

# Effectiveness of Metacognitive Strategy Instruction on Listening Comprehension Performance: A Study Based on High and Less Skilled ESL Learners

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**Abstract** - This study aimed at investigating the effectiveness of metacognitive strategy instruction on listening comprehension performance of high skilled and less skilled learners. Studies have emphasized metacognitive strategy awareness for successful listening comprehension. The present study tested how metacognitive listening strategies would impact listening performance of students following ‘Listening in English’ as a subject in Higher National Diploma (HND) in English. Sixty ESL learners following HND in English were divided into three groups; high skilled group (20), less skilled group (20) and control group (20). Both high and less skilled groups were provided ten weeks of metacognitive strategy training during listening tests based on Cognitive Academic Language learning Approach (CALLA) and Metacognitive Awareness Listening Questionnaire (MAQL) while the control group did not receive any training during their listening tests. Results of the posttest confirmed that the effective use of metacognitive strategies can lead to a considerable difference on the listening comprehension performance of the learners. The scores of high and less skilled groups at the posttest surpassed control group. A more significant finding of the study is that less skilled learners have benefitted most through metacognitive strategy training. Although high skilled learners have improved their listening performance through metacognitive strategy training and remain the group with highest score, their improvement percentage is lower than the less skilled learners. Accordingly the study concludes that metacognitive strategy training is instrumental in increasing the listening comprehension performance of less skilled learners. It further recommends that metacognitive strategy training should be incorporated in ‘Listening in English’ program of HND in English.

**Keywords:** metacognitive strategy instruction, listening performance, high and less skilled learners