PERCEPTIONS OF SECONDARY SCHOOL STUDENTS ON LISTENING ACTIVITIES IN A SECOND LANGUAGE CLASSROOM IN A REMOTE SCHOOL IN MALAYSIA

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ABSTRACT

Most English language teaching classes do not teach language listening strategies nor skills. Due to this, most students especially those in rural areas will not be able to perform well in listening activities and tasks. This research looks at the perceptions and understanding of students in a rural school on their listening strategies. Open-ended questionnaire was used along with focus group discussions and semi-structured interviews looking at their awareness and usage of listening strategies in ESL classrooms. Most of the students are indigenous, therefore, they mentioned that they hardly use any strategies and they are not aware of those strategies. Findings also indicated they find the strategies to be not useful since they do not see the reasons for using

these strategies due to their background. Although they felt that they have no reasons to use or study these strategies, they do admit that it will be useful as this could help to sharpen their listening skills.

Keywords: Perceptions, listening strategies, secondary remote school, English language classrooms.

INTRODUCTION

Although English language is the official second language of Malaysia, it is learned in two different contexts, English as a second language (ESL) and English as a foreign language (EFL) (Darmi & Albion, 2013). In ESL contexts, English language is learned through daily communication situations mostly found in urban or suburban areas. Whereas in EFL rural towns and villages, English language has no significant function in daily life. English language is learned for examination purposes, job opportunities and admission to institutions of higher learning (Monfared & Khatib, 2018; Yarahmadi, 2008). In rural town and villages, students do not have much opportunity to immerse in English language. As a result, they developed their second language proficiency through listening, some through reading and writing (Dian Ekawati & Fazri Nur Yusuf, 2019; Lan, 2015).

Moreover, in this context, the opportunity to listen to English language is very limited and is often confined to classroom and within the school compound (Hazita Azman, 2009). Research has shown that more than three quarters of what the students learned in school is achieved through one-way listening or lectures listening (McMillian & Gilbert, 2008; Hunsaker, 1990). Listening paves the way to the other language skills, improves phonological awareness (Morris & Leavey, 2006), reading comprehension (Bergman, 1999), spelling (Berninger, 2000), speaking (Ho, 2016), composing narrative and expository writing (Stæhr, 2008). Linguistics knowledge gained from listening becomes the resources by which students eventually draw on to produce language. It is almost always true that students understand more than they can say, and when they learn their second language, they respond internally long before they learn to speak outwardly (Bligh, 2014; Phillips, 1993). Listening is important, so much so that it is acknowledged as the fundamental skill among the four language skills (Bozorgian, 2012; Karadüz, 2010; Srinivas, 2019).

Furthermore, nearly 83% of the classroom listening is carried out using lecture-based approach (Canpolat, Kuzu, Yildirim & Canpolat, 2015; Özbay, 2005; Petress, 1999). The act of one-way listening or lectures listening is multidimensional, which involves the students' cognitive, affective, social and psychomotor behaviours. Listening triggers the students' thoughts and emotions as they are not passive receivers of the auditory information (Canpolat, Kuzu, Yildirim & Canpolat, 2015). Learning to listen requires students' to pay attention, active listening, selective listening, awareness of the process of effective listening and self-regulate themselves through all the stages of real-life listening (Field, 2001; Goh, 2002; Mendelsohn, 2001; Vandergrift, 2003). Listening to learn requires the students' understanding of ideas and underlying intentions expressed through speech, organizing and evaluating, determining relationship and selecting those worth remembering (Ergin & Birol, 2005). The basic premise underlying the listening process for students is to "learn to listen", so that they can "listen to learn."

The second language listening process involves students making necessary decisions and executing appropriate listening strategies. A few studies have examined the specific causes of listening difficulties experienced by EFL students of various proficiency levels (Goh, 1999, 2000; Wang & Fan, 2015). Results of these studies indicate that low proficiency second language learners tend to rely heavily on bottom-up listening strategies, and struggle the most with syntactically complex sentences, unfamiliar lexical items, speakers' accents and overall speech perception. It is interesting to note that many previous studies across cultures reveal the tendency for less proficient second language learners to lean on bottom-up listening strategies (Field, 2004; Roussel, Gruson & Philippe-Galen, 2019).

Another important finding reported by Goh (1999) stated that high proficiency second language learners demonstrate more awareness of their own listening difficulties then their low proficiency peers. The importance of this awareness is highlighted by Vandergrift (2003) who asserts that the differences between high proficiency and low proficiency second language learners are showed in their metacognitive awareness and the use of various second language listening strategies. For this purpose, Vandergrift calls for further study into the differences of metacognitive awareness and second language listening strategies usage among students of varying proficiency levels and contexts.

Nevertheless, there is not much research in the same vein especially in Malaysian contexts. Unless the social, economic and culture environments of the rural communities transformed and increased its reliance on the usage of English language, the official second language remains a stranger in the multicultural and multilingual rural communities (Hazita Azman, 2009). In such natural socio-geographical setting, the researcher explored Malaysian rural secondary students' second language listening strategies in the study.

This study aimed at filling the pedagogy gap found in the Malaysian Secondary School English Language Curriculum of the teaching and learning of second language listening strategies. The effort to improve the teaching and learning of second language listening strategies requires a shift from teacher-directed teaching to learner-directed learning (Alvunger, 2018; Yasmin, Naseem & Masso, 2019). Therefore, the research question of this study is what are their perceptions of language learning strategies as used in an English classrooms in a remote secondary school?

LITERATURE REVIEW

Second Language Listening Strategies for Advanced and Limited Proficiency Learners

Research has been strikingly consistent on the learners' active control of their learning through the effective use of language learning strategies. The key characteristics of such successful learners are them who consistently choose appropriate second language learning strategies for their communicative purposes, situations and evaluate the effectiveness of their strategies during the processes. Learning strategies are often combined into strategy-chains or groups of strategies that worked together. Furthermore, some language learning strategies can only be applied in a specific situation or transfer to another situation when relevant. Learning strategies are sometimes confused with language skills. Language skills are competencies need to be acquired, whereas learning strategies are intentional and deliberate (Graham & Santos, 2015). However, it is impossible to tell whether an action is a strategy or skill without first finding out whether it is under the learner's deliberate control or automated.

O'Malley, Chamot, Stewner-Manzanares, Küpper and Russo (1985) conducted a study about the range of second language listening strategies used by better performing students at both the beginning and intermediate levels of English language proficiency. They used seven classroom tasks which were pronunciation, oral drills and grammar exercises, vocabulary, following directions, listening for main ideas and facts, inferring while listening, making an oral presentation or report, and two additional non-classroom activities consisted of social interactions outside of the ESL classroom or any functional communication activity, such as communication work or commercial transactions and obtaining information.

The findings about the ranges of second language listening strategies related to tasks were reported. Among the language learning tasks, the tasks that had highest frequencies of strategy use were vocabulary learning (16.6%), pronunciation (13.8%) and oral grills (11.4%), amount to a total of over 40% of strategy use. The tasks that had lowest frequencies of strategy use were for listening comprehension with inferencing (7.2%), making an oral presentation (8.2%) and engaging in operational communication (9.9%), amount to a total of over 25% of strategy use. O'Malley, Chamot, Stewner-Manzanares, Küpper and Russo (1985) reported that one of the reasons why a task might had been corresponded with infrequent strategies use was the infrequent occurrence of the task itself in the student's learning experiences. Nevertheless, the task that had highest report of strategy use was for isolated language learning tasks and the task that had lowest report of strategy use was for integrative language tasks.

O'Malley, Chamot and Küpper (1989) in another study showed the effective and ineffective second language listening strategies and classified them on the basis of the teacher's observation. Effective listeners when compared with ineffective listeners used four groups of strategies more often, namely: selective attention, self-monitoring, elaboration, using background knowledge and inferring meaning, because they tended to change strategies or redirected attention when their concentration lagged. They listened for pauses and intonations and used inferencing strategy from linguistics clues or contexts. They usually paid attention to larger chunks of language, sentences and phrases, focusing on individual words only when a comprehension breakdown occurred. Effective second language listeners used a more global or top-down approach, which emphasized inference and

coherence-detection; while ineffective listeners used a more bottom-up, word-by-word approach to build up their listening comprehension.

Generally, O'Malley, Chamot and Küpper (1989) reported that beginning level students were described as those with little or no proficiency and in need of intensive English language courses; while intermediate level students were described as having little or no skills in reading or writing, but with some proficiency in understanding spoken English language. They showed that their strategies use were far more cognitive strategies, about 73% of the strategies used by beginning students were cognitive strategies and about 65% of strategies used by intermediate students were cognitive strategies, because cognitive strategies were directly related to specific learning tasks. Multiple strategies use was reported with all language tasks and there were about 21% of double uses of strategies of all strategies reported. Metacogntive strategies occurred in combinations with cognitive strategies in only 7% of all strategies identified.

Vandergrift's Canadian study investigated second language listening strategies of learners of French in different grades and varied schools (Anderson & Vandergrift, 1996). Interestingly, novice learners relied on background knowledge or top-down processing and also surface-level strategies, such as repetition, transfer and translation, while intermediate proficiency learners used deeper-level strategies, such as comprehension, monitoring, elaboration and inferencing, but avoided surface-level strategies. The learners' learning styles had an effect on the effectiveness of their listening strategies. For instance, global concrete style learners used deeper-level strategies and focused on the main idea. Vandergrift (1997) proposed that the metacognitive strategy of comprehension was a super-ordinate strategy for the other metacogntive strategies, such as paying attention to important points. While metacogntive knowledge was the ability to reflect on the forms and structures of the second language independently in terms of informational and social functions (Ryan, 1975). Metacognitive knowledge also included the ability to analyse the second language structures overtly or "to think and talk about language" (Gass, 1983).

Models of Second Language Listening Comprehension

There are various reasons for listening, to gain ideas, help others, understand speeches or even enjoy music. Some listening requires

more of our attention, while some listening tasks require less attention. Good listening skills improve the listener's ability to think critically, respond intelligently and collaborate effectively with the interlocutors. A good listener also learns to use appropriate listening strategies that best suit the desire outcomes. The goal of good listening is listening comprehension, first and second language listening skills acquisition rely on comprehending auditory information (Brown, 2016, 2017; Malmkjaer, 2009; Wang, 2018). This section discusses three directions of information processing: Gibson (1966, 1972) Bottom-Up Processing, Gregory (1970, 1974) Top-Down Processing, and Rumelhart (1977) Interactive Processing. The figure below illustrates three directions of information processing.

Three Directions of Information Processing During Second Language Listening (Adapted from Anderson & Lynch, 1988)
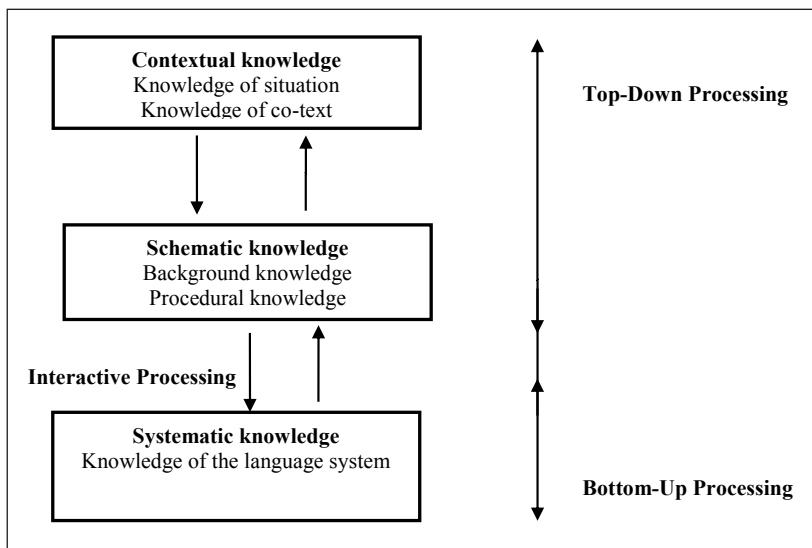
The Bottom-Up Processing

The bottom-up processing emphasizes on environmental stimuli, it is also known as data-driven processing, where a forward feeding flow of information to successively higher levels of cortical processing (Bar, 2003). Bottom-up processing was championed by Gibson (1966, 1971); he believed that vision was an entirely direct process.

The figure shows how systematic knowledge, knowledge about second language generates schematic knowledge and contextual knowledge in the bottom-up processing. Bottom-up listening comprehension occurs when the learner attends to sound and decodes sound units for meaning (Nguyen & Newton, 2018; Wang, 2018). Clement (2007) posits that learner relies on auditory clues and perceives how a unit of sound may fit into their existing sound-script representations. During bottom-up processing, the learner may eliminate some possibilities until he finds the most accurate match of sound-script representation (Mitchel, Gerfen & Weiss, 2016). Clement (2007) provides a comprehensive example of how a learner encounters the new aural word "founder". When the learner initially hears the first phoneme /f/, he or she may activates from his or her long-term memory of some possible words that sound familiar, such as *find, fact, fan, found*, etc. When the learner receives the next phoneme, he or she eliminates the words *find, fact* and *fan*, because these words do not match the incoming phonemes anymore. The word *found* seems to be a good match, until the learner receives the final phoneme /er/. Depending on the learner's second language listening proficiency, some learners successfully infer the meaning of the word based on semantic mappings between *found* and *founder*. This elimination process takes about 0.25 second (Field, 1999). The process of matching phonemes with sound-script representations progresses to phrasal and sentential levels almost simultaneously.

Field (2008a) demonstrates how second language learner relies on top-down processing to comprehend auditory information, even when he or she is confronted by conflicting evidences (Cauldwell, 2018; Perfetti, Yang & Schmalhofer, 2008; Pütz & Sicola, 2010). Efficient second language listening is rooted in the bottom-up processing of auditory information. When the second language learner is able to recognize sound units rapidly, he or she is less likely to rely on top-down processing to interpret the speaker's messages. When the second language learner is an efficient listener, he or she uses effective bottom-up processing; it is called "autonomous" listening process. However, listening is typically an interactive process. Only peripheral listening is considered an autonomous one, mostly demonstrated by advanced second language learners (Cauldwell, 2018; Vandergrift, 2007).

The Top-Down Processing

Top-down processing was suggested by Gregory (1968, 1980, 1997, 1998, 2005) that knowledge is essential a perception. The figure above shows how contextual knowledge generates schematic knowledge and systematic knowledge in the top-down processing. Top-down processing occurs when the learner uses his or her contents knowledge or prior knowledge to construct meaning from the auditory information (Clement, 2007). When the learner receives auditory information, which he or she has no prior knowledge about, he or she may need to resort to top-down processing to compensate for the insufficiency of linguistics knowledge (Huang, Chen, Chen & Wey, 2015; Zoghbor, 2017). According to Rost (2005), new schemata or generic concepts of the world knowledge are being developed and updated frequently in the long-term memory. During top-down processing, the learner always has a chance to refer to a variety of existing schemata to predict or interpret auditory information or guesses for missing information. In such a case, the learner is merely using compensatory strategy.

Nevertheless, when the learner's decoding skills is good, top-down processing becomes a confirmatory strategy (Graham & Macaro, 2008). In other words, for some advanced second language learners, contextual knowledge is used only to enrich their understanding of the auditory information, rather than to compensate for what has not been understood (Field, 2008b). Macaro, Vanderplank and Graham (2005) point out that top-down processing may lead to inaccurate interpretation. Vandergrift (2003) argues that it is a trial and error process that underlies the top-down processing. Many researchers suggest that second language learners should learn "second language listening strategies", so they are less reliant on guessing missing information (Gu, Hu & Zhang, 2009).

The Interactive Processing

The figure above shows how systematic knowledge, schematic knowledge and contextual knowledge operates in parallel processing. In real-life communication, second language listening is neither top-down nor bottom-up processing. Research suggests that these two cognitive processes work interdependently and in a non-linear fashion

to facilitate second language listening comprehension (Graham & Macaro, 2008; Newton & Nguyen, 2018; Vandergrift, 2004). During interactive processing, the learners utilize a hierarchy of bottom-up processes and top-down processes, ranges from discriminating auditory information to understanding contextualized information and moving towards a much more complex cognitive process that requires the learners to understand spoken discourse (Suvorov, 2008).

METHODOLOGY

Sampling

The researcher selects a rural secondary school and a class of Form 4 students to explore on their second language listening strategies when listening to one-way listening tasks. The sample consists of multi-cultural, multi-ethnics, multi-lingual backgrounds, male and female, 16-17 year-old Form 4 students. The following tables 2 and 3 show their English Language examination results and the demographic background of the students.

Table 2

Students' English Language Form 4 Year-End Examination Results

Subject	A+	A	A-	B+	B	C+	C	D	E	F	Total Students	Percentages of Passes
English year end result	0	0	0	0	1	2	5	6	7	9	30	70.00%

Table 3

Students' Demographic Profile According to Ethnics

Races	Students
Malay	20
Chinese	2
Indian	-
Asli Temia	8
Total	**30**

Instrumentation

This study involves 2 qualitative instruments: focus group discussions and semi-structured interviews. The researcher describes the participants' second language listening strategies from their second language backgrounds, focus group discussions and semi-structured interviews. By describing as fully as possible what has been transpired in the study, the researcher is interested in emerging themes rather than measuring the participants' performances during the listening tasks.

Focus Group Discussion

Focus Group Discussion has garnered a lot of popularity due to its ability to engage and retrieve rich information from the dynamics and interactive responses from members in the group discussion. Barbour (1999:4) offers a simple definition of the focus group which is merely described as 'group discussions exploring a specific set of issues'. Focus group here refers specifically to groups that are specially set up with the intention to discuss certain issue(s). This is the one distinctive characteristic of focus group as compared to semi-structured interviews. Morgan defines focus group as a 'research technique that collects data through group interaction on a topic determined by the researcher' (1997). This definition offers three perspectives which are also the main characteristics of focus group; one, it is used as a method of data collection, two, its main characteristic is an active interaction among the group members, and lastly, the researcher plays an active role is setting of the flow and direction of the group discussion.

For this particular focus group, the constructed questions centred on the research questions, drawing on the students' perceptions and understanding of their listening language strategies. Questions were also asked on some of the challenges that they face in doing listening activities in and outside of schools. Although there were 30 students in the class, for the data collection, the researcher has narrowed down to only eighteen students, with three groups of six students. The focus group comprises of both the indigenous, the Malays and the Chinese, and a mixture of both gender and a combination of different proficiency levels, with poor, intermediate and good. Since most would not be able to express themselves, the group discussion was conducted in Bahasa Melayu and the three group discussions lasted for about 45 minutes to an hour.

Before the start of the group discussion, based on the literature and research questions, the researcher had listed and kept notes on the anticipated ideas and insights. As a guide, the researcher also had tentative categories of themes that would emerge from the discussion to provide the basis for the semi-structured interviews.

Semi-Structured Interview

This study employs semi-structured interviews, because the researcher believes that the perspectives of the participants are meaningful and should be made explicit in a systematic way (Edwards & Holland, 2013; Teo, Legard, Keegan, Ward, Nicholls & Lewis, 2014). There are four major reasons for utilizing semi-structured interviews protocol. First, the questions used in the study are available for inspections by those who are interested. Second, responses variation among participants can be minimized. Third, interview questions are well planned, so that the interview time is used efficiently. Fourth, data analysis is facilitated by making the participants' responses easy to compare (Turkle, 2015).

The semi-structured interview protocols focus specifically on the use of listening strategies and their activities evolved around listening skills done in and out of class. The following are the guided protocols for the semi-structured interviews.

Table 4

Semi-Structured Interviews Protocol

No.	Structured Interview Questions	Open-Ended Questions
1.	How do you prepare yourself for listening?	Why?
2.	What do you expect to learn from listening?	
3.	What do you understand from the first listening?	
4.	What are the problems you face during first listening?	

FINDINGS AND DISCUSSION

There were two themes that emerged from the thematic analysis, which are the rural secondary students' unawareness of the listening strategies and limited knowledge on second language listening strategy that they can use for developing their listening skills and completing language tasks. Both the findings from the focus group discussions and semi-structured interviews pointed evidence of these two themes. The learners' perceptions or beliefs about second language listening strategies are influenced by the opinions of people who are important to them, such as the education policy makers and stakeholders, close relatives, family members, friends, classmates or teachers (Alhamami, 2020). The learners may act upon these perceptions or beliefs and form positive or negative attitude towards second language listening strategies and vice verse. The findings report and discuss the influences of all the systems that played a role in impacting the experiences of the rural secondary students in using second language listening strategy.

Lackadaisical Attitude towards Second Language Listening Strategy

From the total number of 30 rural secondary students, 4 Malay male and 2 Asli Temiar female students showed lackadaisical attitude towards second language listening strategy. These 4 very low second language listening proficiency Malay male students, Fazli, Azmeer, Akmarul, Mat were more vocal and aggressive in voicing their dissatisfactions; while 2 Asli Temiar female students, Zaidin and Sariza quietly disagreed on learning second language listening strategies.

External influences from cultures, beliefs, values and power hierarchy system

Fazli's playful attitude have made him inattentive to the one-way listening activities, and whatever strategy he might have needed to engage in or to perform certain second language listening tasks. Fazli's comments during the focus group discussions illustrated this:

> *"Cikgu, apa itu strategi mendengar? Mendengar Bahasa Inggeris…? Cikgu bermaksud lagu dan ucapan Bahasa Inggeris semasa maljis itu…? Majlis itu apa?... Maljis Salam Aildifitri!"*

"Teacher, what is listening strategy? Listen to English language…? Teacher means English language songs and speeches during the ceremony…? What is that ceremony?... *Majlis Salam Aildifitri*!" (Fazli)

Meanwhile, Akmarul had concerns about the Malay culture and language identity whenever he has English lessons:

"Cikgu, kami Melayu. Kami tak berapa suka Bahasa Inggeris…Cakap Bahasa Melayu menyenangkan urusan di dalam kampung, pakcik dan tok semua boleh faham!"
"Teacher, we are Malays. We don't really like English language…Speaking *Bahasa Melayu* makes things easy in the village, uncles and grandpas all can understand!" (Akmarul)

Mat and Azmeer displayed negative perceptions about the instructional process and showed lackadaisical learning attitude towards the learning of English in class. It is apparent in the following excerpt that hile Akmarul was commenting, Mat leaned towards Azmeer and whispered in his ears making both of them laughed out loud:

"Cikgu, Mat cakap dia pandai memperbaiki motor orang Kampung XXX! Jangan perduli dia (menunjuk kepada Mat). Dia ni pandai rempit sahaja! Vroom…vroom! Mat…Mat! Ha…ha!"
"Teacher, Mat says he is good in repairing XXX Villagers' motor! Don't care about him (pointed at Mat). He is only good at racing! Vroom...vroom! Mat…Mat! Ha…ha!" (Azmeer)

Unawareness of Listening Strategies

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focus group discussion and semi-structured interviews narratives are further divided in two subthemes: external influences from cultures, beliefs, values and power hierarchy system, and a lack of internal motivation or not ready to learn.

> *"Cikgu, apa itu strategi mendengar? Mendengar Bahasa Inggeris…? Cikgu bermaksud lagu dan ucapan Bahasa Inggeris semasa maljis itu…? Majlis itu apa?... Maljis Salam Aildifitri!"*
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The focus group discussion narratives from 2 Asli Temiar female students, Zaidin and Sariza are portrayed in the comments below

> *"Cikgu, saya Asli, saya tak tahu strategi mendengar..."*
> "Teacher, I am Asli, I don't know listening strategy…"
> (Zaidin)
> *"Kami Asli, kami tak tahu Bahasa Inggeris!"*
> "We are Asli, we don't know English Language!"
> (Sariza)

During semi-structured interviews, the researcher explored further the theme, Zaidin explained and Sariza echoed in agreement as below:

> *"Kami tak tahu strategi mendengar, kami orang Asli Temiar dianggap tidak pandai belajar, kami tinggal di dalam hutan simpanan XXX, kami suka keluarga kami di dalam hutan, di sana sejuk dan aman damai!"*
> "We don't know about listening strategy, we indigenous Asli Temiars are said no good in our study, we live in the forest reserve XXX, we like our families in the forest, it is cold and peaceful there!" (Zaidin)

> *"Saya tak suka belajar, terpaksa juga belajar di sekolah K9. Saya lebih suka belajar daripada Ketua Kampung XXX, saya belajar mengenali arah di dalam hutan, memanjat pokok, mencari buah dan daun yang boleh dimakan…"*
> "I don't like to study, but have to study in K9 school. I prefer to learn from the Head of Tribe XXX, I learned to identify directions in the forest, climbing trees, searching for fruits and leaves that can be eaten…." (Sariza)

Limited Knowledge of Listening Strategies

The learners claimed limited knowledge when the pattern of activities, roles and interpersonal relations experienced over time by the developing learners, and the reciprocal influences do not benefit the learning of second language listening strategy.

From the total number of 30 rural secondary students, 3 very low second language listening proficiency students who are 2 Asli Temiar male and female students, Rahman and Aerira, and 1 Malay female student, Farensaridah mentioned they have limited knowledge about second language listening strategy. The reasons they cited was no one has taught them about listening strategy. While Farensaridah kept quiet about the researcher's question, but decided to speak up during the semi-structured interviews. The focus group discussion narratives illustrated their points:

> *"Saya tak tahu apa itu strategi mendengar; saya belajar dengan Cikgu Bahasa Inggeris di K9 sahaja. Semua kawan-kawan dan ahli keluarga kampung saya tak tahu Bahasa Inggeris!"*
> "I don't know about listening strategy; I only learn from my English Language teacher in K9 school. All my friends and family members in the village don't know about listening strategy." (Rahman)

> *"Saya tidak faham berkenaan strategi mendengar, tidak pernah ada orang mengajar saya strategi mendengar."*
> "I don't understand about listening strategy, never has anyone taught me listening strategy." (Aerira)

During the semi-structured interviews, Farensaridah's narratives showed that she has never realized about second language listening strategy. This is common among students studying language,

> *"Saya mampu belajar setakat ini sahaja, ayah and ibu nak saya berhenti belajar selepas SPM, mencari kerja untuk membantu keluarga. Saya tak berapa faham berkenaan strategi mendengar."*
> "I only manage to study thus far; father and mother want me to stop studying after SPM, look for a job to help the family. I don't really understand about listening strategy." (Farensaridah)

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CONCLUSION

The study unleashes some of the perceptions and understandings of students in a remote school on their English language listening strategies. Since English language is rarely used and spoken in this area, most students mentioned that they were unaware and could not be attentive on the use of language strategies. Due to many reasons, such as the unneeded use of the English language, these students commented that they felt that they do not need to know the strategies, nor do they feel the need to know the strategies. However, upon briefing and explanation by the teacher on the need to do this to improve on their academic performance, they altered their perceptions to more positive ones. This illustrates the need to inform on the needs of using learning strategies for academic achievement.

REFLECTION

This research that looks at the listening strategies employed by students in remote school and their perceptions on their listening strategies and findings illustrated that students in rural schools have very little understanding and awareness on the needs of acquiring listening strategies that would be useful for them to perform well in English language. Their needs and motivation to learn listening strategies will also be different from others as they would need it more for solely for academic reasons.

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