EDUCATIONAL STRATEGIES FOR IMPROVING LISTENING COMPREHENSION IN LANGUAGE EDUCATION

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Abstract: Listening comprehension is often misunderstood as a passive activity, whereas it is a dynamic process that requires a high level of cognitive engagement. Numerous studies have emphasized the importance of cognitive and metacognitive strategies in enhancing listening skills. Research on learner autonomy indicates that successful learners are those who actively regulate their learning processes, monitor their progress, and effectively utilize feedback and available resources. This study employed a mixed-methods approach, involving 22 randomly selected students from Grade XI of the Automotive Engineering program at SMK Pasundan Subang. Data were collected through a combination of pre-tests and post-tests, structured questionnaires, semi-structured interviews, and classroom observations. Data analysis was conducted using quantitative methods including paired t-tests and descriptive statistics and qualitative analysis through a thematic approach to the interview and observation findings. This article discusses the application of cognitive and metacognitive strategies in teaching second-language listening skills. The author argues that educators can support students in becoming more proficient listeners by equipping them with strategies such as repetition, summarization, and self-questioning. These techniques not only enhance comprehension but also promote learner autonomy by encouraging students to take greater responsibility for their own learning processes. Ultimately, these strategies contribute to more meaningful

engagement with learning materials and support the retention and application of language skills in various real-life contexts.
Key Words: Cognitive engagement, Metacognitive strategies, Learner autonomy, Listening comprehension.

INTRODUCTION

Listening comprehension is a foundational skill in second language learning, yet it is often underestimated in both practice and pedagogy. As learners strive to become proficient in English, developing effective listening strategies becomes essential for meaningful communication and overall language acquisition. Far from being a passive activity, listening is an active, dynamic process that involves a range of cognitive functions. This paper investigates the role of cognitive and metacognitive strategies in improving learners' comprehension of spoken English, highlighting their significance in fostering deeper engagement with auditory input and promoting long-term language development. This paper explores how the application of cognitive and metacognitive strategies can support learners in developing better comprehension of spoken English, ultimately contributing to more effective language learning and acquisition. These strategies help learners not only to organize the learning process but also to interact more meaningfully with the input they receive. Listening, often mischaracterized as a passive skill, is in fact a cognitively active process that requires effortful engagement from the learner. Understanding spoken English involves more than just hearing words it demands the ability to decode grammatical structures, interpret tone and intonation, and retain information over time. Vandergrift and Goh (2012) assert that listening involves a series of complex cognitive operations that are central to second language acquisition. Therefore, enhancing listening skills requires learners to engage in active mental processes that promote understanding and retention.

Cognitive strategies refer to specific mental techniques that learners use to support information processing. These include actions like repeating phrases, summarizing key points, and employing mnemonic devices. According to Chamot (2005), such strategies can significantly improve learners' ability to process and internalize spoken input. For instance, repeating a phrase not only reinforces memory but also improves pronunciation and familiarity with sentence structure. Summarizing spoken content, on the other hand, helps learners identify main ideas and discard irrelevant details, which leads to deeper comprehension. In contrast, metacognitive strategies involve an awareness and control over one's own learning process. These higher-order thinking skills enable learners to plan, monitor, and evaluate their performance. Flavell (1979), who coined the term metacognition, highlights the importance of such strategies in helping learners assess their progress and make necessary adjustments. For example, learners may begin a listening task by setting specific objectives, such as identifying the speaker's opinion or understanding a sequence of events. While listening, they might check their understanding by asking themselves clarifying questions. Afterward, reflection on areas of confusion or success can guide improvements for future tasks.

The development of both cognitive and metacognitive strategies not only improves listening skills but also encourages learner autonomy. When students are equipped with tools to regulate their own learning, they become more independent and motivated to engage deeply with the material. This autonomy is crucial for sustained language development, especially outside the classroom environment. Teachers play a pivotal role in cultivating these skills. Effective instruction involves explicitly

teaching strategies, modeling their use, and providing structured practice. Oxford (1990) emphasizes that teaching learning strategies is essential for developing proficient language learners. For example, instructors can demonstrate how to summarize a listening passage or facilitate class discussions where students reflect on their listening experiences. Additionally, integrating peer feedback and self-assessment activities can strengthen learners' ability to monitor and evaluate their progress. By fostering an environment where strategic listening is consistently practiced and encouraged, educators can empower students to become more capable and confident listeners. This not only enhances their listening comprehension but also contributes to their overall language proficiency. Ultimately, the consistent use of cognitive and metacognitive strategies lays a strong foundation for long-term language retention and the practical application of English in a variety of real-world contexts.

LITERATURE REVIEW

This research adopts a mixed-methods design to investigate how cognitive and metacognitive strategies can improve listening comprehension among learners of English as a second language. The participants comprise 22 students from Grade XI Automotive Engineering Class at SMK Pasundan Subang, selected through random sampling to ensure variation in language proficiency, age, and educational experiences. This diverse sampling enhances the representativeness and validity of the findings. In the quantitative component, the study employs a pre-test and post-test design to measure the effectiveness of the implemented strategies. These tests assess students' listening comprehension before and after the intervention. According to Creswell (2014), quantitative research is useful for identifying relationships among variables and allows researchers to test

hypotheses using statistical procedures. By applying this approach, the study aims to provide objective and measurable evidence on the impact of cognitive and metacognitive strategies. The qualitative component complements the numerical data by exploring students' experiences, perceptions, and reflections related to the use of listening strategies. Data were collected through semi-structured interviews and learning journals, allowing participants to describe their thought processes, challenges, and strategy use during listening activities. The qualitative data were analyzed thematically to identify recurring patterns and insights that explain how and why certain strategies support listening comprehension. This aligns with Creswell's (2014) view that qualitative methods provide a deeper understanding of participants' perspectives and the context in which learning occurs. By integrating both quantitative and qualitative data, this study seeks to offer a comprehensive picture of how cognitive and metacognitive strategies influence ESL learners' listening development not only in terms of measurable outcomes but also in relation to learner experiences and engagement.

METHODOLOGY

To gather comprehensive data, the study incorporates both quantitative and qualitative approaches. Listening comprehension is assessed through pre-tests and post-tests, enabling a comparison of performance before and after the intervention. To explore students' use of learning strategies, structured questionnaires are administered, which also examine self-efficacy and learner attitudes toward listening practices. According to Cohen, Manion, and Morrison (2018), quantitative methods such as tests and questionnaires are effective for collecting data that can be systematically analyzed, ensuring objectivity and generalizability of

the findings. Additionally, semi-structured interviews are conducted with selected participants to gain deeper insights into personal experiences and perceptions. Furthermore, classroom observations are carried out to document how strategies are applied in practice and to monitor students' engagement during listening activities.

Data Analysis Procedures

The analysis combines statistical and thematic techniques. Quantitative data from the listening tests are analyzed using paired sample t-tests to determine whether there is a statistically significant improvement in comprehension after the implementation of the strategies. Descriptive statistics are used to interpret the results from the questionnaires. As emphasized by Fraenkel, Wallen, and Hyun (2012), statistical analysis in quantitative research helps in summarizing data and testing hypotheses, providing a solid foundation for making generalizations. For the qualitative data, information derived from interviews and classroom observations is analyzed using thematic analysis, allowing the researcher to identify common patterns, student behaviors, and perceptions regarding strategy use.

RESULT AND DISCUSSION

This chapter presents a discussion of the findings from the mixed-methods study that examined the effectiveness of cognitive and metacognitive strategies in enhancing listening comprehension among second language learners Grade XI Automotive Engineering Class at SMK Pasundan Subang. The results from the quantitative and qualitative data collection methods are integrated to provide a comprehensive understanding of how these strategies impact listening skills. To complement the methodology and provide a clearer picture of the data collection and analysis, here are tables representing the pre-

test and post-test results and interview data.

Sample	Pre-Test Score	Post-Test Score	Percentage Improvement
1	55	78	41.82%
2	62	81	30.65%
3	48	75	56.25%
4	50	70	40.00%
5	57	80	40.35%
6	53	77	45.28%
7	60	85	41.67%
8	49	73	48.98%
9	55	79	43.64%
10	61	82	34.43%
11	54	76	40.74%
12	58	81	39.66%
13	64	83	29.69%
14	52	75	44.23%
15	59	80	35.59%
16	47	70	40.94%
17	63	84	33.33%
18	56	78	39.29%
19	51	73	43.14%
20	60	82	36.67%
21	62	83	33.87%
22	54	77	42.59%

Table 1 Pre-Test and Post-Test Results

Analysis Results

The analysis of the collected data reveals a notable enhancement in students' listening comprehension abilities following the application of cognitive and metacognitive strategies. This improvement is clearly reflected in the comparison between pre-test and post-test scores, with varying degrees of progress among the participants.

Several participants specifically those with ID numbers 3, 6, 8, 14, and 16 demonstrated the most significant gains, showing percentage increases of 56.25%, 45.28%, 48.98%, 44.23%, and 48.94% respectively. These substantial improvements suggest that these learners were particularly successful in employing the strategies, likely due to their high level of engagement and clear understanding of the techniques introduced.

The majority of students experienced moderate progress, with percentage increases falling between 40% and 45%. Participants with ID numbers 1, 4, 5, 7, 9, 11, 15, 19, and 22 belong to this group, showing improvements ranging from 40.00% to 43.64%. Although these results confirm the benefits of the strategies, they also indicate a potential need for extended practice or more individualized guidance to maximize learning outcomes.

A smaller group of students showed more modest improvement, with gains between 30% and 40%. This group includes participants with ID numbers 2, 10, 12, 13, 17, 18, 20, and 21, whose percentage increases range from 29.69% to 39.66%. The variation in progress among these learners could be attributed to several factors, such as differing learning preferences, varying levels of initial language proficiency, or other personal and contextual influences.

In summary, the findings demonstrate that the use of cognitive and metacognitive strategies has a positive effect on students' listening comprehension. Although the degree of improvement differs among individuals, the overall trend supports the effectiveness of these strategies in a second language learning context, such as Grade XI Automotive Engineering Class at SMK Pasundan Subang. Future implementations should focus on ensuring consistent use of these strategies while adapting them to meet the unique needs of each learner to optimize outcomes.

Interview Data

Qualitative insights gathered through interviews provide valuable perspectives on students' experiences and reflections related to the strategies used. The responses were subjected to thematic analysis to extract recurring ideas and sentiments. According to Braun and Clarke (2006), thematic

analysis enables researchers to systematically identify and interpret patterns within qualitative data, making it suitable for understanding learners' perceptions and emotional responses.

Several key themes emerged from the analysis. These include students' recognition of the usefulness of the strategies, the challenges they encountered during the learning process, noticeable improvements in their listening abilities, feedback on the effectiveness of classroom activities, and suggestions for enhancing future implementation. The interview data, presented in table form, offers deeper understanding into how students perceived the intervention and highlights areas that may benefit from further refinement in subsequent teaching cycles.

Question	Response
"What do you think about using listening strategies?"	"Those strategies are very helpful. Summarizing helps me focus on the key points, and asking myself questions makes me more engaged in the listening task."
"What challenges are you facing?".	"At first, it was difficult to summarize while listening, but with practice, it became easier."
"Do you see any improvement?"	"Yes, my understanding and memory of information have significantly improved."
"How do the activities in class help?"	"Group discussions and feedback sessions are very useful for strengthening strategies and learning from peers."
"Which strategy is the most effective?"	"Setting goals before listening helps me stay focused and understand the purpose of the task."

"Do you have any suggestions for improvement?"	"More diverse listening materials can be helpful in dealing with different listening contexts and accents."
"How do you feel about the final test?"	"I feel more confident and prepared compared to the initial test, thanks to the strategies we practiced."

Table 2 Interview Results

1. Listening Comprehension and Its Role in Language Learning

Listening comprehension, often mistakenly perceived as a passive task, is actually an active and cognitively intensive process. Learners must distinguish between sounds, comprehend vocabulary and grammatical structures, interpret intonation and prosodic features, and retain auditory information long enough to make sense of it within a specific context. As such, listening requires significant mental effort. The recognition of listening comprehension as a vital element of language instruction emerged after considerable scholarly debate. A large body of research has highlighted the importance of input particularly *comprehensible input* in language acquisition (Krashen, 1982; O'Malley, 1985; Dunkel, 1991; Feyten, 1991), underscoring the foundational role of listening in second language education.

It is widely acknowledged that listening comprehension facilitates language learning. According to Garry (1975), prioritizing listening skills during the early stages of language acquisition offers several benefits, including cognitive, practical, and emotional advantages. From a cognitive perspective, focusing on listening aligns with the natural sequence of language development. Decoding spoken language involves recognition-based knowledge, which typically precedes productive language use that requires retrieval-based knowledge possible only after the language has been understood and stored in memory.

Figure 1. Students Listening Comprehension Test

Forcing language learners to produce speech before they have fully internalized it can cause cognitive strain, often leading to rapid forgetting. Learners with limited language proficiency typically find it difficult to comprehend spoken input and speak at the same time. This is due to the limitations of short-term memory, which cannot hold all the necessary information, resulting in a tendency to fall back on native language habits when speech production is prematurely expected. Prioritizing immediate verbal output reduces the time available for listening and understanding, thereby impeding the acquisition of meaningful content and related language competencies. However, raising learners' awareness of effective listening strategies and encouraging their use can greatly enhance their ability to absorb language input more efficiently

In parallel, the quantitative aspect of the study supports these insights through numerical data. Listening comprehension scores, collected through pre-tests and post-tests, are analyzed using **paired sample t-tests**, which allow researchers to determine whether a statistically significant difference exists between two related measurements. As stated by Fraenkel, Wallen, and Hyun (2012), quantitative methods such as hypothesis testing and statistical analysis

enable researchers to make objective conclusions about the effectiveness of an educational intervention. Furthermore, responses from structured questionnaires are processed using descriptive statistics to examine trends in learners' self-efficacy and attitudes.

This quantification not only validates the intervention's outcomes but also allows for the generalization of results to similar educational contexts. The integration of both qualitative and quantitative approaches enhances the credibility and richness of the findings, aligning with Creswell's (2014) assertion that mixed-methods research offers a comprehensive understanding by merging numeric trends with personal experiences. (Krashen, 1982; O'Malley, 1985; Dunkel, 1991; Feyten, 1991), underscoring the foundational role of listening in second language education.

It is widely acknowledged that listening comprehension facilitates language learning. According to Garry (1975), prioritizing listening skills during the early stages of language acquisition offers several benefits, including cognitive, practical, and emotional advantages. From a cognitive perspective, focusing on listening aligns with the natural sequence of language development. Decoding spoken language involves recognition-based knowledge, which typically precedes productive language use that requires retrieval-based knowledge possible only after the language has been understood and stored in memory. Forcing language learners to produce speech before they have fully internalized it can cause cognitive strain, often leading to rapid forgetting. Learners with limited language proficiency typically find it difficult to comprehend spoken input and speak at the same time. This is due to the limitations of short-term memory, which cannot hold all the necessary information, resulting in a tendency to fall back on native language habits when speech production is prematurely expected. Prioritizing immediate verbal output reduces the time available for listening and understanding, thereby impeding the acquisition of meaningful content and related language competencies. However, raising learners' awareness of effective listening strategies and encouraging their use can greatly enhance their ability to absorb language input more efficiently. According to Long's (1983) Interaction Hypothesis, listening comprehension should not be seen as a passive reception of language, but as an interactive process involving active meaning negotiation. This kind of engagement promotes deeper mental processing, which is essential for long-term memory retention and understanding. Vandergrift and Goh (2012) further emphasize that developing

metacognitive awareness in listening enables learners to better manage and regulate their listening strategies, ultimately strengthening their language abilities.

Despite its foundational role, listening is often the most overlooked skill in classroom settings. Field (2008) notes that listening receives far less instructional focus compared to other skills, even though it plays a pivotal role in language development. Studies conducted by Goh (2000) have shown that learners who participate in structured listening strategy training demonstrate notable improvements in both comprehension and language production. Similarly, Rost (2011) points out that listening supports the growth of all other core language skills speaking, reading, and writing making it an essential pillar of overall language proficiency.

To implement these research findings effectively, educators must adopt a more balanced approach that recognizes listening as an active and indispensable part of language learning. This involves redesigning curricula to emphasize listening tasks, incorporating authentic audio materials, and explicitly teaching learners how to apply targeted listening strategies. Such a shift not only aligns with established theoretical frameworks but also caters to the practical needs of learners, ultimately fostering more effective and integrated language acquisition.

2. Listening Comprehension Strategies

The findings from this study indicate that the use of listening strategies had a highly positive impact on students' comprehension abilities and memory retention. Although learners initially faced some difficulties with summarizing while listening, these challenges diminished with continued practice. Interactive classroom activities such as peer discussions and feedback sessions played a key role in reinforcing the strategies and fostering collaborative learning. By the time of the post-test, students expressed greater confidence and felt more prepared than during the pre-test phase. It was also recommended that a broader range of listening materials be introduced to expose students to various linguistic contexts and accents, which would further enhance their adaptability. Overall, the application of these strategies

significantly supported students' listening development. O'Malley and Chamot (1990) proposed a widely recognized classification system for language learning strategies, dividing them into cognitive and metacognitive categories. Metacognitive strategies encompass higher-level processes that allow learners to plan, monitor, and evaluate their learning, often corresponding to the stages before, during, and after a task. On the other hand, cognitive strategies are more task-specific and involve manipulating incoming information or applying particular skills. A third category socio-affective strategies include interpersonal methods such as peer collaboration, seeking assistance from instructors, or managing emotional states like anxiety. Existing research has highlighted the significant potential of metacognitive strategies in enhancing second language listening skills. While early studies on language learning strategies (e.g., Rubin, 1984) did not place a strong focus on listening, more recent investigations have shown that metacognitive approaches help learners take greater control of their own progress. These strategies enable learners to become more independent by planning, regulating, and assessing their performance, ultimately leading to better outcomes.

Figure 2. Listening Comprehension Strategies

The current study aligns with these findings, showing that students who adopted a well-rounded set of listening strategies demonstrated notable progress in both comprehension and information recall. Socio-affective strategies particularly group discussions and reflective feedback

sessions proved especially helpful in solidifying the strategies and boosting learners' confidence. Therefore, it is strongly recommended that cognitive, metacognitive, and socio-affective strategies be integrated into the teaching of listening comprehension to maximize learning effectiveness and student engagement.

Although considerable attention has been given to research on second language learning strategies, investigations specifically targeting listening strategies remain relatively scarce (Rubin, 1984). Nonetheless, emerging studies have increasingly demonstrated that metacognitive strategies hold strong potential for improving listening skills in a second language. Early evidence indicates that these strategies enable learners to regulate their learning processes more efficiently, thereby enhancing their ability to perform listening tasks through more effective use of available input.

3. Challenges and Solutions

Teaching listening comprehension involves more than just applying theory it requires a thoughtful balance between conceptual knowledge and real-world classroom practices. Educators must develop a clear understanding of what listening entails, why it presents difficulties for learners of foreign languages, and how these challenges can be addressed through practical means. A central issue is determining how to translate theoretical insights into instructional strategies that effectively support students during listening tasks.

One effective approach is the "Project Work" model, which encourages students to become active participants in their learning. Rather than remaining passive recipients of information, learners take the initiative to choose topics, work independently on assignments, and collaborate with peers on listening activities. This method promotes engagement and responsibility, helping students develop their skills more meaningfully. Willis (1981:134) outlines several key listening micro-skills that are vital for comprehension These include anticipating the subject matter, inferring the meanings of unfamiliar words, applying prior knowledge, identifying key ideas, taking effective notes, recognizing discourse markers, interpreting intonation and

stress patterns, and understanding implied meanings. Mastery of these micro-skills plays a crucial role in improving overall listening proficiency.

Figure 3: Listening Test Using Project Work Strategy

Listening challenges originate from several sources, including the message itself, the speaker, the listener, and environmental factors. Unlike written texts, audio messages demand instant understanding, making them more difficult to process. Listening materials often span various real-life themes, and spontaneous conversations typically shift topics frequently and lack clear organization. Additionally, linguistic features such as connected speech and omitted sounds make it difficult to distinguish individual words. Informal speech is often filled with idioms, slang, and grammatically incorrect expressions, posing problems for learners accustomed to formal English. Accents, pauses, hesitations, and irregular intonation in natural speech further complicate comprehension.

The findings from this study highlight the need to address these listening barriers through deliberate and methodical instruction. Data showed a clear improvement in students' listening comprehension when they engaged with authentic materials and tasks that simulate real-world communication. This aligns with Vandergrift's (2007) view that exposure to genuine listening contexts enhances both comprehension and memory. Learners involved in project-based listening tasks demonstrated superior information retention and

strategic application, supporting Stoller's (2006) assertion that project-based learning promotes deeper engagement and the development of practical language skills. In addition, the application of metacognitive strategies, as outlined by Goh and Taib (2006), significantly contributed to learners' listening improvement. Data revealed that students who received training in planning, monitoring, and evaluating their listening processes performed better than those who did not. These findings reinforce previous research (e.g., Vandergrift & Goh, 2012) emphasizing the value of metacognitive instruction for boosting listening comprehension. In practice, our findings advocate for integrating a variety of listening activities that address distinct aspects of listening skills. Tasks focusing on micro-skills such as making predictions or identifying discourse markers were particularly helpful in enabling students to manage complex texts. This supports Flowerdew and Miller's (2005) recommendation that targeted listening practice can effectively resolve specific listening issues.

Furthermore, our data emphasized the importance of exposing students to different speech styles and accents. Interaction with varied speech patterns improved learners' adaptability and their understanding of English in diverse contexts. This finding is consistent with Brown and Yule's (1983) argument for incorporating a wide range of listening inputs to better prepare learners for authentic communication. In summary, our research validates the necessity of a balanced instructional model that combines theory and application. Incorporating real-life listening materials, promoting metacognitive strategy use, and focusing on listening micro-skills can substantially enhance students' listening abilities and contribute to broader language learning success.

4. Development of Metacognitive Awareness

Studies have shown that metacognitive knowledge fosters learners' strategic awareness. Integrating self-regulation strategies with cognitive processes used to interpret language input significantly aids comprehension. Introducing learners to strategy use, its significance, and evaluating their

current habits is strongly recommended. One useful technique includes using texts or audio passages designed to guide selective attention and enhance focus on key elements of comprehension.

5. The Listening Process

Segmenting listening instruction into three stages pre-listening, during-listening, and post-listening has become a widely accepted approach in teaching listening skills. This structured model encourages learners to consistently plan ahead, monitor their understanding in real time, and reflect afterward. When designed with strategy use in mind, these tasks can effectively develop listening proficiency. Pre-listening activities equip students with contextual knowledge about the topic, setting, participants, and intended outcomes of the listening task. Setting a specific purpose before listening helps direct attention and effort. Post-listening tasks offer learners the chance to review their understanding, evaluate the strategies they used, and reflect on what worked and what did not. Group work or class discussion seven in the learners' native language, if needed can support this reflective process. Tools such as checklists and peer feedback sessions encourage students to assess and refine their strategic approach, enhancing their overall skills toolkit.

Effective techniques include confirming initial predictions, paraphrasing content, reviewing success, noting key remembered details, reading along while listening, organizing vocabulary, and evaluating which strategies were most successful. This cycle of preparation, engagement, and reflection encourages learners to approach listening more thoughtfully and confidently. Our findings indicate that students from Grade XI Automotive Engineering Class at SMK Pasundan Subang who participated in structured pre-listening exercises showed considerable gains in comprehension. This is in line with Field's (2008) research, which emphasizes the benefits of activating prior knowledge and defining a clear purpose before listening. Students in our study who engaged in predictive tasks using titles or images were notably more successful in follow-up listening exercises.

Figure 4. Students Grade XI Automotive Engineering Class at SMK Pasundan Subang

During-Listening and Post-Listening Insights our research indicated that during the listening phase, students who actively tracked their understanding and employed strategies such as taking notes and identifying key ideas consistently outperformed peers who did not utilize these methods. These findings support Goh's (2000) research, which emphasizes the benefits of real-time strategy use for enhancing listening comprehension. Additionally, our results align with Vandergrift and Goh's (2012) claim that metacognitive strategies are essential to developing effective listening skills. Students trained to consistently evaluate their understanding and adjust their approaches showed marked improvement in listening tasks.

Post-listening tasks in our study played a vital role in helping learners reflect and solidify their learning. Learners who participated in discussions evaluating their strategies and performance demonstrated better knowledge retention and more effective application of skills in later tasks. This outcome echoes Lynch's (2009) assertion that reflection and self-evaluation are integral to successful listening instruction. Pair or group discussions enabled students to exchange experiences, learn

collaboratively, and refine their approaches ultimately fostering a deeper comprehension of the listening process.

Overall, our data validates the effectiveness of a structured listening pedagogy composed of pre-listening, during-listening, and post-listening stages. When learners are given the chance to prepare for the content, engage with it actively, and reflect afterward, their listening comprehension significantly improves. This structured cycle not only enhances immediate performance but also builds lasting listening strategies. Our findings highlight the value of integrating theoretical principles with practical techniques, showing that reflective and interactive listening activities are crucial to effective language learning.

CONCLUSION

Listening instruction, particularly for beginner learners, should be presented as a cyclical process rather than a straightforward, linear task. Learners often view listening as a one-directional activity; however, when interpreted through a cyclical lens for example, reconsidering the phrase "Could you play the tape again?" this repetition becomes a meaningful opportunity to revisit and better understand content. This shift in perspective promotes the idea that listening is a process of exploration and reinforcement, rather than simply reaching a correct answer.

Fostering listening comprehension through increased metacognitive awareness allows learners to optimize their exposure to language input. By encouraging students to plan, monitor, and evaluate their listening strategies, educators can support the development of more advanced listening abilities. This metacognitive engagement not only boosts listening comprehension but also enhances performance across other language areas. Through this ongoing, reflective process, students gain the skills necessary to handle the complexities of real-world listening, ultimately leading to more impactful language acquisition.

The findings from this study affirm that applying a cyclical model to listening instruction significantly improves learners' listening capabilities. Students who participated in pre-, during-, and post-listening activities showed greater gains in comprehension than those who followed a more linear or unstructured approach. This result aligns with previous studies highlighting the importance of activating prior knowledge, applying metacognitive strategies, and engaging in reflective practices throughout the listening process.

Research Implications

The study suggests that effective listening instruction should be deliberately structured to include all three stages of listening. Teachers should place greater emphasis on:

1. Pre-listening: Preparing students with relevant context and expectations.
2. During-listening: Encouraging active engagement and self-monitoring.
3. Post-listening: Facilitating reflection, evaluation, and peer feedback.

A comprehensive approach not only improves listening but also contributes to the advancement of other language skills such as speaking, reading, and writing.

Research Recommendations

1. Adopt a Holistic Curriculum: Educators and curriculum designers should incorporate the cyclical listening model into instructional materials, ensuring coverage of all three stages pre-, during-, and post-listening.

2. Provide Metacognitive Strategy Training: Students should be taught how to plan, monitor, and assess their listening processes. This can be implemented through structured exercises, workshops, and ongoing feedback.

3. Use Authentic Listening Materials: Introducing real-world audio content with varied accents, speech rates, and communication styles will help learners become more adaptable and better prepared for genuine interactions.

4. Encourage Regular Evaluation and Reflection: Integrating frequent review sessions where students reflect on their strategy use and receive feedback from teachers and peers can lead to continuous improvement and deeper learning.

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