

Investigating second language learners' metacognitive awareness and activity in the listening process: A sociocultural perspective

Ning Huang

University of Strathclyde, United Kingdom

In recent years, there has been a growing body of literature investigating metacognition in second language (L2) listening. The theoretical underpinning of the majority of these studies is that metacognition and listening are individual psychological processes. This paper contributed to the existing body of literature by positioning metacognition in L2 listening from a sociocultural and dialogical perspective. The study provided empirical evidence with regard to the ways in which L2 learners co-construct and negotiate shared understanding in the listening process. International students (N=20) for whom English was a second/foreign language participated in the study. They worked in pairs on a collaborative problem-solving task and their interactions on this task were video-recorded. Directly after the task, individual interviews with each member of the pair were conducted to gain their accounts of how they perceived the task and how they monitored and regulated their thought in the interaction. A grounded theory informed approach was used to analyse the interview data, and a conversation analysis informed approach was used to analyse the interaction data. By foregrounding the mutual sharedness of the monitoring and control processes, I argue that listeners can be viewed as the co-regulators of the discourse. This study offers new insights into L2 listeners' metacognitive awareness and activities as a dialogic and reciprocal endeavour.

Keywords: listening, sociocultural theory, metacognition.