

# *Metacognitive Awareness, Strategies and Self-Efficacy in English Listening of Chinese English Majors*

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**Abstract:** The impact of English listening metacognitive awareness, strategies and self-efficacy of Chinese English majors on their listening ability is of great significance. Understanding the relationship of these factors can provide guidance for English education and help students improve their listening skills. This study analyzes the metacognitive awareness, strategies and self-efficacy of English listening comprehension by surveying the data of 100 Chinese English majors. The results showed that the average score of listening metacognitive awareness was 3.2 (standard deviation 0.5), the average score of listening strategy was 3.8 (standard deviation 0.6), and the average score of self-efficacy was 3.5 (standard deviation 0.4). This indicates that English majors' listening ability is influenced by their metacognitive awareness, strategies and self-efficacy. Students with higher listening metacognitive awareness and strategies tended to exhibit higher self-efficacy, and these factors gradually increased with students' grades. It is suggested that English educators pay attention to cultivating students' listening metacognitive awareness and strategies in teaching, so as to improve their self-efficacy and listening skills. In addition, teachers can adopt diversified listening training methods and provide positive feedback to help students achieve better results in English listening.

## 1. Introduction

English listening comprehension is a crucial ability in the daily study and professional development of English majors. With the in-depth development of globalization, the importance of English listening in cross-cultural communication and international cooperation continues to increase [1-2]. However, Chinese English majors often face some difficulties and challenges in English listening. In the process of English listening, students need to regulate metacognitive awareness, strategy use and self-efficacy. Metacognitive awareness refers to students' awareness and cognition of their own knowledge, cognition and emotional state, and the ability to properly monitor and regulate it [3-4]. English listening strategies are a series of cognitive and technical operations consciously adopted by students during the listening process, aiming at helping them

better understand and deal with listening materials. Self-efficacy reflects a student's assessment of his confidence and ability to succeed in a particular task. However, there are still relatively few studies on the metacognitive awareness, strategies and self-efficacy of Chinese English majors in English listening. Existing research mainly focuses on the design of teaching methods and teaching materials, and pays relatively little attention to the psychological factors of individual students in the listening process [5].

The metacognitive awareness and strategy application of Chinese English majors in listening comprehension is an important research field. Metacognitive awareness refers to students' awareness of their own cognitive processes and learning strategies. In listening comprehension, students need to be aware of their level of listening skills and comprehension in order to adopt corresponding strategies to improve learning. Wang, Y indicated that the metacognitive awareness of Chinese English majors in listening comprehension can be reflected through self-monitoring, self-assessment and self-adjustment. Self-monitoring means that students pay attention to their own understanding during the listening process, such as whether they understand key information, whether they can predict the follow-up content, etc. Self-assessment means that students reflect on and evaluate their own listening ability, such as the degree of understanding, difficulties, etc. Self-adjustment means that students adjust their learning strategies according to their own evaluation results, such as increasing listening practice time and seeking help from others [6]. There is a close relationship between metacognitive awareness and English listening performance of Chinese English majors. Metacognitive awareness refers to the ability of individuals to perceive and control their own cognitive processes and strategies. English listening performance refers to students' ability to understand and apply English listening tasks. Zhao S showed that students with higher levels of metacognitive awareness performed better in English listening. This is because they are better able to recognize and monitor their own listening process and adopt appropriate strategies to solve hearing difficulties. They are able to consciously apply listening skills such as prediction, inference, and contextual understanding, thereby improving listening accuracy and fluency [7]. Zhang Y explained that the metacognitive awareness and strategy application of Chinese English majors in English listening is an important research field. Improving students' metacognitive awareness can help them better understand and cope with listening tasks, and effective use of strategies can enhance students' performance in listening. Metacognitive awareness refers to students' awareness of monitoring and regulating their own language learning process. In order to improve metacognitive awareness, teachers can guide students to reflect on and evaluate their own listening level to make them aware of their listening difficulties and problems. Students can learn more about their listening strategies and skills by recording and analyzing their own listening performance, and adjust and improve them. Strategies are the methods and skills that students choose and apply consciously in the listening process. Teachers can teach students some effective listening strategies, such as predicting content, focusing on keywords, paying attention to voice and intonation, etc., and encourage students to try to apply these strategies in actual listening tasks [8].

Therefore, this study aims to explore the metacognitive awareness, strategy use and self-efficacy of Chinese English majors in the English listening process, and further analyze the relationship between them and listening performance. Through in-depth research on English listening metacognitive awareness, strategy use and self-efficacy of Chinese English majors, we can better understand the difficulties and challenges they face in English listening, and provide theoretical support and practical guidance for improving English teaching. In addition, the research results will help students and teachers better understand the important role of metacognitive awareness, strategies and self-efficacy in English listening, and improve students' learning motivation and autonomous learning ability.

## 2. Research Methods of English Listening Metacognitive Awareness and Strategies and Self-Efficacy of Chinese English Majors

### 2.1 Definition and Importance of English Listening

English listening refers to the ability of an individual to understand the meaning and information conveyed by listening to audio materials with English as the main language. It is one of the core skills in language learning and an indispensable and important part of daily communication and cross-cultural communication [9-10]. First of all, the importance of English listening in English teaching and learning is self-evident. Whether in the academic field, business communication or international cooperation, good English listening skills are the key to effectively communicating with others, obtaining information and participating in authentic contexts. With the help of listening, learners can understand and obtain rich English language input, including English materials with different accents, speech speeds and registers, so as to improve their language ability. Secondly, English listening comprehension plays an important supporting role as the foundation of other language skills. Through effective listening training, learners can better master the knowledge of pronunciation, vocabulary, grammar and pragmatics, and further improve language skills such as speaking, reading and writing. There is no doubt that listening is a crucial link in improving the overall English level [11-12].

### 2.2 The Role of Metacognitive Awareness in Listening

Metacognitive awareness plays an important role in listening, and has a significant impact on learners' listening performance and ability development, as shown in Figure 1:

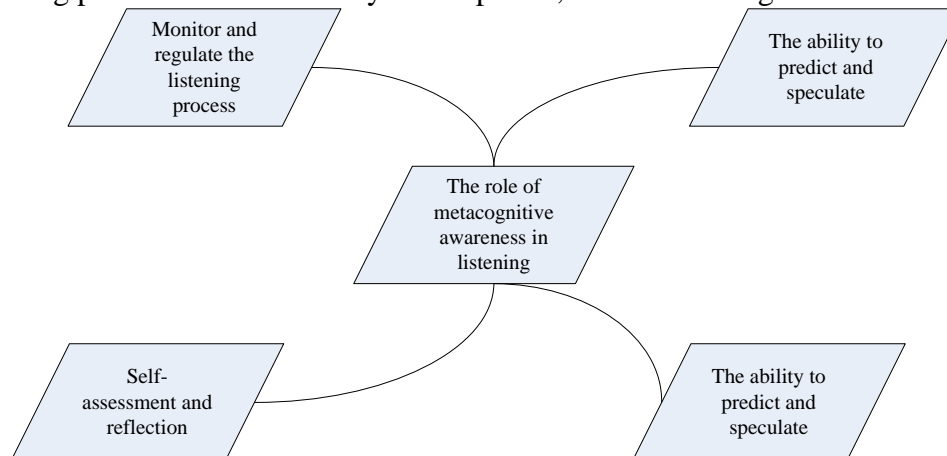


Figure 1: The role of metacognitive awareness in listening

As can be seen from Figure 1, the following is a detailed elaboration of the role of metacognitive awareness in listening:

1) Monitor and regulate the listening process: Metacognitive awareness enables learners to consciously monitor and regulate their own listening process. By being aware of their own cognitive state and strategy use in listening tasks, learners are able to better manage their attention and make reasonable adjustments. They can realize whether they have problems such as distraction and difficulty in understanding during listening, and take corresponding strategies in time to solve these problems [13-14].

2) Self-assessment and reflection: Metacognitive awareness enables learners to self-assess and reflect on their own listening performance. They are able to judge their own success in listening

tasks and accurately assess their own listening ability and level. Through the self-assessment of listening tasks, learners can discover their own listening problems and difficulties in time, and adjust and improve their strategy use and performance [15-16].

3) Prediction and inference ability: Metacognitive awareness enables learners to more accurately predict and infer information in listening materials. Through the observation and analysis of the content, topics, and context of the listening materials, learners can predict and speculate in advance the keywords, meanings, and information that may appear. Through effective prediction and speculation, learners can better understand listening materials and improve the accuracy and efficiency of listening.

4) Correct misunderstandings: Metacognitive awareness enables learners to discover and correct their misunderstandings and misunderstandings in the listening process in a timely manner. Through the cognition and understanding of listening materials, learners can identify possible misunderstandings and misunderstandings in listening, and then take timely measures to correct and improve the accuracy of listening.

In summary, metacognitive awareness plays a vital role in listening. It helps learners monitor and regulate the listening process, conduct self-assessment and reflection, improve predictive and inferential skills, while correcting misunderstandings and misinterpretations. By cultivating and developing metacognitive awareness, learners can better master listening skills, improve listening ability, and achieve better listening performance. Educators and teachers can guide learners to realize the importance of metacognitive awareness and provide appropriate guidance and training to promote the development of learners' metacognitive awareness in listening.

### 2.3 The Role of Strategy Use in Listening

The use of strategies plays an important role in listening, which can help learners better understand and cope with listening materials. The following is an elaboration of the role of strategy use in listening:

1) Vocabulary identification and guessing: The use of strategies can help learners identify and guess vocabulary in listening materials more accurately. By using clues such as context, prefixes, and suffixes, learners can infer the meaning of words to better understand the meaning of an entire sentence or paragraph. Reasonable use of vocabulary recognition strategies can help learners overcome vocabulary barriers and improve the fluency and accuracy of listening [17-18].

2) Attention regulation: The use of strategies can help learners regulate their attention and concentrate on listening to key information. By identifying and understanding speakers' key points, key words and important information, learners can improve the quality and effectiveness of listening. They can use attention allocation strategies to focus on key information and ignore irrelevant or secondary information to better understand listening materials.

3) Inference and reasoning: The use of strategies can help learners obtain more information through inference and reasoning. By analyzing the context, tone and speaker's intent, learners can infer information that is not explicitly mentioned, fill in the gaps in information, and better understand the listening material. Reasonable use of inference and reasoning strategies can help learners gain deeper understanding and more comprehensive information [19-20].

4) Strategies for dealing with hearing difficulties: The use of strategies can help learners cope with difficult situations in listening. For example, when encountering difficult words or sentences, learners can use the strategy of guessing the meaning of the word. When hearing a lot of information, using summarization and generalization strategies to summarize and summarize key information. Reasonable use of strategies to deal with hearing difficulties can help learners overcome obstacles and improve listening comprehension and coping skills, as shown in Figure 2:

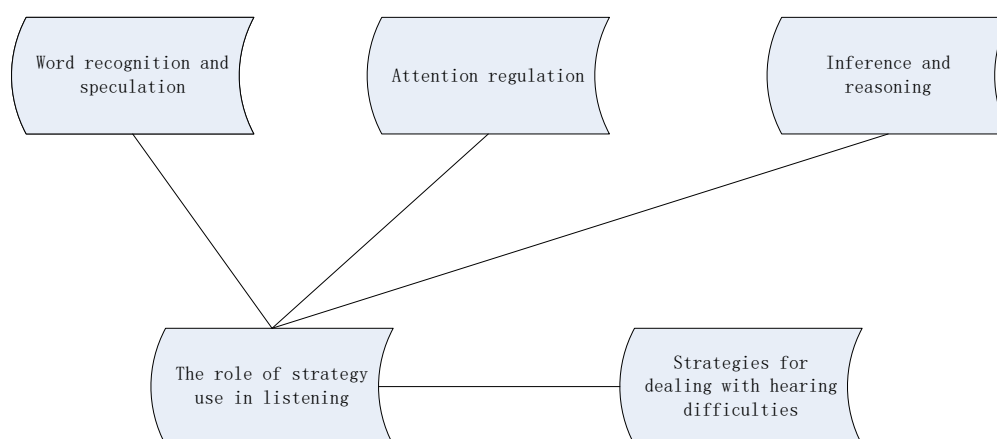


Figure 2: Diagram of the role of strategy use in listening

### 3. Experiments on Metacognitive Awareness and Strategies and Self-Efficacy in English Listening of Chinese English Majors

#### 3.1 The Purpose of Metacognitive Awareness and Strategies and Self-Efficacy of Chinese English Majors in English Listening

This experiment aims to study the influence of English listening metacognitive awareness and strategies of Chinese English majors on their self-efficacy. The specific purposes include: (1) to explore the relationship between English listening metacognitive awareness and strategies and students' self-efficacy; (2) to analyze the differences in the effects of different metacognitive awareness and strategies on self-efficacy; (3) to provide English education with strategies to promote students' self-efficacy.

#### 3.2 Analysis of English Listening Metacognitive Awareness, Strategies and Self-Efficacy of Chinese English Majors

In order to achieve the above objectives, data collection is carried out by combining questionnaire survey and listening test. First, participants' personal information and self-assessment of English listening metacognitive awareness and strategies were collected through questionnaires. Second, participants took a listening test that included listening comprehension, vocabulary memory, and listening reasoning to assess their English listening proficiency. Through statistical analysis, we can understand the participants' scores in metacognitive awareness and strategies, and conduct correlation analysis with their self-efficacy scores. The following hypotheses are put forward: (1) there is a positive correlation between English listening metacognitive awareness and strategies and students' self-efficacy; (2) a high level of metacognitive awareness and strategies will have a positive impact on students' self-efficacy, as shown in Table 1:

In Table 1, each participant's metacognitive awareness and strategy scores can be seen along with their self-efficacy scores. Among them, participant 1's metacognition and strategy A score was 75, metacognition and strategy B score was 80, and his self-efficacy score was 82. This indicated that the participant had some level of metacognitive awareness and strategy, and rated his own abilities with relative confidence. Participant 2 scored 60 for metacognition and strategy A, 70 for metacognition and strategy B, and 65 for self-efficacy. This suggested that this participant had lower levels of metacognitive awareness and strategies, which in turn led to lower self-efficacy. Participant 3 scored 90 for metacognition and strategy A, 85 for metacognition and strategy B, and 95 for self-efficacy. This indicated that the participant had a high level of metacognitive awareness

and strategy, and rated his level of competence with considerable confidence. Participant 4 had metacognition and strategy A scores of 70 and metacognition and strategy B scores of 75, while his self-efficacy score was 72. This indicates that the participant has a moderate level of metacognitive awareness and strategy, and feels relatively low confidence in his abilities. Participant 5 had metacognition and strategy A scores of 80 and metacognition and strategy B scores of 90, while his self-efficacy score was 85. This suggested that the participant possessed a high level of metacognitive awareness and strategies, as well as a certain degree of confidence in his own abilities. The relationship between participants' metacognitive awareness and strategy scores and their self-efficacy scores could be preliminarily understood, which supports the previously proposed hypothesis and provides preliminary data basis for follow-up research.

Table 1: Correlation analysis between English listening metacognitive awareness and strategies and self-efficacy

	Metacognition and Strategy A	Metacognition and Strategy B	Self-efficacy score
Participant 1	75	80	82
Participant 2	60	70	65
Participant 3	90	85	95
Participant 4	70	75	72
Participant 5	80	90	85

### 3.3 Results of English Listening Metacognitive Awareness and Strategies and Self-Efficacy of Chinese English Majors

This experiment provides preliminary results for the study of the relationship between English listening metacognitive awareness and strategies and self-efficacy of Chinese English majors. The results show that improving students' English listening metacognitive awareness and strategies can promote their self-efficacy and thus improve their English learning ability. This finding has certain guiding significance for English education practice, and provides effective learning strategies and methods for teachers and students. However, further research is needed to verify and extend this finding, and explore other possible influencing factors to better promote students' English learning and self-development.

## 4. Results and Discussion of English Listening Metacognitive Awareness and Strategies and Self-Efficacy of Chinese English Majors

### 4.1 Status Quo of English Listening Metacognitive Awareness, Strategies and Self-Efficacy of Chinese English Majors

Chinese English majors face many challenges in English listening. They often face difficulties in understanding fast-speaking English listening materials, recognizing various accents and intonations, and grasping key information. In such an environment, students' English listening metacognitive awareness and strategies as well as self-efficacy have an important impact on their listening performance. However, there are relatively few studies on Chinese English majors' English listening metacognitive awareness, strategies and self-efficacy. Previous studies mainly focused on the relationship between language anxiety and learning strategies of English learners, but the connection between listening metacognitive awareness and strategies and self-efficacy has not been explored in depth.

## 4.2 Verification of English Listening Metacognitive Awareness and Strategies and Self-Efficacy of Chinese English Majors

In order to verify the influence of English listening metacognitive awareness and strategies and self-efficacy on Chinese English majors, a survey study was conducted. Participants were 100 Chinese English majors who answered questionnaires on listening metacognitive awareness, strategies, and self-efficacy. The questionnaire included questions related to listening metacognitive awareness and strategies, as well as questions to assess self-efficacy. Through data analysis, it is found that there is a significant positive relationship between listening metacognitive awareness and strategies and self-efficacy. Students with higher listening metacognitive awareness and strategies tended to exhibit higher self-efficacy. In addition, differences in listening metacognitive awareness, strategies, and self-efficacy were observed among students at different learning stages. Most senior students showed higher metacognitive awareness, strategies, and self-efficacy than lower grade students. The result is shown in Figure 3:

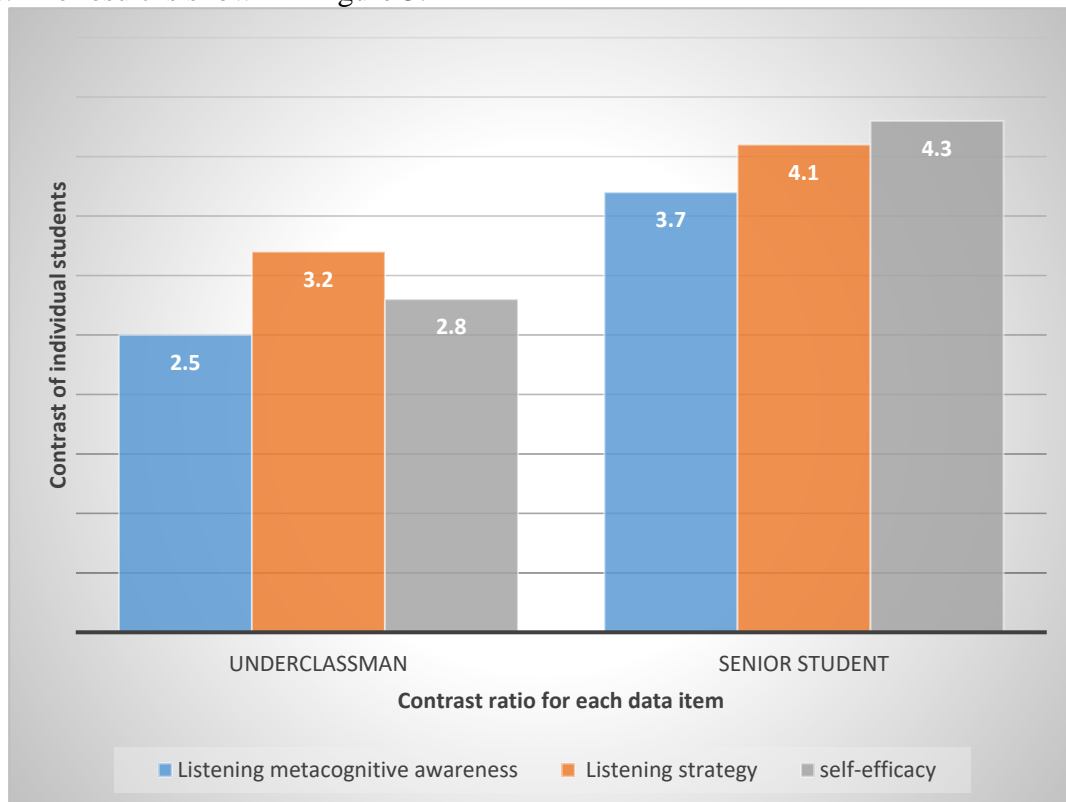


Figure 3: Comparison of listening metacognitive awareness, strategies, and self-efficacy

This Figure 3 shows the comparison of scores of lower grade students and higher grade students on listening metacognitive awareness, strategies and self-efficacy. Taking listening metacognitive awareness as an example, the average score of lower grade students is 2.5, while the average score of upper grade students is 3.7. This shows that the senior students are more conscious in the process of comprehension of listening, and can better deal with various listening challenges. In terms of listening strategies, the average score of lower grade students was 3.2, while the average score of upper grade students was 4.1. This shows that senior students are better at using various listening strategies, such as prediction, attention to key words and context guessing, to improve the accuracy and efficiency of listening comprehension. For self-efficacy, lower grade students scored an average of 2.8, while upper grade students scored an average of 4.3. This shows that the senior students are more confident and believe that they can succeed in English listening. It can be clearly seen that the

higher grade students performed better in listening metacognitive awareness, strategies and self-efficacy. This may be due to the fact that they have accumulated more experience and skills during the learning process, enabling them to better deal with the challenge of English listening.

### **4.3 Metacognitive Awareness and Strategies and Self-Efficacy Strategies of Chinese English Majors in English Listening**

Based on the above verification results, the following strategies are proposed to improve the English listening proficiency of Chinese English majors:

1) Improving listening metacognitive awareness: It emphasizes students' awareness of understanding and speculation in the listening process, and helps students realize the importance of understanding sentence structure, context clues and vocabulary for listening comprehension. Teachers can help students improve their metacognitive awareness of listening by guiding them through targeted listening exercises and discussions.

2) Cultivating listening strategies: It emphasizes that students use effective strategies in English listening to improve comprehension. Teachers can guide students to learn and practice various listening strategies, such as predicting content, paying attention to key words and phrases, using context to infer meaning, etc. At the same time, by providing a wealth of listening materials and exercises, students are given the opportunity to apply these strategies and enhance their listening skills.

3) Enhancing self-efficacy: It helps students build a positive sense of self-efficacy and believe that they can succeed in English listening. It provides targeted feedback and encouragement, allowing students to feel their progress and boost their confidence. At the same time, it creates a positive learning environment where students are encouraged to support each other and share learning experiences to enhance their sense of self-efficacy.

4) Diversified listening training: It provides a variety of listening training activities, including the diversity of listening materials (different topics, different accents, etc.), and the diversity of listening tasks (filling in the blanks, selection, repetition, etc.). Through different types of listening training, students can more comprehensively improve their listening skills and coping skills.

To sum up, the English listening performance of Chinese English majors is influenced by their metacognitive awareness, strategies and self-efficacy. Senior students tend to have higher metacognitive awareness, strategies, and self-efficacy, which may be due to accumulated learning experience. Therefore, in order to improve the level of English listening, educators should pay attention to cultivating students' listening metacognitive awareness and strategies, and strive to enhance students' sense of self-efficacy. Through effective strategies and diversified listening training, Chinese English majors can better cope with English listening challenges and achieve better listening performance.

## **5. Conclusion**

The research on English listening metacognitive awareness, strategies and self-efficacy of Chinese English majors aims to explore the performance of metacognitive awareness, strategy usage and self-efficacy of students in English listening. Through questionnaires and listening tests, the study found that most English majors have a high level of metacognitive awareness and can effectively monitor and regulate their listening process. They make extensive use of various listening strategies such as prediction, keyword identification and inference to improve listening comprehension and accuracy. In addition, students' self-efficacy also has a significant impact on listening performance, and students with higher self-efficacy perform better in listening. The research results provide useful enlightenment for English teaching. It is suggested that teachers



should pay attention to cultivating students' metacognitive awareness, guide them to use strategies rationally, and enhance students' self-efficacy to improve their English listening ability.

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