation, and mental translation with 5.02, 4.63, and 4.13, respectively. Meanwhile, person knowledge has the lowest mean of 3.99. Median results show that problem solving and directed attention share the highest value of 5.00, followed by planning and evaluation, mental translation, and person knowledge with value of 4.80, 4.33, and 4.00, respectively. The biggest gap between minimum and the maximum value is mental translation and person knowledge ranging from the lowest score of 1.00 to the highest score of 6.00 indicating that students' metacognitive awareness is from “strongly disagree” to “strongly agree”.

Relationship Between Listening Self-Efficacy and Metacognitive Awareness of Listening Strategies

Table 3 shows the inter-correlation findings between two variables. Findings of data analysis in terms of Spearman correlation showed that there was positive correlation of 0.301 between the learner's self-efficacy beliefs and the average score of their MALS. This indicates that the better self-efficacy beliefs, the higher their overall MALS. Subsequently, the highest

correlation of 0.401 is between the learners listening self-efficacy and person knowledge. Students' belief in their ability to succeed in specific situations or accomplish a task has perceptions concerning that listening is less difficult than other skills. Whereas the learners' overall self-efficacy negatively correlation of -0.251 mental translation strategy. This tells those students with a better self-efficacy has less tendency to translate their thoughts while listening.

Table 3: Correlation coefficient between ELSEQ and MALQ

		ELSEQ	PS	PE	MT	PK	DA	MALQ
Spearman's rho	Correlation Coefficient	1.000	.068	-.117	-.251**	.401**	.077	.301**
	Sig. (2-tailed)	.	.381	.129	.001	.000	.319	.000
	N	169	169	169	169	169	169	169

** . Correlation is significant at the 0.01 level (2-tailed).

* . Correlation is significant at the 0.05 level (2-tailed).

Discussion

The findings of data analysis show that there was a significant positive relationship between the learner's self-efficacy beliefs and the average score of their MALS. This indicates that the higher their self-efficacy beliefs, the higher their overall MALS. Students who are confident of their capabilities in the listening test will execute strategies during the listening test (Vandergrift, 2004; Xu, 2017). The increased levels of self-efficacy, allow students to verbalise and discuss their strategy use (Graham, 2011). These quantitative findings are in line with a study by Rahimi and Abedi (2014) among Iranian EFL students where higher self-efficacy brings higher awareness of listening strategies, and more control over listening tasks, and later contributes to academic achievement. A study by Yabukoshi (2021) shows that students with high self-efficacy were specific, diverse, and frequent in their self-regulated processes and exhibited sophisticated metacognitive strategy. This is also resonating with the study by Pikirang, Liando and Wuntu (2021) where self-efficacy beliefs of students were at moderate level where they were able to participate in listening tasks and maintain their focus. In a different note, a study to view metacognitive intervention among lower proficiency students by Miliner and Dimoski (2021) shows that there was no strong empirical evidence that the lower-proficiency EFL learners' listening performance improved. This may suggest that proficiency threshold for EFL learners play an important role in metacognitive intervention.

Subsequently, result also shows significant positive result between self-efficacy and person knowledge strategies. The higher students' judgement about their ability, the higher their perception about listening skill as easy (Vandergrift et al, 2006). At the same time. the instructors should be able to give positive influence on the students to develop good conscious toward their beliefs in English (Pikirang, Liando & Wuntu, 2021).

The quantitative findings also show that the learners' overall self-efficacy was negatively correlated to mental translation. This tells that student with better self-efficacy has less tendency to translate their thoughts while listening. It can be seen when students claimed that it is difficult to translate the language to their first language, especially during the test where time is limited. This is in line with Eastman (1991) where mental translation represents an incompetent attempt to practice by beginner-level listeners. Translation is not used frequently while listening compared to other skills (Jubran & Arabiat, 2021).

Conclusion

After completing the foundation studies, students will be listening to different lectures across disciplines during their degree courses. Thus, their listening skill must be evaluated for lifelong learning and students' overall academic success. The finding concerning the listening self-efficacy and metacognitive awareness will provide vital insight significant in tackling challenges in tertiary education (Selamat & Sidhu, 2011). Listening self-efficacy may boost their confidence to successfully listen in a test or lecture as most of the lectures conducted in a university in Malaysia used the English language. Hence, it is vital for students to practice listening strategies to improve their overall listening ability in the academic setting.

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