

The Application of Metacognitive Theory in English Listening Teaching

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Abstract: Language input is very important for language acquisition. listening, as an input skill, plays an extremely important role in language acquisition. So this paper discusses the application of metacognitive theory in English listening teaching based on the research results of metacognitive theory. The discussion shows the metacognitive strategy training in English listening teaching not only improves the students' listening level, but also cultivates their self-study ability .

Keywords: Metacognitive Theory; Listening Teaching; Strategy

Preface:

In foreign language learning, listening, as an input skill, plays a very important role in language acquisition. According to the theory of second language acquisition, language input is the most basic condition for language acquisition. Therefore, listening plays an extremely important role in improving learners' language ability and proficiently using English to communicate in foreign language teaching process. Studies show that the application of learning strategies in listening comprehension is helpful to improve listening comprehension. The application of primitive cognitive strategies is particularly important. The research on the role of metacognitive strategies in English listening comprehension originated from Thompson & Rubin. This paper explores the application of metacognitive theory in English listening teaching with the help of the research results on metacognition in psychology.

1. Metacognitive Theory

Flavell proposed the concept of metacognition in 1970s. Metacognition is the subject's understanding of their own cognitive activities. Metacognition takes the cognitive process and result as the object, and the regulation and monitoring of cognitive activities as the external expression.

Metacognition includes metacognitive knowledge, metacognitive experience and metacognitive regulation, its essence is people's self-awareness and self-regulation of cognitive activities. In the learning process, metacognitive knowledge is manifested as: The cognition of individual learning ability, learning characteristics and learning styles; The understanding of learning tasks, learning objectives and factors that restrict the completion of learning tasks; The understanding of different learning strategies and the characteristics of each strategy. Metacognitive experience is the cognitive experience or emotional experience occurred by individuals accompanied by cognitive activities. The appearance of metacognitive experience is related to the position of students in cognitive activities, the progress they have made and the progress they may make. It often occurs when students expect to consciously regulate and control their cognitive activities. Metacognitive regulation refers to that individuals actively and consciously monitor their own cognitive activities in the process of cognitive activities and adjust them accordingly to achieve predetermined goals. Metacognitive regulation restricts the selection and use of cognitive strategies. It includes formulating cognitive plan, controlling cognitive process, evaluating cognitive result timely, adjusting cognitive plan timely and taking remedial measures when cognitive activity deviates from cognitive goal. So learners' metacognition plays a very important role in second language acquisition.

2. Metacognitive Theory in Listening Comprehension

English listening comprehension involves a series of complex sound, word, meaning discrimination and meaning

reconstruction process. In other words, listening comprehension is a process in which listeners mobilize their cognitive and metacognitive resources to decode and reconstruct information. If learners want to successfully complete this series of complex psychological processes, The process of listening must be monitored actively and remedial measures should be taken in time when there are problems in the process of listening , all these are metacognitive activities. Therefore, successful listening process is not only a cognitive process, but also a metacognitive process. Among the three components of metacognition, Metacognitive knowledge and metacognitive regulation have the most direct relationship with learning strategies. In the process of listening , Many factors affecting listening understanding belong to metacognitive knowledge. Such as, the listener's linguistic knowledge of the target language and relevant cultural background knowledge, various listening skills , when and why use these skills or strategies. In listening process, metacognitive regulation refers to the reasonable selection of listening skills or strategies, the reasonable allocation of cognitive resources, the remedial measures to be taken when strategies fail and the evaluation of listening comprehension effects. Metacognitive strategy is the behavior of learners to adjust learning activities. It is a high-level executive skill that can plan, regulate, monitor and guide the learning process. It is mainly divided into three categories: planning strategy, monitoring strategy and evaluation strategy.

3. The Application of Metacognitive Strategies in English Listening Teaching

The training of metacognitive strategies in listening comprehension follows the teaching model proposed by Underwood: pre-listening, while-listening and post-listening. This teaching mode can guide students to carry out mental activities to obtain correct listening comprehension, and promote the acquisition of metacognitive strategies in planning, monitoring and evaluation.

3.1 Pre-listening Strategy

Pre-listening strategy refers to the plan before listening. It Includes: find out the characteristics and difficulties of listening learning, and make short-term or long-term goals. In the pre-listening activities, firstly, teachers should guide students to get ready for listening: help students to make learning plans and establish learning objectives and make long-term goal and also requires each student to set the phased goal according to the actual situation of the individual. Once the goal is determined, the students should persevere. The realization of the correct goal will make the students feel successful, enhance self-confidence, and also help the students to carry out the training of the listening ability step by step. Secondly, teachers should help students get an overview of what they have heard and teach them to make connections between old and new knowledge. Teachers encourage students to think about the background knowledge, cultural information and predict material type, thus students can understand the tasks . When students learn new language points, teachers should guide students to use the existing knowledge to learn new knowledge, so that students can integrate the old and new knowledge. Students are encouraged to use the information provided in the textbook to predict the key points and difficulties of the listening content so as to focus on the topic and adopt appropriate listening strategies to understand the listening material effectively. At the same time, teachers need to tell students: listening training should be arranged reasonably , although listening is a very difficult skill, but through systematic training and persistent practice, it is possible to make continuous progress in listening.

3.2 Mid-listening Strategy

Mid-listening strategy refers to the strategy adopted by students to learn how to monitor their listening process when they are listening. During listening , students need to check whether the prediction is correct before listening and whether the strategies they are using are working. Concentration is a very important strategy in listening comprehension, teachers should guide students to adjust their attention. In the listening process , Teachers tell students not to stop to think or entangled in a word, they should keep up with the speaker; Teachers should cultivate students' ability to choose the main information . For example, when students listen to news , the listener's attention should focus on the key words and the first sentence of the listening text, because they tell the listener the content of the paragraph concisely. In addition, teachers should guide students to grasp the listening materials at the textual level. Students should pay attention to the cohesive devices in the text and grasp the cohesion and coherence of the text, so as to understand the process and context of the text, and then understand the central idea and relevant details of the text. If listeners can grasp some discourse markers when listening to the material, then they can grasp the logical correlation of the discourse and the attitude and tone of the speaker and the speaker's intention. Teachers should also teach students to take notes while listening to the recording. Teachers can teach some specific note-taking skills, such as abbreviations, charts, subject words and other methods. Teachers should encourage students to apply prediction strategies in listening process actively and make students aware of the necessity of prediction. Teachers should strive to give students systematic training of prediction strategies and develop their habit of forecasting .

3.3 Post-listening Strategy

Post-listening strategy is the strategy adopted after listening to the recording, including instructing students to self-monitor and self-assess. Evaluation is an indispensable part of learning. Teachers should teach students to evaluate their listening learning ability. Teachers can encourage students to write down the difficulties and problems in the listening process, to check whether they understand the material, understand how much after listening. The standard paper is used to test the listening level, which can help students evaluate whether their listening performance has made progress after a period of training, know their listening level and set corresponding goals. In addition, teachers and students jointly evaluate the effectiveness of listening strategies. Teachers should encourage students to discuss the strategies they have adopted, summarize which strategies are successful and which strategies need to be improved with their classmates, thus help students identify the differences in listening strategies between successful learners and unsuccessful learners and find effective strategies suitable for their learning styles. In addition, teachers should encourage students to practice English listening in daily life, such as listening to English songs or watching English movies and TV programs to practice listening.

Conclusion:

In conclusion, this paper discusses the application of metacognitive theory in English listening teaching based on cognitive research results in psychology. It shows that metacognitive training in listening teaching can not only make students more active and effective in listening training, but also achieve the purpose of improving their listening level ultimately. In addition, it can cultivate students' consciousness of independent study, and their ability to solve problems independently and ability to evaluate themselves objectively.

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