

Think Aloud Protocol in Screening the Correlation between Metacognitive Awareness Raising and L2 Listening Comprehension: A Study on Bangladeshi EFL Undergraduate Learners

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Abstract - Zhang (2020) suggested that the concurrent think-aloud, the truthful representations of participants' mental activity or processes (Ericsson & Fox, 2011; Ericsson & Simon, 1993; Fox et al., 2011), allowed researchers to collect valid and veridical data "at the time of language learning or use events taking place" (Cohen, 1996, p. 7). This paper examined the effectiveness of the use of concurrent think-aloud protocol (TAP) in screening the effects of metacognitive awareness and various strategies at the meaning building processing (MBP) and decoding processing (DP) levels for successful L2 listening comprehension. Since TAP was the verbalization of what they were going through in their minds while listening in real-time, there were scopes for more insights into the participants' use of various metacognitive strategies and thus into the raise of their metacognitive awareness. The overall purposes of the study were to investigate i) which metacognitive strategies were used by learners at meaning building processing and decoding processing levels as reflected in TAP, and ii) what were the changes found in learners' comprehension. To apprehend the research objectives, twelve Bangladeshi undergraduate FL learners in both control group (N=6) and experimental group (N=6) received the traditional product based approach instruction and metacognitive instruction respectively over 5 weeks but both groups attended TAP sessions. The obtained data were interpreted carefully along with the metacognitive awareness Listening Questionnaire (MALQ), pre-test and post-test. The mixed-method research embodied the notion of triangulation for this study. The result showed that the TAP facilitated learners to be more aware of applying various strategies at various levels to tackle comprehension and low-successful learners significantly marked in their overall listening comprehension. The TAP proved to be an efficient tool to screen learners' awareness of metacognitive strategy use

and its relation with improving L2 listening comprehension with a significant implication that teachers may use metacognitive instruction for better L2 listening comprehension in the classroom.

Keywords: think-aloud protocol, MALQ, metacognitive awareness