

A DECADE OF RESEARCH ON TEACHING LISTENING: METACOGNITION AND ITS POTENTIAL FOR BIPA

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ABSTRACT

This systematic literature review investigates recent research and advancements in teaching listening comprehension skills for foreign and second language learners over the past 10 years. Scopus databases, known for their comprehensive coverage of scholarly journals, were used to gather relevant studies. The initial search from 2013 to 2024 produced 172 articles. After applying strict inclusion criteria and eliminating redundancies using the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) framework, 29 studies were selected for in-depth analysis. The review reveals that the main strategy identified in the last decade for improving listening comprehension is the metacognitive strategy. This process-based instruction empowers learners to take charge of their learning through techniques such as self-monitoring, self-regulation, and self-evaluation. The studies also highlight that metacognitive strategies are particularly effective when combined with linguistic input, such as vocabulary and pronunciation exercises, and psychological considerations, such as managing learner anxiety. These findings can be applied to the teaching of Indonesian for foreign speakers (BIPA), as it fits within the broader field of teaching second or foreign languages. Furthermore, BIPA programs can benefit from integrating these strategies, as they not only improve listening comprehension but also encourage greater learner autonomy and cultural understanding, which are critical components for foreign language mastery.

Keywords: BIPA, foreign language teaching; listening comprehension; listening strategies; metacognitive

INTRODUCTION

Listening skills represent the most commonly utilized language skill in human communication, accounting for over 45% of all communication (Lee & Hatesohl, 1993). It holds an essential role in successful human communication and is at "the core of language learning" (Vandergrift, 2007). Listening is crucial as it allows learners to receive and engage with auditory input, while also supporting the development of other language skills, such as reading and writing (Vandergrift & Goh, 2012). Despite this, listening skills are often overlooked by language teachers due to their complexity and it remains the least effectively taught (Bozorgian, 2014;



Zheng, 2018) and the most under-researched (Robillos & Bustos, 2022).

Listening comprehension is a multifaceted process that requires the reception of auditory signals and the capability to extract meaning from what is heard (Rost, 2019). As a multidimensional construct, listening involves not only cognitive processes but also affective and behavioral components (Nunan, 2011; Vandergrift, 2007). Teaching such a complicated concept presents significant challenges (Vandergrift, 2004). According to (Graham, 2017), this skill often induces anxiety in learners, which can result in poor classroom performance. The lack of focus on teaching listening skills also limits opportunities for learners to improve in this area. The approach used by instructors for teaching listening is also problematic. For instance, listening activities are often used simply as assessments, typically involving comprehension questions like multiple-choice or fill-in-the-blank exercises (Goh, 2008).

Compared to first language (L1) listening, second language (L2) listening presents more challenges in comprehension, necessitating additional cognitive processes for L2 listeners (Aryadoust, 2023). Furthermore, listening in a second or foreign language often involves dealing with unfamiliar accents, different speech rates, and cultural nuances (Rost, 2019; Vandergrift & Goh, 2012). In addition, Abbott (1981) argues that foreign language comprehension is linked to one's mother tongue, making it crucial to understand how learners acquire and apply listening skills in both learning and real-life contexts (Nunan, 2011). Thus, listening skills should not only be focused on evaluating the results of listening (product-oriented) but should instead return to concentrating on the act of listening through instruction to students (process-oriented) (Chero, 2023; Robillos & Bustos, 2022).

While assessment can measure listening ability at a given time, teaching listening skills involves equipping learners with the tools and experiences they need to continue developing their listening abilities and to use them effectively inside and outside the classroom (Nunan, 2011; Vandergrift & Goh, 2012). Hence, the study aims to examine effective listening skills teaching interventions in the past 10 years in second language or foreign language instruction. To fulfill this purpose, the review will focus on top-tier journal articles indexed in Scopus and consider only certain aspects of teaching intervention, such as approaches, methods, strategies, and techniques.

The results of this research are expected to have implications for the BIPA (Bahasa Indonesia bagi Penutur Asing or Indonesian for Foreign Speakers) program. BIPA is expected to grow significantly, especially after Indonesia's successful presidency at the G20 Bali in 2022 and the recognition of Indonesian as the 10th official language by the UNESCO General Conference, alongside the six official



UN languages (Kemendikbud, 2023; Williyansen et al., 2023). Since listening skills comprise 45% of communication, listening proficiency is also becoming crucial in the BIPA program. Since BIPA is part of the advanced field of foreign language teaching, it should leverage research findings to enhance its development.

Hence, this study addresses two questions: (1) What is the predominant teaching intervention for enhancing listening comprehension in foreign and second language learners over the past decade? (2) How can this intervention benefit the BIPA program?

RESEARCH METHODS

A systematic literature review was carried out to explore the research questions, adhering to the methodologies of Khan et al. (2003) and Sarkis-Onofre et al. (2021). The review followed the PRISMA (Preferred Reporting Items for Systematic Reviews and Meta-Analyses) protocol, encompassing four main stages:

1. Inclusion and Exclusion Criteria

To ensure relevant and accurate research, this review established specific inclusion and exclusion criteria, as outlined in Table 1. These criteria were crafted to align with the study's objective and research questions. Only articles meeting all specified criteria were selected for further analysis.

Table 1. Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
Focuses on teaching interventions for L2 listening	Focuses on non-intervention aspects of teaching
Targets foreign or second language teaching (L2)	Focuses only on first language teaching (L1)
Written in English	Not related to listening skills instruction
Based on empirical studies	Based on theoretical or non-empirical research
Full text is accessible	Not related to language learning or teaching

2. Search Strategy

Keywords related to second/foreign language listening skills were used, such as "foreign language listening", "second language listening", "listening skills", "listening comprehension", "teaching listening", "listening instruction", "listening strategy instruction", and "listening teaching strategy" were combined with Boolean operators like AND and OR (Dinet et al., 2004). The search focused on journal articles published from 2013 to 2024, utilizing Publish or Perish Hazard software.



3. Selection of Relevant Publications

Scopus database was used to identify studies. Abstracts were screened and the full texts were reviewed when the abstract was unclear. Out of 172 initially identified articles, 132 were screened after excluding duplicates and irrelevant studies. Finally, 29 articles were selected for in-depth analysis, as detailed in Figure 1.

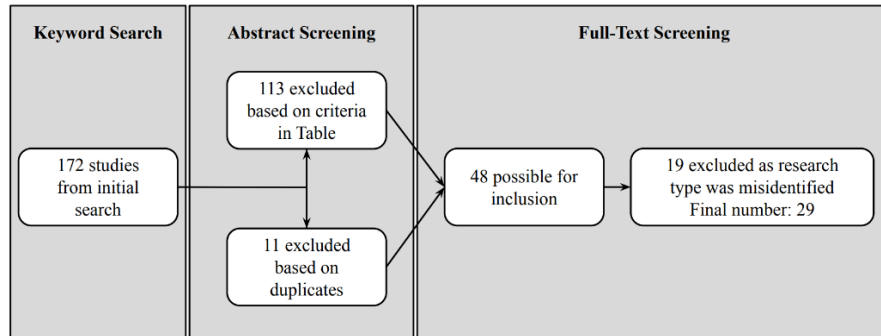


Figure 1. Selection Process

4. Data Extraction and Analysis

Data were extracted using a content analysis guideline to examine five categories: publication distribution, geographical research area, research context, listening comprehension problems, and teaching interventions. The organization of the categories followed the work of Fauzi & Pradipta (2018) and it is presented in Table 2 below.

Table 2. Aspects and Categories Applied for Content Analysis in the Study

Aspects	Categories
Geographical distribution	A.1-Asia, A.2-America, A.3-Europe
Research context	B.1-Pre-school, B.2-Primary School, B.3-Secondary/Higher School, B.4-Higher Education, B.5-General Public
Listening comprehension teaching problem	C.1- Affective Factors, C.2-Cognitive Factors, C.3-Input Factors, C.4-Environmental Factors, C.5-Instructional Factors, C.6-Complexity of Listening
Teaching interventions in listening comprehension instruction	D.1-Blended Learning, D.2-CLIL (Content and Language Integrated Learning), D.3-Dictogloss, D.4-Emotion Based Language Instruction, D.5-Gesture, D.6-Metacognition, D.7-Mobile-Assisted Language Learning, D.8-Process-based instruction, D.9-Repetitive listening, D.10-Scaffolding, D.11-Shadowing, D.12-Strategy-based instruction approach, D.13-TBLT (Task-based Language Teaching), D.14-Translanguaging



RESULT AND DISCUSSION

This systematic review aims to summarize pedagogical interventions for teaching listening comprehension, identifying the most predominant strategy from 29 studies, and discussing its potential application to benefit the BIPA program.

1. Distribution of Publications Over the Selected Time Period (2013–2024)

Figure 2 shows the annual number of research papers over ten years, averaging three per year. While past research often focused on assessing listening skills, this review emphasizes a shift toward teaching interventions. The data reveals fluctuating research output without a clear upward or downward trend. This suggests that interest in teaching listening has remained somewhat stable over time, without significant growth or decline.

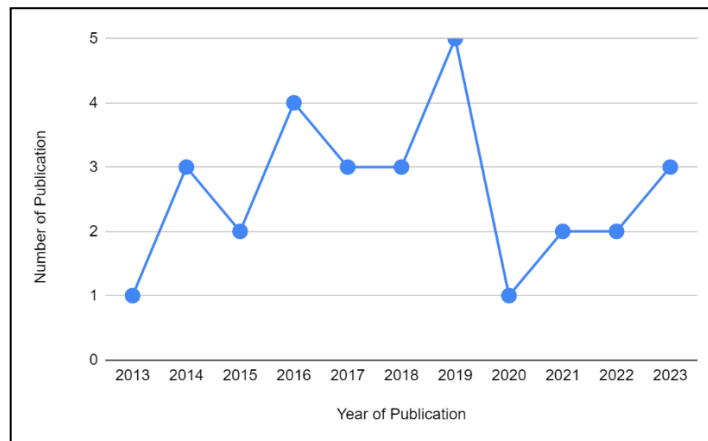


Figure 2. Number of Studies by Publication Year

2. Geographic Distribution of Research Areas

Figure 3 shows that the research spans Asia, Europe, and America, drawing data from 12 countries. Asian researchers, particularly from Iran and China, are the most active in publishing studies on listening comprehension interventions, while European contributions, though significant, are comparatively smaller. Other countries show lower research output, with Indonesia notably underrepresented, indicating room for further investigation in the BIPA context. This highlights that listening instruction practices are applied across diverse cultural and linguistic contexts.

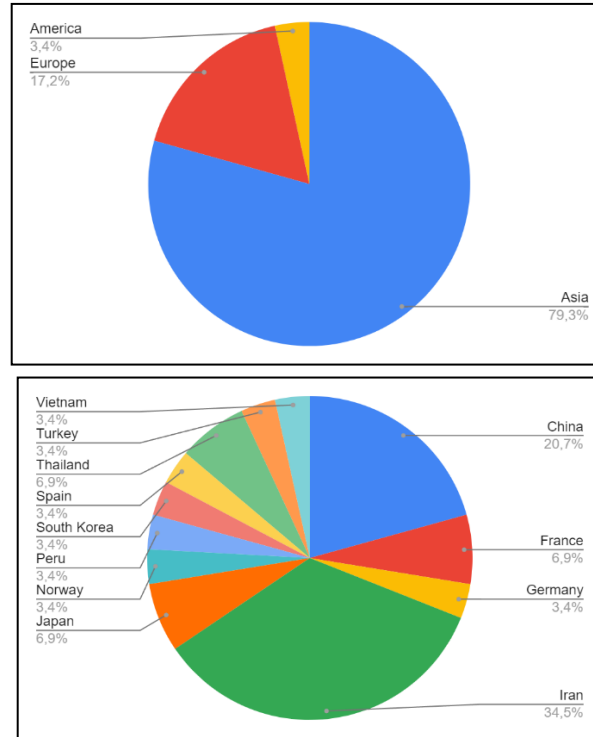


Figure 3. Geographic Distribution of Research Areas in Selected Studies

3. Research Contexts

Figure 4 displays the number of publications based on the research contexts or settings of the study subjects. Most of the studies were carried out at the higher education level, indicating a strong research focus on listening comprehension among university and college students. This prevalence suggests that researchers possibly perceive this group as having a complex set of needs and learning objectives that are critically relevant to academic and professional success. Very limited research has been directed towards primary school students. This minimal focus might suggest a gap in the recognition of the foundational importance of listening skills in early educational settings, followed by general public settings.

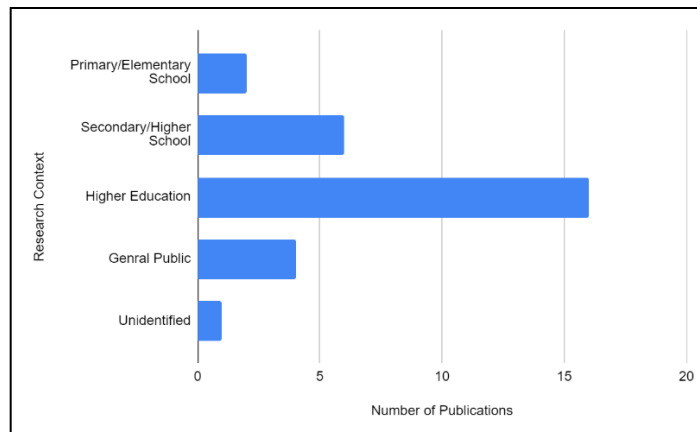


Figure 4. Number of Publications Based on Research Contexts



4. Listening Comprehension Teaching Problem

This review identifies multiple challenges in teaching listening comprehension, highlighting its complexity as a cognitive, affective, and psychological process. As summarized in Table 3, cognitive factors are the most researched, with 10 studies focusing on aspects such as mental translation, metacognitive awareness, and listening comprehension strategies. This emphasizes the importance of understanding internal cognitive mechanisms that facilitate or hinder listening. While cognitive issues dominate, other factors such as linguistic input and psychological aspects are also significant.

Table 3. Listening Comprehension Problem

Listening Problems	Count
Affective Factors	
1. Frustration, lack of motivation (Robillos & Bustos, 2022)	2
2. Anxiety, learning styles (Chen et al., 2014)	
Cognitive Factors	
1. Mental translation (Bozorgian, 2014)	
2. Listening comprehension (Dahl, 2014; Pladevall-Ballester, 2016; M. A. Safa, 2021; Y. Wang, 2017)	10
3. Metacognitive awareness (Bozorgian & Alamdari, 2018; Chou, 2017)	
4. Strategies awareness (Ngo, 2015; Rahimirad & Zare-ee, 2015)	
Complexity of Listening	
1. Cognitive processes, affecting perception, memory, and motivation (Heydarnejad et al., 2019)	
2. Speed, accent, sentence structure, and motivation (Namaziandost, 2019)	
3. Memory issues, cognitive overload (Prince, 2013)	6
4. Speech rate, cognitive overload (Şendağ, 2018)	
5. Anxiety, complexity, and lack of metacognitive awareness (Mahdavi, 2019)	
6. Domain-specific knowledge and general abilities (Wallace, 2022)	
Environmental Factors	
1. Verbal listening environment deficiencies (Davis & Vincent, 2019; Fathi, 2020; Robillos, 2023)	3
Instructional Factors	
1. Listening comprehension neglection (A. M. Safa & Rozati, 2017)	3
2. Inadequate strategy instruction (Fathi, 2019; Li, 2023)	
Linguistic Input Factors	
1. Vocabulary, speech rate (W. Wang, 2016)	
2. Phoneme perception (Hamada, 2016)	
3. Vocabulary, pronunciation (Chero, 2023)	5
4. Accents, speech rates (Vandergrift & Baker, 2018)	
5. Vocabulary recognition (Jiang et al., 2021)	



The complexity of the listening process, also shown in Table 3, is frequently cited, with studies addressing linguistic input issues like speech rate, accent, pronunciation, and sentence structure, alongside psychological concerns like anxiety and motivation (Namaziandost, 2019; Prince, 2013). A comprehensive approach that integrates cognitive, linguistic, and affective dimensions is required. Bottom-up processes, such as phoneme perception and word recognition, are also crucial in teaching interventions. For example, Hamada (2016) demonstrates that using shadowing aids learners in enhancing their phoneme perception and overall listening comprehension, especially for those with low proficiency.

Other issues, outlined in Table 3, include affective factors like anxiety and motivation (Robillos & Bustos, 2022), environmental factors related to insufficient listening practice (Davis & Vincent, 2019), and instructional shortcomings where teachers fail to provide adequate strategy instruction (Fathi, 2019; Li, 2023). These findings call for more engaging, process-based strategies that address the cognitive, affective, and environmental challenges in teaching listening comprehension.

5. Teaching Interventions in Listening Comprehension Instruction

In examining the types of interventions used over the years (Table 4.), a clear trend emerges toward teaching methods that prioritize the process of listening (process-oriented) over final outcomes (product-oriented). These interventions, including metacognition, process-based instruction, strategy-based instruction, and translanguaging, focus on the cognitive processes students engage in during listening activities. The data in Table 4. indicates that product-oriented approaches have become less prominent in the field of listening instruction, underscoring the increasing emphasis on cognitive engagement during the learning process.

Table 4. Teaching Interventions in Listening Comprehension Instructions (By Year)

Year	Count	Teaching Intervention
2013	1	Dictogloss (1)
2014	3	Gesture (1), Metacognitive (2)
2015	2	Metacognitive (2)
2016	4	CLIL (2), Metacognitive (1), Shadowing (1)
2017	3	Metacognitive (1), Scaffolding (1), TBLT (1)
2018	3	Metacognitive (2), Repetitive Listening (1)
2019	5	Emotion-Based Instruction (1), Gesture, Metacognitive (1), Processed-Based Instruction (1), Strategy-Based Instruction (1)
2020	1	Strategy-Based Instruction (1)
2021	2	Blended-Learning (1), Metacognitive (1)
2022	2	Metacognitive (2)
2023	3	Metacognitive (1), Mobile-Assisted Language Learning (1), Translanguaging (1)



Among the teaching interventions identified, metacognition emerges as the most frequently used, appearing in 13 out of the 29 publications reviewed (Table 4.). Metacognition involves learners' awareness and regulation of their cognitive processes, enabling them to take control of their learning through various strategies such as planning, directed attention, monitoring, and evaluation. This approach fosters self-regulation and autonomy in learners, enhancing their ability to navigate listening tasks effectively (Chero, 2023; Ngo, 2015; Robillos & Bustos, 2022; M. A. Safa, 2021).

Some key studies reinforce the effectiveness of metacognitive strategies. For instance, Bozorgian (2014) highlights the metacognitive impact on less-skilled listeners, while Robillos and Bustos (2022) and Wang (2016) emphasize the synergy between metacognitive strategies and the pedagogical cycle, which boosts both top-down and bottom-up listening comprehension. Safa (2021) further underscores the role of metacognitive scaffolding in creating a supportive environment conducive to listening development.

Research indicates that dialogic interaction can enhance multimedia listening comprehension through metacognitive strategy instruction (Bozorgian & Alamdari, 2018). While social and affective strategies are common, studies by Ngo (2015) and Wallace (2022) highlight the crucial role of metacognition in improving comprehension by activating learners' schemata and increasing awareness of the listening process. Other process and strategy-based teaching methods also aid in teaching listening skills, with metacognition being the most prominent. For example, process-based instruction enhances both listening comprehension and metacognitive awareness (Mahdavi & Miri, 2019).

This systematic review highlights the significance of metacognitive strategies in teaching listening skills, especially in foreign language learning, including BIPA (Bahasa Indonesia bagi Penutur Asing). Educators are encouraged to not only improve comprehension but also help learners monitor and regulate their understanding. Metacognition enhances bottom-up processing, aiding learners in actively engaging with spoken language and deriving meaning from context. By using metacognitive strategies, instructors can address the cognitive, linguistic, and psychological aspects of listening. For BIPA learners, especially adults who prefer autonomous learning, this approach is particularly beneficial. Instructors are urged to shift from product-based assessments to process-oriented teaching that fosters metacognitive awareness. Tools like the MALQ (Metacognitive Awareness Listening Questionnaire) can guide this process (Vandergrift et al., 2006).



Although this review is limited to Scopus-indexed journals, it offers a detailed overview of effective listening strategies in foreign language teaching. It also identifies a research gap in applying metacognitive strategies to BIPA learners, offering future research opportunities.

CONCLUSION

Out of the 29 studies analyzed, 44.83% (13 studies) used metacognitive strategies to teach listening skills to foreign and second language learners. This finding is expected, as metacognitive strategies are commonly recognized for their effectiveness. However, it is important to note that there is relatively little research focusing on linguistic input compared to cognitive challenges. Most studies on teaching listening comprehension emphasize cognitive and psychological aspects rather than just linguistic skills. While this focus is helpful, it's essential to also consider linguistic competence alongside psychological factors. Therefore, in BIPA programs, metacognitive strategies can be a key approach for teaching listening skills, but it is crucial to also incorporate linguistic input and psychological considerations.

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