

Assessing Students' Metacognitive Listening Strategy Awareness of Ambo University Second Year English Major Students

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DOI: 10.29322/IJSRP.9.10.2019.p9496

<http://dx.doi.org/10.29322/IJSRP.9.10.2019.p9496>

Abstract

This study aimed at investigating students' metacognitive listening strategy awareness among second year English major students at Ambo University in 2018/19 academic year. It was also intended to assess the challenges students face to implement metacognitive listening strategy use. To do so, all of the forty-three (8 male and 35 female between the age range of 20-24) students were the participants of the study. The data were gathered using two instruments: MALQ and interview. Accordingly, all of the students took part in filling a 21 item close- ended MALQ, and five students were selected randomly and participated in interview. The data collected using quantitative methods indicated that mental translation ($M=4.7100$) was the highest metacognitive listening strategy used by the respondents. Next to this, the second listening strategy used was person knowledge ($M=4.0333$) while the lowest mean score was planning evaluation ($M=3.3920$). Interview results also indicated that there were many problems that hinder the students' use of metacognitive listening strategies. Among these is insufficient vocabulary knowledge, pronunciation, unfamiliarity of texts to culture, unauthenticated texts used in classes, less emphasis given to listening skills by teachers and students lack of motivation toward listening skills. Finally, as the students lack knowledge of applying metacognitive listening strategy use, the teachers should consider all types of metacognitive listening strategies in teaching listening skills. Other recommendations are also forwarded for students and teachers to make the most out of use of it.

Key words: Metacognitive listening strategy, person knowledge, problems solving, planning and evaluation, detailed attention, mental translation, active listener

Introduction

English has been a key to academic collaboration, through research activity, events, and communications, both inside and between institutions themselves (Shaw, 2013). English language stands at every center of global knowledge system and still be accepted in the world. Therefore, the goal of learning English language in countries where English is a foreign language is not only to pass English exams to enter good high school or universities, but also to be able to use it as a global language. Nowadays, much of the teaching in junior and senior high school is directed at being able to analyze and comprehend English to pass entrance examinations and to communicate in English with people from other parts of the world, at least at their levels. The students we teach may want to learn

English to communicate with others, interested in living abroad, doing international business, working as translators, and working in the tourist industry. Therefore, gaining different strategies of learning English is paramount, which in turn, help them develop English throughout their lifetimes, and pass international tests like TOEFL to compete with international students (Gebhard, 2011).

For EFL learners, mastering listening skill is the first step towards fully acquiring a foreign language (Liu, 2009; Berne, 2004). The skill of listening plays a significant role in foreign language learning and in their daily communication, too. If speaking is silver, then listening is gold (Turkish Proverb). However, listening skill has historically received only minimal treatment in the teaching of English as a Second or Foreign Language or even a marginalized language; nevertheless, it remains one of the most important skills in language learning (Berne, 1998; Clement, 2007; Oxford, 1994). Listening is the most important among the language skills since people spend 60% of their time listening (Rubin, 1994). Gilakjani and Ahmad (2011) found that listening activities take 40-50%, speaking, 25-30%, reading 11-16% and writing, about 9% of the total time spent in our daily communication.

Foreign language learners need listening as a receptive skill more than as a speaking skill (Dimassi, 2017). It is a base of formal education and foreign language acquisition and acquisition of listening skills demands greater emphasis. It is considered more difficult for the L2 learners when we compare to reading skill because foreign language learners face various problems like accent of the speaker, and the cultural context (Vandergrift, 2003). However, according to Janusik (2003), listening is skill that students have the least amount of instruction. Listening now constitutes a core component of language proficiency tests; it is an essential skill for university entrance exams (Richards, 2008). In addition to this, previous researches show that language teaching and learning starts with listening comprehension (Dimassi, 2017). However, in spite of the importance of developing listening comprehension abilities, L2 learners are rarely taught how to listen effectively (Berne, 2004; Vandergrift, 2007).

However, instead of spending long time on learning English and the importance of listening skills in education; later after school in career development and comprehension in this competitive age in the era of globalization, Ethiopian university students fail to listen simple materials. In spite of listening skills importance in EFL learning, the classroom instruction of listening comprehension has long been somewhat neglected and poorly taught aspects of English in many EFL programs (Mendelson, 1994). Graham (2006) investigated the lack of foreign students' language learning in England found that high school learners experienced the greatest difficulty, and the skill they felt most difficult to improve in listening. Graham also points out that the learners perceived listening as difficult because it required rapid process. EFL listeners have serious problems in understanding listening because they and their teachers pay more attention to grammar, reading, and vocabulary teaching. In addition, speaking and listening skills are not parts of curriculum and the EFL teachers seem pay little attention to these two skills when designing classroom lesson (Hamouda, 2013). It is also evident that students who attend universities in Ethiopia also face the same challenges, which is not unique from that of research findings.

Research indicated that the development of learners' communicative competence and language proficiency is associated with the use of language learning strategies (Oxford, 2002). Earlier researches on listening strategies covered the difference between proficient listeners and less-skilled listeners strategies use. Most of them have centered on learners' listening prior knowledge, skilled listeners listening strategies use (An & Shi, 2013). Other two studies, (Cohen, 2000), have concentrated on the listening strategies learners used while taking a listening test. An and Shi (2013) argue that there are still great needs to investigate and clarify the roles of metacognitive listening strategy use and what may affect the effectiveness of listening strategies and listening strategies awareness. As far as researcher's knowledge is concerned, despite all the benefits of the metacognitive strategy awareness, studies in EFL in Ethiopian context have not yet considered listening strategy awareness. Based on the available local and international literatures, it is

evident that EFL learners suffer from weaknesses in listening comprehension performance (Mehrpor & Rahimi, 2010). The problems of listening comprehension is more alarming in developing countries where English language is taught as ESL or EFL, classrooms are overcrowded, teachers have the responsibility of covering content in an academic year, teaching is content based, and teachers use listening only for listening their lectures and instruction. Scholars strongly agree that these problems are associated with classroom teaching, where the primary focus is on learning the grammatical rules and structure rather than the listening skills practices (An & Shi, 2013).

There are also some local studies available in the listening skills area in Ethiopian context. To mention few, Dugasa and Ebba (2015) analyzed grade 9 English textbook and found that three stages of listening were not properly addressed in the materials evaluated, with the exclusion of the pre-listening activities in the majority of the listening lessons and the post-listening stage was missing in the majority of cases. Additionally, the input sources and the text types were not proportionally treated in the evaluated Textbook and the activities are comprehension exercises dominated, giving little attention to the other listening sub-skills. In addition, Taye (2008) also found that the teachers who teach grade 7 do not prepare supplementary materials to practice listening skills in the classroom. Biranu (1993) and Mulugeta (1997) also found that the students lack awareness of listening strategies. Edaso, Solomon & Thuo (2018) identified that the teaching of listening skills was mostly poorly done and that the listening material used was not suitable and did not fit to the interest of the majority of students. Similarly, Edaso (2016) found that the use of bottom-up and top-down strategies were found to be used inadequately in the teaching of EFL listening skills. The teaching methods and strategies used, as well as activities provided during each listening phase were found to be generally poor. Among these studies, there are no researches concerning the students' use of metacognitive listening strategies conducted at university level. From the experience of teaching English as a foreign language, researcher feels that metacognitive listening strategies are not embedded in listening courses or curricula, and language art teachers do not seem to pay attention to methagognitive strategies while designing their lessons in Ethiopian contexts. In similar way, In Jordanian high schools, metacognitive listening strategies are not entrenched in listening courses, and language teachers do not to pay attention to metacognitive strategies while designing their lessons. From his observation and experience of teaching high school and universities, the researcher has noticed that most of the Ethiopian university students have serious deficiencies in listening comprehension and have negative attitude toward the skills. This is especially boldly evident when the students listen classroom instruction and lectures in general and when they take listening course at university level, in particular. They are unable to understand natural speaking at normal speed which supports the result of recent studies like Hamouda, 2013. In the same token, Goh (2000) found that one of the problem of listening comprehensions is lack of positive perception to listening skills. However, very few studies have addressed EFL listeners' metacognitive listening strategy awareness internationally or locally. And, little empirical research has been done to develop learners' challenges of metacognitive listening strategy use in our context. Therefore, the purpose of current study is to assess students' metacognitive listening strategy awareness and the challenges they face while students listen to certain texts in Listening and Communicative courses' classrooms at Ambo University.

Objectives of the Study

The main objective of the study was to investigate the students' metacognitive listening strategy awareness and challenges of listening strategy use. Specifically, this study assessed the level of students' metacognitive listening strategies awareness using. It is also intended to identify the challenges the students faced when they use these strategies.

Review of Related Literature

Listening is the process of identifying and understanding words, translating those words to the first language, and responding back to the speaker in the second language (Hasan, 2000; Wilson, 2003). Listening skills is a process of hearing and making meaning from what is heard (Purdy, 1997).

Listening is also ability to understand nonverbal communication. According to Rost (2002), background knowledge is important in interpreting what the listeners' heard. Through listening, we understand the world and create successful interaction. More than fifty percent of the time of students' classroom English learning spends on listening. This is why Jafari and Hashim (2015) argue listening is a channel of comprehensive input. To be more effective in listening, listening strategies are very important for EFL students (Robin & Gou, 2006). These strategies can be metacognitive, cognitive, or socio-affective strategies. Listening comprehension strategy has become one of the most important topics in second language acquisition and learning research over the past 25 years. For instance, researches (O'Malley & Chamot, 1990; Oxford, 1990; Vandergrift, 1997, 2003 and others) have examined a wide variety of issues related to L2 listening strategies. Most discussions have depended on good and poor listeners and listening strategy training.

Theoretical Framework

The theoretical framework for this study is based on Anderson's (1996, 2005) cognitive theory. Cognitive theory hypothesizes the view that the pupil is actively engaged in the learning process (Carrier, 2003). According to this theory, listening strategies instruction should include what the students know about the strategies (declarative knowledge), what they know and apply in listening practice (procedural knowledge) (O'Malley & Chamot, 1990). Whether learning listening strategies involves both declarative and procedural knowledge, active listening requires metacognition, or thinking about your own thinking.

Definition of Strategies and Listening Strategies

Bidabadi and Yamat (2013) defined a strategy as a learner's comprehensive approach to a task, which includes how a learner thinks and performs when planning and evaluating her/ his study behavior. It consists of rules and guidelines associated with choosing/selecting the best strategies and making decisions about their use. Cognitive theory is important theory which argues learners learn by themselves and utilize information (O'Malley & Chamot, 1990). This theory helps listeners to monitor listening texts and Listeners use cognitive strategies to help them monitor learning materials and use certain techniques when listening texts. Metacognitive listening strategy helps listeners to plan, monitor, and evaluate listening tasks, which in turn assists listeners to control their listening comprehension based on their listening goals. Most of recent studies focused on metacognitive listening strategies (e.g. Mendelsohn, 1998; Vandergrift, 2004) because it is important to regulate and direct the language learning process (Macaro 2001; Peterson 2001; Bidabadi & Yamat, 2013). Studies like Vandergrift (2005); Kassaian and Ghadiri (2011), Vandergrift (2004), Goh (2008) and Selamat and Sidhu (2011) considered the teaching of listening strategy should be depend on cognitive psychology and linguistics. Cognitive listening strategy claims that strategic listeners know the listening strategies they use depending on their goals of listening tasks. In addition to this, strategic listeners are aware of the metacognitive listening strategies that enable them to plan, monitor, and self-evaluate their listening comprehension (Vandergrift, 1997).

Metacognitive Listening Strategy Awareness

Metacognitive listening strategy requires high-order thinking skills (O'Malley & Chamot, 1990). Metacognitive strategies awareness is defined as "planning and consciously executing appropriate actions to achieve a particular goal" (Sheorey & Mokhtari, 2001, p. 432). Vandergrift et al. (2006) also suggested that this strategy concerned with how listeners aware and regulate their process of listening comprehension. The effective use of metacognitive listening strategies plays a large role in successful listening

comprehension (Vandergrift, 2003). It also helps students to increase their self-regulation and autonomy in listening (Vandergrift, 2002). In his research, Vandergrift (2005) argues that it has a significant relation with students' motivation for foreign language learning and listening self-efficacy (Vandergrift, 2005).

International researches have tried to sketch out the character of successful listeners and kinds of listening strategies these learners use in specific listening tasks (e.g. Birjandi et al., 2006). In addition to this, Oxford (2002) suggests that the development of learners' communicative competence and language proficiency is associated with the strategies they use. Other studies (e.g. Al-Shaboul et al., 2010) draw attention that EFL learners may favor some strategies over others. Study on Hong Kong learners' strategy use showed that those strategies support compensatory and metacognitive strategies over other listening strategies. An increase in listening strategies awareness will assist this goal. Scientific studies confirmed the need for training in metacognitive listening strategies instruction increases the students' listening comprehension and strategies awareness (Vandgrief, 2006). Metacognitive listening strategies are five types of strategies: problem solving, planning and evaluation, mental translation, person knowledge, and directed attention (Vandergrift et al., 2006), strategies which this study focuses on. The five components of metacognitive listening strategies are mentioned below:

Problem-Solving Strategies: According to Vandergrift et al. (2006), problem solving are a group techniques (strategies) learners use when they do not understand listening tasks. To assist learners in solving comprehension problems, they should be encouraged to activate appropriate strategies, make inferences about sections of the passage they are unsure of, or ask for clarification (Vandergrift & Goh, 2012). It is often difficult for instructors and textbook writers to anticipate the sources of comprehension problems that students may have because problem solving will be required only when there are parts of the passage learners do not understand.

Planning and Evaluation Strategies: Planning and evaluation strategies are those strategies that listeners use to get ready themselves to listen and to assess the outcome of their listening efforts (Richards, 1990). Planning determines one's own listening goals, previewing main ideas, rehearsing language needed for the task, identifying important parts of input to attend to, and seeking appropriate opportunities for listening practicing (Vandergrift, 2003). However, evaluation strategy means judging the success of own comprehension after a listening task, planning for developing own listening ability, determining the overall acceptability of one's understanding and interpretation of the message/information, checking the appropriateness and accuracy of one's understanding against old and new information, assessing the effectiveness of strategies for learning and practice, assessing the effectiveness of one's overall plan to improve listening and assessing the appropriateness of learning goals set (Vandergrift, 2003). Listeners should be encouraged to "reflect on difficulties encountered, what went wrong, and why," "confirm comprehension with a transcription of parts or all of the text," or "reflect on the success of problem-solving efforts" (Vandergrift & Goh, 2012, p. 107).

Mental translations Strategies: Mental translations are those types of strategies that listeners must avoid if they want to become skilled listeners (Vandergrift, 2003).

Person knowledge strategies: Person knowledge strategies include learners' perceptions and attitudes toward difficulty listening tasks and their self-efficacy about L2 listening (Sparks & Ganschow, 2001). Person knowledge examines personal beliefs about self-efficacy and self-concepts with regard to listening in a second language (Vandergrift, 2004).

Directed attention strategies: Directed attention represents strategies that listeners use to concentrate and stay on listening task (Rost, 2002).

Metacognitive strategies include the ability to regulate thinking processes (Goh, 2008). They are individuals' awareness of thinking and learning i.e. what the learners are thinking, how they are thinking in relation to a learning task and for what reason they are thinking in a particular way. Learners who use their metacognitive abilities appeared to be more fast and strategic in learning since their quality and speed of their cognitive engagement (Wenden, 1998). Selamat and Sidhu (2011) added that their tactics and strategies matched the learning task and adjustments are made to reflect changing situations, and perceive themselves as continual learners and can successfully cope with new circumstances.

Majority of the previously done studies were about the different between strategy use of less skilled listeners and more efficient listeners. The more proficient listeners use several listening strategies. Efficient listeners use higher-order thinking listening strategies (e.g. top-down and metacognitive strategies), while less proficient listeners use cognitive and memory strategies most frequently and social strategies least frequently (Graham et al., 2008). They did not use top-down strategies but utilized bottom-up strategies (Shang, 2008). Vandergrift's (1993) study informed that both proficient and less-proficient learners used cognitive strategies. When proficient listeners are compared, less-skilled listeners used metacognitive strategies more frequently. Vandergrift (1997) reported the same that proficient learners reported using more metacognitive strategies than less-proficient listeners did. He also found that proficient listeners differed significantly in their use of cognitive strategies while less-proficient listeners utilized more surface-processing strategies including translation and transfer. However, skilled listeners used deeper processing like comprehension monitoring and problem identification. In his study of 2003, he found similar findings. They have also used more top-down strategies while less-efficient listeners employed more bottom-up strategies (Tsui & Fullilove, 1998).

Liu (2009) conducted a more current study investigating the use of listening strategies among more and less skilled Korean and Chinese students at the college level. The participants were 166 first or second year undergraduate and graduate students, including 91 females and 75 males, from three public universities in the southwest of the United States. All participants were native speakers of either Chinese or Korean. TOEL was used to determine the classification of more and less skilled listeners.

Oxford's (1990) Strategy Inventory for Language Learning (SILL) was used to evaluated students' strategies use with a Likert-scale questionnaire adapted from and Kao's (2006) Strategy Inventory for EFL Listening Comprehension. Three statistical tests, including Spearman's rho rank correlation, t test, and ANOVA, were conducted in order to answer different research questions in order to analyzed data using SPSS. The results of the study confirmed the difference between the skilled and less skilled non-native English speakers on the use of listening strategies. Chulim's (2008) study performed a study about exploring the utilization of listening strategies by students in five Mexican universities. His finding indicated that taking notes and previous knowledge were the least strategies while the most frequent use of strategies was emphasizing on particular information.

Materials and Methods

Research Design

Research design is a conceptual structure with in which research is conducted; it constitutes the blue print for the collection, measurement and analysis of data. It ensures that the study is relevant to the problem and that it uses economical procedures (Kothari 2004). This research, therefore, is mixed approach of a descriptive type in nature. Accordingly, both qualitative and quantitative techniques of data gathering were used. First, the quantitative data was collected using a 21 close-ended item Metacognitive Awareness Listening Questionnaire (MALQ) from second year ambo university English major students of 2018/19 academic year. Then, interviewed was held with some selected students to substantiate the result obtained through MALQ and generate a qualitative data regarding the subject under study,

Samples and Sampling Techniques

The participants of this study were second year English major students at Ambo University in 2018 /2019 academic year. There were 43 second year English major students of whom 8 of them were male students and 35 of them female students. All of the students were chosen to fill questionnaires whereas five students selected and participated in interview using simple random sampling technique. Ambo University was selected for this study purposefully because it is where the researcher lives and works.

Instruments of Data Gathering

The data were collected using two types of data gathering instruments: Metacognitive Awareness Listening Questionnaire (MALQ) and interview. MALQ was adapted and used to investigate the metacognitive listening strategy awareness of the student. MALQ proposed and validated by Vandergrift et al. (2006) in the 'The Metacognitive Awareness Listening Questionnaire (MALQ): Development and validation.' Language Learning Journal, volume 56, from 431 to 462 pages (Adapted from Vandergrift, Goh, Mareschal & Tafaghodatari, 2006). MALQ measures five things: problem solving, planning/evaluation, level of mental translation, personal knowledge and directed attention (Vandergrift et al., 2006). This questionnaire consist of 5 parts with closed ended item, each parts includes different items: problem solving (6 item), planning and evaluation (5 items), mental translation (3 items), person knowledge (3 items), and directed attention (4 items). Each of the 21 item is rated on a six-point likert scale rating from 1 (strongly disagree) to 6 (strongly agree) without a neutral point so that respondents could not hedge. Vandergrift et al. calculated the reliability coefficient of MALQ in their study and found 0.79. The reliability coefficient of MALQ in this study was estimated to be 87.5. And the reliability of these subparts is above 0.70. Others also found that MALQ has high internal reliability and at the same time is easy for language learners to understand and use (Meng, 2008). Studies like Mareschal (2007) and Zeng (2007) have used the instrument successfully to measure learners' change in metacognitive awareness. In addition to measuring the listeners' listening strategies, the MALQ can also be used as a teaching tool for raising learners' awareness about L2 listening (Meng, 2008). Current study adapted MALQ to assess the students' metacognitive listening strategy awareness. Its reliability was checked by Cronbach alpha level. Accordingly, its internal consistency was 0.68. MALQ's all five subscales' internal consistency was also calculated. Cronbach alpha level indicated that their reliability ranged from 0.53 to 0.64 (see table 2 and 4).

Interview

The interview was another data gathering tool in this study. The purpose of the interview was to assess the challenges students faced in using metacognitive listening strategy and to what extent they are aware of these strategies. First, the researcher has got the consent from all of the respondents of the study to take part in the interview. Then, a semi-structured interview protocol that includes questions was constructed based on the four basic processes in the metacognitive strategy questionnaire suggested by Vandergrift et al., (2006). It is used to achieve an in-depth understanding that is best communicated through detailed examples and rich narratives employed by learners (Rubin & Rubin, 2005). Then, the interview was conducted after the quantitative data collection was made using questionnaires. The interview was carried out on a one-on-one basis and each interviewee was interviewed in the office of the researcher that took 30-40 minutes for an interview. The interview was tape-recorded to make it convenient to be repeatedly heard for transcription and discussion.

Reliability of the Questionnaires

Cronbach Alpha was used to check the reliability of MALQ in this study. Reliability refers to the extent to which the results are similar over different forms of the same instrument or occasions of data collecting. Cronbach alpha level shows that to what extent the

measurements are free from errors. The reliability coefficient is from .00 to .99 (Cohen et al., (2007). In addition, both MALQ and interview questions were given to other English instructor to see their validities.

Methods of Data Analyses

The gathered data were analyzed using both quantitative and qualitative methods. Data collected through MALQ was analyzed using SPSS 20 version for window, to see the overall students' metacognitive listening strategy awareness. Additionally, the students' awareness of each of the five subscales of MALQ (planning and evaluation, problem-solving, personal knowledge, and directed knowledge) was calculated to see to what extent the participants' aware each of them. Then, their mean scores were compared. However, the data collected through interview questions were analyzed qualitatively. The respondents' ideas were summarized, and sometimes taken as extract through paraphrasing and quoting techniques when analyzing interview results (see interview results).

Table 1: Metacognitive Awareness of Listening Questionnaires Subscales and Items

R.No	MALQ subscales	MALQ's subscales items
1	Directed attention	2, 6, 12,16
2	Mental translation	4, 11, 18
3	Planning and evaluation	1, 10, 14, 20, 21
4	Problem solving	5, 7, 9, 13, 17, 19
5	Person knowledge	3, 8, 15

As it can be seen in the above table 1, MALQ consisted of 21 items related to metacognitive listening strategy awareness, which consisted of five types of strategies: directed attention, mental translation, planning and evaluation, problem solving, and person knowledge. Directed attention consisted four items (items 2, 6, 12, 16). Mental translation had three items (items 4, 11, 18). Planning and evaluation strategy comprised five items (items 1, 10, 14, 20, 21). Lastly, person knowledge consisted of six items (items 5, 7, 9, 13, 17, 19). These five types of metacognitive listening strategies were analyzed hereunder.

Table 2: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.68	.66	21

The internal consistency of items in MALQ was 0.66 Cronbach alpha level. This means that the questionnaire is reliable. Chang (2012) calculated the internal consistent for MALQ ($\alpha = 0.86$).

Table 3: Subscale Cronbach

R.No	Subscale	Cronbach alpha levels
1	Problem solving (6 items)	0.53

2	Planning and evaluation (5 items)	0.64
3	Mental translation (3 items)	0.63
4	person knowledge (3 items)	0.55
5	directed attention (4 items)	0.62

Reliability of each of the subscale was calculated for this study. Table 3 showed that the items in subscales' internal consistency were ranged from 0.53 to 0.64 (.53 for problem solving strategy, 0.64 for planning and evaluation, 0.63 for mental translation, 0.55 for person knowledge, and .062 for directed attention). Reliability values close to 1.00 indicate that the investigated factors can be measured. It was stated that the reliability item can be accepted if the alpha is .70 to .99, whereas Kubiszyn and Borich (2000) suggested that α value within the .80 to .90 range is acceptable. In social science, the acceptable α value is .60 (Ghazali, 2008), which is also practiced by other researchers. This shows that each of the subscale items were reliable for this study (Fraenkel and Wallen, 1996).

Table 4: Descriptive statistics for the MALQ items

Descriptive statistics	Mean	Std. Deviation
Mean score for overall MALQ items	3.9766	.9520

The above table 4 indicated the overall participants' metacognitive listening strategy awareness levels (mean = 3.9766, standard deviation = .9520). This shows the reasonable level of metacognitive listening strategies of Ambo University Second Year English Major Students.

Table 5: Descriptive statistics for the five subscales of MALQ items

Sub-scales	No. of items	M	SD
Problem solving	6	3.6983	.1517
Planning evaluation	5	3.3920	.5169
Directed attention	4	3.6050	1.0172
Person knowledge	3	4.0333	1.3079
Mental translation	3	4.7100	.2884

The above table 4 reveals the descriptive statistics for each of five subscales of MALQ items. Among these mental translation ($M=4.7100$, $SD=.2884$). The second highest listening strategy was person knowledge ($M=4.0333$, $SD=1.3079$). The mean scores for both directed attention and Problem solving were 3.6050 and 3.6983, which are satisfactory level of awareness. The lowest mean score was planning evaluation ($M=3.3920$, $SD=.5169$).

Analyses of Interview Result

The other purpose of this study was to investigate the participants' challenges of using metacognitive listening strategies. To achieve this objective, semi-structure interview was carried out with five students were randomly selected from the students who filled the questionnaires. Instead of using the interviewees' names in analyzing results, codes (ST1, ST2, ST3, ST4 and ST5) were used for each of the respondents. Their sounds were first transcribed and in analysis and interpretation was made as per the result. The finding of the study showed that the challenges most of respondents faced was unfamiliarity of words used in the listening text (limited English vocabulary) and difficult grammatical structures. The result indicates that it is in line with the finding of the study carried out by Hasan's (2000), who found limited knowledge of words was his participants' challenges in using listening strategies. Many foreign language teachers find that listening is a challenging skill to teach and for learners to acquire (Brown, 2011) because of the connectedness (Goh, 2000), speed, accent, and unplanned nature of spoken discourse (Richards, 2015). One respondent (ST4) said, "Our teacher neither teaches us about listening skills and the strategies that we can use while listening nor the vocabulary within the text." The development of listening skills receives the least systematic attention from teachers, students and instructional materials when compared to other language skills (Vandergrift & Goh, 2012). EFL teachers rely on the use of comprehension question and adopt a listen, answer, check testing patterns in the classroom when teaching listening skills rather than how to listen (Siegel, 2014). According to Vandergrift and Goh (2012), this often triggers high levels of foreign learners' anxiety. The other listening strategy use problem related to pronunciation. For instance, respondent ST2 said, "When I listen to native speakers, I cannot understand most of the words they speak." This is in line with Walker's (2014) study who found that one of the serious problem foreign students faced in listening was related to pronunciation of words. The nature of the listening text also affected the students' metacognitive listening strategy use. For instance, ST5 reported as, "The instructors sometimes bring us difficult listening texts." When they listen to the texts that are not related to their cultural knowledge, it is difficult for them to facilitate listening process, especially listening strategy use.

The other problem related to the teachers was that the teachers use only two types of listening strategy practice. For instance, ST3 said, "The teachers themselves prepare listening texts themselves and reread for us in the classroom." In addition to this, ST2 said, "sometimes we practice listening strategy in the language laboratory, though the lab is not equipped." The instructors also did not give emphasis on the listening strategy practice in the classroom. For instance, ST1 responded as, "The teachers only use questions that are written on the teaching material." It is even better if the teachers prepare their own contextualized questions besides the questions written on the material. Furthermore, almost all of the respondents agreed that they themselves give less emphasis on the listening skills. This means that they were less motivated toward these skills, which might arise from the less emphasis given by teachers. Therefore, the teachers should give equal attention to all of the language skills. Another serious problem the respondents reported was that they lack awareness about metacognitive listening strategies use.

Result and Discussion

The purpose of this study was to investigate students' metacognitive listening strategies awareness, and the challenges they face when using these strategies. To achieve these objectives, the data were gathered using both quantitative and qualitative methods. The data collected using quantitative methods indicated that mental translation ($M=4.7100$) was the highest metacognitive listening strategy used by the respondents. This means the respondents were good at translating what they heard (words, phrases, or entire utterances) into their first languages. Next to this, person knowledge was listening strategy used ($M=4.0333$) while the lowest mean score was planning and evaluation ($M=3.3920$). This implies that Ambo University English Major students were able to assess the perceived difficulty of listening texts. Vandergrift (2005) supports the idea that metacognitive knowledge and self-efficacy are closely related. The finding by Rahimi and katal (2011) indicated that the highest metacognitive listening strategy used was problem solving

(M=4.44). However, the level of overall metacognitive listening strategy awareness of their respondents was similar with that of this study which is satisfactory. The result of this finding also matches with previous studies (Pishghadam, 2009; Lachini, 1997, Tajedin, 2001; Akbari, 2003; Rahimi and katal, 2010; Shirani, Bidabadi & Yamat, 2010, 2011). This study revealed that the respondents of this study lacked awareness of the strategy that help them to prepare themselves for listening and to evaluate the results of their listening efforts. These include having a plan for listening, thinking about similar texts as a guide, having a goal in mind while listening, periodically checking one's satisfaction with the on-going interpretation while listening and evaluating the strategic effectiveness of one's listening efforts. The levels of participants' problem solving (3.6983) and directed attention (3.6050) were satisfactory in this study. Problem-solving strategies are used for making inferences when listeners encounter unfamiliar words or do not hear some important parts and to monitor these inferences and other interpretations. These include strategies such as using known words to deduce the meaning of unknown words, using the general idea of a text to deduce unknown words, using one's experience and general knowledge in interpreting the text, adjusting one's interpretation upon realizing that it is incorrect, monitoring the accuracy of one's inferences for congruency and comparing the developing interpretation with one's knowledge of the topic (Goh & Kaur, 2017). Additionally, direct attention refers to the listening strategies that help listeners to concentrate and stay on task. These kind of strategies include getting back on track when losing concentration, focusing harder when having difficulty understanding, recovering concentration when one's mind wanders and not giving up when one experiences difficulties. These Meta cognitive strategies represent the important roles played by attention and concentration in the process of listening comprehension (Goh & Kaur, 2017).

Interview result indicated that there were many challenges that the students face in using metacognitive listening strategies. The finding of the study indicated that the teachers use only two types of listening strategy practice: they prepare listening material themselves and they use language laboratory. The instructors can use different types of input such as lectures, radio news, films, TV plays, announcements, everyday conversation, and interviews. Many foreign language teachers find that listening is a challenging skill to teach and for learners to acquire (Brown, 2011) because of the connectedness (Goh, 2000), speed, accent, and unplanned nature of spoken discourse (Richards, 2015). The study also found that the teachers did not give much emphasize on the listening skills. They emphasized giving repeated testes rather than practice. However, Graham (2006) suggests that one of the most efficient approaches that might help ESL learners overcome their listening problems is to teach and assist students to utilize listening strategies effectively. The development of listening skills receives the least systematic attention from teachers, students and instructional materials when compared to other language skills (Vandergrift & Goh, 2012). EFL teachers rely on the use of comprehension question and adopt a listen, answer, check testing patterns in the classroom when teaching listening skills rather than how to listen (Siegel, 2014). Moreover, most of the students' awareness about metacognitive listening strategy was low. This implies that they do not know what of the strategies, how to apply them and when to apply these strategies. Therefore, to minimize this problem, the teachers should use various techniques that assist students to be aware about these strategies.

Recommendation

Based on the findings of the research, the following recommendations have been reached.

- The teachers should pay attention to the listening skills while they teach foreign language in general, and listening and communicative courses, in particular. Mastering listening comprehension should be our first step towards fully acquiring the

English language (Liu, 2009). Nevertheless, Goh (2000) claims that most learners are not well aware of their own approaches of listening and comprehending the oral input, nor are they aware of the actual problems occurring during information processing.

- The teachers should also teach their students strategies to develop listening skills, how to be active listener and familiar with the accent and pronunciation of vocabulary. Cognizant of this, teachers should familiarize their students with the rules of pronunciation in order to help them hear the different forms of rapid natural speech and ask them to imitate native speakers' pronunciation.
- The listening texts used to practice listening strategy use should be authentic and simple texts that assist students to practice the strategy of using listening by them and using language laboratory.
- The teachers should balance their classroom activities /tasks for both bottoms-up and top-down approaches instead of giving much emphasis on the bottom-up activities only.
- The students should be familiarized with British and American accents, as well to make the most out of it.
- Finally, the students should take their own responsibilities to be familiarized with accents of native speakers.

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