INSTRUCTION OF METACOGNITIVE LISTENING STRATEGIES THROUGH AUDIO AND VIDEO TEXTS

Abbas Ali Rezaee, Seyed Mohammad Alavi & Majid Nematpour,
Kish International Campus, University of Tehran, Iran

1. INTRODUCTION

Listening comprehension has drawn researchers’ attention in recent years since language learners’ exposure to oral language can make a significant contribution to the L2 acquisition process (Rost, 2011). Listening skills are usually expected to develop more quickly in comparison to speaking skills, and affect the growth of writing and reading abilities in learning a new language (Scarcella & Oxford, 1992; Vandergrift, 1997). Not only does the listening skill internalise the rules of language, but also paves the path for the emergence of other language skills (Vandergrift & Goh, 2012). Thus, teaching learners how to listen more efficiently can help them to overcome obstacles they encounter while listening.

One effective way to help learners to cope with the complexity of listening comprehension is “metacognitive instruction” (Goh, 2008). According to Vandergrift and Goh (2012), this type of instruction aids language learners to understand the listening processes they are using. Additionally, adopting a process-based approach helps language teachers to provide sufficient opportunities for learners through raising their awareness of the mental processes involved in listening.

According to the connectionist cognitive processing model, mind processes multiple incoming stimuli simultaneously and understanding is continually revised as more information becomes available (Kintsch, 1998). Buck (2001) has a similar view and maintains that the listening comprehension process includes numerous interacting strategies and information sources. He believes the process is dependent on everything listeners have in their minds that could have an influence on how the message is interpreted. These views suggest that comprehension is not constructed additively; rather, it is a dynamic process. Understanding is continually modified as incoming stimuli interact with previous input and other existing contextual information. Visual stimuli clearly fit into such a theory since they are often a source of information present in the cognitive environment.

Visual materials have helped language learners to enhance their listening skills. Visual aids can make a good contribution to providing EFL learners with comprehensible input that is not limited to audible sounds and voices only, but includes non-verbal aspects of communication which play a crucial role in the understanding of a language (Burgoon, 1994; Gruba, 1999; Kellerman, 1992; Von Raflner-Engel, 1980; Wagner, 2010a, 2010b). Chung and Huang (1998, p. 554) stressed that “the dynamics of various information which can be derived from viewing the video, such as the authentic setting, accents, and postures