Most everyday tasks are being completed in noise – such as environmental sounds or other people's voices. From the cognitive perspective, inadvertent perception and processing of noise takes its toll our cognitive processes, for example by disrupting learning, retention of information in memory for the purpose of completing the current task, or retrieving information from memory. These issues have been studied for years by researchers investigating the impact of auditory distraction – noise – on memory processes. Still, it has not been established yet how people perceive the effects of distraction on their own memory and whether – and if so, how – they try to apply cognitive strategies aimed at minimising the negative impact of distraction on their performance in memory tasks. In other words, there is a paucity of research on how metacognitive processes of monitoring and control allow for coping with distraction. The present project will combine metacognitive theory and paradigms with those coming from research on the impact of auditory distraction on memory performance. It will use human speech as distraction, given that speech is particularly difficult to ignore because it is processed automatically for meaning even when we do not pay attention to it. The first line of research will focus on assessing people's initial *beliefs* concerning the impact of various kinds of auditory distraction – e.g., related vs. unrelated to the task at hand – on performance in various memory tasks. Participants will have the distraction described to them, but they will never experience it in the memory tasks themselves. The second line of research will consist of experiments investigating how the *experience* of distraction helps modify those initial beliefs. The third line of research will focus on how distraction affects task performance by making people adjust their *strategies* to compensate for performing the task in noise (e.g., by allocating more time to learning in noise than to learning in quiet conditions). The expected results are: 1) generation of a novel theory of metacognitive aspects of auditory distraction, and 2) incorporation of factors concerning metacognitive monitoring and control of external task conditions such as noise into the existing theories of metacognition.