***Metacognitive strategies***

**Metacognition** has been defined as a construct that refers to thinking about one’s thinking or the human ability to be conscious of one’s mental processes. According to Flavell (1976) metacognitive knowledge is “one’s knowledge concerning one’s own cognitive processes and products or anything related to them, e.g., the learning-relevant properties of information or data” (p. 232). It is argued that metacognition is a form of cognition and a high level thinking process that involves active control over cognitive processes (Wenden, 1998). **Metacognitive knowledge and metacognitive strategies** are two distinct components of the term metacognition. Metacognitive knowledge refers to information learners acquire about their learning, while metacognitive strategies are general skills through which learners manage, direct, regulate, and guide their learning. The basic metacognitive strategies include connecting new information to the old one, selecting deliberate thinking strategies, planning, monitoring, and evaluating thinking processes (Oxford, 2002).

**1. Planning strategies** are those types of strategies that listeners use to prepare themselves for listening. They include:

**Advanced organisation**: deciding what the objectives of a listening task are.

**Directed attention:** Directed attention represents strategies that listeners use to concentrate and to stay on task such as getting back on track when losing concentration or focusing harder when having difficulty understanding (Rost, 2002).

**Selective attention:** paying attention to specific details in the listening task.

**Examples of planning:**

Planning a course of action before you start listening, read the questions repeatedly trying to memorize them to facilitate answering them.

I decide to focus on a part of the audio track because I think it is the most difficult one.

In the first listening I take notes, in the second, I listen for specific information, etc.

**2. Monitoring**

There are two strategies involved in monitoring processes; comprehension monitoring and problem identification.

**Comprehension monitoring** is the process through which learners check their level of  
understanding.

**Problem identification**: concerns students’ ability to identify any specific points which they had not understood

**Example:** I recognise when I fail to comprehend a point and think of remedial strategies. I may miss the first part, but I carry on listening and use words from the missed part as a starting point to comprehend the other parts.

**3. Evaluation:** strategies students use toevaluate the results of their listening efforts.

Evaluate one’s comprehension and strategy use.

**Activity 01:** **listen to the following conversation between a taxi driver and a 911 emergency agent.**

* What do I think the conversation will be about?

………………………………………………………………………………………

* What words or expressions do I expect to hear?

…………………………………………………………………………………………………………………………………………………………………………………

**B/ Answer these questions:**

1. Why did the taxi driver call the 911 emergency agent?

……………………………………………………………………………………..

1. What advice did he give him?

……………………………………………………………………………………

1. What is his name?

………………………………………………………………………………….

1. Did the ambulance arrive on time?

…………………………………………………………………………………….

**Activity 02:**

**A/Select the best option**

1. **What is the man's name?**
2. Ronald
3. Randall
4. Russell
5. **From the conversation, how did the man probably find out about Dr. Carter?**
6. He saw the office on his way home.
7. A friend referred him to the office.
8. He found the number in the phone book.
9. **When does the man have his appointment?**
10. Tuesday
11. Thursday
12. Wednesday
13. **The man injured his ankle when \_\_\_\_\_\_.**
14. stepped in a hole
15. fell from a ladder
16. a car hit him
17. **The receptionist suggests that the man \_\_\_\_\_.**
18. come into the office
19. take a few days off work
20. put some ice on it

**B/ listen again and answer the following questions**

* why did the man refuse to have the Wednesday appointment

……………………………………………………………………………...

* Did the receptionist propose another date?

……………………………………………………………………

* What is the man’s problem?

…………………………………………………………………………

* How did the receptionist react?

…………………………………………………………………………

**Activity 03:**

You are going to hear a conversation about a car accident, predict three to four ideas you expect to hear in the passage.

-Answer the following questions

**1. Where did the car accident take place?**

in front of the house

at the post office

in the parking lot at the store

**2. The main factor that caused the accident was \_\_\_\_\_.**

excessive speed

some obstruction in the car

a faulty car mechanism

**3. Why is the girl really upset?**

he won't have a car to drive over the weekend.

She wrecked her friend's car.

She doesn't have money to repair the car.

**4. What is her dad's original solution to her predicament?**

He offers to help pay for the repairs.

Her dad volunteers to drive her where she needs to go.

He suggests she invite friends over to eat.

**5. How is the situation finally resolved?**

The father reluctantly loans his car.

The girl invites friends over for a pizza party.

The girl decides to go camping instead.