Abstract

Education is instrumental in changing life of an individual. Education and listening are two intermingled concepts. The tradition of education through listening is as old as human civilization. The importance of listening skill is higher in the life of students as 90% of their class-time in high schools and universities is spent in listening to discussions and lectures. Students from all over India come to study in different departments of Panjab University. These students hail from different social-cultural backgrounds and speak different languages. Hence English is used as a common language for teaching learning interaction in most departments. These students are usually not accustomed to hear English in natural manner and comprehend it simultaneously without translating it to native language. They use various cognitive faculties and techniques to understand the content of the lecture. Hence metacognitive listening strategies assist students in comprehending academic lectures. It is very important to understand the factors that influence choice of students regarding use of different metacognitive listening strategies. The present study is an endeavour to explore the difference in use of metacognitive listening strategies by students with different level of intelligence, academic achievement, study habits and classroom environment. The results indicated significant difference in use of metacognitive listening strategies by student with high, average and low intelligence; students with high, average and low academic achievement; students with good, average and bad study habits, students with more favourable, favourable and less favourable classroom environment.