



Metacognitive Instruction and Metacognitive Instruction through Dialogic Interaction Using Multimedia Listening: Listeners' Listening Anxiety

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Abstract

Listening comprehension occurs when listeners can reasonably interpret the speaker's intention; therefore, reducing foreign language listening anxiety (FLLA) among EFL learners plays a significant role in facilitating their comprehension. The present study was designed to determine the effect of metacognitive instruction (MI) and metacognitive instruction through dialogic interaction (MIDI) on second language listeners' FLLA. In this mixed method study of Iranian university students' FLLA in learning English in a classroom context, 75 advanced students ranging from 19 to 30 years of age participated in three groups. The first two groups were experimental groups (n=50), trained through a 10-session structured intervention program focusing on metacognitive instruction (MI) and metacognitive instruction through dialogic interaction (MIDI). Simultaneously, in control group (n=25), the same listening comprehension with the same number of times, but without any attention paid to MI or MIDI were employed. In addition, there was no discussion of strategy use after each session. To set out to fulfill the aim of the study, a validated questionnaire on Foreign Language Listening Anxiety Scale (FLLAS) developed by Kim (2000), IELTS listening recordings along with multimedia listening guide sheets and listening comprehension tasks, and recall sessions interviews to investigate learners' level of anxiety in listening were used in the current study. The results provide some empirical support for the idea that metacognitive instruction through dialogic interaction is helpful for guiding and assisting advanced learners in increasing their multimedia listening comprehension and reducing their listening anxiety.

Keywords: *Multimedia Listening Comprehension, Foreign Language Listening Anxiety, Metacognitive Instruction, Metacognitive Strategy Instruction through Dialogic Interaction*