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Metacognitive Listening Activities for Higher Proficiency

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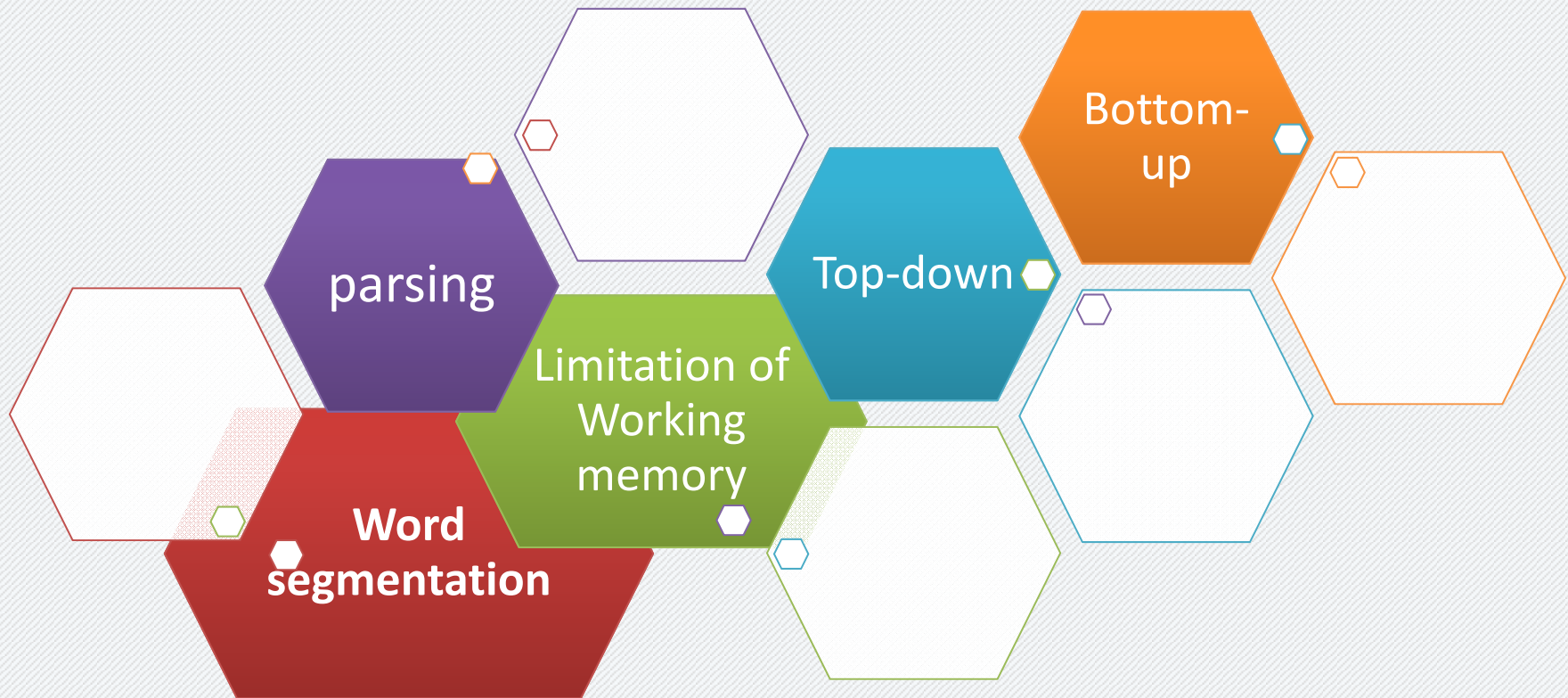


Agenda

- Why listening? What makes listening challenging for learners and teachers?
- Examine the sequence of a conventional listening lesson and identify issues
- What is metacognition and metacognitive instruction? How can it make difference?
- Analyze the sequence of Metacognitive Listening activities and samples of each activity
- Contemplate on additional ideas to support continuous development of metacognitive skills outside the classroom



Challenges associated with Listening





Example of a Listening Lesson

Direct students' attention to the assigned activity and introduce the topic of the listening passage

Instruct the students to read comprehension questions attentively

Instruct the students to listen and write down their answers

Have students re-listen to confirm their answers

Review and provide correct answers/explanations by focusing on the challenging parts

Have students debate/discussion in class or write a follow-up composition based on the content



Any concerns? Issues?

- No support provided once the listening begins
- No teaching on how to listen
- Learners are required to demonstrate their comprehension (outcome)
- Raised anxiety
- Testing or teaching?
- Outcome vs Process



Assumptions about listening

- Listening Skill is developed or acquired naturally and gradually
- Passive
- Individual activity



Metacognition

Learner awareness of the cognitive processes involved in comprehension, and the capacity to oversee, regulate, and direct these processes

(Goh, 2008)



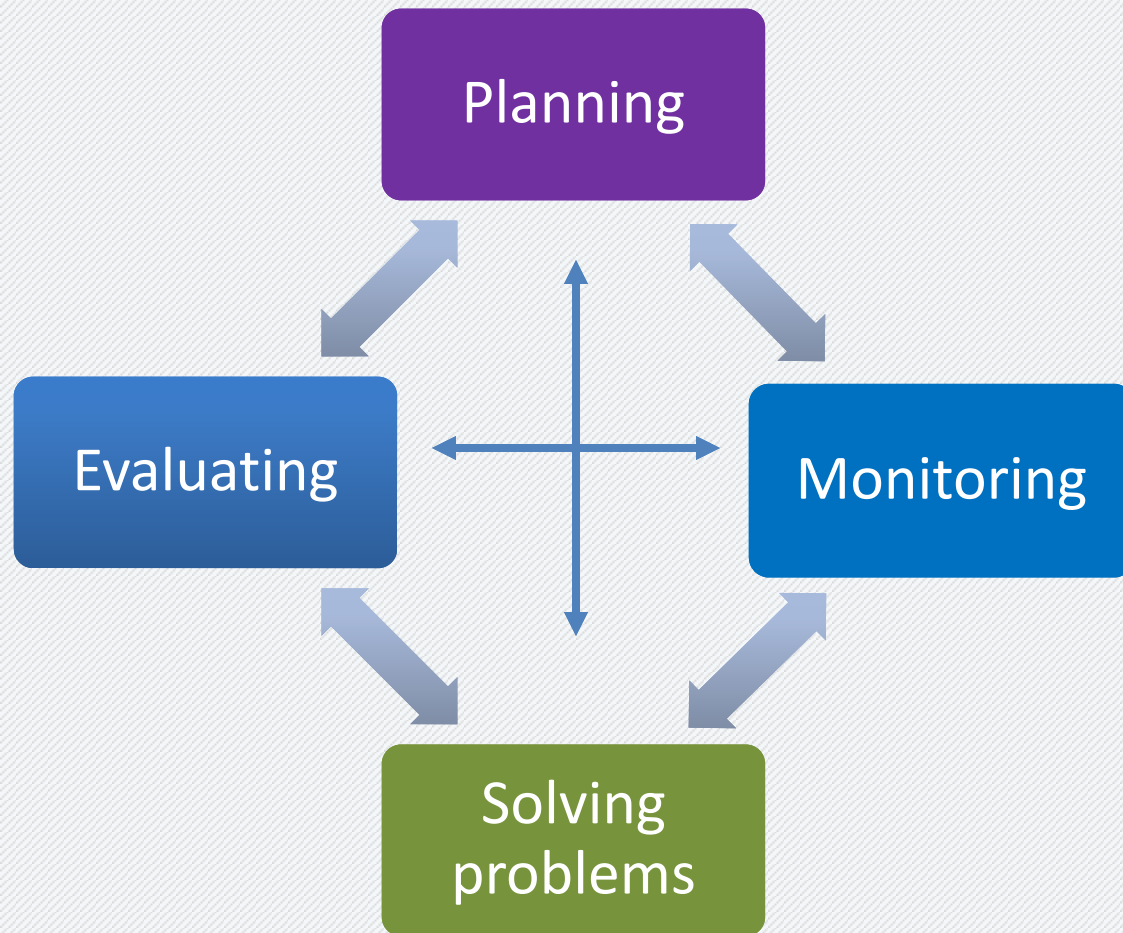
Metacognitive approach

Learners will develop:

- Understanding for the cognitive demands of listening in L2 and the processes involved in listening
- Deeper metacognitive knowledge about themselves as learners and strategies for listening individually and through peer collaboration and utilize them appropriately
- Skills in regulating and managing their own learning listening processes from planning to evaluating
- Heightened motivation and confidence
- Into Self-regulated listeners



Metacognitive Listening Process

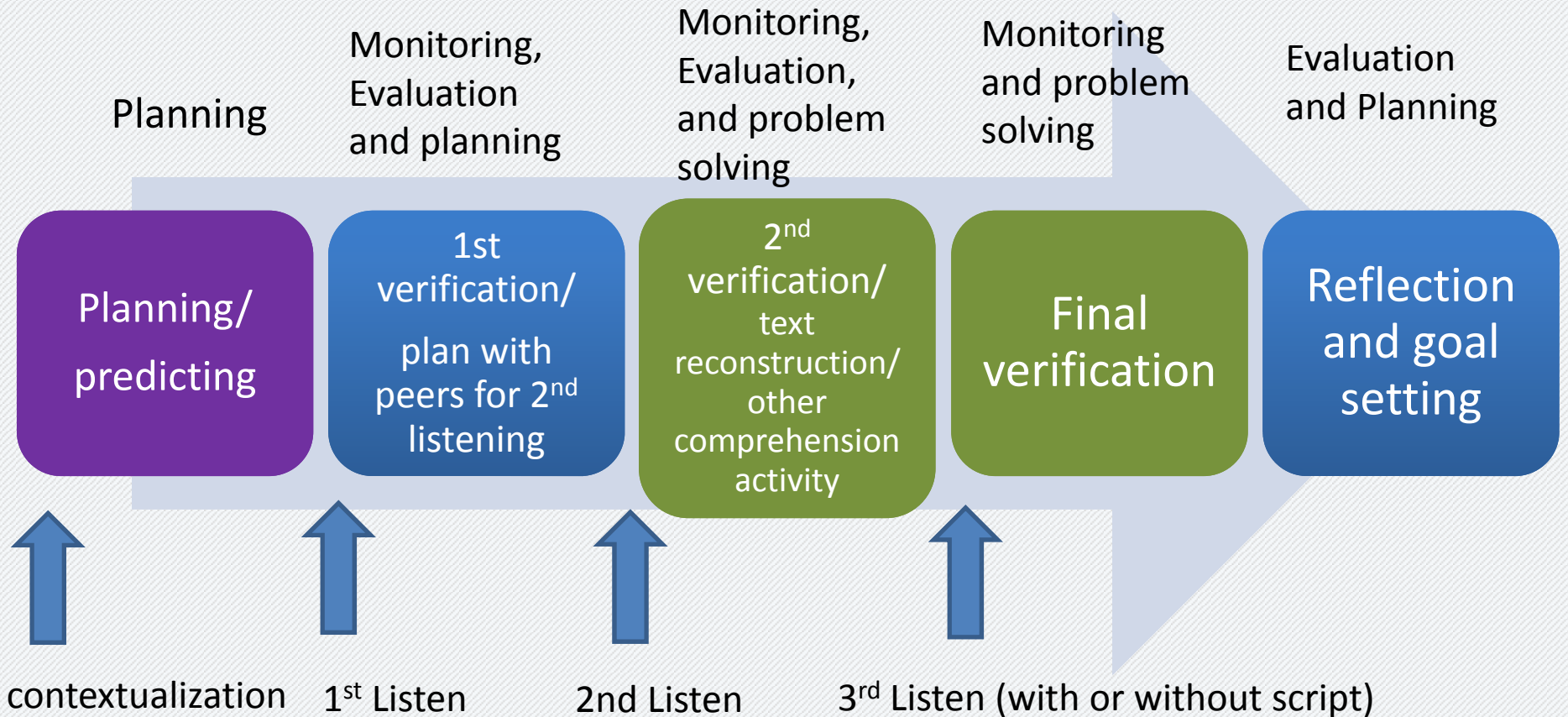


Adapted from Vandergrift, L., & Goh, C.C.M. (2012)



Metacognitive Pedagogical Sequence for Listening Instruction

Key Metacognitive Processes



Vandergrift, L., & Goh, C.C.M. (2012)



Metacognitive Listening Activities

- Sample activity sequence:

*All the activities were adapted from Vandergrift, L., & Goh, C.C.M. (2012)



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Pre-listening

You will listen to an excerpt from a TV talk show where a controversial political or social question is explored deeper based on the analyses from multiple experts on the subject matter. You will be listening to the episode titled “Are the sanctions against North Korea working?”

1. Given the text type and the title, what words/expressions do you expect to hear?
2. Write down 5 main ideas that you think will be mentioned in the passage
3. Discuss your predictions with your partner and then write down at least 2 more ideas that your partner listed in his/her predictions and you find logically plausible

<https://www.youtube.com/watch?v=Egd5X9d-vUU>



1ST Listening

- Listen to the passage.
- Place a check mark next to the ideas that you and your partner predicted and that were mentioned in the passage
- Write down any other ideas that were mentioned which you had not predicted



2nd Listening

- After verifying your initial hypotheses and discussing them with your partner, listen to the passage again
- Check your results and discuss and resolve any discrepancies in comprehension between you and your partner
- Write down any additional points or details you understood this time
- Share your results with the whole class and participate in reconstructing the passage's main points and most important details



3rd Listen

- Listen specifically for the information unveiled during the whole class discussion which you could not get from earlier listening attempts
- With or without the transcript



Post-listening

Reflection and goal setting:

I was successful in anticipating
_____ ideas

What surprised me:

What I will do next time:



Language focused activities integrated into Metacognitive Activities

Phonological or Discourse analysis activity

- Rhetorical devices
- Conjunctive devices
- Tone
- Specific form use
- Paralinguistic features and more...



Outside the classroom...

- Listening diaries
- Self-report checklists
- Guided extensive listening



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Questions or comments?



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