



**UNIVERSITI PUTRA MALAYSIA**

**EFFECTS OF METACOGNITIVE LISTENING STRATEGY TRAINING ON  
LISTENING COMPREHENSION AND STRATEGY USE OF ESL  
LEARNERS**

**FARIDAH ABDUL MALIK**

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LEARNERS**

by

**FARIDAH ABDUL MALIK**

**Thesis submitted to the School of Graduate Studies, Universiti Putra  
Malaysia, in Fulfillment of the Requirements for the Degree of Doctor of  
Philosophy**

**July 2011**

## DEDICATION

To my family, without whom nothing at all would be possible.



Abstract of thesis presented to the Senate of Universiti Putra Malaysia in fulfilment of the requirements for the degree of Doctor of Philosophy

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**FARIDAH ABDUL MALIK**

**July 2011**

**Chair: Fauziah Hassan, PhD**

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This study examines the role of metacognitive strategies in enhancing ESL students' listening comprehension performance. It specifically investigates the effects of metacognitive listening strategy training on ESL learners' listening comprehension and on their metacognitive listening strategy use. The different effects that the training might have on listeners with different levels of listening proficiency are also explored. Finally, it seeks to find out the different ways in which skilled and less-skilled listeners apply metacognitive listening strategies.

This study employed a nonrandomised control-group pretest-posttest quasi experimental research design. This involved the administration of pretests in

the forms of a listening test and a metacognitive listening strategy questionnaire, which measured the students' baseline abilities in listening comprehension and their initial patterns of metacognitive listening strategy use. This was followed by a metacognitive listening strategy training which was conducted over a duration of 18 class hours. The quasi experiment was completed with the measurements of the effects of training through the students' posttest listening comprehension scores and the posttest metacognitive listening strategy questionnaire responses.

To complement the quantitative data from the experiment, qualitative information in the form of think aloud protocols were collected to provide insights into the learners' 'actual' metacognitive strategy use which was measured by a pre and post training think-aloud sessions.

The quantitative data sets obtained from the listening comprehension test scores and the metacognitive listening strategy questionnaire responses were analysed statistically using paired samples *t* test, independent samples *t* test and ANCOVA. The think aloud protocols were analysed both quantitatively, through comparisons of strategy use profiles, and qualitatively, through examining emerging patterns of how skilled and less-skilled listeners use the strategies.

The findings of the study point to the positive effects of metacognitive listening strategy training. Even though the difference is not statistically significant, those who underwent metacognitive listening strategy training did perform slightly better than those who did not. It is also found that the training has benefitted the less-skilled listeners more than the skilled ones. In terms of strategy use, the results show that those who underwent training have widened their strategy repertoire and used metacognitive listening strategy more frequently. However, the findings on how training has affected the strategy use of different levels of listeners are inconclusive. The questionnaire findings indicate that it was the less-skilled listeners who increased their strategy repertoire and used strategy more frequently. However, the think aloud protocols analyses produce contrastive findings: it was the skilled listeners who made more gains in terms of strategy repertoire and frequency of strategy use. Finally, the think aloud protocols show that the skilled and less-skilled listeners may employ the same types of metacognitive listening strategies and the less-skilled listeners may use these strategies more frequently, but, the skilled listeners were more successful at comprehension as their more developed metacognitive strategy use enabled them to better regulate their top-down and bottom-up listening processes.

The study strongly suggests for the incorporation of metacognitive listening strategy training in the ESL listening classroom.

Abstrak tesis yang dikemukakan kepada Senat Universiti Putra Malaysia sebagai memenuhi keperluan untuk ijazah Doktor Falsafah

**KESAN LATIHAN STRATEGI MENDENGAR METAKOGNITIF TERHADAP KEFAHAMAN MENDENGAR DAN PENGGUNAAN STRATEGI DALAM KALANGAN PELAJAR-PELAJAR YANG MEMPELAJARI BAHASA INGGERIS SEBAGAI BAHASA KEDUA**

Oleh

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Penyelidikan ini dijalankan untuk memahami peranan strategi mendengar metakognitif dalam usaha meningkatkan kemampuan mendengar pelajar-pelajar bahasa Inggeris sebagai bahasa kedua (ESL). Secara khusus, penyelidikan ini mengkaji kesan latihan penggunaan strategi mendengar metakognitif terhadap kefahaman mendengar dan penggunaan strategi dalam kalangan pelajar tersebut. Di samping itu, kajian ini dilakukan untuk mengetahui implikasi latihan terhadap pelajar yang mempunyai kemahiran mendengar yang berbeza. Akhir sekali, kajian ini juga mengenal pasti cara penggunaan strategi mendengar metakognitif yang berbeza antara pendengar mahir dengan pendengar kurang mahir.

Kajian ini adalah eksperimen kuasi yang menggunakan reka bentuk Kumpulan Kawalan Tidak Random Ujian Pra Dan Ujian Pasca (*Nonrandomised Control Group Pretest-Posttest Design*). Eksperimen ini dimulakan dengan pelaksanaan ujian pra berbentuk ujian kefahaman mendengar bagi mengenal pasti tahap awal kemahiran mendengar, dan kajian selidik penggunaan mendengar metakognitif untuk mengukur penggunaan strategi pelajar di peringkat permulaan. Ini diikuti dengan latihan penggunaan strategi mendengar metakognitif yang dijalankan sepanjang 18 jam waktu kelas. Eksperimen itu diakhiri dengan pelaksanaan ujian pasca dengan menggunakan ujian kefahaman mendengar dan kajian selidik penggunaan strategi mendengar metakognitif yang sama seperti yang digunakan dalam ujian pra.

Untuk menyokong data kuantitatif dari eksperimen, informasi kualitatif dalam bentuk protokol berfikir secara kuat telah dikumpul bagi mengenal pasti strategi metakognitif sebenar yang digunakan (*actual strategy use*), diukur dengan menggunakan prosedur pra dan pasca berfikir secara kuat.

Data kuantitatif daripada markah ujian kefahaman mendengar dan maklum balas berdasarkan soal selidik terhadap penggunaan strategi dianalisis menggunakan ujian  $t$  bebas, ujian  $t$  bersandar dan ujian ANCOVA. Protokol berfikir secara kuat dianalisis secara kuantitatif dengan membandingkan profil penggunaan strategi oleh pelajar, dan secara kualitatif melalui

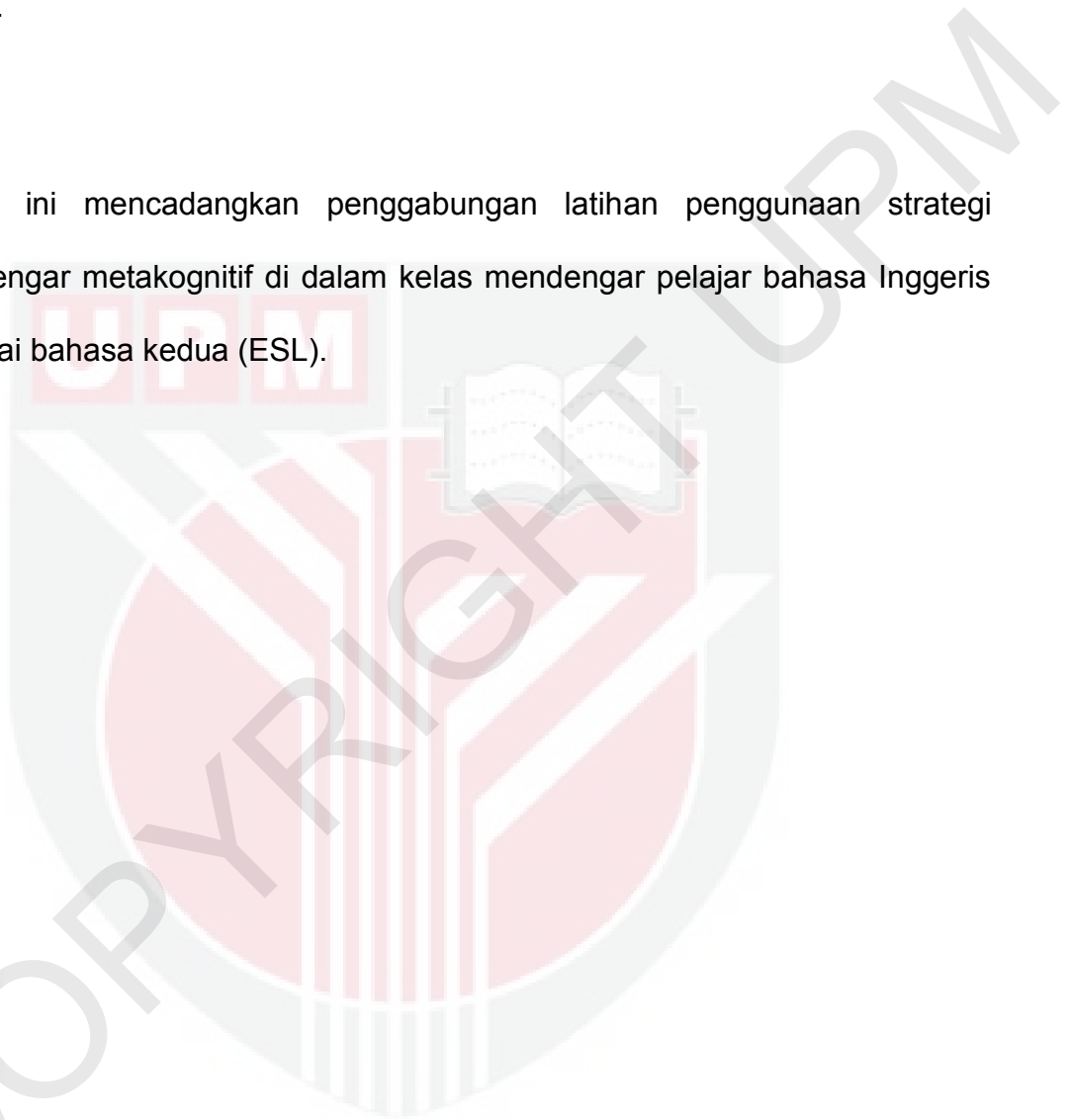


pemeriksaan secara terperinci dari segi persamaan dan perbezaan pola penggunaan strategi yang dapat dikesan.

Dapatan kajian menunjukkan kesan positif terhadap latihan penggunaan strategi mendengar metakognitif. Walaupun keputusan kajian tidak menunjukkan perbezaan ketara, pelajar yang mengikuti latihan memperoleh markah keseluruhan yang lebih tinggi berbanding pelajar yang tidak mengikuti latihan. Dapatan kajian juga menunjukkan bahawa latihan penggunaan strategi mendengar metakognitif lebih bermanfaat terhadap pendengar yang kurang mahir berbanding pendengar mahir. Dari segi penggunaan strategi, dapatan kajian menunjukkan pelajar yang mengikuti latihan telah menambah himpunan strategi dan seterusnya menggunakan strategi itu dengan lebih kerap berbanding pelajar yang tidak mengikuti latihan. Walau bagaimanapun, dapatan mengenai penggunaan strategi antara pendengar mahir dengan pendengar kurang mahir tidak menunjukkan sebarang keputusan yang jelas. Dapatan soal selidik menunjukkan bahawa pendengar kurang mahir yang lebih banyak menggunakan strategi dan menggunakannya dengan lebih kerap selepas latihan berbanding pendengar mahir. Walau bagaimanapun, analisis prosedur berfikir secara kuat menunjukkan dapatan berbeza, iaitu pendengar mahir yang lebih menggunakan pelbagai strategi dengan lebih kerap. Akhir sekali, protokol berfikir secara kuat menunjukkan bahawa pendengar mahir dan kurang mahir mungkin menggunakan jenis-jenis strategi yang serupa dan pendengar kurang mahir mungkin menggunakan strategi-strategi ini dengan lebih kerap. Namun, pendengar mahir mempunyai lebih banyak kefahaman

semasa mendengar kerana penggunaan strategi mendengar metakognitif yang lebih berkesan membolehkan mereka mengendalikan proses mendengar 'dari atas ke bawah' dan 'dari bawah ke atas' dengan lebih cekap.

Kajian ini mencadangkan penggabungan latihan penggunaan strategi mendengar metakognitif di dalam kelas mendengar pelajar bahasa Inggeris sebagai bahasa kedua (ESL).



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I certify that a Thesis Examination Committee has met on 26<sup>th</sup> July 2011 to conduct the final examination of Faridah Abdul Malik on her thesis entitled “Effects of Metacognitive Listening Strategy Training on Listening Comprehension and Strategy Use of ESL Learners” in accordance with Universities and University College Act 1971 and the Constitution of the Universiti Putra Malaysia [P.U.(A) 106] 15 March 1998. The Committee recommends that the candidate be awarded the Doctor of Philosophy.

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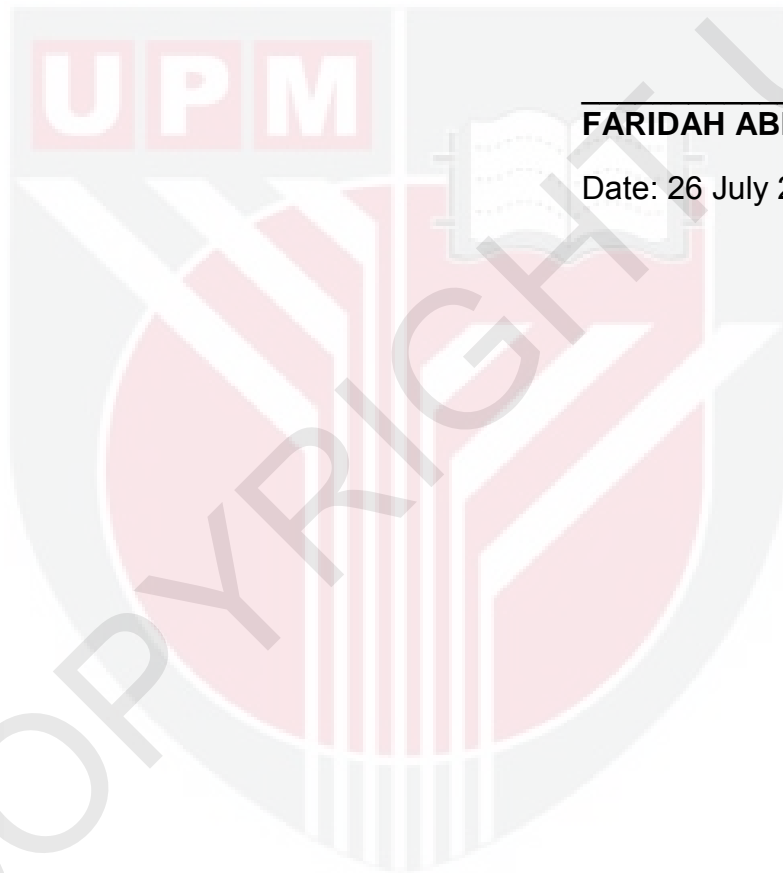
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## DECLARATION

I declare that the thesis is my original work except for quotations and citations which have been duly acknowledged. I also declare that it has not been previously, and is not concurrently, submitted for any other degree at Universiti Putra Malaysia or other institutions.



**FARIDAH ABDUL MALIK**

Date: 26 July 2011

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