METACOGNITIVE STRATEGIES IN LISTENING LECTURES (LITERATURE REVIEW)

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Article history:		Abstract:
Received:	6th December 2023	This literature review was written based on seven research papers that have been done on metacognitive listening strategies where scholars identify their role and effectiveness in listening lectures. This article presents framework theories, principles according to which some investigations have been conducted which consist the role of metacognitive strategies in listening academic lectures, obstacles that students face in listening, metacognitive strategies use in listening lectures, methods that are used for data collection and conclusion.
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INTRODUCTION
Many young generations are struggling to take further education in oversea universities, and with no dough they face with challenges in terms of comprehending lectures in their L2, in most cases it is English. Why they face with difficulties if they have already gained general knowledge before going to the university? To find an answer for this question many scholars made some investigation, and they give advice to train listening strategies by determining the effectiveness of rethinking the structure of a lecture by using metacognitive strategies.

According to Anderson (2002) who gives the definition to the word "metacognition" as "thinking about thinking", later he states that "the use of metacognitive strategies activates one's thinking skill and may lead to better performance in learning in general" (as cited in Al Zumor, 2019). A number of scholars like Brown, Bransford, Ferrera and Champiore (1983) keep an idea that metacognition means not only planning, observing, controlling students' cognitive processes while learning but also includes activities such as putting an aim, choosing and matching strategies for the demanded task and monitoring the students' understanding. Other scholars such as Rahimirad and Moini (2015) state that listening skill in academic contexts is considered one of the indispensable necessities for EAP learners, and a variety of researches have been conducted in order to explore the impact of metacognitive strategies while comprehending listening academic lectures (p. 1).

HISTORICAL BACKGROUND.
The theoretical framework of research papers that I collected based on different theories. The research that has been done by King (1991) explores as to whether self-questioning can enhance lecture comprehension and effects of metacognitive strategy (as cited in Al Zumor, 2019, p. 80). Other scholars such as Rahimirad and Shams (2014) state that metacognitive factors like problem solving, making plan, assessing, translating in mind, personal knowledge, and straightforward attention can facilitate listening performance (p. 164). A year later Rahimirad along with Moimi suggest that note-taking and visual materials that are commonly used in lectures can improve comprehension. Research having done by Mahdavi and Miri (2018) base on Vigorsky's zone of Proximal Development in socio-cultural theory which aims to conduct interactive dialogue between learners which can create a room for better performance of tasks that learners cannot do individually without the support and assistance of others (p. 55). The last research aims to explore the Intercultural Communicative Competence (ICC) which looks for effective interaction and the ability to communicate properly with those who are from different cultural backgrounds and ability to think and perform in intercultural appropriate ways (Ghasemi, Ahmadian, Yazdani, & Amerian, 2019, p. 41).

THE ROLE OF METACOGNITIVE STRATEGIES IN LISTENING ACADEMIC LECTURES.
In this paragraph I will try to explore the role of metacognitive strategies in listening lectures. According to the first source the aim of metacognitive strategy is turned to students that demands to take a more active role in controlling their own learning process through direct tutoring of metacognitive strategies in the classroom (Brown, Armbruster, & Baker, 1986). According to Rahimi and Katal (2012) the role of metacognitive strategies are to investigate listening awareness by using modern techniques like podcast for learning English as a second language (p. 1153). However, Cross (2011), Tafaghodtari and Vandergrift (2010) state that metacognitive instruction in listening second language that can contribute to teamwork performance while teaching listening which considers the facilitative role in metacognition (as cited in Mahdavi & Miri, 2018, p. 54). Scholars such as Ghasemi, Ahmadian, Yazdani

and Amerian (2019) in their research paper agree that the role of metacognitive strategies is to improve confidence in second language, motivate, and self-regulate by conducting an innovative attempt of most recent theories of intercultural communicative competence (p. 43).

OBSTACLES THAT STUDENTS FACE IN LISTENING LECTURES.

As King (1991, p. 334) points out that cognitive loan can be a problem in the use of any learning strategy for non-native students who study in universities where lectures are held in English language. The reason for this is that editing a metacognitive strategy to cognitive activities may increase cognitive loan that points of disruption of performance (Perkins et al., 1989). Rahimirad and Moini (2015) argue that many students come across with challenge while taking notes, because they have to listen or read presentation slides and textbooks simultaneously (p. 2). However, Khaldi (2014) says that the obstacles in listeners' case and the strategy use while listening lectures are not only the lack of content schemata, lack of knowledge in formal context, but also the lectures are conducted in a very fast rate of speech, and teacher's method (as cited in Al Zumor, 2019, p. 82).

METACOGNITIVE STRATEGIES USE IN LISTENING LECTURES.

King (1991) gives an idea that self-questioning strategy in listening lectures can help to students to understand academic lectures which is instructed to differentiate factual questions, which requires the learners to simplify facts and ideas explicitly stated in the lectures and high-order questions, that requires the learners not only to understand the facts and ideas but also motivates them to apply, analyze, and interpret (p. 332). Other scholars such as Rahimirad and Shams (2014, p. 165) are relying on Chamot (1993) and Vandergrift, (1997) idea suggest three main types of strategies that can be applied in instructing; conscious strategies, metacognitive, and socio-affective strategies. By contract to Rahimirad and Shams (2014), Rahimi and Katal (2012, p. 1155) give five types of strategy by relying on Vandergrift, Goh, Mareschal, and Tafaghodtari, (2006) theory. According to Rahimirad and Moini (2015) factors like: making plan and evaluating, mental translation, individual knowledge, and straightforward attention give more wider types of metacognitive strategies that have been applied; 1)to plan and to direct attention, 2)to observe, 3)to monitor, to plan, and to select attention, 4)to monitor and solve problem, 5)to observe and assess, 6)to select attention and to monitor, 7)to evaluate (p. 5). Al Zumor (2019) suggests the following metacognitive strategies like; to plan, to check, to monitor, to select, to revise, and to assess during teaching-learning process which are quite similar with the abovementioned research work (p. 87).

METHODS WERE USED IN DATA COLLECTION.

Metacognitive Awareness Listening Questionnaire (MALQ) developed by Vandergrift et al. (2006) is used in two research works done by Rahimi and Katal (2012, p. 1157) and Mahdavi and Miri (2018, p. 58). The aim of the first study which I selected is to investigate whether EFL learners' metacognitive listening strategies awareness is related to the use of technological tools and applications especially podcasts for doing aural (listening) to improve listening skill in English language. The study reveals that metacognitive listening strategy awareness is at a medium level and it requires language learners to be able to manage themselves as learners (Oxford, 2002). The aim of the second paper that has been selected by me is to indicate process-based instruction through group work activities that highlights the facilitative role of metacognitive tutoring in developing listening skill. The result of research shows that teamwork process-based instruction can help learners to co-built metacognitive knowledge and awareness about listening and move toward autonomously listening and motivates teachers to pay their attention from materials of listening (recorded ready listening materials) to its core process, which means to instruct before listening (Mahdavi & Miri, 2018, p. 68). Both studies are aimed to explore metacognitive listening strategies awareness that are related to the use of tools for increasing EFL learners' listening skill. The differences are in the tools are used, the first study uses technological tool like podcast, the second one prefers products such as textbooks and teacher's guide materials. However, the results are different the first study requires from learners to manage themselves, and the second one encourages teachers to use a variety of methods while tutoring listening skill.

CONCLUSION.

To conclude my literature review, I can state that non-native students not only in EFL and in ESL programs but also in other fields where lectures are held in their L2 can face with difficulties in comprehending lectures due to unfamiliar formal vocabulary, challenges with taking notes while listening and visualizing information through slides at the same time. Moreover, the reason for listeners' obstacles can be the lack of training and listening academic content based lectures. To tackle these issues self-questioning as King (1991) states, teaching and training special strategies by the help of technical tools, rethinking while listening lectures can be taken into consideration. Moreover, to these solutions I can add that teachers' role is great because they should provide some trainings before conducting lectures by taking into consideration learners' background knowledge and culture. And suggestion by Mahdavi and Miri (2018, p. 68) is also good that it is better to move teachers' attention not to materials of teaching but to the process itself.

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