

# Application of Metacognitive Listening Strategies by University ESL Students in Academic Lecture Comprehension

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**Abstract** –The demand for English medium education in the higher education sector has been increasing due to global trends in education. However, English Medium Instruction (EMI) has created numerous difficulties for students in comprehending lectures conducted in the English language. This difficulty is more significant for students in the higher education sector mostly due to the transition of medium of study from mother tongue to the English language and poor attention paid to English language listening skills during school career. Therefore, academic lecture comprehension of students who follow lectures in the English medium is a challenging task. Research has shown that Metacognitive Strategy Instruction in ESL listening has been proved to be effective and the strategies applied augment academic lecture comprehension. The study is a survey of students' use of metacognitive strategies in the academic lectures conducted in English. The data were collected using a questionnaire and the respondents were second year university students of Rajarata University of Sri Lanka. Data were analysed qualitatively and for the seven questions administered in the questionnaire, 68% of the answers indicated negative use of metacognitive strategies while only 32% of the answers indicated positive use of strategies. The conclusion drawn from the findings is that students' application of metacognitive strategies in listening is very poor and students should be given training in the application of metacognitive listening strategies to facilitate ESL academic lecture comprehension.

**Keywords:** Metacognitive strategies, Lecture comprehension, ESL listening