

บทบาทของกลยุทธ์อภิปัญญาต่อการจัดการเรียนรู้ทักษะการฟังภาษาที่สอง

THE ROLE OF METACOGNITIVE STRATEGIES IN L2 LISTENING INSTRUCTION

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บทคัดย่อ

ทักษะการฟังเป็นหนึ่งในทักษะการรับรู้ที่มีความสำคัญและเป็นทักษะที่ถูกศึกษาค้นคว้ามาอย่างยาวนานในการเรียนรู้ภาษาที่สอง กรอบแนวคิดพื้นฐานของกระบวนการฟังและการเรียนรู้ทักษะการฟังภาษาที่สองได้ปรากฏออกมาในหลายๆลักษณะ ถึงแม้ว่าสื่อการสอนที่ใช้สำหรับการเรียนรู้ทักษะการฟังภาษาที่สองในอดีตจะเน้นภาษาที่ใช้ในการเขียน หลังจากการปรากฏขึ้นของแนวคิดการสอนภาษาอังกฤษเพื่อการสื่อสาร (Communicative Language Teaching) สื่อการสอนที่ใช้ในการเรียนรู้ภาษาได้มุ่งเน้นภาษาที่ใช้ในการสื่อสารด้วยวาจามากขึ้น บทความนี้อธิบายกรอบวิธีคิดต่างๆเกี่ยวกับกระบวนการฟัง อย่างเช่น กระบวนการฟังการจากบนลงล่างและจากล่างขึ้นบน (top-down and bottom-up) รูปแบบการฟังสามระยะ (the three-phase listening model) และขั้นตอนกระบวนการฟังห้าขั้นตอน (the five stages of listening process) เนื่องจากกลยุทธ์อภิปัญญาได้เข้ามามีบทบาทสำคัญต่อการเรียนรู้ภาษา บทความนี้จึงพิจารณาการนำแบบสอบถามความตระหนักรู้ กลยุทธ์อภิปัญญาสำหรับทักษะการฟัง (Metacognitive Awareness Listening Questionnaire) มาประยุกต์ใช้ในการเรียนรู้ทักษะการฟังภาษาที่สอง เพื่อหาความสัมพันธ์ของความตระหนักรู้และการใช้กลยุทธ์อภิปัญญาสำหรับทักษะการฟังต่อการพัฒนาทักษะการฟังของผู้เรียนทั้งภายในและภายนอกห้องเรียน

คำสำคัญ

อภิปัญญา กลยุทธ์อภิปัญญาต่อทักษะการฟัง การจัดการเรียนรู้ทักษะการฟัง

ABSTRACT

Listening skill is one of the essential receptive skills that has long been studied in language learning. The fundamental framework regarding listening process and listening instruction has emerged in many aspects. Although listening instruction was tremendously influenced by the materials emphasizing written language in the past, the focus has shifted onto more communicative approach since the occurrence of Communicative Language Teaching methodology. This article describes the most common cognitive frameworks about the process of listening, such as top-down and bottom-up, the three-phase listening model and five stages

of listening process. Moreover, since the role of metacognitive strategy training has been recently emphasized in language learning, the application of metacognitive listening strategies in listening instruction are investigated. The potential uses of the Metacognitive Awareness Listening Questionnaire (MALQ) based on the research study are examined to see how second language listeners' metacognitive awareness and perceived uses of strategies during listening tasks enhance the students' listening competences both inside and outside the classroom.

Keywords

Metacognition, Metacognitive listening strategies, Listening instruction

Introduction

Listening is a skill that plays an important role in every aspect of our lives. We normally spend 40-50% of our time listening during communication (Mendelsohn, 1994). To be an effective listener, we need not only hear the words our interlocutor talks to us, but also comprehend, interpret, or interact with the information. Although listening is the skill that we can acquire naturally since our childhood, this receptive skill requires to be practiced. Initially, materials used in listening instruction were emphasized on written language. However, since listening is the skill required for constructing and communicating meaning, listening instruction has been shifted to concentrate more on authentic materials and spoken language. The process of listening has also been investigated to find out the effective approaches to enhance students' listening comprehension. Recently, metacognitive instruction has played a critical role in language learning, especially for receptive skills. Oxford (2002) states that the strategies the language learners use during cognitive activities related to language learning are associated with the improvement of their language proficiency and communicative competence. The metacognitive approaches that can be used to facilitate language learners' listening comprehension are outlined and proposed by scholars such as Chamot (1995), Vandergrift (2004) and Goh (2008).

The article content

Listening is currently considered to be the active process since listeners need to interpret the meaning or interact with the information given by the speaker. The common listening processes are broadly separated between bottom-up and top-down processing. Bottom-up approach is the decoding process that relies on the segmentation of the sound stream into the small units of individual words or sounds. Based on this approach, the listeners' comprehension can be built up by firstly perceiving the small units of the individual sounds to the larger units of individual words. This decoding process can be useful when someone listens to directions to a friend's house and needs to receive specific information such as the name of a street. However, this listening approach alone may not be sufficient to promote the listeners' comprehension. Top-down listening approach is another type of listening process that requires listeners to draw on their background knowledge about the topic to enhance their understanding. In authentic situations, listeners tend to apply both top-down and bottom-up

processes to their listening comprehension. In some situations, one type of listening process may be used more than the other depending on the purpose of listening. For example, an apprentice cook who listens to a food radio program and needs to identify each step of the recipe may operate more bottom-up process than top-down process. However, the cook still needs to use his prior knowledge or top-down process regarding cooking method to facilitate his understanding.

Anderson's three-phase listening model

Anderson (1995) provided another classic listening model that differentiates listening comprehension into three interactive phrases consisting of perception, parsing and utilization. These three phrases have iterative interaction with one another during the listening process. The perception phrase is the initial stage which listeners recognize and encode the sound units and the vocabularies of the spoken inputs and hold them in the working memory. The second phrase of Anderson's listening model is parsing. In this second phrase, the spoken inputs are transformed into the meaningful representatives of their intended meanings. This process occurs when an utterance is segmented based on its semantic, syntactic, or phonological cue and those segmented constituents are combined again to create the meaningful representative. Utilization is the last phrase of Anderson's listening model. The L2 listener uses background knowledge related to the language, including pragmatic knowledge, to promote the understanding of the intended meaning of the utterance.

Joseph DeVito's five stages of listening process

Another cognitive framework regarding the process of listening is Author Joseph DeVito's (2000) listening model which he divided the listening process into five stages. The first stage is the receiving process. This state can be divided into 2 elements, which are hearing and attending. Hearing is the physiological process that listeners physically hear the sound produced by the auditory stimuli. The other element of the receiving stage is attending. This process is concerned with the identification and interpretation of the sound we hear as meaningful words. The second stage of listening is the understanding stage. Listeners have to decode the speaker's message and determine its context. The comprehension of the message will occur when the listeners can match the meanings of the words and their context with the speaker's message. The third stage is the evaluation stage. After listeners fully understand the speaker's message, the next stage is to evaluate the information they received and respond to the message accordingly. The next stage is the remembering stage. This process will occur during and after the listeners' receptiveness of the speaker's message. The information listeners receive from the speaker will be categorized and retained for future access. The last stage of the listening process based on DeVito's notion is the responding stage. Listeners provide either verbal or non-verbal reactions to the speaker's message. Gestures such as making eye contact or nodding can be used as a nonverbal reaction. Verbal reaction might involve requesting additional information, asking questions or providing comments.

Metacognitive processes on listening comprehension

One of the cognitive factors that can tremendously influence the success of L2 listening comprehension is metacognitive knowledge. Metacognitive knowledge is the ability to reflect our own learning process as well as how we can make our learning process more efficient. This knowledge allows us to consider what we are doing, why we are doing it and if we are doing it appropriately or if we need to do something to improve it. Metacognitive processes comprise of planning, monitoring, and evaluating. Regarding the metacognitive processes on listening comprehension, these metacognitive processes can occur during the listening comprehension when the listeners plan how and what to listen, monitor or check their listening comprehension evaluate their comprehension after listening. Metacognitive knowledge facilitates L2 listeners' comprehension via helping them examine how they process their linguistic inputs and seek more effective ways to manage these cognitive processes to fulfil their communication and learning goals (Goh, 2008). When L2 listeners develop their metacognitive knowledge related to listening, their listening performance and attitude toward the language tends to be improved (Zeng, 2014).

The L2 listening instruction has evolved since the occurrence of Communicative Language Teaching methodology. The pre-listening activity is included in the process of teaching method to activate the students' background knowledge to facilitate their listening comprehension. Communicative Language Teaching methodology also concentrates on the core listening skills consisting of listening selectively, listening for gist, listening for details, predicting, and making inferences. However, the achievement of the students' listening comprehension is probably dependable upon the results of listening lessons or the listening tests. If the students receive negative feedback from the teacher or feel that they have not done well enough in their listening lessons or tests, they may feel anxious and probably do not know how to improve their L2 listening comprehension. Therefore, teachers are advised to provide the students with strategies or metacognitive knowledge that can be used to improve their listening comprehension. When the students encounter some difficulty during the listening lesson or are not satisfied with the result, they can use the metacognitive knowledge to reflect, monitor, take control of their learning and discover the better way to enhance their listening comprehension. Metacognitive knowledge can help the students realize their limitations and raise their awareness about listening processes. If the students are provided with metacognitive knowledge about listening, they may come up with more effective ways to improve their listening comprehension instead of only trying to listen harder. Metacognitive knowledge can be acquired either implicitly through interaction with experts or explicitly through scaffolding intervention in the classroom (Veenman et al. 2006).

Goh (2008) proposed the principles of metacognitive instruction framework that combined two critical components of metacognition: metacognition knowledge and metacognitive strategies.

Flavell's model of metacognition

Metacognitive knowledge presented by Flavell (1979) are separated into three dimensions focusing on declarative knowledge that L2 listeners should develop. The first dimension is person knowledge. This person category can be divided into three subcategories. The first one is intraindividual differences related to the individuals' beliefs about how they learn things. For example, an English language learner who would rather listen to English podcast than read something in English to practice his receptive skills may think that he can learn the language better by listening than reading. The second subcategory is interindividual differences which are related to the variations between individuals regarding their behaviors, characteristics, attitude, and so on. The last subcategory of the person knowledge dimension is universal properties of cognition. This last subcategory is in connection with the beliefs or comprehension of the individual concerning the learning process. For example, the children could learn that there are several degrees and kinds of understanding, such as attending, communicating, remembering, problem solving and so on. They could also realize that something they understand in the present may not be a precise predictor of how well they will understand it in the future.

The second dimension of Flavell's metacognitive knowledge is task category. This subcategory deals with the information available for a person to manage or achieve the proposed tasks. The task information could encompass various aspects. It could be sufficient or insufficient, effective or ineffective organized, familiar or unfamiliar, trustworthy or untrustworthy, and so on. The variety of the metacognitive cognitive knowledge in this task category can imply how the cognitive enterprise should be best utilized and how likely the expected goal can be achieved.

The last metacognitive knowledge proposed by Flavell is strategy category. This kind of metacognitive knowledge concerns what strategies can be effectively used to achieve the expected goals. For example, the language learner may come to believe that the effective way to remember L2 vocabularies is to use them at least 10 times before they remember them.

Metacognitive listening strategies

Metacognitive strategies mentioned by Goh are considered useful for developing listening and self-regulation during listening. The first strategy is planning. This strategy can be used to determine own learning or listening goals and decide what methods can be utilized to achieve the objectives. The examples of planning strategy are previewing the main ideas or identifying the essential information of the input to be attended. The second categorization of the metacognitive strategy is monitoring. The learners can use this strategy to check the progress and the accuracy of their own understanding through drawing upon the appropriate sources of knowledge. The last metacognitive strategy is evaluating. This strategy is used to determine the success of the learners' comprehension after finishing a task and investigate more efficient approach to fulfil the task which consistently lead to their capacity development.

The research that investigated the language learners' metacognitive knowledge regarding listening in a systematic manner has been recently advocated. Goh (2000) administered a questionnaire that can be used to elicit the learners' metacognitive knowledge

about listening and she found that the listeners who were more proficient in English demonstrated higher degree of listening strategy awareness. Vandergrift (2005) further explored the relationships among the language learners' metacognitive knowledge awareness, motivation and listening proficiency. The first instrument Vandergrift applied in his research was the motivation questionnaire, which 57 learners of French responded to three orientations of motivation questionnaire: intrinsic, extrinsic and amotivation. The other instrument was the metacognitive awareness questionnaire used to elicit the language learners' metacognitive strategies they applied during the listening task. The learners' responses to both instruments concerning their levels of motivation and use of cognitive and metacognitive listening strategies were correlated with the learners' listening proficiency test scores. The study result reported the correlations between the higher motivational intensity and frequent use of metacognitive strategies. However, there were a number of shortcomings regarding the previous questionnaires developed to assess the language learners' metacognitive awareness. It has been found that some questionnaire items in the previous metacognitive awareness questionnaire were either too long or quite difficult to be comprehended (e.g., Goh; Vandergrift).

The Metacognitive Awareness Listening Questionnaire (MALQ) was designed and developed by Vandergrift et al. (2006) to investigate L2 listeners' metacognitive awareness about listening and their uses of listening strategies when listening to oral text. The questionnaire was purposefully designed to be more concise and sufficiently comprehensive to be able to validly assess the awareness of the students regarding listening process (e.g. their perceptions of the requirements of the listening tasks and the listening strategies they use to finish the tasks). Moreover, the developed questionnaire can be used to improve the learners' awareness of the listening comprehension process and diagnose their metacognitive awareness as well as self-regulatory abilities, thereby facilitating the L2 learners to overcome their listening comprehension difficulties (Vandergrift et al. 2006).

The Metacognitive Awareness Listening Questionnaire (MALQ) was designed based on the investigation of literature on learning strategies, metacognition, self-regulation, and listening comprehension and its format was designed using Likert scale ranging from "strongly agree" to "strongly disagree" in order to track the learners' development of metacognitive awareness for purposes of self-assessment and research. The Metacognitive Awareness Listening Questionnaire consists of twenty-one items categorized into five factors: problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention.

The problem-solving factor comprises six items referred to the metacognitive listening strategies used by L2 listener to deduce the meaning of unknown words by using either the overall ideas of a text or the context clues. The listening strategy classified in the first factor is also regarded the interpretation of the text through using listeners' experience and background knowledge as well as adjusting the interpretation to reach higher degree of accuracy. The strategies included in this factor can demonstrate the problem-solving processes, the knowledge retrieval processes, and the monitoring processes.

The second factor is planning and evaluation. There are five listening strategies categorized in this factor consisting of coming up with a plan for listening, thinking of the similar texts before listening, settling a goal in mind while listening, recalling the listening process the

listeners apply during the listening and how they might do differently next time, and checking if they are satisfied with the level of their listening comprehension. These strategies can facilitate the L2 listeners to prepare themselves before listening and estimate their listening comprehension after their listening effort.

The third metacognitive listening factor is mental translation representing the ineffective listening strategies related to translation while listening that the beginning-level L2 listeners must learn to avoid. The mental translation strategies mentioned in the MALQ refer to the listeners' translation of either the meaning or the key words while listening. If the L2 listeners always implement these three mental translation strategies during listening, the process of their listening comprehension may always be interrupted, leading to the limitation or failure of their listening comprehension.

Person knowledge is the fourth factor classified in the metacognitive awareness listening questionnaire. This factor concerns the listeners' perception of the challenge with which they come across and their self-efficacy in L2 listening. The strategies in this factor represent the listeners' perceived difficulty of listening compared to speaking, reading, and writing skills and the confidence of the listeners in their listening competence.

The last factor in the MALQ is directed attention. This fifth factor deals with the strategies that can be used by the listener to maintain concentration on the listening task such as focusing harder on the text when they have difficulty understanding, recovering concentration when their mind wanders, trying to get back on track when they lose concentration, and not giving up or stop listening when they have trouble understanding. Rost (2002) stated that skilled listeners always deploy these strategies to maintain their attention and focus on incoming information and the concentration strategies play a very important role in the process of the listeners' listening comprehension.

Metacognitive awareness listening questionnaire has been applied as metacognitive instruction in the classroom as well as the instrument in the studies focusing on raising the students' metacognitive knowledge about listening to improve their listening comprehension and several study results demonstrated a crucial relationship between metacognitive instruction and significant improvement of the students' listening performance. (Fathi and Hamidzadeh 2019; Vandergrift 2007). Goh (2008) argues for the positive impact of metacognitive knowledge about listening on the cognitive enterprises of the L2 learners. The learners who equip with essential metacognitive knowledge about listening may know how to consider the best approach, plan, monitor, evaluate, and revise what they do before, during and after the listening tasks compared to those who deal with the listening tasks in an incidental manner. Moreover, language learners who realize the benefits of listening strategies may utilize these strategies to develop their listening comprehension during communication and those who are aware of their own listening difficulties tend to be motivated to seek ways of addressing them (Zhang and Goh 2006). Khiewsood (2017) investigated metacognitive listening strategies used by 50 high school students to promote their listening comprehension while completing listening activity in Thailand. The Metacognitive Awareness Listening Questionnaire (MALQ) was used as a research instrument in this study. The result demonstrated that all students utilized metacognitive listening strategies to facilitate their listening comprehension. The strategies used the most by

the students are using their background knowledge to enhance their listening comprehension and guessing the meaning of the word and recalling everything they have heard to see if their guesses make sense. Piamsai (2014) studied how proficient and non-proficient third-year Chulalongkorn University students used metacognitive listening strategies to complete a listening task. The proficient students reported more use of listening strategies than non-proficient group. However, the research conducted on the use of metacognitive listening strategies related to the students' language proficiency should be more investigated to find out which strategies can be preferably used in term of their effectiveness. Most of the studies, especially in Thailand, has been tremendously only focused on observing the amount of the strategies used by the students while completing listening task. Moreover, the metacognitive strategies the students used when processing the listening input are less investigated compared to the strategies used in performing a reading task. Although listening is one of the receptive skills that is quite easy and convenient to develop, there are still a lot of students who encounter difficulty improving this skill. There are students who do not know how to listen or what to focus on when they listen to someone talking to them in the foreign language or do the listening tasks their teacher assigns. Therefore, there is more need to be done to investigate effective ways to improve the students' listening skills.

Conclusion

Language learners who must learn to listen in a language with which they are not familiar require hard work and effort. They need to be guided or provided with effective ways to facilitate their effort to achieve success in language learning. Obviously, listening instruction has long been modified in many aspects since the time when the learners had to complete comprehension exercises after listening to written text read aloud slowly by the teacher, there still more needs to be done. Metacognitive instruction can be one of the potential approaches that can help students achieve their goals in language learning. The students who are equipped with metacognitive knowledge will not only be able to promote their language practice in the classroom, but they also know how to learn or improve their language competence outside the classroom, leading to lifelong learning. However, the students should also be taught how to choose the appropriate strategy. For example, the strategy related to translation process should be carefully employed by the students since word-for-word translation can cause interruption of the flow of the listening process. Furthermore, the students' listening comprehension can be promoted if they are provided with background knowledge via exposing them to a variety of topics and vocabularies before fulfilling the listening tasks. Last but not least, since listening to lectures always involves many aspects of listening strategies such as listening for main ideas and listening for details, the students' listening comprehension can also be enhanced if they have the opportunity to practice these skills in class (Piamsai, 2014).

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