Integration of metacognitive activities to enhance the listening skills of level one students at La Guajira- University in Fonseca

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**Integration of metacognitive activities
to enhance the listening skills of level one
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Contenido

1. Introduction

This paper aims to illustrate the process of integration of metacognitive activities in the teaching of listening to level one students at La Guajira University. The importance of this BOOK lies in reporting an action research of the implementation of Vandergrift´s metacognitive cycle in the teaching of listening in this particular context. In this paper, we will describe the theoretical background and justification of the project, details about the action research: its theoretical foundation, methodology, findings and conclusions.

1.1 Description of the context

The University of La Guajira is a public institution located in Fonseca-La Guajira. It is a public institution with legal status, independent own patrimony and administrative autonomy. This institution is located in the south of La Guajira. we have chosen A1 level students with classes from 9:30 am to 11:00 am Tuesdays and Thursdays. They are 12 students aged between 18 to 40 years old.

This group is a very active and responsible, with motivation and whose average English level is good for their ages and grade, which allows the development of many activities. It is important to state that in spite of these students' having a good English level, especially when compared with students from other levers at the same Institution, they still have difficulties with some aspects of the language, but this neither affects their will to learn to communicate using L2, nor their ability their ability to progress at a reasonable pace.

The institution has 25 classrooms, which serve 25 students per session. The classrooms are very well equipped and their chairs are in good condition,

every single room has an overhead projector, they are well-lit, they have HDMI port TVs to support digital content. The institution also has a computer lab equipped with 40 terminals with free internet access, and Wi-Fi for mobile terminals, such as laptop computers, smartphones and tablets. It has only one restroom, but it is in perfect conditions. A very nice cafeteria can also be found inside the institution. This is usually the place where students spend their breaks between sessions.

The main purpose of the Institution is to improve the quality of life of its students and their families, by giving them better job opportunities. The institution believes that using.

English as a learning tool will help students achieve their ultimate objective. La Universidad de La Guajira, together with the Ministry of Education and other public and private actors, has worked on various strategic programs in order to ensure the learning of English for Colombians citizens, which is stated in the National Plan of Bilingualism. This program aims at having students reach the B2 level of the CEFR (Common European Framework of Reference for Languages) at the end of their English courses. According to the Plan Nacional de Bilinguismo (2004) one of the goals of the Colombian Government, through its Ministry of Education, is to qualify a large number of students and professionals to reach intermediate and high levels of proficiency in English as a foreign language by 2019. This is expected to position those students in the labor market by making them more competitive in a globalized society. In order to comply with the requirements and goals of the Ministry of Education of Colombia, the institution has established the following parameters to construct and evaluate the procedures at La Guajira University, which also serve to show an overview of the services provided to the students. These institutional guidelines are:

> **Misión:** La Universidad de La Guajira, como Institución de Educación superior estatal de mayor cobertura en el departamento, se nutre de diferentes campos de la ciencia y la tecnología; forma profesionales que perciben, aprenden, aplican y transforman los saberes y la cultura a través de las funciones que le son propias: el desarrollo y la difusión de la ciencia y la tecnología y la formación de científicos; el fomento y el desarrollo de la actividad económica y la formación de emprendedores; el desarrollo y la transmisión de la cultura; la profesionalización y el compromiso social; con una organización académico-administrativa soportada en procedimientos que la dinamizan para proyectarse hacia el entorno.

Se autocontrasta en la multiculturalidad con miras al etnodesarrollo, por lo cual diseña y ejecuta estrategias que la hacen competitiva, eficiente y eficaz. En consecuencia, ante los problemas sociales y culturales forma y educa técnicos, tecnólogos y profesionales comprometidos consigo mismos, con el entorno local, regional, nacional e internacional, afianzando la colombianidad.

Visión: En el siglo XXI la Universidad de La Guajira será el centro de la cultura regional, con reconocimiento local, nacional e internacional; con Acreditación de Alta Calidad e institucional; formadora de personas integradoras, dedicadas a la academia, a la investigación y a la producción intelectual, comprometidas con el entorno con el fin de contribuir a mejorar la calidad de vida de los ciudadanos.

Establecerá convenios e intercambios interinstitucionales, internacionales y fronterizos; y aplicará los adelantos tecnológicos en todos los campos del saber para ser más competitiva frente a las exigencias de la globalización. In order to help the institution to positioning those students in the labour market, it is important to take into account all those aspects previously mentioned to guide the students in their learning process; thus, the implementation of metacognitive activities will create better learning scenarios for their listening development that allow them to learn the language better. Moreover, the development of listening skills will provide input to the students for their whole second language acquisition. This study will give level one students the necessary tools to develop listening skills efficiently by implementing Vandergrift´s metacognitive cycle designed for them during the lessons.

1.2 Research Question

In what ways does the integration of metacognitive activities benefit/ enhance the listening skills of level one students at La Guajira- University in Fonseca?

1.3 Objectives

1.3.1 General Objective

To explore in what ways the integration of metacognitive activities benefit/enhance the listening skills of level one students at La Guajira- University in Fonseca.

1.3.2 Specific Objectives

1. To analyze how Vandergrift's Metacognitive Pedagogical Sequence fosters students' listening skills.

2. To analyze how Vandergrift's Metacognitive Pedagogical Sequence helps to develop students´ awareness.

3. To evaluate the effectiveness of metacognitive activities to enhance students' listening skills.

1.3 .3 Sections overview

The following paper has been divided into the following sections: Rational, theoretical framework, methodology, findings, discussion, conclusions, references and appendices. The *Rational* section is a theoretical background and justification of the project. The *Methodology* section is a description of action research, data collection instruments and processes used, their advantages and disadvantages and the description of the instruments and/ or techniques used. The *findings* section contains the outcomes gathered of the investigation taken from the instruments applied for the needs analysis study. The *Discussion* section contains the repercussions derived from the results. The *Conclusion* section includes the final reflection on tutorial work, and suggestions, future research, needs and plans that could be applied in educational processes contexts and finally the *References and Appendices* include the sources used to support and sustain the investigation and the original instruments used in the research respectively.

1.4 Rationale

1.4.1 Colombian Educational Framework

People around the world use English as the most effective language to communicate opening up enormous opportunities to learn; nowadays English is one of the most spread languages around the world (Warschauer,2000); it gives opportunities of job and study overseas, to learn from other cultures, even different from English speaking countries. Children and adults want to learn and master English as a need for school, university, work or for personal satisfaction. In Colombia, the ley 115 of February 8th, 1994 stated that every educational institution should offer its students a foreign language.

Globalization has been a strong feature of the last decades. All the never ending traffic of information, products and culture have made the fact of learning a foreign language a necessity. The National Ministry of Education (MEN, 2006) defines a foreign language as "The language which is not spoken in the immediate and local environment, as the social and regular conditions do not require its permanent use for communication" .This has proven to be quite an important topic for the country and education authorities.

Gradol (2006) state that there is a current enthusiasm for English in the world that is closely tied to the complex processes of globalization. English has an important role to play in Colombia's social and economic advancement in the international area. Colombian people are more interested and have high motivation on learning English as a second language in order to make business around the world. As mentioned above, the person who is fluent in more than one language has more possibilities to get a scholarship in foreign countries, to get a better job, to get a better life. Colombia nowadays is much more open to the rest of the world in business, education and tourism. As a consequence, Colombian government has established policies related to the implementation of the English language in all the educative environments according to educational and political national or international treaties or agreement.

As an international guideline, Colombia adopted the Common European Framework of References for Languages (Council of Europe, 2001), a document that describes the achievement of foreign language learners in Europe. It divides learners using references widely accepted for grading language proficiency in the four skills which can be divided into six levels: 1. Basic Speaker **A1** for beginner and **A2** for elementary; 2. Independent Speaker **B1** for intermediate and **B2** for upper intermediate; and 3. Proficient Speaker **C1** for advanced and **C2** for mastery or proficiency.

Listening is the skill the students from level one at la Guajira University struggle with the most and the development of it will be the focus of the project. What is interesting, however, is that this struggle is only when confronted with activities that are linked to authentic materials or sources such as video clips or songs, not when the source of the listening activity is prepared with a specific purpose and vocabulary in mind. This issue was determined through an informal analysis of the activities pupils are asked to complete while developing this skill. It has been noticed that when confronted with the same type of activity, for instance, marking statements

true of false or organizing the information as it comes on the audio, but with different sources of audio students' responds vary significantly. When the audio is the specifically prepared for teaching purposes, for instance the CD audio as the ones that come with the class textbook, learners scores and confidence toward the development of the activities is very high. On the other hand, when the source of the audio linked to an activity is not created for the same purpose but taken from an online source such as YouTube, students are noticeably uncomfortable and their confidence in obtaining good results is very low. This situation can be considered as a significant problem in the correct development of their communicative skills.

Through the implementation and practice of Vandergrift's metacognitive cycle it is expected to give learners the necessary tools to approach and handle an authentic listening task better, it is hoped to improve their overall ability to comprehend and complete a listening tasks, thus enhancing their confidence when completing them. If the results are as expected, the group will benefit immensely from this action research project, not only in their language learning, but they will be presented with strategies that can be used further on in their academic lives.

This action research contributes to understanding how to enhance teaching and learning processes of A1 students aimed at improving their listening skills by implementing Vandergrift's metacognitive listening cycle.

2. Theoretical framework

2.1 Perspective on Listening

In this research of listening, it is important to see how listening has been conducted in history. To do that, I will use Rost's (2011) review about listening through the years. In the early 1900s, listening was defined in terms of reliably recording acoustic signals in the brain for later use, and in the 1920s and 1930s, listening was defined as a largely unconscious process controlled by mysterious cognitive mechanisms. In the 1940s, when communication became part of people's life, listening was defined in terms of successful transmission and recreation of messages. Then in the 1950s, listening was defined in terms of dissecting and tagging input so that it could be stored and retrieved efficiently. In the 1960s, listening was defined by heuristics for understanding the inner worlds of both the speaker and listener and arguments for listening comprehension began to be voiced in the mid-1960s by Rivers, who has been " long and advocate for listening comprehension" (Morley, 2001,p.70). In the 1970s, definitions of listening as invoking cultural schemata gained acceptance. In the 1980s, with growing interest in organisational behaviour, listening was defined in terms of 'people skills' and the conscious decisions a person made to be an active listener.

With the advent of the new century at the door, in the 1990s, with advances in computer technology for dealing with vast quantities of data, listening came to be defined as the processing of input. In the 2000s, with the emerging ubiquity of digital networking, listening came to include the notion of keeping multiple events and people in one's accessibility network, and connecting with others quickly and efficiently.

2.2 Definition of listening

The main focus of this research will revolve around listening skills, which may be defined by Poelmans (2003) as the "complex of processes

that transform an auditory stimulus to a mental reconstruction on the part of the listener of the speaker's intention" (p.9), in other words, going beyond being able to decode what is being heard to comprehend the true message of the utterances. According to Rost (2011) listening is one of the skills that is considered an important component of spoken language processing. He defines listening in terms of overlapping types of processing such as neurological, linguistic, semantic and pragmatic processing. The first one refers to the processes that are involved in hearing sounds, while the linguistic one involves speech processing; learners recognize words and process the language in order to have an efficient communication. The last process, the pragmatic one, refers to how the listener uses social frames and perceived social roles in order to construct meaning.

Listening is now considered as an active skill that involves many processes. Byrnes (1984) characterizes listening comprehension as a "highly complex problem-solving activity" that can be broken down into a set of distinct sub-skills (p.318). According to Richards (1985) "current understanding of the nature of listening comprehension draws on research in psycholinguistic, semantics, pragmatics, discourse analysis, and cognitive science" (p.189). According to Celce-Murcia (1995) listeners need to integrate information from a range of sources: phonetic, phonological, prosodic, lexical, syntactic, and pragmatic. The fact that the listener achieves all this in real time makes listening "complex, dynamic, and fragile" (p.366).

In order to understand the process of listening, it is important to study researchers' constructions about listening skills. Some approaches to language teaching have given a lot of importance to speaking. However, speaking involves many processes of listening skills as Newton (2008) states that:

> Listening is the way of learning the language. It gives the learner information from which to build up the knowledge necessary for using the language. When this knowledge is built up, the learner can begin to speak. The listening-only period is a time of observation and learning which provides the basis for the other language skills (p. 38).

I have always thought that listening plays a significant role in people's day to day life, among friends, and family. It is important for a number of reasons: to listen to music, to watch movies, T.V shows or videos in English; improving relationships, and even to chat with friends around the world.

Vandergrift & Goh (2012) say that "Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills"(p.8). If the learner can listen and understand what he/she hears, then the learner will be able to speak, which proceeds listening cognitively, and the other skills, such as reading and writing, as these form the circle of language learning processes.

For the purpose of this research, we will use Rost (2011) definition of listening which is" listening is one of the skills that is considered an important component of spoken language processing". We have decided to use this definition as we believe that if the learner understands what he/she hears, he will be able to speak and to have an effective communication.

2.3 Cognitivist view of listening

In order to start this study, it is important to discuss the cognitive processes that are needed during l2 listening comprehension. According to Vandergrift & Goh, (2012) these processes permit to identify the actions listeners perform while listening, how efficiently they listen, and how they can regulate such processes. These processes are: "(1) top-down and bottom-up processing; (2) controlled and automatic processing; (3) perception, parsing, and utilization; and (4) metacognition" (2012, p. 17). A behaviourist view of learning could not explain the human learning process (Kumaravadivelu, 2008) so that, it was necessary to open the doors to a cognitive view of learning

2.3.1 Top down and bottom up processing

Brown (2004) defines bottom up processes as those of decoding messages proceeding from phonemes to words, to phrases and clauses and other grammatical elements, to sentences; while top down processes help to activate the listener's background information and schemata for a global understanding of the message. Along the same line Vandergrift & Goh (2012) define top-down processing as the involvement of the application of context and students' prior knowledge to be able to interpret the message. With this type of processing student can activate a conceptual framework for understanding the message. They also state that the "Bottom-up processing involves segmentation of the sound stream into meaningful units to interpret the message" (Vandergrift & Goh, 2012, p. 18).

2.3.2   Controlled and automatic processing

According to Vandergrift & Goh (2012) automatic processing occurs when the learners are little conscious to individual words in order to improve listening comprehension using a mixed of top-down and bottom up processes in order to comprehend the idea of the listening. However, the most important is what learner has to do in order to coordinate these processes more efficiently. Then an opposite side is the controlled processing, which according to the authors " involves conscious attention to and processing of elements in the speech stream" (p. 19). This process becomes automatic with the time as this needs to pay conscious attention to how to use different elements in listening skills.

2.3.3   Perception, Parsing and Utilization

The first phase of these processes is perception, and as this is the first event that occurs when the listeners start their processes of comprehension. Listeners use bottom-up processing in order "to recognize sound categories (phonemes) of the language, pauses, and acoustic emphases, and hold these in memory" (Vandergrift & Goh, 2012). Then according to the authors, the listeners can decode by "(1) attending to the text, to the exclusion of other sounds in the environment; (2) noting similarities, pauses, and acoustic emphases relevant to a particular language; and then (3) grouping these according to the categories of the identified language. This is the initial stage in the word segmentation process. A phonetic passed on for parsing (p. 21).

The second phase is parsing and in this phase according to Vandergrift and Goh "listeners analyse the structure of the phonetic representation of what they hold in their working memory, and activate potentially similar words" (p.22). Listeners use this phase in order to retrieve words from long-term memory.

Finally, the last phase is called utilization, and listeners relate the resulting meaningful units to information sources in long-term memory to interpret what they hear using pragmatic and prior knowledge. According to Vandergrift and Goh (2012) listeners "elaborate on the newly parsed information and monitor this interpretation for congruency with their previous knowledge and the evolving representation of the text in memory, as often as necessary within the time available" (p. 22).

2.4 Metacognition

This research study is based on a metacognitive approach to listening, next I will describe it in order to understand how a metacognitive approach can help to develop listening skills.

2.4.1 Definition of metacognition

We will start with the definition of metacognition according to Peña-Ayala (2014) who has defined it as:

> A term used to identify a kind of cognition oriented to monitor and regulate cognition engaged in a given mental activity (e.g., listening, reading, memorizing). Human beings consciously, even unconsciously, acquire and exploit metacognitive knowledge, and develop metacognitive skills every day to perform complex cognitive duties such as: learning, decision-making, and problem solving (p. 5).

According to Vandergrift and Goh (2012), metacognition:

> Is our ability to think about our own thinking or 'cognition', and, by extension, to think about how we process information for a range of purposes and manage the way we do it. It is the ability to step back, as it were, from what occupies our mind at a particular moment in time to analyse and evaluate what we are thinking (p. 83).

According to Vandergrift and Goh (2012) metacognition enables learners to be agents of their own thinking, who can "construct an understanding of themselves and the word around them, control their thoughts and behaviours, and monitor the consequences of these thoughts and behaviours" (p.84). This research study will adhere to this definition.

2.4.2 Metacognition in listening

In order to help students to listen efficiently, the teacher should be able to understand how this process works and what strategies can be used to help learners to be involved in listening development. For instance, Vandergrift & Goh (2012) defined metacognition as " the approach that engages learners in listening and thinking about their listening through an active and reiterative process, while they practice listening skills, within an integrated, holistic approach to learning" (p. 12). Metacognition should have an important role in learning to listen, as it helps the learner to be aware of

the cognitive process while they are listening, this cognitive process involves metacognitive knowledge as planning (e.g., anticipating), monitoring (e.g., checking the accuracy of anticipations), problem-solving (e.g., repairing inaccurate comprehension), and evaluating to effectively regulate listening (e.g., verifying overall comprehension, ideas, and performance) (Vandergrift & Goh, 2012).

It is also important for this listening research to study what benefits could bring the use of metacognitive approach to the learner. Vandergrift & Goh (2012) state that the goal of a metacognitive approach to listening is:

> Understand the challenges of listening in a second language; think about their learning development individually and collaboratively with others; habitually make plans to self-direct and manage their progress in use listening strategies appropriately have greater self-efficacy and motivation; and, last but not least, can improve their listening proficiency to process aural input and engage effectively in oral interaction (p. 83).

Vandergrift & Goh (2012) presented a research study about the role of metacognition in listening development. The purpose of the first study was to see the students' response to the pedagogical sequence in listening activities in 17 different schools in Canada. Students had to do three text- specific listening activities. After learners completed the activities, they had to reflect about "(1) what they learned; (2) what they discovered about their abilities in French; and (3) what they would do to improve future performance" (p.118). The second study involved piloting preliminary versions of activities 1 and 3 with the University students in French. In this study students were asked to reflect about the different dimensions of their learning and their progress and also to consider the effectiveness of the use of a metacognitive approach to listening in order to facilitate listening comprehension. The results of these two studies were satisfactory as learners responded positively in the three activities presented, these were some of the responses cited by the students "improved comprehension, greater motivation, awareness of the importance of prediction and other strategies, and greater ease in understanding. Student responses also demonstrated many instances of increased metacognitive knowledge about L2 listening" (Vandergrift & Goh, 2012, p. 118). Students felt comfortable doing the activities, especially the second and the last one, their understanding of the listening activities helped them to feel happy and confident as they recognize all the important information.

2.4.3 Metacognition Instruction

The purpose of metacognitive instruction is to enable learners to increase awareness of the listening process by developing richer metacognitive knowledge about themselves as listeners (Vandergrift & Goh, 2012, p. 97).This instructions should be clear for the learners in order to become better learners of listening and be able to self-regulate their learning. Using metacognitive instruction learner will learn to plan, monitor, and evaluate their comprehension efforts and the progress of their listening development.

According to Vandergrift and Goh (2012) the role of the metacognitive instruction in listening is to teach learners how to listen by raising their awareness of the aspects that affect positively and negatively their understanding when listening. Additionally, these instruction will help learners to be prepared for what he/she is going to listen(planning), monitor their comprehension, sounds, phonemes and pragmatic cues, and finally, to evaluate the overall effectiveness of their planning and monitoring.

2.4.4 Listening Studies

Listening comprehension needs to receive direct instructional attention in terms of theory and practice, teachers often expect students to develop their listening skills without help (Mandelson, 1984; Oxford, 1993) so that this is the reason why many similar studies have been carried out in different contexts such as "Using Authentic Materials to Develop Listening Comprehension in a Second Language Classroom" by Metinee Thanajaro (2000), a doctoral dissertation at Virginia Polytechnic Institute and State University. This research focuses mainly in the analysis and examination of the influence authentic materials have when developing listening skills in ESL learners and the analysis of the learning strategies used by ESL students experiencing listening texts. After applying materials specifically designed for the objectives set and the context, the study showed that the use of authentic materials in the classroom helped increase students comfort level and their confidence to listen to the target language. The study also revealed that students paid attention when someone was speaking English, and finally the last result was that the use of aural authentic materials in ESL classroom had a positive effect on ESL students` motivation to learn the language.

According to Carrier (1999) "the majority of listening researchers has focused on cognitive factors, and very little attention has been focused on

the social context of listening" (p.75). She argues that the social relationship has an effect on language behaviour, on conversational interaction, and the conversational interaction has an effect on listening comprehension, and the social relationships in an interaction may have an effect on listening comprehension.

Rost (2011) in his book *Teaching and Researching Listening* explores a sociolinguistic orientation to listening research, that is, the role that the listener has in any language use situations. In chapter one, he describes four types of projects based on the sociolinguistic perspective in order to investigate listener attitudes, behaviour and also distorting aspects and the factors that influence the listener's attention. This type of project focused on the listener perspective, the second one on the listener participation, the third project on the listener response and last one on listeners in cross-cultural interactions.

The purpose of the first project was to explore the notion of listener perspective, what factors influence the way that a person listens in terms of cognitive, cultural and emotional aspects. The project took data sample that was a story recounting called the pear story with a Chinese girl, so she had to watch the pear story film and recount what she/he saw. The purpose of the second project was to investigate patterns and tendencies of listener participation; the data sample was a Japanese family, the interaction between a mother and her daughter at home. The third project was about observing the range of responses listeners make and to frame these as a series of choices that influence the outcome of an interaction, the data sample was a doctor- patient interaction in a medical workplace in Australia. Finally the aim of the final project was to explore the nature of listening in cross-cultural interactions. The ways in which L1-L1 interaction is similar to and different cross-culturally (L1-L1) and (L2-L2) from the listener's perspective role. The data sample were three short discourses, the first one was a bilingual researcher between a bilingual (Spanish- English) child and the researcher, the child was not aware that the researcher also speaks Spanish. In the interactions the child used code switching to tease the interviewer. The second sample was an Australian researcher and an Aboriginal woman.

Camacho, in 2013 conducted a case study to explore the factors affecting listening skills and their implications for the development of the communicative competence. Findings revealed that factors affecting EFL participants' listening skills are: motivation, paralinguistic features (such

as the accent, noise, rate of delivery, pronunciation, and intonation), known vocabulary, concentration, teacher´s methodology, use of materials and learner's background. Additionally, it was found that these factors are directly or indirectly implied in the development of communicative competence.

Ballesteros, L., and Tutistar, S. in 2014 developed a study about how setting goals enhances learners' self-efficacy beliefs in listening comprehension. Based on the results of a study on 40 seventh and ninth grade students in two public schools in Bogotá, Colombia, whose ages ranged between 11 to 15 years old, the authors claim that teaching students explicitly how to set SMART goals, which stands for Specific, Measurable, Attainable, and Time-based, will improve students' perceived self-efficacy on listening comprehension, in addition to improving considerably their learning processes. They find theoretical support on Locke and Latham (1990), who state that setting hard and specific goals leads to higher effort from students, and on Bandura's social-cognitive theory of 1977, which holds that human behaviour, the environment, and personal factors are interdependent, in the light of reciprocal determinism, which explains how a person's self-efficacy may indicate how this person's self-regulate their performance. Additionally, the authors refer to Vandergrift (1999) and Rubin (1994) to hold that explicit instruction in strategies is useful to develop listening comprehension. The authors propose the integration of a SMART goal-setting approach into the school curriculum and classroom activities.

Based on the above, the authors hold the existence of a correlation between a planning metacognitive strategy -goal setting- with a motivational measure -self-efficacy-, as they claim students showed increased motivation while performing tasks related to songs.

Regarding the research study, the authors implemented a mixed method, as defined by Dörnyei, in order to investigate the effects of SMART goal setting on self-efficacy in listening activities.

As for the pedagogical intervention, it took place in a 110 minute long introductory lesson on self-directed learning and other 10 weekly same length lessons on SMART goal-setting using songs as a tool to enhance listening comprehension. During these lessons, students had to plan, monitor and assess their goals, according to scaffolding previously provided by the tutor.

➢ The instructional design was based on the CALLA (Cognitive Academic Language Learning Approach) model that requires explicit learning strategy teaching, as envisioned by Chamot and O'Malley (1994). Its piloting was developed in three stages: pre-stage, while-stage and post stage.

➢ The pre-stage consisted in selecting the population, identifying its problems, and developing materials and strategies to be used in each one, as well as teaching the introductory lesson.

➢ The while-stage consisted in providing students with ten lesson plans and in having them and practitioners of the research keep journals.

➢ The post stage consisted of post-tests on self-efficacy and goal-setting applied to students after the intervention.

Results and data analysis show that both students' ability to set SMART goals and their perceived self-efficacy in listening increased considerably from the baseline test. Yet, ninth grade students showed higher increases than seventh grade ones did. Also, the authors assert to have found a positive relation between the two variables, and an increase in self-directed learning and autonomy.

Christine Goh in her research *Metacognitive Instruction for Second Language Listening Development: Theory, Practice and Research Implications* discusses a metacognitive approach for second language listening development. She explains its theoretical rationale and identifies principles for carrying out metacognitive instruction, as well as outlines general instructional objectives and learning activities for this purpose. Finally, she suggests possible research directions for examining the role of metacognition in second language listening and the relevance of metacognitive instruction to listening development. Among them, she mentions the need to further understand specific ways in which metacognition improves listening comprehension and long-term listening development. In addition, the author identifies that there is a need to understand how contextual, learner and cultural factors may influence learners' knowledge and willingness to adopt strategies, the metacognitive instructional process and its outcome.

Santos, Grahiam and Vanderplank (2008) have another study "*Second Language Listening Strategy Research: Methodological Challenges and*

Perspectives". The authors' methodological questions were addressed within the framework of a larger research project investigating listening and writing strategies of secondary school students in the South of England. Phase 1 of the study sought to create a picture of learners' problems and strategies in these areas, as a basis for developing and implementing a programme of strategy instruction in Phase 2, with a different group of learners at a similar stage in their education. Within Phase 1, which involved a total of 35 students from four secondary schools, our investigation of listening led us to consider methodological issues in depth.

The results showed that the students in their data were unable to know when to pause effectively and that they tended to define their listening problems in terms of unknown words) have two important implications: firstly, they problematize findings from studies in which students are provided with predefined pauses; secondly, they call for further investigations with learners in similar settings to verify the extent to which listening tends to be articulated predominantly in terms of hearing and understanding words.

3. Methodology

In this chapter we will explain the methodology for the research process, concepts about research, general approach to research, research methods, research paradigms, the data collection process, the descriptions of the instruments chosen for the research, their advantages and disadvantages, and we will also describe the participants and ethical considerations in my study.

3.1 Research question

The research question that guides the process is:

In what ways does the integration of metacognitive activities benefit/ enhance the listening skills of level two students at La Guajira- University in Fonseca?

General Objective

To explore in what ways the integration of metacognitive activities benefit/enhance the listening skills of level one students at La Guajira- University in Fonseca

Specific Objectives

1. To analyse how Vandergrift's Metacognitive Pedagogical Sequence fosters students' listening skills.

2. To analyse how Vandergrift's Metacognitive Pedagogical Sequence helps to develop students' awareness.

3. To evaluate the effectiveness of metacognitive activities to enhance students' listening skills

The following chart summarizes the sequence of activities, techniques and instruments applied to reach the specific objectives.

Table 1. Sequences of activities

Specific Objective	Technique	Instrument
To analyse how the use of metacognitive strategies enhances students' listening skills.	Informal talks/ think alouds Reflection Questionnaire	MALQ (Pre) Diagnostic Listening
To analyse how Vandergrift's Metacognitive Pedagogical Sequence helps to develop students' awareness.	Informal talks/ think alouds Reflection	Teacher's diary
To evaluate the effectiveness of metacognitive activities to enhance students' listening skills	Teacher's diary Questionnaire	Checklist MALQ Post)

Fuente: elaborated by the author.

3.2 Research

According to Holmes (1986) research is a word with many meanings that can evoke laboratories, chemical formulas and science. It generally represents a clear and recognized methodology, and implies objectivity. The word research has a serious tone, and tends to be reserved for the few people who work in relationship with certain established and conventional procedures. Research is not a word with common usage and, above all, it is not a concept that we normally think about putting into practice in our daily lives. As Holmes (1986) stated "We can define research as a systematic approach to finding answers to questions" (p. 23). The purpose of doing research is to gather a collection of information to find out what is happening and which is moving forward, use data to formulate hypotheses and report results in order to systematically incorporate reflections and also work toward improvements.

3.3 Research Paradigms

All researchers have different beliefs and ways of viewing and interacting within their environment. As a result, the way in which research studies are

conducted may vary. However, there are certain rules that guide a research`s actions and beliefs. These standards or principle can be called a paradigm. According to Taylor and Medina (2013) "a paradigm comprises a view of the nature of reality" (p.1). A research paradigm could be an established model, used by a substantial number of people in a research community. Taylor and Medina have stated that every research paradigm is equally important. "No research paradigm is superior, but each has specific purposes in providing a distinct means of producing unique knowledge" (p.1).

According to Taylor and Medina (2013) the traditional paradigms are positivist and post positivist. A positivist research paradigm "strives to investigate, confirm and predict law-like patterns of behaviour, and is commonly used in graduate research to test theories or hypotheses" (p.2). This paradigm involves quantitative methodology, and it is most commonly utilised in natural, physical, and social sciences. Post positivist research "follows the same principles but allows more interaction between the researcher and his/her research participants" (p.2). The difference is that this research paradigm is used with qualitative methodology and uses traditional methods as survey and also qualitative methods as interview and observation

According to Taylor and Medina (2013) the relatively new paradigms are interpretative and critical paradigms. Interpretative research paradigm "enables researchers to build rich local understandings of the life-world experiences of teachers and students and of the cultures of classrooms, schools and the communities they serve "(p.4). This new paradigm involves qualitative methodology which shares its philosophical foundation with the interpretative paradigm that supports the view that there are many truths and multiple realities. Some of the tools used in these research paradigms are interviews and observation among others. The last research paradigm is called as critical paradigm and according to Taylor and Medina (2013) this paradigm is applied to education, and focuses first" on raising the conscious awareness of teachers about established values and beliefs that underpin their seemingly natural teacher-centred classroom roles". (p.5). and also "that stimulates teachers' creative thinking about designing curricula and assessment that are more student-centred, inquiry oriented, culturally sensitive, community-oriented, socially responsible, etc (p.5). Research techniques such as interviewing and participant-observation are the tools that can be used for this research paradigm.

Due to the nature of this research study, it is necessary to analyze the interpretative paradigm. The blending of both paradigms provided the researcher with the ability to analyse students' perceptions and emotional factor that influence listening skills.
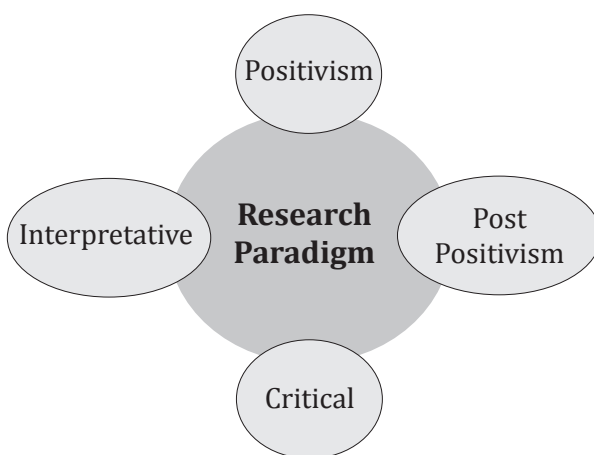

Figure 1. Research paradigm. Taylor and Medina (2013).

3.4 General Approach to Research

According to Madrid (2001) one of the problems that we have to solve when we do research is to choose the kind of approach that fits better the topic that we want to study. The election between quantitative or qualitative investigation approaches depends on the attitude of the researcher towards the phenomena he/she wants to study.

The approach implemented in this study is qualitative, as it is based on the circumstances, phenomena and behaviours that occurs in the aforementioned context. Qualitative researchers aim to gather an in-depth understanding of human behaviour and the reasons that govern such behaviour. This research method could draw on from several techniques and several instruments which are advisable for this purpose; among them we have questionnaires, surveys, interviews, observation, and informal consultation with sponsors, learners, and others. As researchers, we need to gather some specific information to carry out this project, for this reason we need to talk to students, teachers, parents, coordinators and secretaries.

3.5 Type of the study

This study is an action research; whether conducted formally or informally, it is an effective way to target problems that may be interfering with students learning process so as to find appropriate solutions for them. According to Allwright and Bailey (1991) classroom research helps teacher to be aware of "what goes on in the classroom, problem of sorting out what matters, moment by moment, from what does not" (p. 2). The authors expressed that doing classroom research is important for teachers as they want to know which classroom events, planned or not, make learners` task easier or more difficult. McDermott, Coughlan and Keating (2008) provide a very complete definition of the purpose of action research and its stages:

> "Action research focuses on research in action, rather than research about action. The central idea is that action research uses a scientific approach to study the resolution of important social or organizational issues together with those who experience these issues directly. Action research works through a cyclical four-step process of consciously and deliberately (i) planning, (ii) taking action and (iii) evaluating the action, (iv) leading to further planning. (1-18)"

Along the same lines, Burns (2005) who has published extensively on action research, states that "Action research is seen as a means towards creating meaning and understanding in problematic social situations and improving the quality of human interactions and practices within those situations" (p. 1). This study is an action research as it helps educators be more effective in their teaching and development of their students, and also helps to determine students, achievement on a daily basis. Pelton (2010) says that "Every step you take and every discovery you make through action research will enhance your teaching practices" (p. 22).

3.6 Phases of the study

This research study will based on three phases, the first one is diagnostic followed by implementation and evaluation. In the diagnostic phase informal talks with students will be done in order to identify students` strengths and weaknesses towards listening skills. In the implementation phase the pedagogical cycle designed by Vandergrift and Goh (2012) will be applied. The cycle includes planning for the activity; monitoring comprehension; solving comprehension problems; and evaluating the approach and outcomes.

After the activities or tasks in the pedagogical cycle a questionnaire will be implemented to the students to identify the type of metacognitive strategies that students use in listening tasks. In this phase a teacher diary will be kept after the activities and tasks in the pedagogical cycle and observation will be carried out to see how students are working in the pedagogical cycle designed by Vandergrift. In the last phase, a questionnaire will be given to students again to see the results after the pedagogical cycle activities.

3.7 Metacognitive process

This research will also be supported by metacognition principles (as described in the previous chapter). Metacognitive activities will be designed and used as part of this action research study. According to Vandergrift and Goh (2012) "Metacognitive activities enable learners to enjoy scaffolded learning experiences in which novices receive guidance, support, and feedback from their teachers, who are the experts" (p. 108). The purpose of these instructions is to see the role of metacognition for learning to listen and identifies features of learning that can show metacognition in action. In other words metacognitive instructions will help teachers to foster learner self-regulation of listening, and increase learner awareness about the listening process. The authors state that "through metacognitive instruction, learners become more skilled in using the following processes: (1) planning for the activity; (2) monitoring comprehension; (3) solving comprehension problems; and (4) evaluating the approach and outcomes". Via this metacognitive process students will develop their understanding of the process underlying listening comprehension, and students will be trained in the effective use of strategies in order to improve listening performance.

According to Vandergrift and Goh (2012) in the planning phase, the teacher prepares listeners for what they will hear and establish the conditions for successful listening. The purpose of this phase is that learners know what they are expected to do during the tasks and how they are going to be developed. The next phase is called "Monitoring comprehension" in this phase students make prediction and adjustments while doing the listening task. According to the authors Listeners can:

> "evaluate continually what they understand; check for consistency with their predictions, for appropriateness with world knowledge and for internal consistency: that is, the ongoing interpretation of the co-text; verify predictions and accept the fact that they do not need to understand every

word; assess their level of comprehension; verify progress in their comprehension of the desired information and necessary details; and determine whether the approach to understanding the text is working or not" (p.107).

In the solving comprehension problems phase, students are expected to use specific strategies after they confront difficulties in the previous phase. The last phase is evaluating the approach and outcomes; after students complete the listening task, students are able to evaluate the effectiveness of the approach adopted, and "reflect on difficulties encountered, what went wrong, and why" (p.107).
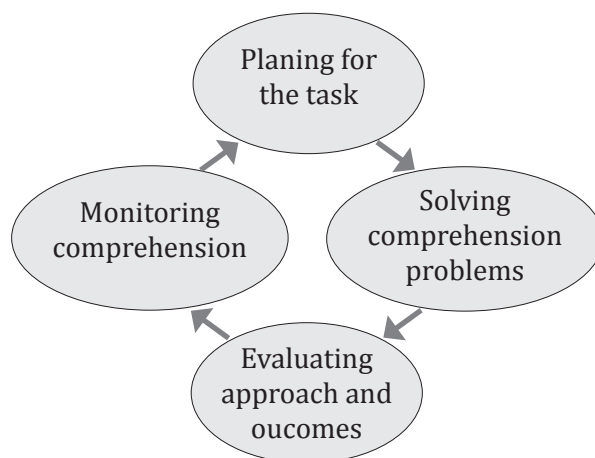

Figure 2. *Metacognitive Process .*Vandergrift and Goh (2012).

3.8 Data collection Instrument

For this project the following instruments and techniques are used. The first instrument is informal talks with students which will serve as a diagnosis, an activity with students where they will identify their strengths and weaknesses in listening. The teacher started the activity asking learners some questions about students' perception in previous listening tasks. This activity helped the researcher to reflect and identify student's learning process and difficulties at the moment of listening tasks (Appendix C). The second instrument was a questionnaire to the students designed by Vandergrift, the purpose of this was to identify the type of metacognitive strategies that students are using in listening tasks. This instrument consisted of a series of

questions and other prompts for the purpose of gathering information from respondents. The intention for their use was to gather specific information from a wide sample. The metacognitive awareness listening questionnaire is a 21- item questionnaire with five distinct factors significantly related to L2 listening comprehension success:" Problem-Solving, Planning and Evaluation, Mental Translation, Person Knowledge, and Directed Attention". According to the authors "the MALQ can be used in different L2 instructional settings to raise students' awareness of the process of listening, to positively influence students' approach to listening tasks, and to increase self-regulate use of comprehension strategies". Vandergrift & Goh (2012, p. 285).

The next instrument is teacher diary describe by Vandergrift and Goh (2012) as "a record in which individuals write something that is personally significant on a regular basis, expressing their ideas and feelings, and reflecting on their experiences" (p. 132). With this diary the teacher registered after every class and listening tasks her perceptions about what happened inside the classroom, and how the pedagogical cycle is working with the students. The analysis of the teacher diary helped teacher to identify students strategies through listening task, their difficulties, listening abilities, behaviours, problems and strengths. It is important to use more than one tool to collect information so it can be analysed from different perspective and expand the amount of information about the group or situation, so that a class observation was used while students are developing listening tasks in order to see students' reactions, behaviour and attitudes towards listening tasks.

3.9 Vandergrift's Metacognitive Pedagogical Cycle

In this section we will explain the pedagogical cycle designed by Vandergrift and Goh (2012) to develop listening skills. Vandergrift and Goh (2012) have presented this cycle as a "number of different listening activities that focus on the development of the metacognitive processes in a deliberate manner" (p. 105). The following sequences have some metacognitive activities that would help learners to develop awareness. Vandergrift and Goh (2012) have divided the cycle into different stages as "(1) planning for the activity; (2) monitoring comprehension; (3) solving comprehension problems; and (4) evaluating the approach and outcomes" (p. 105).

To understand the activities that would be applied it is important to define the listening pedagogical cycle processes. According to Vandergrift and Goh (2012) the first stage is called planning for the activity (Pre-listening), in which the teacher needs to be prepared to tell learners what they are going to listen to and what they are expected to do. Vandergrift and Goh (2012) state that "The planning phase prepares listeners to be proactive in their listening efforts. Proactive listeners decide what to listen for and establish the necessary conditions for successful listening, in order to pay close attention to meaning while listening" (p. 106).

Vandergrift and Goh (2012) have also recommended teachers to start the pedagogical cycle with this first activity as learners will be able to:

> Bring to consciousness their knowledge of the topic and any relevant cultural information; analyse the text genre and recall how information might be organized in it; anticipate words and/or ideas that they may hear; determine where to pay attention and decide on how much detail to find, based on their purpose for listening, in order to direct listening efforts; predict what they will hear, based on information brought to consciousness and any relevant contextual information; and, prepare the conditions for listening by clearing their minds of distractions and focusing their attention. (p. 106).

The second phase is called monitoring comprehension (while listening). During this stage learners can monitor their listening comprehension in order to make adjustment to have a successful understanding. Vandergrift and Goh (2012) expressed that with these activities students can: "evaluate continually what they understand; check for consistency with their predictions, for appropriateness with world knowledge and for internal consistency: that is, the ongoing interpretation of the co-text; verify predictions and accept the fact that they do not need to understand every word; assess their level of comprehension; verify progress in their comprehension of the desired information and necessary details; and determine whether the approach to understanding the text is working or not (p. 107).

The following phase is solving comprehension problems (while listening). Vandergrift and Goh (2012) have explained that during this activity learners can activate some listening comprehension strategies as they monitor their comprehension with the previous phase. Vandergrift and Goh (2012) have recommended to use this activity for learners with the purpose to "Adjust

their approach by activating more appropriate strategies as required: for example, revise predictions or adjust their inferences to reflect new possibilities; make inferences about the meaning of a chunk of text they did not understand by deducing from the information they are confident they have understood; or ask for clarification, if the listening context allows for this" (p. 108).

The last phase of the pedagogical cycle is evaluating the approach and outcomes (post listening): In this last part learners are expected to evaluate the effectiveness approach that was previously decided within the last three phases in order to have successful listening comprehension. Vandergrift and Goh (2012) have suggested to use this last phase as learners can "Reflect on difficulties encountered, what went wrong, and why; confirm comprehension with a transcription of parts or all of the text; or reflect on the success of problem-solving efforts, such as the success of an inference or modification of a particular strategy (if the listening context allows for this)" (p. 107).

In the section below we will present the pedagogical cycle activities that are going to be used with level 2 students from la Guajira University, using contents from unit three of the listening module.

3.10   Sample of the Metacognitive Pedagogical Sequence

Unit: 3 The biggest and the best! World Geography and facts; Countries.

In this unit students will practice how to describe countries, make comparisons; express opinions; talk about distance and measurement and the vocabulary related to the topic.

In the planning and predicting phase, learners will work in small groups, the teacher will activate their previous knowledge by giving to the groups a world map, they are expected to talk with a partner and express what countries and cities they find in the map. After the learners recognize the countries and cities, they will participate in a discussion class where the teacher shows a big image with geography features as: beach, desert, forest, hill, island etc. In order to have class discussion the learners need to respond to these questions: Which of these geography words do you find in the country you have recognized in the world map? What other geography words can you think of? Do you see any of them in your country? Try to

think of famous examples of these geography words around the world? The teacher will give students these examples to guide them: a famous beach is Waikiki in Hawaii… and the Sahara is a famous…., El Rodadero is famous…. in Colombia.. etc.

Next, the teacher will ask students to work in groups again to compare countries around the world asking them some questions such as: which country is larger, China or Canada? What is the longer river in the Americas? Which city has the largest populations? Tokio, Mexico city or Sao Paulo? What is the most beautiful mountain in the world? They also need to compare two things in their country (e.g., mountains, rivers cities) with this activity, if it is necessary, the teacher will review comparative and superlative adjectives and practice their pronunciations. The teacher will present the genre, information about the topic and any other important information about the listening and also will give each student a listening worksheet with some metacognitive strategies for listening. This worksheet will have columns that indicate: 1) initial predictions; (2) first listen; and (3) second listen.

During this activity the teacher will explain any new vocabulary and practice pronunciation. The purpose of this first activity is to activate students' background and previous knowledge about the topic in order to understand the listening. The teacher then will tell learners what they will be listening during the next phases.

Students should be able to start the first listen which is the second phase of the pedagogical cycle called Monitoring comprehension. Before listening to the recording, students will receive a worksheet where they will have some questions and answers they have to complete while they are listening. The teacher will ask them to read the questions and ask for any clarifications.

Students listen to the complete audio recording and are asked to concentrate on the scenario where the listening is taking place and to predict the possible answer. For this activity students will use a top- down process in order to activate previous to understand the message and the context. Then the teacher and learners discuss about the scenario which is a TV game show where three different people are playing for money and are asked to answer questions about geography.

Using the worksheet given by the teacher, learners would be ready to start their first listening activity. In this phase students are asked to concentrate on specific comparative and superlative adjectives and countries. In this

activity students will use a use a bottom-up process in order to develop skills in listening for details. After they listen to the audio recording and complete the questions they will have some time to talk with peers about answers and to discuss some difficulties presented when they were listening. Additionally, the teacher will apply the first verification phase, the purpose of this verification phase is to check students´ understanding towards the listening and to monitor more carefully during the second listening as they should recognize what mistakes they made when comparing with peers and determine what parts of the text they need to focus more in order to get the right answers.

After this second phase, learners are ready to start their second listen. This involves monitoring, evaluation and solving comprehension problems phase. During this phase students are asked to verify some important points that they did not get in the earlier activity and correct the answers after they listen. When they listen the recording once more, students will apply the second verification stage; after this verification stage, learners will be ready to start their third listening and the monitoring and problem-solving phase. In this phase, learners need to take into account the whole discussion made by the teacher earlier and to start listening specifically for the information discussed previously that was difficult for them to get while listening. In this phase, the teacher will give to the students the transcript of the whole text in order to analyse the information that was not understood by the learner. They will also need to analyse the listening worksheet that the teacher gave to them at the beginning of the listening; with this, they can start the last phase of the pedagogical cycle called evaluating and planning phase. During this phase, the students and the teacher will reflect about the whole class discussion and strategies used to understand the listening, the information that was difficult to understand and how their predictions were met at the end of the listening. Students should write down some objectives that they would like to follow in order to be successful with next listening.

The pedagogical cycles was done two more times in order to see the progress of the metacognitive tools that the students were using. (See appendix B).

3.11 Participants and ethical considerations

This research study will primarily focus on the students, a group from La Guajira University. They are 12 students from 18 to 40 years old, five of

them are male and seven female. These participants were informed about the class methodology, and they were asked to participate voluntarily in this study. We asked them their permission to publish the result protecting their identities by not given their names in the research project, and the results regarding informant anonymity will rest with the informant, they were also informed of all date collection devices and activities.

4. Findings

4.1 Questionnaire

After analysing the questionnaire (Metacognitive Awareness Listening Questionnaire (MALQ) applied to students in the diagnosis stage, results were compared with the results from the same questionnaire applied to them after the implementation of the three pedagogical cycles; the objective, to evaluate the effectiveness of the metacognitive activities the enhance students' listening skills. (See Appendix 1)

Chart 1. *Before I start to listen, I have a plan in my head for how I am going to listen.*
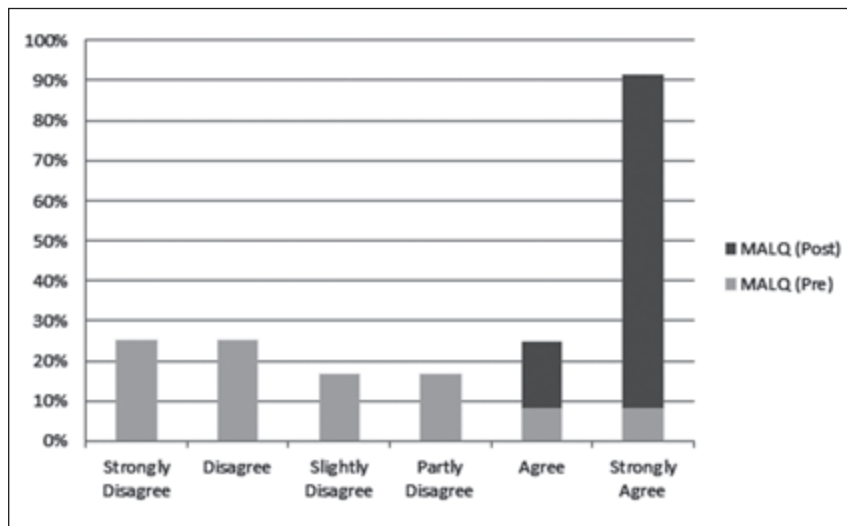
Having a plan in head for how the learner is going to listen is an important part of the listening learning process. This chart evidences that the

metacognitive activities helped students to be aware of having a plan before being exposed to a recording. In the pre-test, a 90 percent of the students strongly disagree, disagree, slightly disagree and partly disagree with the statement as they did not have any plan in their head when doing a listening task, but after the implementation of the metacognitive activities students changed their opinion, the 83 percent of the students strongly agree. This could mean that students used some of the metacognitive strategies to be ready for a listening task.

Chart 2. *I focus harder on the text when I have trouble understanding.*
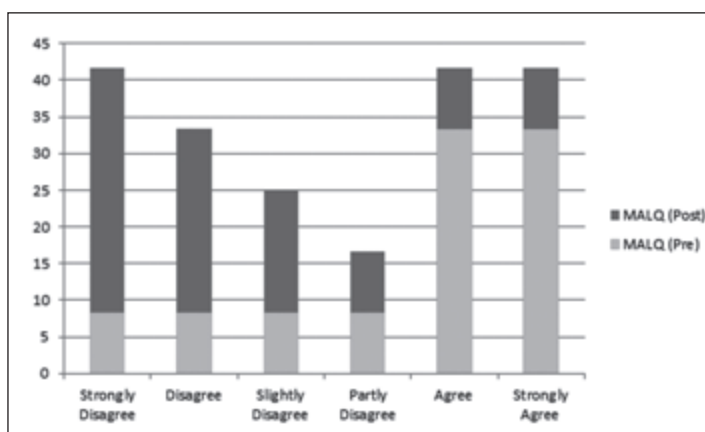
Understand the text and the recording at the same time are a normal part of the learners´ learning process. Understanding the learner´s methods during a listening task was one of the challenging parts of this process. However, the metacognitive sequence helped to address this situation for the correction of mistakes and clarification process. Chart 2 shows that in the first questionnaire applied, the majority of the students preferred to focus on the text when they had problem to understand. On an opposite side we see that 9 of these students (80%) felt confident on understanding the recording rather than the text when they had trouble understanding after being exposed to the metacognitive activities.

Most current and existing languages have four main skills that need to be developed in order for being proficient in it. English is no exception. Listening is skill that it is important because it helps students to understand difference messages and to react appropriately to particular situations. The

Chart 3. *I find that listening in English is more difficult than reading, speaking, or writing in English.*
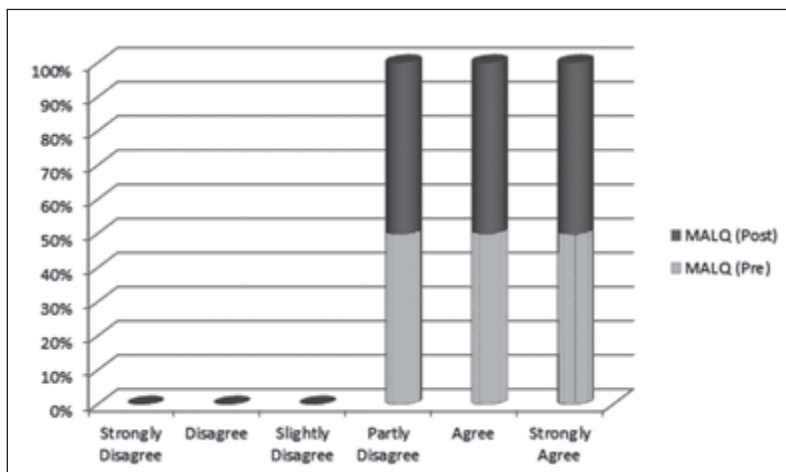
objective was to identify in which English skill the majority of the students has experienced difficulties during the course. As can be observed, the majority of cases; students feel that they have weaknesses in listening skills with the same percentage before and after the implementation of the pedagogical cycles. These results can be explained by the fact that these students usually speak their native language at home, without practicing their English outside the classroom. Based on these results, listening may be the English skill that would require more time and effort from the learner, during learning English as a second language. Hence, it is possible that students from level two naturally feel they need to practice more frequently the speaking and therefore to do more activities and exercises.

Using students' L1 to understand a text is one of the most frequent actions in learning sessions. Chart 4 exemplifies the percentage of students that used Spanish to translate in their head while they listen. Comparing the first and the second questionnaire applied to the students; it is evident that regardless the inner fear of some students to be exposed to listening in English, the whole group (12 students) strongly disagree, disagree, slightly disagree and they made the effort and tried not to translate having the opportunity to use the metacognitive strategies that helped them to understand the text without translating it.

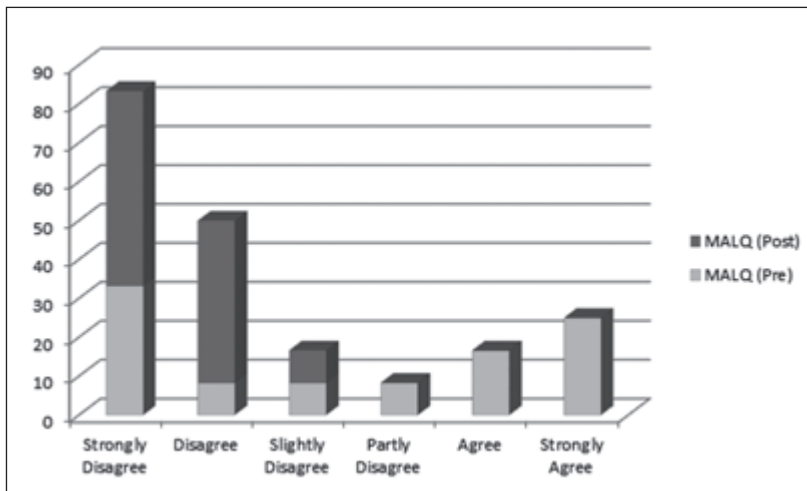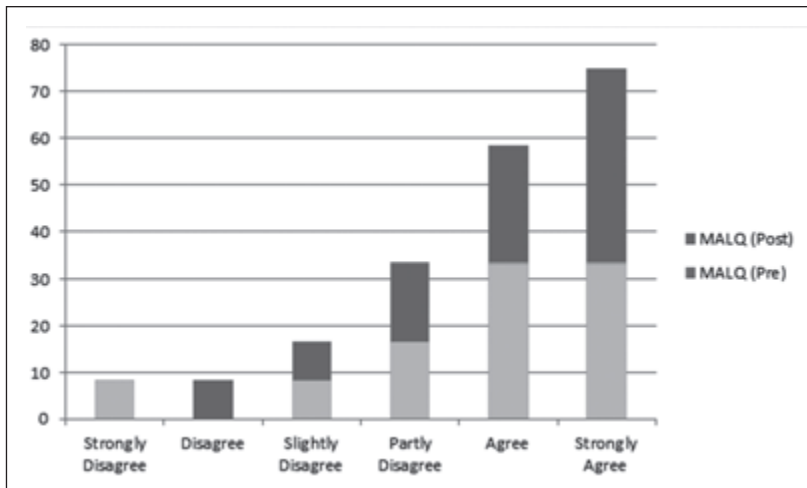**Chart 4.** *I translate in my head as I listen.*

Chart 5. *I use the words I understand to guess the meaning of the words I don't understand.*

The figure above illustrates the percentage of the students that used the words they know to understand the ones that they do not know. This figure shows that only one of the students strongly disagree in the pre questionnaire and one of them also disagree in the post questionnaire. The majority of the respondents agree and strongly agree with this statement. These results may suggest that they need to have a variety of vocabulary in order to

comprehend the idea of a sentence or a text. Therefore, the metacognitive activities designed for them helped them to monitor the words that they lack in order to improve it for future listening tasks.

**Chart 6.** *When my mind wanders, I recover my concentration right away.*
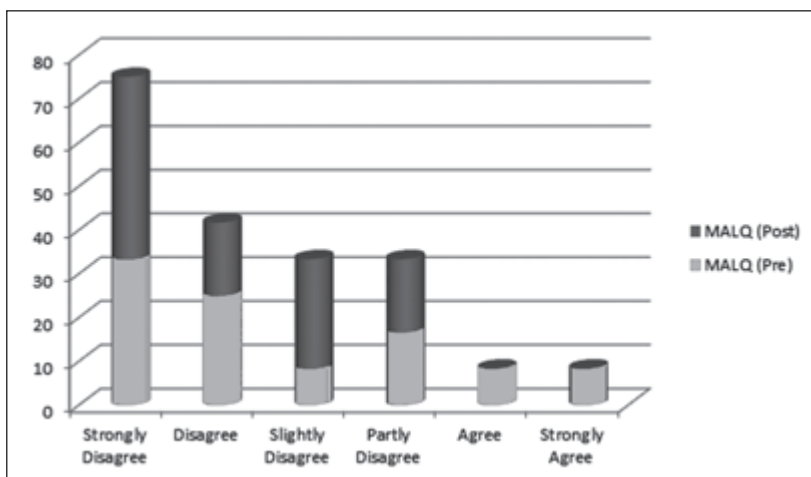
As it is shown on the graph above, a 95% of the students did not recover their concentration when they wander, and just a 5 % of the students seemed to concentrate immediately after. Even though students were exposed to metacognitive tools for successfully listening it is probable that many students need to be aware that concentration is an important part of this learning process. So that, they need to have the opportunity to practice more listening tasks in order to get the concentration needed to be successful in listening.

As I listen, I compare what I understand with what I know about the topic.

Chart seven reflects the comparison of students answering the questions, as I listen, I compare what I understand with what I know about the topic in the first questionnaire and the last one applied to them after the final metacognitive instruction. On one hand, we can see that a 35 percent of the learners strongly disagree with that question in the first questionnaire (Pre MALQ), while on the other hand, after using the metacognitive process, a 43% of students agree with this statement. As it is shown in the results,

Chart 7. *As I listen, I compare what I understand with what I know about the topic.*
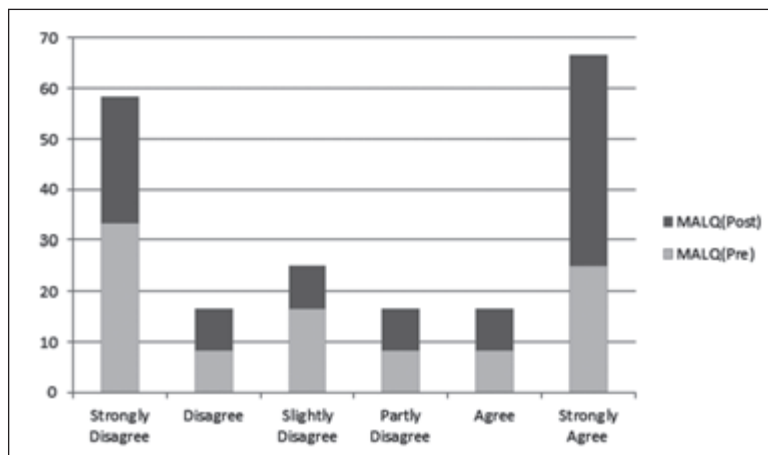
learners chose to use the metacognitive strategies to improve their listening comprehension over time.

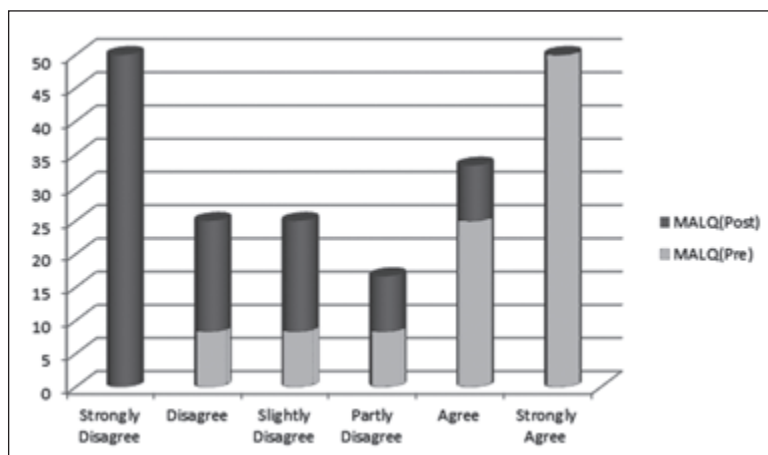**Chart 8.** *I feel that listening comprehension in English is a challenge for me.*

Chart 8 shows that a 49 percent of the students felt that listening comprehension in English was a challenge for them, and only a 6 percent of them disagree with this question, while after the listening tasks students felt more comfortable and the 75 percent of them change their opinion and strongly disagree, disagree, slightly disagree and partly disagree with the

statement. These results can be explained by the fact that these students enjoyed their listening tasks using the metacognitive tools to improve their listening proficiency and motivation towards listening comprehension.

Chart 9: *I use my experience and knowledge to help me understand*
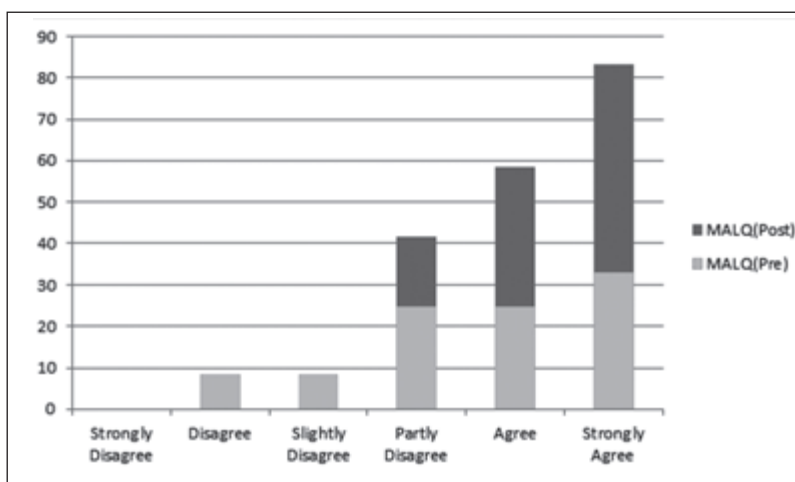
Thinking and using experience and knowledge is vital for learning a new language. Students should be able to use their knowledge in order to be immersed in a second language. In chart 9, most of those surveyed indicated their preference for using their knowledge to help them to understand while doing a listening task, these results are noticeable thanks to the implementation of the metacognitive instruction during the lessons as it helped students to increase their metacognitive knowledge about listening task and use their prior knowledge to compensate for what they understand. So that, learners can use different strategies to plan, monitor and evaluate their listening comprehension.

Regarding using their previous knowledge before listening, the survey indicates that in the post metacognitive awareness listening questionnaire 74 % of the students decided to use their previous knowledge about similar text in order to have a better understanding of the listening task. Moreover, the survey also suggests that more than 26 % of the students were not using the metacognitive tools to improve their listening comprehension, so that they need to practice more about different knowledge sources that they can use to have a successful listening as linguistic knowledge, pragmatic

Chart 10. *Before listening, I think of similar texts that I may have listened to.*
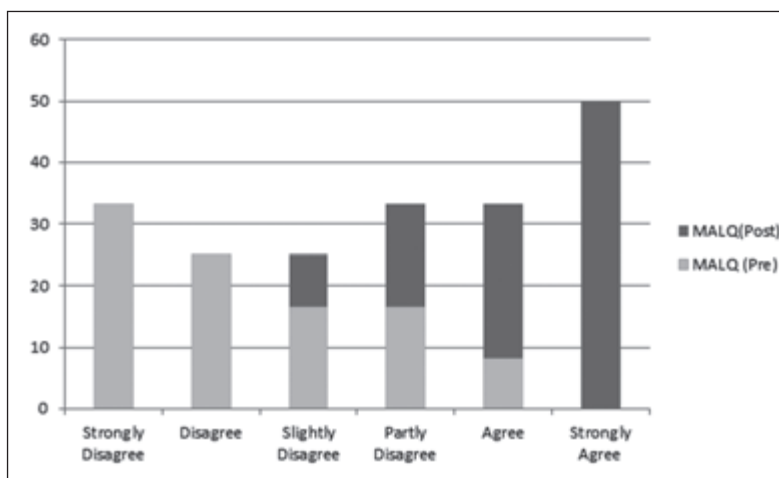
knowledge, discourse knowledge and for the purpose of this question prior knowledge. Finally, as can be observed on the previous chart, there are a great number of students that are aware of the metacognitive strategies that they can use when listening.

Chart 11. *I translate keywords as I listen.*
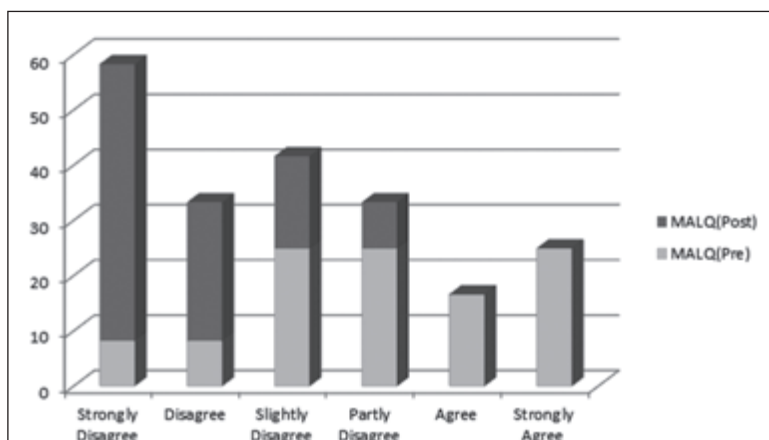
In the pre metacognitive awareness listening questionnaire only a low percentage of the students (36%) answered they strongly agree and agree they translated some words when they listen. In contrast, the majority of the

students seem not to use their L1 to translate while they are listening. This result may suggest that students do not need to have some sort of support whether is a dictionary, asking the teacher, or using their L1 to know the meaning of a word to understand a text, there is so much a student can do by his own, as using metacognitive tools to understand the main idea of a text.

Chart 12. *I try to get back on track when I lose concentration.*
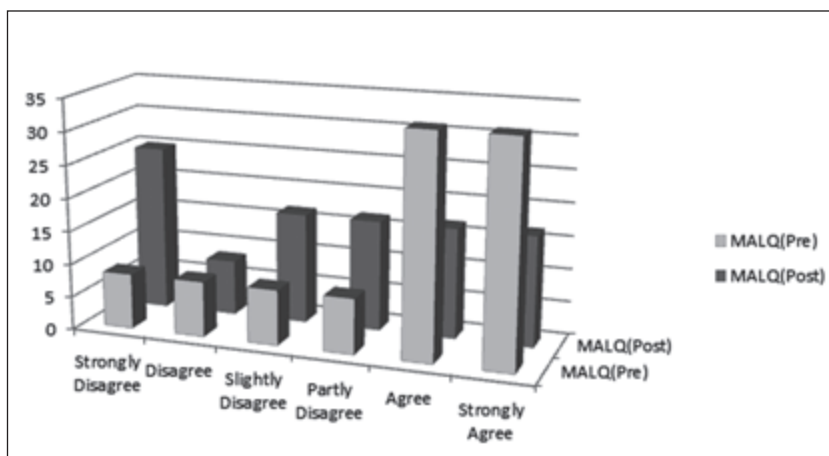
The chart shows the percentage of the students that try to get back on track when they lose concentration in the pre and post metacognitive awareness listening questionnaire applied to the level one students from La Guajira University. A 60% of the students answered in the pre questionnaire that they strongly agree and agree with the question. It is probable that for these students it was easier to get back on track while listening to understand the recording as many times as possible. In contrast, only the 70% of them did not try to do so in the post metacognitive awareness listening questionnaire. The overall response to this question evidences the consciousness of students about metacognitive tools for listening, the importance of applying strategies to become aware of the role of metacognition in L2 listening.

The majority of the students disagree in the pre questionnaire that it was so difficult for them to adjust their interpretation when they realize that their understanding was not correct. This can be explained by the fact that these students were not using the metacognitive strategies that could help them to improve their interpretation. After doing metacognitive activities in

Chart 13. *As I listen, I quickly adjust my interpretation if I realize that it is not correct.*
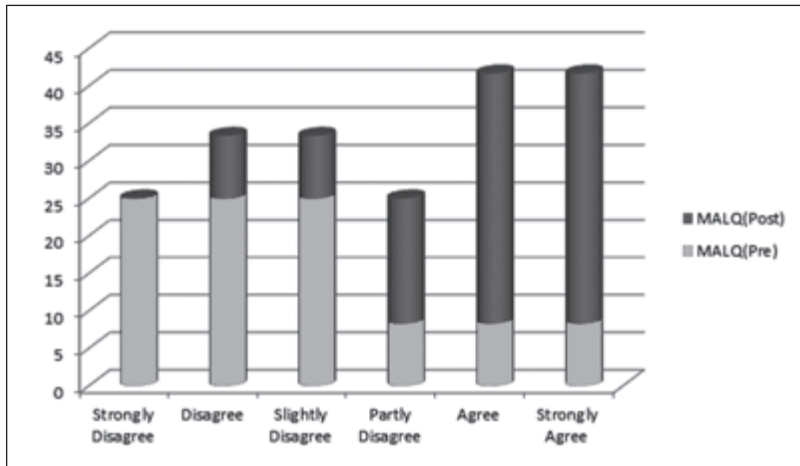
listening, most of the learners agree with this statement. These results show success in the construction of autonomous learning accompanied by the use of metacognitive strategies that facilitates the acquisition of the language.

Chart 14. *After listening, I think back to how I listened, and about what I might do differently next time.*
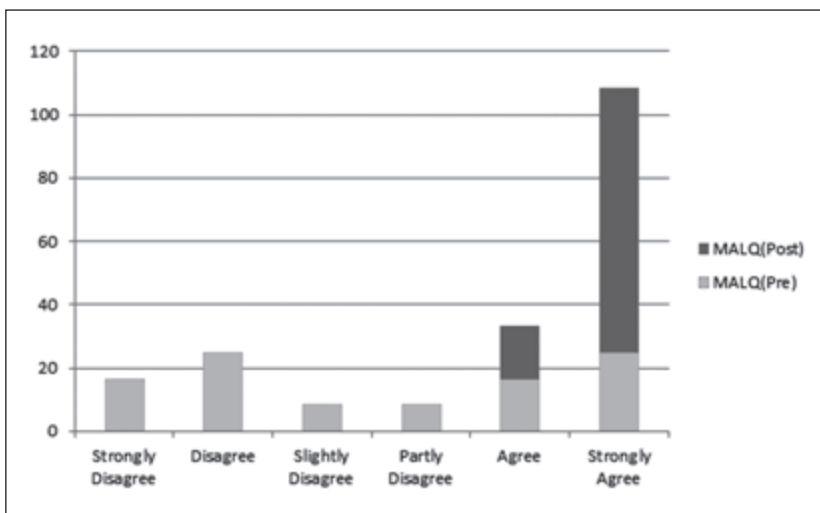
One of the purposes of metacognition in listening is that the learner learns to plan, monitor, and evaluate their comprehension efforts and the progress of their overall listening development. This results evidence the predilection of the majority of the students after having the opportunity to use metacognitive tools for listening to monitor and evaluate their progress and future plans for listening. The whole group agree with this question in the post questionnaire. It is evident that regardless their lack of language they still make the effort and decide to use strategies that improve their listening comprehension. Finally, it is clear that learners can be successful in listening if they have knowledge and control of their listening process.

Chart 15. *I don't feel nervous when I listen to English.*
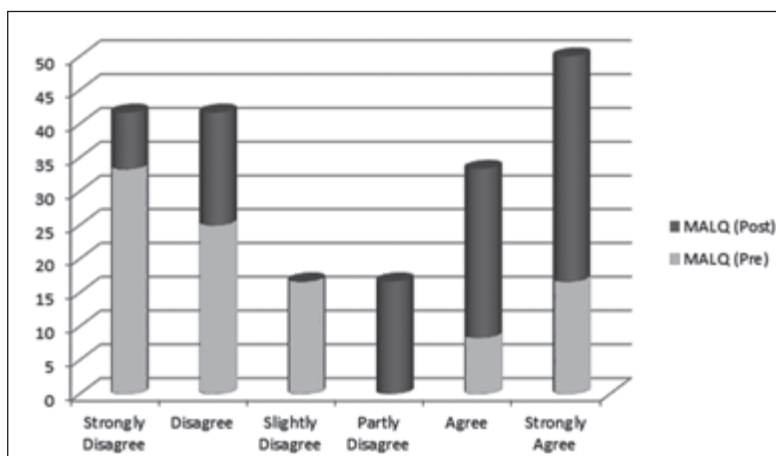
It is common that learners sometimes get nervous when listening another language as this is a normal feeling for many to have as they improve their language skills. Chart 15 exemplifies how the students feel about listening in English. It is evident that regardless the inner fear of some students at the beginning of this metacognitive process, the group, overall, changed their feelings toward listening in English. This might mean they felt comfortable while doing the metacognitive activities during the listening tasks.

One of the easiest way for some students is to give up and stop listening when do not understand what they hear. However, this chart illustrates how students changed their perception about this, created new concepts and used strategies in order to be immersed in a second language. As can be seen in the chart, in the pre questionnaire half of the students disagree and the other

Chart 16. *When I have difficulty understanding what I hear,*
I give up and stop listening.
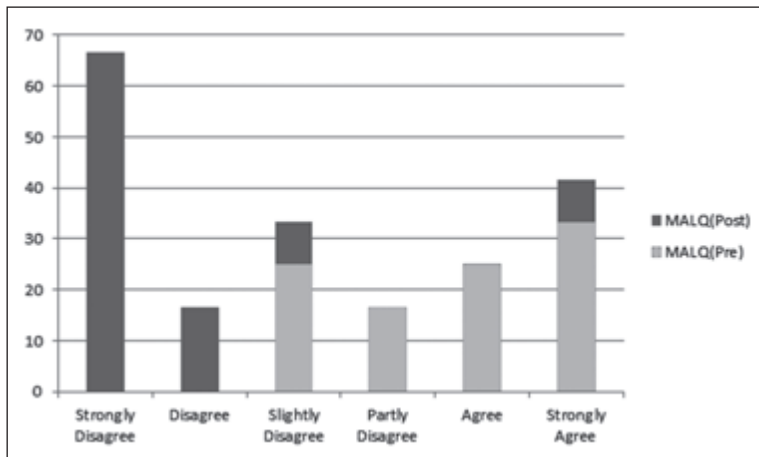
half agree with the questions. In contrast, most of those surveyed in the post questionnaire indicated their preference of using metacognitive tools to help them with difficulty in understanding what they hear in order not to give up and continue learning the process of listening.

Chart 17. *I use the general idea of the text to help me guess the meaning of the words that I don't understand.*
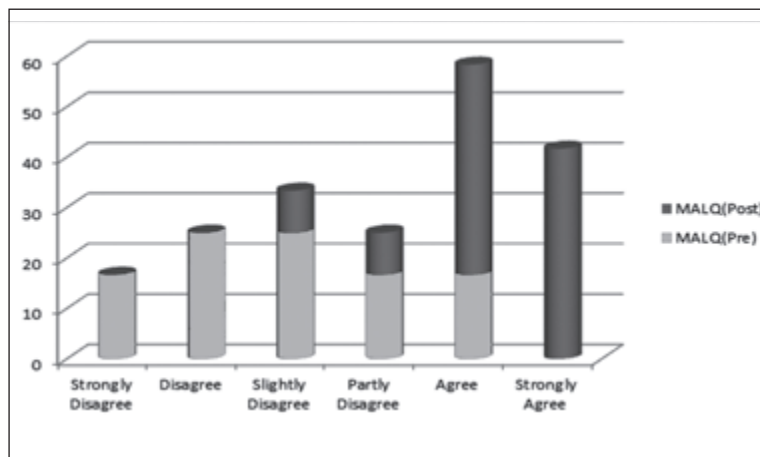
As it's been shown on the chart above, the majority of the students in the pre metacognitive awareness listening questionnaire did not use the

general idea of the text to guess those words that they do not understand. This chart reflects a decision made by part of these students after the metacognitive process to use one of the tools to understand some words by guessing with the general idea of it. As these two options (Agree and strongly agree) received the majority of votes, it could be deduced that this particular course is composed by students that want to improve their listening learning process.
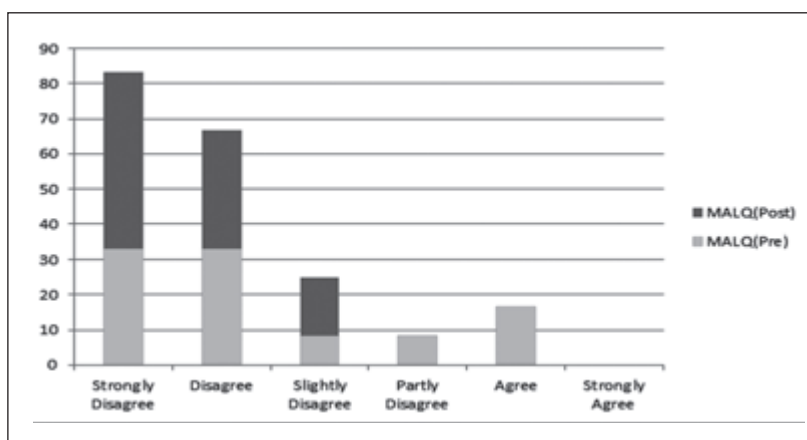
Chart 18. *I translate word by word, as I listen.*

Learning a language is supported by the usage of diverse resources and strategies in the learning process. Students should be able to use these strategies in order not to translate every word as they listen as it may make it difficult for them to understand the main idea of what they hear. The overall response to this questions evidences the consciousness of students about learning English, because only a few of the students (15%) agree with the question, while the rest of them and more in the in the post questionnaire answered that rather that translating every words as they listened, they would use some of the metacognitive strategies to understand the listening, and it is shown in the results, their understanding about the benefits of using metacognition for their personal development.

The importance of using metacognition in listening is that L2 listeners become self-regulated learners, who are aware of their own processes. As can be seen in chart 19, the majority of students agree or strongly agree with this question in both the pre and post metacognitive awareness

Chart 19. *When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.*
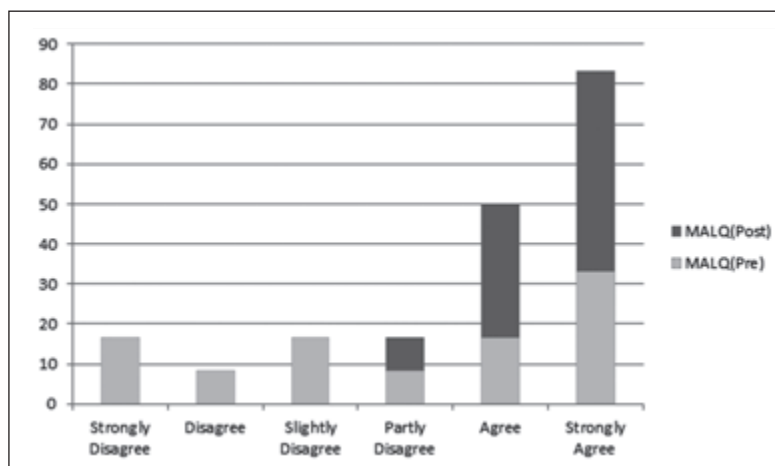
listening questionnaire. However, the highest percentage was in the post questionnaire with a 80% of students answering that they think back to everything else to see if their guesses make sense. Taking into account students' clear preference to evaluate their learning process as it is the case of this question, it could be inferred that students feel more comfortable learning how to listen through metacognitive strategies, which provides students with exciting opportunities and meaningful learning experiences.

Chart 20. *As I listen, I periodically ask myself if I am satisfied with my level of comprehension*
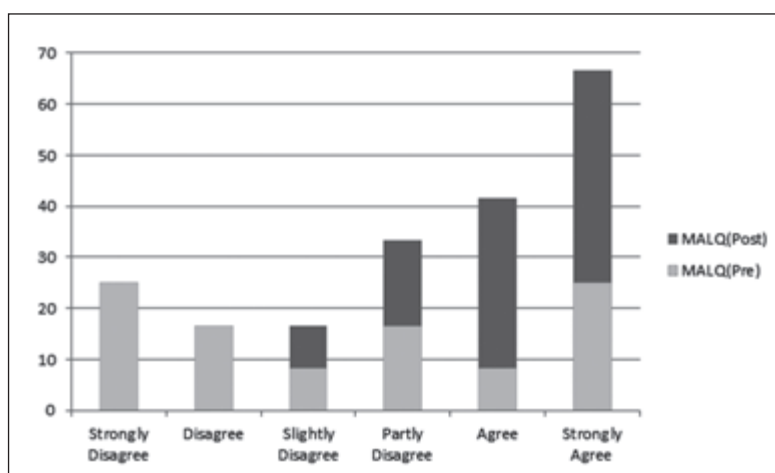
Planning and evaluation are some of the metacognitive strategies that students can use in their listening learning process. Chart 19 evidences the percentage of the students that periodically ask themselves about the satisfaction of their level of comprehension. In the pre questionnaire the same percentage of the students (25%) strongly disagree and agree with these questions. In contrast, in the post metacognitive awareness listening questionnaire a 75% of the learners answered that they evaluate their level of comprehension while listening. This could mean that the students are using the metacognitive tools so that they can evaluate their own listening development. As a result, they can benefit of engaging in these metacognitive processes and be more motivated to continue using them.

Chart 21. *I have a goal in mind as I listen.*
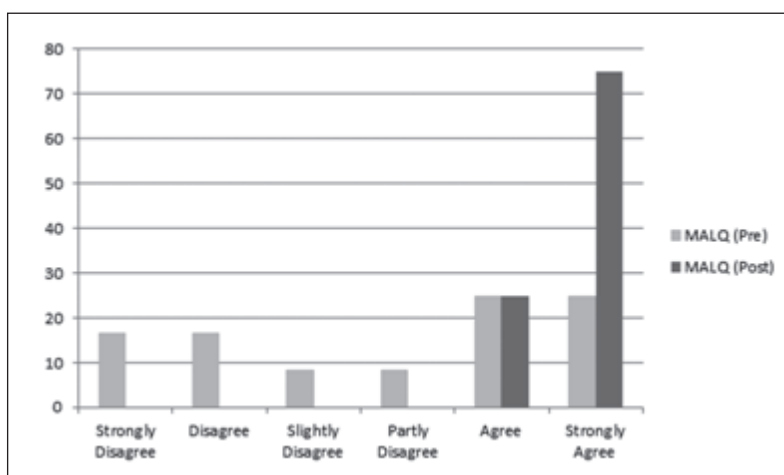
Having a goal in mind when listening plays an influential role in the process as it may work as a vehicle for success. Chart 3 illustrates the noticeable change of the students, before they were exposed to the metacognitive activities, half of the students (6 students) strongly agreed that they did not have any goal in their mind when listening. However, the majority of respondents changed their opinion about this statement and understood that being aware of the use of metacognitive strategies helped to improve their listening skill.

4.2 Analysis of the students' listening development through the implementation of Vandergrift's pedagogical cycle

Chart 22. *Students´ listening development*
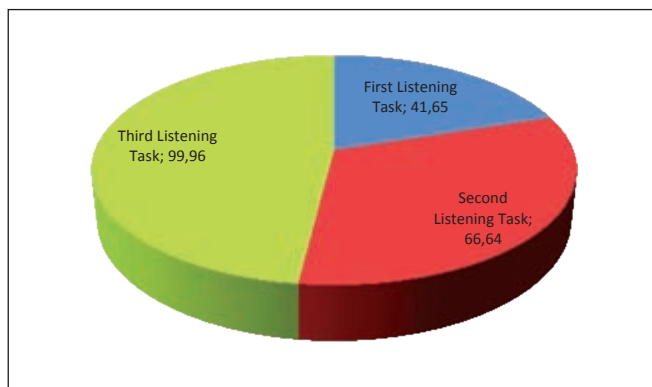
The chart 22 shows the percentage of the students' listening development during the implementation of the Vandergrift´s pedagogical cycle. On one hand the 41.65 percent of the students could complete the listening task successfully, while in the other hand the 66.64% of the students during the second listening task completed the task with great results, it is deductible that thanks of the implementation and used of the metacognitive strategies the whole group of the students (12 students) completed the listening task without any problems during the task. This results shows the students have acquired the metacognitive skills involved in successful comprehension, so that they became more successful listeners. I also have to state that the teacher guidance and scaffolded through this process was very important as the objective of every cycle was very clear and understandable for the students.

4.3 Analysis of the three pedagogical cycles, Interview and Teacher´s diary

This analysis is based on the application of the three pedagogical sequence activities comprised of the metacognitive processes of planning, monitoring, problem-solving and evaluation and the informal talks that we applied to the students after every metacognitive cycle where they exposed their strengths and weaknesses towards the metacognitive process. The

objective of this analysis is to analyse how Vandergrift's Metacognitive Pedagogical Sequence helps to develop students' awareness.

Chart 23. *Metacognitive strategies used in the first pedagogical cycle*
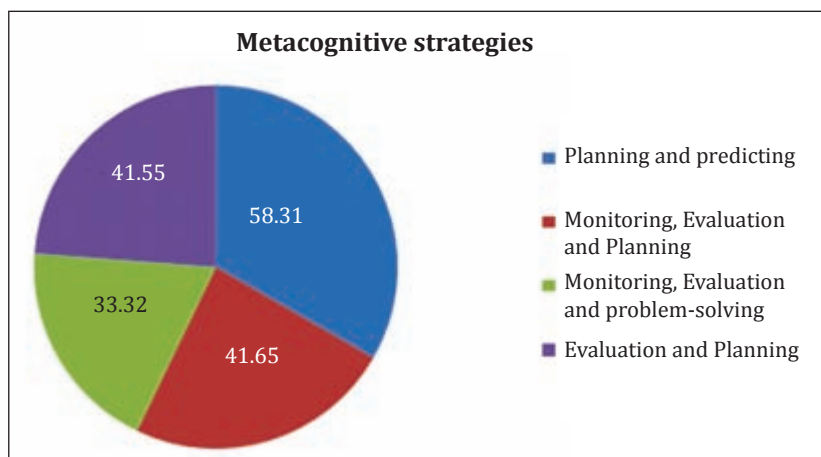
As can be seen in the chart, the metacognitive strategies that students used the most in the first cycle was planning and predicting with a 58.31%. These students used this strategy in order to anticipate possible responses based on their knowledge, followed closely by monitoring, evaluation and planning strategy with 41.65%. The lowest percentage was monitoring, evaluation and problem-solving. It is evidence from this chart that students did not use the four strategies with a 100%. Even though that was the first pedagogical cycle applied in the lesson, they really enjoyed sharing with peers what they understood, discussing discrepancies in understanding, and deciding where to pay particular attention in the future listening.

From the interview we can see the reason why these students use more planning and predicting strategy as they answered:

Interviewee (Student 3): Al leer las preguntas antes, trataba de cómo enfocar ciertos tipos de palabras y eso me ayudó bastante a entender luego.

Interviewee (Student 8): Me gusto hacer un listado con palabras claves, me gusto identificar de qué se trata el párrafo, me gusto verificar en grupo las posibles aciertos o desaciertos en frases u oraciones que no conocía o no entendía y me gusta relacionar las frases principales de la conversación como I love, I like entre otras.

This results show that students are able to identify the metacognitive strategies in order to increase awareness of the listening process, consequently, this self-awareness works as an alert system to work on an improvement of listening skills.

Additionally, based on the teacher´s diary, in the first pedagogical cycle two of the students did not like the activity, and as a consequence, they were not able to concentrate and focus better in the listening task. However, when they realised that this metacognitive tools were helping their partners and they felt happy and motivated, their level of interest increased considerably. Moreover, students liked the organization and instructions given during the whole listening tasks as they help them to deal with difficulties and be aware of the usage of metacognitive process in order to improve their listening skills.

Regarding translating words to Spanish while listening, students started doing this at the beginning of the first pedagogical cycle. As a result, they lost concentration through the recording. When they started using the metacognitive tools and realised that the aim of these were to strengthen the listening skills by the insertion of metacognitive process and collaborative learning, they decided to use them in order not to translate word by word when listening.

Chart 24. *Metacognitive strategies used in the second pedagogical cycle*
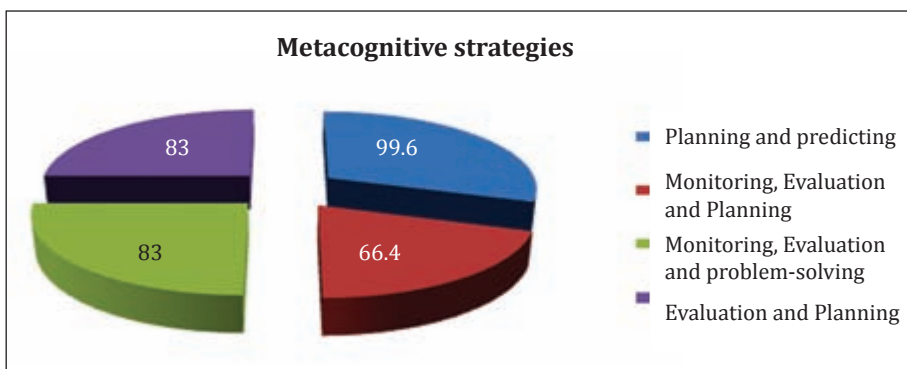
The chart above shows the percentage of the metacognitive strategies used by students during the second pedagogical sequence. Again a 99.6% of the students continued using planning and predicting to develop listening

task, while evaluation and planning, and monitoring, evaluation and problem-solving both had a 83%. In contrast monitoring, evaluation and planning has participation lower than a 70%. The results from this chart illustrate that learners felt more confident in the second sequence as the used of the strategies were higher than the first one. Hence, these students were more aware of the metacognitive tools that they can use for successfully listening. It is important to state that in this second pedagogical sequence students had better results in the listening task. Hence, students had the opportunity to identify their difficulties and discuss in class at the end of the lesson what they did to resolve difficulties and effectiveness of their approach to the activity. Based on this discussion, learners then prepare themselves for the next listening activity.

The results of the interview show that students liked the class discussion to solve problems in listening skills, these were some of their answers:

> *Interviewee (Student 3)*: Esta última etapa me gustó mucho porque el tener la oportunidad con los compañeros de poder hablar entre nosotros, de poder discutir las preguntas que cada uno no pudo contestar porque no entendió de lo que se hablaba en la grabación , ayuda mucho para tener claro cuáles son eso problemas que tú tienes para así poder-los resolver en futuros ejercicios de listening.

> *Interviewee (Student 1)*: Este ejercicio también me gusta mucho porque aparte de toda la solución de problemas que nos ayuda a unirnos con los compañeros y me ayuda a que, por ejemplo, en las próximas grabaciones, en los próximos ejercicios ya no tenga que estar pensando qué traduce esa palabra sino, que yo ya pueda entenderlo más rápido sin necesidad de decir su significado en español.

After analysing students´ comments, it is valid to infer they these students developed awareness of the process, and acquired the metacognitive knowledge critical to success in comprehension and in becoming self-regulated listeners. Additionally, these students were able to develop all the second pedagogical activities with no problems to improve their listening and they showed improvement in self- efficacy beliefs and self-motivation while listening. After the analysis of the second pedagogical cycle students

were ready to continue the final sequence developing bottom- up and top-down activities.

Based on the teacher´s diary, in the second cycle student showed a higher interest in the listening activity, they were able to complete the listening task and used the metacognitive tools to improve their comprehension. During the application of this cycle, there was a limitation because we were not able to use the English lab at the University, so we had to wait for two days to do the listening task. I could see that these students really wanted to do the activity as one of them said that these were some of the classes that enjoy with the most because finally they were understanding the idea of a recording.

Chart 25. *Metacognitive strategies used in the last pedagogical cycle*
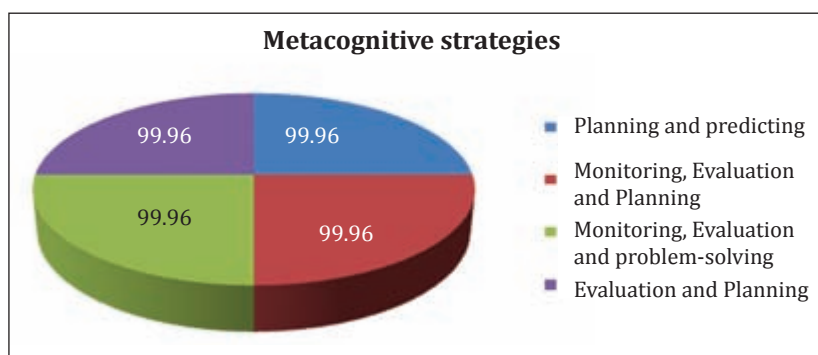
The chart illustrates the metacognitive activities used by the learners in the last pedagogical sequence. It is evident the consciousness of students about the metacognitive process. Learners used the 4 metacognitive strategies, and it is shown in the results, their understanding about the benefits of using metacognitive tools to improve their listening skills increased noticeably. Comparing with the first and second pedagogical sequences, this increased considerably to a 100% in the four metacognitive strategies. This results shows that learners were really motivated through this metacognitive process, this might mean that as they were not evaluated for grades, this allowed them to use their working memory to full capacity. Vandergrift and Goh (2012) state that "If learners know that the final product will be evaluated for purposes of a mark, their level of anxiety will increase considerably. A high level of anxiety, concomitantly, decreases the ability of working memory to process information" (p. 117).

An important aspect reported in the teacher's diary was that, in this final metacognitive cycle students did not use the listening supplement that we gave them in the first lesson, and they could remember the four metacognitive strategies to apply when doing a listening task. Additionally, there was an active participation at the end of the cycle where they showed their comprehension and their understanding of the importance of using these strategies to develop the listening task. One of the students said to other student that I as the English teacher should do all of these activities with other classes at the same Institution, so that I considered this comment very important to me for the development of listening skills at La Guajira University.

5. Findings and discussion

The purpose of this section is to describe and discuss the most important aspects about students´ awareness in developing metacognitive activities, how Vandergrift's Metacognitive Pedagogical Sequence foster students' listening skills and how these findings would help my students to develop listening comprehension skills. Afterwards, we will describe how this study helped to resolve my students´ problems in listening comprehension. Finally, we will make a comparison among findings from other research and mine.

The first finding is related to the level of awareness that our students showed during the listening task. In the three pedagogical cycle learners responded positively, they answered that have improved their listening comprehension, had a greater motivation and interest towards listening skills. They also demonstrated during the cycle and the interview at the end of them their high level of metacognitive knowledge about L2 listening.

Chart 1: Student's listening awareness
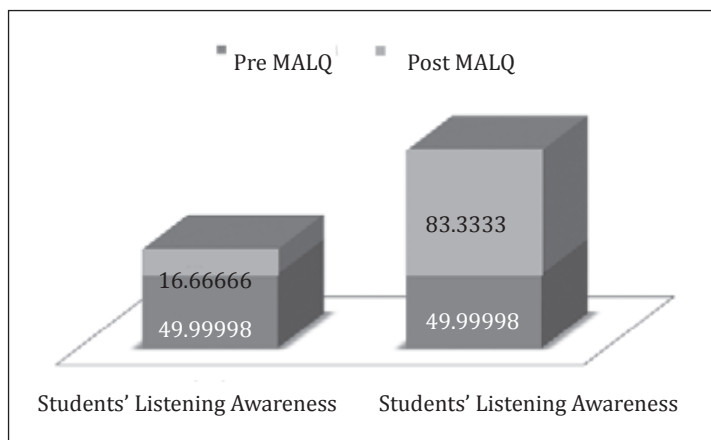
Students demonstrated a high degree of metacognitive knowledge in developing listening tasks, this knowledge help these students to become successful learners. As can be observed in the chart, the majority of the students were aware of the metacognitive process for listening comprehension. After the implementation of the three pedagogical cycle the 83.33% of the students responded the metacognitive awareness listening questionnaire with high level of metacognition in their mind.

The post questionnaire responses also revealed evidence that learners who experienced these process are more aware of what activities needs to be done to accomplish a listening activity and how to overcome difficulties in listening. The often commented on their ability to manage affective factor related to listening. Learners also highlighted the powerful role of prediction strategies, the importance of monitoring comprehension, and, the importance of attending to the activity and concentrating.

This results show that it is positively linked to motivations and self-efficacy as these students were really motivated during the listening tasks and they could regulate their listening comprehension through the metacognitive process. This study reflect an emerging awareness of the process underlying L2 listening. Learners are aware of the purpose and nature of the listening activity, they have some understanding about themselves as L2 listeners and they are aware of effective strategies they can use to approach listening activities.

Regarding how Vandergrift's Metacognitive Pedagogical Sequence fostered students' listening skills, these beginner students recognized that despite their limited proficiency in the language, these metacognitive tools helped them to develop listening skills as they answered that in the second listen "*Interviewee (Student 3):* A mi este proceso…... me gustó mucho porque me ayuda como a ubicarse en la grabación y así puedo identificar más fácil las palabras que dentro de la grabación se está escuchando". Most importantly, students felt that they have enhanced self-efficacy in their listening task as they have answered that "*Interviewee (Student 2):* Me gusta el hecho que me sienta como más consciente cuando voy a escuchar algo, me siento como con las herramientas para poder hacerlo bien".

With regard to students´ listening development, learners often commented on their ability to understand more than they thought the could, the 99.96 percent of the students increase their development in listening

Chart 2: Student's listening development
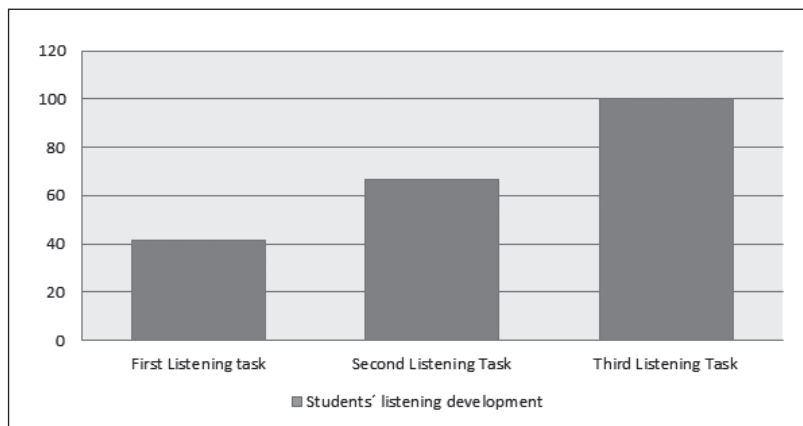
tasks, learners commented on the feelings of confidence they experienced when they understood all the important information "*Interviewee (Student 2). Este ejercicio también me gusta mucho porque aparte de toda la solución del problema que nos ayuda a unirnos con los compañeros y me ayuda a que por ejemplo en las próximas grabaciones en los próximos ejercicio no tenga que estar pensando qué traduce esa palabra, sino que ya pueda entenderlo más rápido sin necesidad de decir que era lo que significaba tal palabra*".

Through the analysis of the teacher´s diary and the post metacognitive awareness listening questionnaire we could evaluate the effectiveness of metacognitive activities to enhance students' listening skills. The teacher´s diary helped me to keep a reflective journal in which we considered different dimensions of our students learning and their progress. Overall, learners responded positively, we could see through the pedagogical cycle students improved their listening comprehension, in the first pedagogical cycle, students felt confused because of the metacognitive strategies they were exposed. However, after understanding and using them to do the listening task, they felt more comfortable. Students also showed a greater motivation compared with other English lessons, for them these process was something new but at the same time they were aware that using these strategies helped them to understand the listening task. After the implementation of the post metacognitive awareness listening questionnaire, student responses also demonstrated many instances of increases metacognitive knowledge about L2 listening.

After analysing all the instruments we will say that the process of metacognition that we decided to implement in our beginner level one students has resolved their problems in listening comprehension. Before applying the metacognitive sequence in the class, for them it was difficult to understand listening texts and sometimes they felt frustrated. However, they responded positively in the cycles and the metacognitive awareness listening questionnaire responses also revealed evidence of growth in metacognitive knowledge.

Finally, the results of other research and the ones from this study. Goh (2008) carried out a research project on metacognitive instruction for second language listening development. She suggests possible research directions for examining the role of metacognition in second language listening and the relevance of metacognitive instruction to listening development and She mentioned in the results the need to further understand specific ways in which metacognition improves listening comprehension and long-term listening development. In the same line of thought, our study showed the role of metacognition in second language listening and the relevance of metacognitive instruction to listening development, so that we found that there is a need in the institution where we work for the teacher to understand the metacognition and the ways how it can help our students to develop listening skills. In addition, the author also identifies that there is a need to understand how contextual, learner and cultural factors may influence learners' knowledge and willingness to adopt strategies, the metacognitive instructional process and its outcome. This is an important component when developing listening skills as some students may not be interested in learning the language and is teacher's responsibility to go beyond that and understand how these factor may influence our students´ learning process.

In another study related to metacognition in listening carried out by Ballesteros & Tutistar (2014), the authors found a correlation between a planning metacognitive strategy- goal setting with a motivational measure-self-efficacy. In that study, the students showed increased motivation while performing tasks related to songs. The authors also highlighted the importance of planning the metacognitive strategy for the activities. Our study also revealed that students were engaged with the listening activity and showed a high level of motivation and self-efficacy through the activities. In addition, during this study we have learnt the importance of the teacher's role to guide the students though the learning process; so that the learners

learn to control these processes on their own requires careful planning and guidance by the teacher, but also teacher need to give students explicit direction gradually so that learners learn to self-regulate these processes in order to be motivated during the listening tasks.

Conclusión

This study was conducted in order to explore in what ways the integration of metacognitive activities would enhance the listening skills of level one students at La Guajira- University in Fonseca. The study has proved that the metacognitive instruction for listening, in particular, highlighted the powerful role of predicting strategies, the importance of monitoring comprehension, of evaluating and planning and of attending to the whole activities and concentrating for the learner. We have seen in the class that they felt more comfortable when doing a listening task as this was one of the biggest issues that we had at the beginning of the research. As professors, it is necessary to take into account these strategies that could help our students in their learning process.

We consider the following ideas as the main findings of our study: First, this investigation pretended to analyse how Vandergrift's Metacognitive Pedagogical Sequence could foster students' listening skills. This specific objective was reached: students' listening skills increased considerable as shown in the results, students comment on their ability to understand more than they thought they could, and to manage affective factors related to listening, their level of concentration, motivation and interest also increased, which help them also to develop the skills.

How Vandergrift's Metacognitive Pedagogical Sequence helped to develop students' awareness was my second specific objective. Thanks to the data collected through the different instruments such as questionnaire, interview, and the implementation of the metacognitive instruction, we were able to determine how my students developed awareness of the use of metacognition in listening. First, the questionnaire responses revealed evidence of growth in metacognitive knowledge, specially the last questionnaire applied at the end of the implementation of the three pedagogical cycles. We could see that my students are more aware of the purpose and nature of the listening activity, and most importantly, they are aware of effective strategies that they can use to approach listening activities.

The last aspect that we consider important to mention is how we could reach the third specific objective of this study that was to evaluate the effectiveness of metacognitive activities to enhance students' listening skills. The data collected helped us to evaluate my students´ learning process, and their development in listening through the lessons. The results showed how the metacognitive processes of planning, monitoring, problem-solving and evaluation encouraged learners to activate their listening skills development.

Finally, as researchers we have acquired knowledge about metacognition in listening, which gave us the opportunity to investigate about my students learning process in listening, their preference and expectations, views, and how we could use metacognitive instruction to improve their listening comprehension. We realize with this project, that we have now a better understanding of the process of listening. We are completely motivated to continue studying and doing research not only in our institution but elsewhere. This positive attitude we would like to project to other people including teachers, students and school authorities. We are looking forward to see similar results with other students in La Guajira and help them to improve their listening skills, and activate the process involved in real-life listening with metacognitive instructions.

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APPENDIXES

8.1 Appendix A: Metacognitive Awareness Listening Questionnaire

Encierre el número que mejor muestre su nivel de acuerdo con la afirmación correspondiente.

Factor			Totalmente en desacuerdo 1	En desacuerdo 2	Algo en desacuerdo 3	Parcialmente de acuerdo 4	De acuerdo 5	Totalmente de acuerdo 6
Estrategia o percepción								
Planeación/Evaluación	1.	Antes de comenzar a escuchar, tengo un plan en mente sobre la forma en que voy a hacerlo.	1	2	3	4	5	6
Atención dirigida	2.	Me enfoco más en el texto cuando tengo problemas entendiendo.	1	2	3	4	5	6
Conocimiento de persona	3.	Considero que escuchar en inglés es más difícil que leer, hablar o escribir en inglés.	1	2	3	4	5	6
Traducción mental	4.	Traduzco mentalmente mientras escucho.	1	2	3	4	5	6
Solución de problemas	5.	Utilizo las palabras que entiendo para adivinar el significado de las que no puedo entender.	1	2	3	4	5	6
Atención dirigida	6.	Cuando me distraigo, me vuelvo a concentrar inmediatamente.	1	2	3	4	5	6
Solución de problemas	7.	Mientras escucho, comparo lo que entiendo con lo que sé sobre el tema.	1	2	3	4	5	6
Conocimiento de persona	8.	Siento que la comprensión auditiva en inglés es un desafío para mí.	1	2	3	4	5	6
Solución de problemas	9.	Empleo mi experiencia y conocimientos para intentar entender.	1	2	3	4	5	6
Planeación/Evaluación	10.	Antes de escuchar, pienso en textos similares que haya escuchado antes.	1	2	3	4	5	6
Traducción mental	11.	Traduzco palabras claves mientras escucho.	1	2	3	4	5	6

			1	2	3	4	5	6
Atención dirigida	12.	Intento devolver la pista cuando pierdo la concentración.	1	2	3	4	5	6
Solución de problemas	13.	Mientras escucho, modifico rápidamente mi interpretación si me doy cuenta de que esta no es correcta.	1	2	3	4	5	6
Planeación/Evaluación	14.	Después de escuchar, hago memoria sobre la forma en que escuché y sobre cómo podría hacerlo diferente la próxima vez.	1	2	3	4	5	6
Conocimiento de persona	15.	No me siento nervioso(a) cuando escucho en inglés.	1	2	3	4	5	6
Atención dirigida	16.	Cuando tengo dificultad entendiendo lo que escucho, me rindo y dejo de escuchar.	1	2	3	4	5	6
Solución de problemas	17.	Utilizo la idea general del texto como apoyo para adivinar el significado de las palabras que no entiendo.	1	2	3	4	5	6
Traducción mental	18.	Traduzco palabra por palabra mientras escucho.	1	2	3	4	5	6
Solución de problemas	19.	Cuando asumo el significado de una palabra, hago memoria de todo lo demás que escuché para determinar si mi suposición tiene sentido.	1	2	3	4	5	6
Planeación/Evaluación	20.	Mientras escucho, regularmente me pregunto si estoy satisfecho(a) con mi nivel de comprensión.	1	2	3	4	5	6
Planeación/Evaluación	21.	Tengo un objetivo en mente mientras escucho.	1	2	3	4	5	6

8.2 Appendix B: Worksheet listening task 1

METACOGNITION AND LISTENING

WORKSHEET 1

Unit: 3 The biggest and the best! World Geography and facts; Countries.

First Listen, now you will listen the recording and complete the chart with the results.

	Predictions	Results
♦ What is the topic of the recording?		
♦ In which scenario is the recording taking place?		
♦ What is the intention of the speaker?		

After you complete this chart discuss with your partner about your predictions.

First listen to the entire recording and try to answer the questions in your handout.

Now you will have some time to complete this chart, discuss with in groups the metacognitive tools that you used and the ones you did not use and then individually, complete this chart below.

- Monitoring, Evaluation and Planning

Metacognitive Tools I used	Metacognitive Tools I didn't use

Monitoring, Evaluation and Problem-solving / Second Listen.

Now, listen again to the recording. As you listen, answer the questions about Details in Your handout.

Next, again, compare your answers with your group and discuss how you used the metacognitive tools that you learned in the Listening Supplement. Then, individually complete this chart below.

Metacognitive Tools I used	Metacognitive Tools I didn't use

- Monitoring and Problem-solving / Third Listen.

Now you are going to listen and read the transcript of the recording. Please, identify the most difficult sounds in the transcript and write them down.

Evaluation and planning

Now take some time to go to the listening supplement and discuss in group what of those strategies are beneficial or detrimental for you.

Listening supplement's beneficial strategies	Listening supplement's detrimental strategies

8.3 Appendix C: Worksheet listening task 2

Unit 5: what are you going to do in your next vacation?

In this lesson a story will be told to the students. The story is about a girl that is planning to go on vacations for a month. In the story we are going to expose all the details about the trip. The story contains the structure of Going to, learners can use the context to help them understand the meaning and they will be encouraged to fill in some details. The story is situated in a context that is familiar to the students so they can make sense of the story.

1. *Planning and predicting*

Students will receive a blank calendar and some posters for them to write sentences with plans in the future. Write in the box below the activities that you have in common with your partner for your next vacation.

- Planning and predicting

Now you are going to listen to a fragment of a recording. Based on that fragment, try to guess and make prediction about what you thing you will hear.

1. What is the topic of the recording?
   A. Entertainment
   B. Sports
   C. Making plans
   D. Travelling around the world

2. In which scenario is the recording taking place?
   A. In a class
   B. In a shopping mall
   C. At home

3. The purpose of the speaker is
   A. To talk about their last vacation
   B. To invite their friends to have dinner
   C. To talk about their plans for December

- First Listen

Now you listen to the entire recording. Write your prediction about who, what, where, when, why and how that you hear in the recording. Do not worry about making mistake, just enjoy the activity.

	Predictions	Results
WHO? (¿Quién o quiénes?)		
WHAT? (¿De qué se trata?)		
WHERE? (¿Dónde?)		
WHEN? (¿En qué tiempo / momento?)		
WHY? (¿Porqué, con qué propósito?)		
HOW? (¿Cómo?) - Medio: conversación, programa, clase, conferencia, reunión, etc.		

After you complete this chart, please answer the question in your book on page 24.

- Monitoring, Evaluation and Planning

Now, please compare with your partners the metacognitive tools that you use or did not use in order to answer the question in the book. Please write them in the table below.

Metacognitive Tools I used	Metacognitive Tools I didn't use

- Monitoring, Evaluation and Problem-solving / Second Listen

Now, listen again to the recording. Please answer the question on page 26 in our student book.

Next, again, compare your answers with your group and discuss how you used the metacognitive tools that you learned in the Listening Supplement. Then, individually complete this chart below.

Metacognitive Tools I used	Metacognitive Tools I didn't use

- Monitoring and Problem-solving / Third Listen

Now you are going to listen and read the transcript of the recording. Please, identify the most difficult sounds in the transcript and write them down in the box below:

- Evaluation and Planning

Now take some time to go to the listening supplement and discuss in group what of those strategies are beneficial or detrimental for you.

Use the chart below to organize your ideas:

Listening supplement's beneficial strategies	Listening supplement's detrimental strategies

8.4 Appendix D: Worksheet listening task 3

Unit: 4 Have you ever ridden a camel?

In this section I present students the topic of have you ever...., and the vocabulary related to the topic. The presentation consists of eliciting students' knowledge of vocabulary and concepts, both in L1 and L2, that are part of the topic.

1. Planning and predicting

Talk to your partner something that you have ever done or have not done in your life

In the box below, write the activities that you have discuss with your partner.

Now, discuss these questions in groups

What was the funniest thing that your partners have done recently?

Where did they do it?

What similarities or differences your find on what your partner have not done in their life and what you have not done in your life?

Next, you are going to listen to a fragment of a recording. Based on that fragment, complete the table with your predictions.

	Predictions	Results
♦ What is the topic of the recording?		
♦ In which scenario is the recording taking place?		
♦ What is the intention of the speaker?		

After you complete this chart, please answer the question in your book on page 24.

- Monitoring, Evaluation and Planning

Now, please compare with your partners the metacognitive tools that you use or did not use in order to answer the question in the book. Please write them in the table below.

Metacognitive Tools I used	Metacognitive Tools I didn't use

Monitoring, Evaluation and Problem-solving / Second Listen.

Now, listen again to the recording. As you listen, answer the questions about Detail on page 50.

Next, again, compare your answers with your group and discuss how you used the metacognitive tools that you learned in the Listening Supplement. Then, individually complete this chart below.

Metacognitive Tools I used	Metacognitive Tools I didn't use

- Monitoring and Problem-solving / Third Listen

Now you are going to listen and read the transcript of the recording. Please, identify the most difficult sounds in the transcript and write them down.

Evaluation and planning

Now take some time to go to the listening supplement and discuss in group what of those strategies are beneficial or detrimental for you.

Listening supplement's beneficial strategies	Listening supplement's detrimental strategies

8.5 Appendix E: Listening Activity

Listening Activity

Name: _____.

Date:_____ **Score:** _____

First Listening:

Read the questions. Then, listen to the recording. After you listen to the recording, you can answer the questions. Listen one more time to check your work. Make any necessary corrections.

Top Down Questions Unit 14: The biggest and the best!

1. What is the topic of the recording?
   A. Entertainment
   B. Sports
   C. Geography
   D. Travelling

2. In which scenario is the recording taking place?
   A. Sport Show
   B. Game Show
   C. Tv Show

3. The purpose of the speaker is
   A. To inform about the geography features in the world
   B. To explain how the is the world form
   C. To compare countries in the world

First Listening

Details

Now Listen again. Read the questions and organize them from 1 to 4 as you listen

_____ 1. Which south América capital city is the highest?
_____ 2. Which country is larger, China or Canadá?
_____ 3. Which country is more crowded, Mónaco or Singapore?
_____ 4. What is longest river in the Américas?

Second Listening

Inferencing (Interactive top down and bottom up)

Listen again and state if the statement is true or false.

1. Is Beth from Australia?
   A. True
   B. False

2. Has Australia a lot of farms?
   A. True
   B. False

3. Has New Zealand a lot of beaches?
   C. True
   D. False

4. Does Scott like surfing?
   E. True
   F. False

5. Would Scott go to New Zealand?
   G. True
   H. False

Third Listening

Bottom up - Decoding

Listen to the TV game shows and select the correct answer:

a. The statue of the liberty
b. The Eiffel Tower
c. The Panamá Canal

a. Taipei 101
b. The Jin Mao Building
c. The Petronas Towers

a. Gold
b. Butter
c. Feathers

a. The US
b. China
c. Canadá

a. India
b. Russia
c. China

a. Australia
b. Argentina
c. Brazil

8.6. Appendix F: Listening Supplement 2

LISTENING SUPPLEMENT 2:
Etapas de la metacognición en la escucha.

A continuación encontrarás las etapas en las cuales dividirás tus ejercicios de escucha en las siguientes dos unidades de nuestro curso. Es muy importante que sigas estas instrucciones cómo aparecen aquí.

Etapas del ejercicio de escucha	Procesos Metacognitivos
Antes de escuchar - Etapa de planeación y predicción. Después de que sepas de qué se trata el tema y sepas qué tipo de texto vas a escuchar, vas a tratar de predecir qué palabras posiblemente vas a escuchar	1) Planeación.
2. *Después de escuchar la primera vez - primera etapa de verificación.* a) Verifica tus hipótesis iniciales, has correcciones si es necesario, y anota información adicional que hayas entendido. b) Compara lo que entendiste con tus compañeros de grupo, modifica lo que se necesite, y determina qué se necesita resolver aún, y decide qué detalles importantes aún requieren solución.	2a) Monitoreo e identificación. 2b) Monitoreo, evaluación y planeación.
3. *Después de escuchar la segunda vez - segunda etapa de verificación* a) Verifica los puntos donde previamente hubo desacuerdos con tu grupo, haz correcciones y escribe detalles adicionales que hayas entendido. b) Participemos en una discusión en clase en la cual todos los miembros contribuyan a la reconstrucción de los principales puntos del texto y los detalles	3a) Monitoreo, evaluación y solución de problemas.

más pertinentes, junto con reflexiones sobre cómo llegaron al significado de ciertas palabras o partes del texto.	3b) Monitoreo, evaluación y solución de problemas.
4. *Después de escuchar la tercera vez - etapa final de verificación.* Escucha específicamente la información revelada en la discusión en clase que no pudiste captar anteriormente.	4. Monitoreo y evaluación de problemas.
5. *Reflexión y establecimiento de metas.* Escribe metas de comprensión para tu próximo ejercicio de escucha, basado en la estrategias compensatorias anteriormente discutidas.	5. Evaluación y Planeación

Basado en: Table 6.1 Stages of Instruction and Underlying Metacognitive Processes for Generic Listening Activities. Vandergrift & Goh (2012).

Comments

8.7 Appendix G: Interview 1

T: Después de escucharlo por primera vez

T: Como estuvimos con la respuestas

S1: No supe cuando íbamos por las preguntas

T : Ah, ok tú te perdiste

S2: Yo también

T: Ok perfecto

S 2: Yo creía que estaba malo

S 2: Tocaba buscar aquí

T: Aja

S3: Me gusta leer las preguntas antes

T: Al leer las preguntas antes

S3 :Al leer las preguntas antes, trataba de cómo enfocar ciertos tipos de palabras

S5: Algunas palabritas claves

S4: Aja, exacto

T: Ok

S2: Yo también estaba pendiente alguna palabrita clave para poder

S6: Pero yo me perdí por la pregunta esa pero me perdí

T: Quién mas se perdió

S5: Yo quede en la segunda también

S6: Yo pero sobre todo cuando habla de surfear este osea no logré captar la palabra surfear

TTT: Ok bueno entonces vamos a escucharlo una vez más, cierto y vamos hacer el monitoreo

T: Cuentenme

S6: Para mí la palabra surfing fue un poco difícil

T: Aja

S7: Y para mi la palabra good...

T: Pero en cuanto al orden , en cuanto la pronunciación, en cuanto a que

S1: Interpretar después cuando escuche surfing y al final teniendo en cuenta lo que memorizaba fue que respondí.

T: Ok

S8: A mí es que no les preste atención en el momento que él dijo que le gustaba tal cosa, o que le gustaba tal.

S1: Eso

S3: Aja

S8: hay fue donde me perdí, porque como no me dijo realmente, no me gusta

T: Aja

S8: Si no me gusta tal cosa, entonces hay fue

S1: Identificar si le gustaban o no

T: Ok, vamos a escucharlo una vez más y ahora de acuerdo a la que habíamos hablado de cuáles fueron los problemas cierto que en grupo ya hablamos, vamos a escucharlo y ahora ustedes se van a dan cuenta, pueden escribir algo adicional que aunque no entendiste anteriormente y ahora si entendiste ahhh es que el hay dijo "I don't really like, ahh fue por eso ya entendi si o una pronunciación que pensaban que era esta y de repente era ésta, entonces vamos a ver eso no tienen que hacer nada solamente a escuchar de acuerdo a lo ya habíamos hablado ok

T: Qué les pareció, les pareció bueno utilizar esas estrategias de metacognición?

S1: Si

T: Porqué?

S1: Porqué

S2: Por qué es bueno? para mi miss sería bueno ante de usar sobre todo con el listening, porque lo que se nos dificulta a la mayoría es estar captando de lo que trata el texto y estar a la vez tratando de agarrar el hilo aquí de las respuesta osea las conversaciones que se están dando.

S7:Miss y también cuando usted habla de monitoreo.

T: Monitoreo

S7: Cuando estamos aquí todos en grupo depronto yo me puedo dar cuenta que Dolcey identificó una palabra que yo ni por hay entonces eso nos ayuda a facilitarnos el manejo de listening.

S8: Debo adaptar más mi escucha en la pronunciación y en la rapidez de concentración eso es lo que más lo enreda a uno.

T: Aja, que mas acerca de estas estrategias como me las menciono Marcela en lo de grupal que le gusto bastante eso, que tal acerca de la planeación .

T: Que podemos hablar acerca de la planeación?

S8: Me gusto hacer un listado con palabras claves, me gusto identificar de qué se trata el párrafo , me gusto verificar en grupo las posibles aciertos o desaciertos en frases u oraciones que no conocía o no entendía y me gusta relacionar las frases principales de la conversación como I love, I like entre otras.

8.8 Appendix H: Interview 2

T: Bueno como ya escuchamos el primer listening y el primer recording entonces ahora lo que vamos hacer es, les voy a preguntar cómo les fue a ustedes con la primera etapa el primer proceso de metacognición que es el antes de escuchar, entonces que es una etapa de planeación y predicción entonces ustedes ya hicieron un primer ejercicio yo les coloque el recording y ustedes hicieron como un tipo de predicción, ahora como les fue con eso.

S1: Muy bueno porque nos ayuda a entender e interpretar con más facilidad en el momento en que vamos a escuchar algo.

S2: A mi este proceso me gusto mucho porque me ayuda como a ubicarse en la grabación y así puedo identificar más fácil las palabras que dentro de la grabación se está escuchando.

T: Ok, entonces vamos hacer una cosa ahorita lo que vamos hacer vamos a escucharla otra vez y vamos hacer un monitoreo e identificación.

T: Bueno ya hicimos un segundo listening entonces ahora es que vamos hacer ahora, después de escuchar por segunda vez, ustedes verificaron todos esos puntos o esas palabras digamos que no entendieron que no les ayudó a poder responder todas las preguntas, entonces hicimos un tipo de monitoreo y evaluación con todo el grupo, ahora como les parecio este proceso de metacognición.

S1: Bueno a mi me pareció muy bueno porque cuando estamos en grupos a medida que escuchamos cuando nuestros compañeros dicen sus dudas y las compartimos, eso nos ayuda a responder con más facilidad.

S2: A parte de lo de la pronunciación podemos ayudarnos con nuestros compañeros al momentos si ellos no entendieron una palabra y nosotros si o

si nosotros no entendemos y ellos si eso nos ayuda a tener como ya más clara las palabras que tenemos sin entender.

T: Ok, ahora vamos a escuchar una tercera vez que sería nuestra etapa final de verificación

T: Bueno ya hicimos nuestra tercera etapa final de verificación, que ustedes escucharon por tercera vez, ahora yo lo que quiero saber, en grupo hicieron una solución de problemas, cierto? ya ustedes se dieron cuenta cuales son las preguntas que ustedes no pudieron responder y el porqué. más o menos ustedes creen que no la pudieron responder o porque no pudieron entender esa palabra que nos les llevó a responder la pregunta, entonces qué le pareció esta última etapa se llama monitoreo y evaluación de problemas.

S2: Esta última etapa me gustó mucho porque el tener la oportunidad con los compañeros de poder hablar entre nosotros, de poder discutir las preguntas que cada uno no pudo contestar porque no entendió de lo que se hablaba en la grabación ayuda mucho para tener claro cuáles son eso problemas que tú tienes para así poderlos resolver en futuros ejercicios de listen.

S1: Este ejercicio también me gusta mucho porque aparte de toda la solución de problema que nos ayuda a unirnos con los compañeros y me ayuda a que por ejemplo en las próximas grabaciones en los próximos ejercicio yo no tenga que estar pensando que traduce esa palabra si no que yo ya pueda entenderlo más rápido sin necesidad de decir que era lo que significaba tal palabra.

S2: Me gusta el hecho que me sienta como más consiente cuando voy a escuchar algo, me siento como con las herramientas para poder hacerlo bien.

T: Es que la idea es que ustedes puedan llegar al significado de ciertas palabras, cierto o parte del texto para que ustedes puedan tener un mejor entendimiento, entonces es por ello que se está aplicando todo estas etapas y todos estos procesos metacognitivos para que ustedes tengan un mayor entendimiento cuando ustedes estén escuchando o cuando estén expuesto a un listening de una persona nativa, esa es la idea de nuestro proceso de metacognición.