

Metacognitive Instruction and Metacognitive Instruction through Dialogic Interaction in Listening Comprehension: Listeners' Cognitive Load

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Abstract

Cognitive load plays an important role in learning in general and L2 listening comprehension in particular. This study is an attempt to investigate the effect of metacognitive instruction (MI) and metacognitive instruction through dialogic interaction (MIDI) on L2 listeners' cognitive load. Mixed method design with 60 participants of male and female Iranian advanced learners between 20 to 30 years of age was used. Two experimental groups (n=20) received weekly interventions based on metacognitive instruction and metacognitive instruction through dialogic interaction for 10 sessions, respectively. The third group which was control (n=20) had the same listening samples with regular procedure without the metacognitive intervention program in each session. The study used three different instruments: a) a modified version of cognitive load questionnaire, b) digit span tests, and c) focused group interviews to investigate learners' level of cognitive load throughout the process. Results testified not only improvements in listening comprehension in MIDI but a radical shift of cognitive load rate within this group. In other words, listeners experienced the least cognitive load in MIDI compared with other groups.

Keywords: *Listening comprehension, Cognitive load, Metacognitive instruction, Metacognitive instruction through dialogic interaction*