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# Integrating Dynamic Assessment and Metacognitive Strategies in EFL Listening: A Systematic Review and Conceptual Framework

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### ABSTRACT

The increasing demand for process-oriented language learning has led to growing interest in dynamic assessment and metacognitive strategies within English as a Foreign Language (EFL) listening instruction. This article presents a comprehensive review of past studies examining the role of these two approaches and their potential integration in enhancing listening comprehension. Using a qualitative document analysis approach, this study synthesizes findings from theoretical and empirical research on listening pedagogy, metacognitive strategy instruction, and dynamic assessment. The review reveals that traditional listening instruction remains largely product-oriented, focusing on test outcomes rather than learners' cognitive processes. Studies consistently demonstrate that metacognitive strategies namely planning, monitoring, and evaluation significantly improve listening comprehension, learner confidence, and self-regulation. Similarly, dynamic assessment, grounded in sociocultural theory, facilitates learning through mediated interaction, scaffolding, and continuous feedback, allowing teachers to identify learners' developmental potential. However, despite the complementary nature of these approaches, existing literature indicates a lack of systematic integration in classroom practice. This article further identifies key challenges, including limited teacher knowledge, insufficient practical training, and institutional constraints such as time limitations and large class sizes. Based on the synthesis of past studies, a conceptual framework is proposed that integrates dynamic assessment with metacognitive strategy instruction to support learner autonomy and cognitive development. The study concludes by emphasizing the need for structured pedagogical models and targeted professional development to enhance the effectiveness of EFL listening instruction.

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## **1. Introduction**

Listening comprehension is widely recognized as a foundational skill in second language acquisition, as it provides learners with essential input for language development. However, despite its importance, listening instruction in many EFL contexts continues to face significant challenges. Previous studies have consistently highlighted that listening classrooms are often dominated by product-oriented practices, where learners are required to complete comprehension exercises and are evaluated based on correct answers rather than their cognitive engagement with the listening process [4,21]. As also highlighted in prior research, such approaches fail to address learners' difficulties processing auditory input and do not provide opportunities for developing listening strategies.

This traditional approach has been increasingly criticized for its inability to support learners' long-term development. Listening is not merely a passive reception of information; rather it is an active and complex cognitive process involving prediction, monitoring, and interpretation. Learners must continuously make sense of incoming information while regulating their understanding. However, many learners struggle with this process due to a lack of strategic awareness and guidance. In response to these challenges, researchers have emphasized the importance of process-oriented approaches that focus on how learners learn rather than what they achieve. Among these approaches, metacognitive strategy instruction and dynamic assessment have gained considerable attention.

Metacognitive strategies enable learners to regulate their cognitive processes by planning, monitoring, and evaluating their learning [15]. Research has shown that learners who employ these strategies are more effective in managing listening tasks and overcoming comprehension difficulties [4,21]. At the same time, dynamic assessment, rooted in Vygotsky's [23] sociocultural theory, offers a framework for integrating teaching and assessment. Unlike traditional assessment methods, which focus on measuring learners' performance, dynamic assessment emphasizes learners' developmental potential through mediated interaction [10]. Although both approaches have been widely studied, they have often been treated separate constructs. There is limited research that systematically examines how dynamic assessment and metacognitive strategies can be integrated to enhance listening instruction. Therefore, this study aims to provide a comprehensive review of past studies and propose a conceptual framework that bridges this gap.

## **2. Research Methodology**

This study employs a qualitative research design, employing thematic analysis as the primary method to obtain accurate findings. The approach is consistent with previous literature-based research, where thematic analysis is used to identify patterns across studies. The analysis focuses on three key domains:

1. Metacognitive strategies in EFL listening
2. Dynamic assessment in language learning
3. Integration of assessment and instruction

Thematic analysis [2] was employed to categorise findings into recurring themes, enabling a deeper understanding of relationships between concepts. The emphasis of this study is not merely on summarising past studies but on synthesising and critically analysing them to identify gaps and implications.

### **3. Literature Review and Thematic Analysis**

#### **3.1 Metacognitive Strategies in EFL Listening**

The concept of metacognition, introduced by Flavell [3], refers to individuals' awareness of their cognitive processes and their ability to regulate them. In the context of second language learning, metacognitive strategies are essential for enabling learners to manage complex tasks such as listening comprehension.

O'Malley and Chamot [15] classified metacognitive strategies into three main categories: planning, monitoring, and evaluation. These strategies provide learners with a structured approach to managing listening tasks, allowing them to prepare for listening, track their understanding, and reflect on their performance. Vandergrift [21] conducted one of the most influential studies on metacognitive listening strategies. His research demonstrated that successful listeners actively engage on metacognitive process, using strategies such as predicting content, verifying understanding, and evaluating comprehension. The study also highlighted that learners with higher metacognitive awareness are better able to cope with listening challenges.

Similarly, Goh [4] explored the role of metacognitive awareness in listening comprehension and found that learners who are aware of their listening processes perform significantly better than those who are not. The study emphasized that metacognitive strategies help learners reduce anxiety and improve confidence, which are critical factors in listening performance. Vandergrift and Tafaghodtari [22] provided empirical evidence supporting the effectiveness of metacognitive instruction. Their study involved explicit teaching of metacognitive strategies, and the results showed that learners who received such instruction demonstrated significant improvements in listening performance compared to those who did not. Additionally, learners developed a better understanding of their own listening processes.

Goh [5] further advanced this field by introducing the Metacognitive Pedagogical Sequence, a structured approach that integrates strategy instruction into listening lessons. The sequence includes pre-listening planning, while-listening monitoring, and post-listening evaluation. Findings from this study indicate that systematic strategy instruction leads to improved comprehension and greater learner autonomy. Recent studies have extended these findings by exploring new contexts and tools. Zeng and Goh [24] found that collaborative learning environments enhance metacognitive awareness, as learners engage in discussions and reflect on their listening processes. Similarly, Li and Zhang [12] highlighted the role of digital technologies in supporting metacognitive strategy use, enabling learners to track and evaluate their performance. Despite these positive findings, research consistently indicates that many learners lack awareness of metacognitive strategies. Goh [4] noted that learners often fail to apply strategies effectively, even when they are aware of them. This suggests that strategy instruction must be more systematic and integrated into classroom practice.

#### **3.2 Dynamic Assessment in Language Learning**

Dynamic assessment (DA) represents a shift from traditional assessment practices by focusing on learners' potential development rather than their current performance. Rooted in Vygotsky's [23] sociocultural theory, DA emphasizes the role of social interaction and mediation learning. Lantolf and Poehner [10] introduced dynamic assessment into second language acquisition research, highlighting its ability to integrate teaching and assessment. Their work demonstrated that DA provides valuable insights into learners' abilities by examining how they respond to mediation. Poehner [17] further argued that dynamic assessment reveals learners' developmental trajectories, allowing teachers to identify not only what learners know but also what they are capable of learning with support. This

perspective aligns with the concept of the Zone of Proximal Development (ZPD). Empirical studies have shown that effectiveness of DA in various language skills. Rashidi and Nejad [19] found that dynamic assessment significantly improves writing performance by providing continuous feedback and support. Similarly, Kushki *et al.*, [9] demonstrated that DA enhances learners' argumentative writing skills. Sternberg and Grigorenko [20] emphasized that dynamic assessment measures learning potential by examining responsiveness to intervention. This approach contrasts with traditional assessment, which focuses solely on performance outcomes.

In listening contexts, research remains relatively limited. Liu and Liu [14] explored the use of dynamic assessment in EFL classrooms and found that mediated interaction improves learner engagement and comprehension. However, the study also highlighted challenge such as time constraints and the complexity of implementing DA in large class.

### *3.3 Integration of Dynamic Assessment and Metacognitive Strategies*

The integration of dynamic assessment and metacognitive strategies represents a promising approach to language learning. Both approaches emphasize process-oriented learning, learner development, and the importance of interaction. Lantolf and Poehner [11] argued that dynamic assessment provides a framework for delivering instructional support, while metacognitive strategies offer tools for regulating learning process. This integration allows teachers to guide learners in applying strategies during assessment. Poehner and Lantolf [18] demonstrated that mediated interaction during assessment enhances learners' awareness of their cognitive processes. Similarly, Alderson [1] highlighted that integrating assessment and learning improves language proficiency. However, the literature indicates that this integration is not fully realized in practice. Han [6] noted that teachers often lack the knowledge required to implement dynamic assessment effectively. Ji [7] also found that metacognitive strategy instruction is often fragmented.

### *3.4 Challenges in Implementation*

Several recurring challenges are identified namely limited teacher knowledge, lack of practical training, teacher-centred practices, and time constraints. These challenges highlight the need for structured frameworks and professional development.

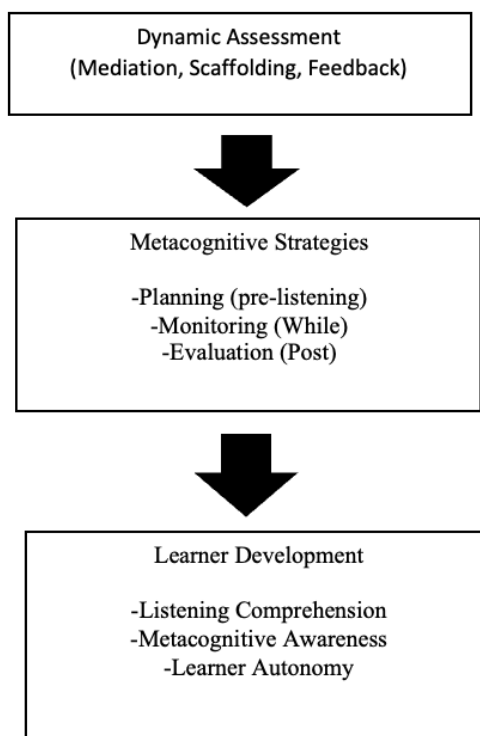
## **4. Conceptual Framework**

This study proposed an integrated framework combining dynamic assessment and metacognitive strategies. The core components are:

- Dynamic Assessment (mediation, scaffolding, feedback)
- Metacognitive Strategies (planning, monitoring, evaluation)
- Learning Outcomes (comprehension, autonomy, awareness)

The conceptual framework proposed in this study integrates dynamic assessment as the pedagogical mechanism and metacognitive strategies as the cognitive processes underpinning listening comprehension. Dynamic assessment facilitates learning through mediates interaction, scaffolding, and continuous feedback. These processes support the development and application of metacognitive strategies, specifically planning, monitoring, and evaluation. Through repeated cycles of mediation and strategic engagement, learners enhance their listening comprehension,

metacognitive awareness, and autonomy. The framework illustrates a developmental progression in which external regulation by the teacher gradually transitions into internal self-regulation by the learner.



**Fig. 1.** The conceptual framework

To provide a clearer synthesis of the literature, Table 1 summarises key past studies related to metacognitive strategies and dynamic assessment. The table highlights the focus, methods, and major findings of each study, demonstrating the theoretical and empirical foundations that inform the current review. It also illustrates the existing gaps, particularly in the integration of these approaches within EFL listening instruction.

**Table 1**

Key past studies

No	Author(s) and Year	Focus Area	Method	Key Findings	Contribution to Current Study
1	Flavell (1979)	Metacognitive theory	Conceptual	Introduced metacognition as awareness and regulation of cognition	Provides theoretical foundation for metacognitive strategies
2	O'Malley and Camot (1990)	Learning strategies	Classification study	Identified planning, monitoring, evaluation strategies	Form basis of listening metacognitive framework
3	Vandergrift (2006)	Learning strategies	Empirical	Successful listeners actively use	Shows importance of strategy use in listening

				metacognitive strategies	
4	Goh (2008)	Metacognitive awareness	Qualitative study	Strategy awareness comprehension and reduces anxiety	Highlights role of awareness in listening
5	Vandergrift and Tafaghodtari (2010)	Strategy instruction	Experimental	Explicit strategy instruction improves performance and confidence	Supports need for structured strategy teaching
6	Goh (2010)	Pedagogical model	Model development	Introduced Metacognitive pedagogical Sequence	Provides structured instructional approach
7	Zeng and Goh (2018)	Collaborative learning	Empirical	Reflection and collaboration enhance metacognitive awareness	Suggests interactive learning benefits
8	Lantolf and Poehner (2004)	Dynamic assessment	Theoretical	Dynamic assessment integrates assessment and instruction	Foundation of dynamic assessment framework
9	Poehner (2008)		Conceptual	Dynamic reveals learner developmental potential	Emphasizes ZPD-based learning
10	Sternberg and Grigorenko (2002)	Dynamic testing	Theoretical	Measures learning through intervention	Supports process-oriented assessment
11	Rashidi and Nejad (2018)	Dynamic assessment in writing	Experimental	Dynamic assessment improves performance through feedback	Shows effectiveness of mediation
12	Kushki <i>et al.</i> , (2022)	Dynamic approaches	Empirical	Both dynamic assessment types enhance language skills	Supports adaptability of dynamic assessment
13	Liu and Liu (2020)	Dynamic assessment in EFL classroom	Empirical	Dynamic assessment improves engagement and comprehension	Extends Dynamic assessment to listening context
14	Alderson (2005)	Dynamic integration	Theoretical	Dynamic assessment supports instructional intervention	Links dynamic assessment to teaching practice
15	Alderson (2005)	Assessment theory	Conceptual	Integration of learning and assessment	Supports combined framework

				improves outcomes	
16	Han (2009)	Dynamic assessment challenges	Review	Teachers lack knowledge of dynamic assessment implementation	Highlights training framework
17	Ji (2002)	Strategy training	Review	Metacognitive instruction is fragmented	Shows need for structured models
18	Kelley (2018)	Teaching practice	Qualitative	Teacher-centred methods limit critical thinking	Supports shift to learner-centred approaches
19	Liss <i>et al.</i> , (2023)	Teacher training	Review	Training lacks practical application	Highlights implementation issues
20	Othman and Kassim (2017)	Classroom constraints	Empirical	Time constraints limit strategy use	Shows practical barriers

## 5. Conclusion

This review demonstrates that integrating dynamic assessment and metacognitive strategies provides a comprehensive approach to EFL listening instruction. While both approaches have been proven effective individually, their integration offers greater potential for enhancing learner development. Future research should focus on practical implementation models and teacher training.

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