

IMPACT OF THE IMPLEMENTATION OF METACOGNITIVE STRATEGIES IN THE
PERFORMANCE OF 10TH GRADERS' LISTENING SUB-SKILLS

A Master's Report Presented by
CAROLINA CARDOZO CARRILLO

Research Tutor
DIANA LORENA RENGIFO RIVERA

ICESI UNIVERSITY
EDUCATION SCHOOL
MASTER'S PROGRAM IN THE TEACHING OF ENGLISH AS A FOREIGN
LANGUAGE
2022

Acknowledgements

First of all, I want to express infinite thanks to God, who gave me this invaluable opportunity. When I felt that I could not go on any longer, he was the one who gave me the strength to continue.

To my husband and Mariana, for the time we stopped sharing. However, they supported me unconditionally until the end and were that powerful engine that pushed me to do my best and not give up.

Thirdly, my family in general. Especially my aunt, who always found the right words to encourage me.

I would also like to give special thanks to my advisor, Diana, who had an excellent disposition and accompanied me with a lot of patience throughout the process.

I would also like to thank my professors, colleagues, and classmates, from whom I have learned much.

My most sincere thanks to my students, especially those who were part of this study. Without them, it would not have been possible.

Thanks to Universidad ICESI, because they made an enormous contribution to my professional life. I am not the same person who started this adventure. Your teachings opened a wide panorama on my horizon and allowed me to reflect on my work as a teacher. Thank you forever.

Finally, thanks to the Ministry of National Education (MEN), which gives us teachers like me this wonderful opportunity to enrich our work for the benefit of future generations.

Abstract

Traditionally, listening comprehension skills in English classes are limited to fill-in-the-blank activities. Therefore, it has not been given the importance it deserves to reinforce learners' listening sub-skills. Moreover, there is a lack of training for them to consciously use metacognitive strategies to monitor their own listening process. In this master's thesis, the action research (AR) procedure was utilized. Qualitative and quantitative data were collected. Two focus groups (control and experimental) of 19 students each from the tenth grade at a public school in the city of Cali were selected. A metacognitive listening booklet was designed consisting of a pre-test, post-test, and five metacognitive interventions. These were elaborated based on the theory of authors such as Vandergrift and Goh (2012) and Wilson (2008) among others. Then, the results obtained after implementation in the experimental group are shown. Finally, conclusions are presented in which it is determined that there was a slightly positive impact on the listening sub-skills, mainly in predicting, inferring, and listening for global understanding in the group exposed to the metacognitive intervention. The most significant impact was on their metacognitive awareness. However, some suggestions are made for colleagues who may be interested in implementing this study in the future.

Keywords: listening skills, listening sub-skills, metacognition, metacognitive strategies, listening comprehension.

Table of Contents

Introduction	10
Justification.....	14
Research Problem.....	17
Research Questions	17
Main Objective	17
Specific Objectives	18
Theoretical Framework.....	18
Listening Skills	19
Listening Sub-Skills	20
Listening Comprehension.....	21
Listening.....	22
Model of Listening Comprehension	24
Psychological Features of the Activity of Listening	25
Bottom-up and Top-down Processes	25
Controlled and Automatic Processing	26
One Way and Interactive Listening	27
Metacognition.....	28
Metacognitive Awareness.....	30
Metacognitive Instruction in L2	32

Metacognitive Instruction Model in L2.....	33
Metacognitive Approach to Listening Instruction.....	35
Factors Related to L2 Listening	36
Listening Skills and ICT.....	37
Multimedia	38
Internet.....	40
Methodology.....	41
Socio-academic context.....	41
Participants	41
Research Design	45
Ethical Considerations.....	46
Steps to Collect Data	46
Data Collection.....	47
Results and Discussion.....	48
First Attempt (Findings implementation, October-November 2021).....	48
Second Attempt (Findings implementation, April-May 2022)	52
The Interventions.....	53
The Pre-test vs the Post-Test	53
Listening Sub-Skill Variations	57

Perception of the Learners through the MALQ Survey in the Experimental Group	59
Reflections after the Interventions in the Experimental Group	67
Final Reflections Based on the Semi-Structured Interview.....	77
Conclusions	80
Limitations and Pedagogical Implications	83
Reference List.....	85
Appendices	91
Appendix 1: Metacognitive Awareness Listening Questionnaire (MALQ).....	91
Cuestionario de Conciencia Metacognitiva en Escucha (MALQ)*Sigla en inglés	92
Appendix 2: Attendance list of 10th-1 participants during metacognitive interventions (Control Group)	93
Appendix 3: Attendance list of 10th- 2 participants during metacognitive interventions (Experimental Group).....	94
Appendix 4: Informed Consent	95
Appendix 5: Metacognitive Listening Booklet	98

List of Figures, Graphs and Tables

Figures

Figure 1 Action Research (Ferrance, 2000).....	45
--	----

Figure 2 Listening Comprehension Process (First Attempt)	49
Figure 3 Listening Comprehension Process (Second Attempt).....	53
Figure 4 First Intervention in the Experimental Group (Second Attempt	68
Figure 5 Second Intervention in the Experimental Group (Second Attempt)	69
Figure 6 Third Intervention in the Experimental Group (Second Attempt).....	72
Figure 7 Fourth Intervention in the Experimental Group (Second Attempt)	73
Figure 8 Fifth and Final Intervention in the Experimental Group (Second Attempt	75

Graphs

Graph 1 Results of Pre-test and Post-test in the Experimental Group	54
Graph 2 Results of Pre-test vs Post-test in the Control Group.....	56
Graph 3 The post-test results compared with the pre-test in the experimental group	58
Graph 4 The post-test results compared with the pre-test in the Control Group.....	59
Graph 5 Planning and Evaluation Factors after the Pre-test in the Experimental Group.....	61
Graph 6 Planning and Evaluation Factors after the Post-test in the Experimental Group ...	61
Graph 7 Problem Solving Factor after the Pre-test in the Experimental Group.....	63
Graph 8 Problem Solving Factor after the Post-test in the Experimental Group	63
Graph 9 Directed Attention Factor after the Pre-test in the Experimental Group.....	64
Graph 10 Directed Attention Factor after the Post-test in the Experimental Group	64
Graph 11 Person knowledge Factor after the Pre-test in the Experimental Group	65
Graph 12 Person knowledge Factor after the Post-test in the Experimental Group.....	66
Graph 13 Mental Translation Factor after the Pre-test in the Experimental Group	67
Graph 14 Mental Translation Factor after the Post-test in the Experimental Group.....	67

Tables

Table 1 Description of the MALQ Factors in Li (2013)	31
--	----

Table 2 Population Selected for the 2nd Attempt (2022).....	42
Table 3 First Attempt Students Participation in the Process (2021).....	49

Introduction

My experience teaching English as a foreign language (EFL) led me to think that listening is a very complex skill to master. Additionally, listening has not received enough attention in the English language teaching (ELT) field, at least not here in Colombia. In describing this skill, Wilson (2008, p.17) states: “it is probably the least understood, the least researched and, historically, the least valued”. Nevertheless, a growing concern has emerged about how to improve listening skills in EFL. In light of the increasing demands of the globalized world and recent developments in the ELT field. Listening is considered a significant skill when learning or teaching EFL. This has been demonstrated in several studies around the world such as those carried out by Wenden (1998), Nunan (2002); Vandergrift and Tafaghodtari (2010); Vandergrift and Goh (2012), and Brown (2016) among others. They have done interesting research on this skill by highlighting the importance of paying close attention to it.

However, it is not an easy skill to develop (Walker, 2014), and teachers have this enormous responsibility on their own. So, teachers need to use appropriate strategies to make their students practice their listening sub-skills. In order to develop the communication skills required for EFL. Thus, teachers must find out how to make students improve and reach higher levels of proficiency. This applies not just to listening, but to all the skills needed to contribute to one of the government and Organization for Economic Co-operation and Development (OECD) goals: ensuring that Colombia is positioned as one of the most educated Latin American countries by 2025 (OECD, 2016).

As Miranda (2016) expresses:

The Bilingual Colombia Program (BCP), the current educational language policy, aims to develop English language proficiency at an independent user level, equivalent to B1 in the Common European Framework of Reference. Previous studies of the BCP have revealed a limited conceptualization of bilingualism, unfavorable school conditions for its implementation, and school practices not contributing to its main goals. (p. 19)

For instance, in Colombia, the government has made in recent years the largest investment of resources in strengthening bilingualism. The programs and materials developed over the last few years demonstrate this. One example is BCP (2004–2019). A policy that gives English an influential place in the country, and emphasizes the need to acquire the required skills to compete at an international level. It included the National Basic Standards for ELT in 2006 based on the Common European Framework of Reference for Languages (CEFR), Guide 22. The "National English Programme: Colombia Very Well" was implemented a year after the Bilingualism Law was passed in 2013. Recently, the National English Program (2015-2025) and its strategies include the publication of the English textbook "English Please" (Bonilla & Tejada, 2016). MEN (2016a) launched The Basic Learning Rights (BLRs), Suggested Curriculum and Orientations and Pedagogical Principles in 2016 (MEN, 2016b) among others.

Despite these efforts, the country continues to show low levels of listening proficiency in the second language (L2). Proof of this are the historical poor results obtained in English First (EF) and English Proficiency (EPI) found in Education First (2022). Paradoxically, in the local context, there are not a large number of studies exploring this problem nor much research focused on improving this skill. Some of them are Bedoya

(2012), Quijano (2016), Bermudez (2017), and Echavarria (2017) who have explored the impact of the implementation of metacognitive strategies in L2 listening contexts.

However, the studies found were largely conducted in universities or in private settings and the results are not entirely conclusive.

In Cali, there are few studies, such as the one conducted by Botero and Quintero (2017) in a public school, which focused on improving listening skills. However, no research was found in the city on the development of students' listening sub-skills through the implementation of metacognitive strategies. As an English teacher in a public school, I have noticed this difficulty in my own students. Additionally, I wondered how I could help them improve their listening sub-skills while at the same time making them aware of their own listening process. Therefore, this research aims to show how listening sub-skills and metacognition can be developed in the public-school context.

For this purpose, this study describes the pedagogical implementation of a set of activities designed by the researcher that includes metacognitive strategies to help develop the 10th graders' L2 listening comprehension sub-skills at the José Manuel Saavedra Galindo school, a public school located downtown in Cali, Colombia. The population that took part in this research was 38 students in all. Half of them were part of the control group and the other half were part of the experimental group. The pedagogical intervention was implemented for this last group of students.

The first chapter of this AR explains the problem and introduces the research question, as well as the reasons for doing this project. The following chapter outlines the theoretical basis. It includes the methodology, research design, and tools used to collect information. After that, it shows the findings and the discussion to see the impact of the

interventions on the population chosen for this study. Finally, conclusions and reflections were generated after the implementation of the teaching strategies in the experimental group.

The data collected through this project has the potential to be utilized by other colleagues to raise awareness of the importance of exploring effective tools and strategies that help EFL teachers to enhance their teaching practices and bolster their students' listening sub-skills. Another goal is to provide information for other schools to apply metacognitive strategies to make learners more active and conscious in their learning process. By doing so, students with a low level of listening comprehension will be able to strengthen their listening sub-skills in order to understand aural input in EFL and improve their communicative competence.

Justification

The need for doing this AR arose from the author's experience teaching EFL for more than 20 years. I have had the opportunity to be a teacher in both private and public contexts. I have found that listening skills are fundamental to the development of communicative competences. However, I have noticed that it is the most complex skill to develop in students, especially in the public sector. I am concerned about my students' listening comprehension in the target language (TL). I have noticed that it is not something that only happens in my school. It is common to hear colleagues talking about their students' lack of comprehension of spoken English.

I have found that this is a major difficulty for my students. Listening seems to be a complicated process that enables people to understand spoken language (Rost, 2013 cited in Alzamil, 2021). It is relatively easier to write in English and understand written texts than to listen and speak in English. For instance, my students usually get the lowest grades on listening tests. Therefore, it is likely that their speaking ability will improve if their listening sub-skills are enhanced. However, I persist in employing the same traditional strategies that have not worked in practice over and over again. Due to my focus on improving Test Saber 11 outcomes, I have overlooked the cause of my students' poor listening performance.

Secondly, external tests such as Saber 11 occupy the agenda of stakeholders in school environments today. And in public settings, the limitations in terms of time and availability of resources make the task of improving English skills more complex compared to most private and/or bilingual schools. For example, in the author's school, students have 3 hours of English per week on the morning shift. Moreover, as a result of the pandemic,

the school does not have technological devices for every student anymore (2,020 - 2,021). The laptops were loaned to students and most of them were returned in poor condition.

Therefore, this research can assist in raising awareness among the school community of the importance of listening to the learning of EFL. Additionally, the principal may be able to negotiate with the Secretary of Education (SED) in order to provide the English classroom with the technological tools needed to strengthen the students' listening processes, in particular their listening skills. It could happen that finally, there would be an increase in the number of hours in the school in general, since in elementary school students only have one hour of class (when they see it), and from sixth to eighth grade, only two hours and in the case of the morning session from 9 to 11, only 3 hours. As well, stakeholders should consider the area of English beyond just the results of Test Saber 11. The school has averaged between 49 and 51 points on this test in recent years.

Thirdly, in Vandergrift's 2004 research, he states that in addition to working on listening skills, teachers also should train learners in the use of metacognitive strategies applied to listening. This will enable them to obtain better results. He believes that in particular L2 novices will benefit from this. They can become more aware of their listening process and enhance their sub-skills. Hence, this research is useful in the global field of ELT. Due to the complex task of bolstering listening sub-skills in the English classroom. It would be helpful if the Ministry of Education realized there is a lack of awareness about the use of effective strategies to develop sub-skills in listening and not enough attention has been paid to training teachers and learners in metacognitive strategies.

So, it is likely that teachers receive more training in this aspect and teachers notice the need to be constant researchers and take time to explore this possibility. Using the results of this study, as a teacher researcher, I hope colleagues will be able to improve their teaching practices in the TL, benefiting both the students and themselves. To this extent, Colombia will be closer to being considered one of the most educated countries by 2025. The results of external tests in the listening aspect also could be improved. For instance, the outcomes in the EF EPI test. Our country has a record of poor performance over the years, which affects not only the image of Colombians. But also, the image of the national education system, in general, is affected.

Fifthly, this research is valuable because teachers from private and public schools around the world can implement, adapt or redesign the interventions proposed in this study according to their students' needs and context. In public schools specifically, taking into consideration learners do not have enough hours of English per week (2 or 3 hours). It is thus possible to train students on listening metacognitive strategies together with their sub-skills as an alternative to improving students' listening and oral skills beyond the school walls. In this way, documented experiences can serve as the basis for future research. By using the project, teachers can alter their perception of their listening teaching practices, themselves as teachers, and why not as researchers in the EFL field. Invite them to value the listening process more than just the outcomes. As well as being active noticers in their EFL classroom. This research also opens the door for future discussions at the global and local levels on the implementation of metacognitive strategies to improve auditory sub-skills. Especially for teachers in public school settings, where resources are limited but learning needs are not.

Finally, I agree that learners' anxiety may have a negative effect on their listening comprehension (Elkhafafi (2005b); Chang [2008]; Berkleyen (2009); Golchi (2012); Zhang [2013] cited in Walker, 2014; Brown, 2016). Diverse factors might generate these outputs. Some of them are the lack of appropriate listening strategies that help learners to develop comprehension tasks more consciously and reflectively. Also, the lack of exposure to TL. As well as the lack of technology tools, which makes listening tasks less engaging for students. Furthermore, monotonous, mechanical, and boring listening tasks that lack authenticity reveal a need for training to enhance and improve listening comprehension (Bedoya, 2012; Vandergrift & Goh, 2012). To sum up, for all the reasons exposed in this section, the purpose of this project is to examine the impact that the implementation of metacognitive strategies has on the performance of 10th graders' listening sub-skills at a public school in Cali, Colombia.

Research Problem

Research Questions

- What impact does the implementation of metacognitive strategies have on the performance of the tenth graders' listening sub-skills at Jose Manuel Saavedra Galindo School?

Main Objective

To determine the impact of the implementation of metacognitive strategies on the performance of 10th graders' listening sub-skills.

Specific Objectives

- Implement a set of listening comprehension activities that introduce explicit metacognitive strategies.
- Diagnose the students' performance in terms of their listening sub-skills in English before and after the intervention with a set of listening comprehension and metacognitive activities.
- Determine variations in the students' metacognition in L2 listening before and after the intervention with a set of listening comprehension and metacognitive activities.

Theoretical Framework

The world is becoming more globalized, and learners of EFL face an imperative need to improve their listening skills and enhance their comprehension. As an English teacher, I am concerned about my students' performance in the TL, especially when they need to use their listening skills. In this chapter, it is provided a brief overview of the main research findings about listening, metacognition, and some ICT tools to improve listening sub-skills in English classes. It includes the metacognitive approach to listening selected and key aspects that are associated with the complex listening comprehension process. In addition, it includes some psychological features of the activity of listening. This is followed by the exploration of some additional factors that can influence students' listening abilities. Some researchers have made findings about how ICT can be used in the English classroom to enhance listening comprehension (Amir, 2018; Barrera, 2016; Tigse, 2019). In this vein, a brief description of some of the available ICT tools is presented, along with

their benefits related to listening skills. All the literature will be exposed to identify the impact of the implementation of metacognitive strategies on the performance of 10th graders' listening sub-skills in a public school in Cali, Colombia.

Listening Skills

In Colombia English has been considered until now a foreign language and the goal is to ensure that the students of this TL become fluent. In order to do so, they need to develop the four linguistic skills which are listening, speaking, reading and writing (MEN, 2016). Moreover, according to the Basic Standards of Competence in a Foreign language: English listening is classified as an ability of comprehension (MEN, 2006). However, earlier Nunan (2002) considered it as the Cinderella Skill, due to it being disregarded. However, in the last fifty years, it has caught the attention of researchers in the field of linguistics (Vandergrift & Goh, 2012). In fact, it is considered one of the most difficult tasks that a teacher deals with within the classroom (Barrera, 2016). For instance, most of the students do not know effective strategies to cope with it and even many teachers do not have a conscientious understanding of this process. Even though it is a significant source of linguistic input for people who are learning a language (Krashen, 1981, as cited in Goh, 2016). In brief, listening is fundamental in language learning development and its key role in the meaning-making process is undeniable.

Consequently, Ur (1984, cited in Sejdiu, 2017) asserts that listening skills should be considered of paramount importance in the language learning process due to its relevance for the acquisition of the other skills. Therefore, listening is closely linked to speaking. Regarding this, Çetin Köroğlu (2020) states that listening is the first skill a learner develops before speaking and he believes that listening should not be considered a passive skill. On

the contrary, as the listener plays an active role, this task is more challenging than ever before. So, there is a linked relationship between listening and speaking where one relies on the other.

On the other hand, listening is related to reading and writing, since it works as an input to produce an appropriate output (Lepola et al., 2012). For instance, the former one is demonstrated when teachers read for the students in class or when listeners read aloud among themselves, it is evidenced especially in this last example that both activities are combined: reading and listening. Likewise, listening with writing is mixed when students answer some questions in written form based on a listening input. In other words, if teachers include a diversity of activities that mix those skills with listening, they can strengthen the students' language skills but at the same time raise their motivation to improve their learning capabilities. To sum up, as listening is an ability that is intertwined with the development of the other language skills, teachers should integrate it with the other abilities and give it the importance that it deserves in the TL learning process.

Listening Sub-Skills

It is well known that L2 listening comprehension is facilitated by some sub-skills. Field (1998) cited in Dousti and Abolfathiasl (2013) asserted that “the sub-skills of listening are competencies that native speakers possess, and second/foreign language learners have to acquire”. Different authors have made lists of diverse levels and taxonomies related to them (Richards, 1983; Rost, 1990 cited in Lynch & Mendelsohn, 2013). For this specific project, 6 of them will be considered. They are the following central core skills distinguished by Vandergrift and Goh “listening for details, listening to infer, listening for global understanding, listening for main ideas and listening to predict” (2012, p.168). By way of explanation, they engage the learner with the listening input, considering

its length and the purpose that each person has for listening by using one or more of them depending on different factors. These micro-skills are usually developed in Communication-Oriented Listening Instruction. Nevertheless, they can be explored in a different way to make listeners think about their own process of learning in a metacognitive listening instruction (Vandergrift & Goh, 2012). Therefore, the previous sub-skills are required by the learners to develop their listening comprehension and communicative competence.

Listening Comprehension

Listening comprehension is nowadays considered as a higher-order skill that needs multiple language and cognitive skills (Lepola et al., 2012). Not in vain, Çetin Köroğlu (2020) and Vandergrift and Goh (2012) have considered listening as a complex cognitive process. The former based on Buck (2001) says that it requires “background knowledge, linguistic awareness and positive aptitude” (Vandergrift and Goh, 2012, p. 69) from the learner to interpret the input. The latter go beyond, they present that listener builds meaning by connecting information that is listened with knowledge saved in long—term memory, highlighting the importance as well of bringing into play his/her prior knowledge and life experiences. So, considering the crucial role of listening in language learning, our students need to be trained in efficient listening strategies to develop their listening comprehension.

Nevertheless, it is common nowadays that teachers test learners based on their understanding of listening input. This is rather than focusing on explaining to them how to process and manage that input (Goh, 2008). Consequently, it is fundamental for this study the Metacognitive Approach to Listening Instruction that focuses on the process of listening to listen (Vandergrift & Goh, 2012) as well as the strategies provided by Wilson (2008). For this reason, it is essential to introduce some concepts upon the teaching decisions that

were made to empower students in their own listening process and the way teachers should enhance and provide support to them in this process by implementing the different strategies.

Listening Strategies

Teachers need to be observers and researchers in their own classes to identify what works or what does not work as planned. It is something that seems simple, especially when the results show that students are facing difficulties constantly while putting into practice the same skill. But sometimes in our role as teachers, we feel comfortable and we just ignore our students' dilemmas, and we continue doing the same day after day. However, when we talk about strategies, in this case related to listening, they need to be chosen based on the students' weaknesses and strengths to help them to overcome their poor listening skills. For doing so, the teacher must step out from their comfort zones and identify those students' needs to tackle properly the limitations found and help them to consciously choose the strategies that are more suitable for them.

There are diverse views about strategies, and reflections based on their usefulness. For instance, Richards (2008) states that strategies are helpful for students since they use their own experience by doing them and at the same time get new knowledge. In this order of ideas, learning strategies are defined as "mental processes that are activated in order to understand new information that is ambiguous or to learn or retain new information" (O'Malley et al., 1989, p. 422). To sum up, the students can be guided in the way they deal with the listening skills they already have, and they can contrast them with the strategies that they are exposed to.

Wilson states that different strategies can be used at the same time by the listeners according to the requirements of the tasks. The writer contends that these strategies can be

classified into three groups: cognitive, metacognitive and socio-affective strategies. Cognitive strategies are used to fulfill “an immediate task” (2008, p. 33) like making predictions. On the other hand, metacognitive strategies are identified by Vandergrift as “mental activities for directing language learning” (1997, p. 391). Another author that has been concerned about metacognitive strategies is Wenden (1998) who defines them as general skills through which learners manage, direct, regulate, and guide their learning, i.e., planning, monitoring, and evaluating. According to the author, planning refers to the choices of cognitive strategies and the allocation of resources. Monitoring refers to the process of keeping track of how the learning task is progressing. Evaluation is learners’ assessment of their learning efficiency and outcomes (Wenden, 1998, p. 519). While the last ones are the socio-affective strategies, according to Vandergrift (2004) they are techniques where learners interact to negotiate learning situations. Wilson (2008) asserts that they are related to listeners’ attitudes toward their learning process. In this case, listeners compare and analyze the information heard to improve their understanding. In general, learners benefit from the use of diverse listening strategies. The most interesting thing is that most of them are teachable, and we can help our students to improve their listening skills by making them explicit.

By the same token, Wilson illustrates diverse strategies that can be implemented by teachers to guide and instruct the learners to deal with their comprehension processes in a descriptive framework, some of the strategies are:

- Be ready and have a plan to achieve a given task.
- Use world knowledge to predict what will be said.
- Pick out only salient points, listening selectively and ignoring irrelevant details.

- Take notes, write down relevant information in shorthand.
- Listen for key words for topic identification.
- Check with other listeners: students compare answers (2008, pp. 35–37).

The above-mentioned strategies will be implemented in the listening lessons with the 10th grade students for this project. The first reason is that its inclusion can help to promote and foster the students' listening skills. The second reason is that they can help raise students' awareness of their own listening comprehension process. That's why these strategies will be part of the metacognitive strategies that will be carried out which include planning, monitoring, problem solving and evaluating as fundamental parts of the metacognitive processes.

Model of Listening Comprehension

There are different models of listening comprehension that have been developed in order to understand how people manage their process of understanding what they hear. Some examples are Communication Theory, Social/Contextual, Situated Action and Information Processing models (Lynch & Mendelsohn, 2013). The former gave relevance to “intelligibility rather than perception, and the results were used to evaluate equipment rather than listeners” (Licklider & Miller, 1951, p. 1040 cited in Lynch & Mendelsohn, 2013, p. 181). While in the second one, we as listeners are seen more than processors, and comprehension is considered “a cognitive process that unites the social and the individual” (Ohta, 2000, p. 54 cited in Lynch & Mendelsohn, 2013, p. 181). The third one draws attention to the effort that we usually make trying to comprehend things for future actions rather than to record information. The last one has three interconnected cognitive phases of comprehension which are perception, parsing, and utilization (Goh, 2016; Vandergrift &

Goh, 2012). All the previous models are of paramount importance to understand the complexity of the listening process.

Specifically, this project considers elements from all the models. However, the last model, which is the Information Processing Model is key, so its cognitive phases will be explained for a more complete understanding of the listening process. The first and lowest is perception known as decoding, where “listeners match the sounds in a stream of speech to words they have in their memory store” (Goh, 2016, p. 216). That is to say, it involves bottom-up processing and becomes automatic with practice. The second one is parsing, in this process “decoded words are analyzed (often simultaneously) in larger units according to the listeners’ knowledge of grammar or use of lexical cues” (Goh, 2016, p. 216). This happens when an utterance is segmented according to syntactic structures or meaning and is recombined to produce a meaningful mental representation of the initial sequence. This representation is influenced by prior knowledge. And finally, utilization is when listeners link processed linguistic knowledge to their existing experience of the world and knowledge related to the interactional context (Goh, 2016). After reading different research done on the listening comprehension process, it could be said that successful listeners use elements from a variety of comprehension models.

Psychological Features of the Activity of Listening

Bottom-up and Top-down Processes

According to Yeldham “bottom-up cognitive strategies involve utilizing prominent textual cues, notably stressed words, and discourse markers, to help construct meaning” (2016, p. 395). For Vandergrift and Goh this processing is mechanical and involves “segmentation of the sound stream into meaningful units to interpret the message” (2012, p. 18). Learners construct meaning from phonemes to words to progressively larger units of

meaning. While top-down processing is related to the usage of context and prior knowledge stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized) to understand the meaning of a message (Walker, 2014). Authors like Walker (2014) and Brown (2016) emphasize the relevance of the parallel implementation and interaction between the top-down (interpretation) and bottom-up (decoding) operations to interpret a message successfully because they play an essential role in the phases of listening comprehension.

In this sense, Hinkel (2006) asserted that effective listeners need to use their bottom-up and top-down linguistic processing to strengthen their L2 learning process. As a result, the development of listening skills that cover diverse sub-skills goes hand in hand with the implementation of effective strategies to enhance their L2 listening comprehension. Since listening strategies are compensatory for L2 learners (Hinkel, 2006), their wise selection can lead to their success in their listening comprehension process. In conclusion, efficient listeners need to develop both processes by considering learner characteristics, the purpose of listening and the context in which they listen. This will enable them to succeed.

Controlled and Automatic Processing

Controlled processing is opposite to automatic processing because the former “involves conscious attention to and processing of elements in the speech stream. A cognitive skill, such as listening, becomes automatic with practice, like other skilled behaviors” (Johnson, 1996 cited in Vandergrift & Goh, 2012 p. 19). In L2 listeners’ learners, bottom-up and top-down processing do not occur automatically. Hence, L2 listeners need more concentration to process what they hear due to working memory constraints and the speaking rate which affect comprehension. So, “listening

comprehension is less automatic for non-native listeners than for native listeners” (Tyler, 2001 cited in Bloomfield et al., 2010, p. 21). Listeners usually do these processes automatically in their mother tongue, especially the bottom-up processing. By way of explanation, automatic processing involves those activities that do not demand attention or capacity and can be developed by doing something regularly. While controlled processing requires conscious attention and is more noticeable in novel situations. That’s why our students are required to be instructed in the use of diverse metacognitive strategies to become more autonomous and proficient listeners in L2.

At this point, it is necessary to clarify two terms that are fundamental in the listening processing, Baddeley and Hitch declare that the first one is working memory or short memory, which is defined as “a set of cognitive processes that all listeners use—with varying degrees of efficiency—as they attend to, temporarily store, and process incoming speech in L1 or L2” (1974 cited in Bloomfield et al., 2010, p. 6). On the other hand, long-term memory is seen as the bank of information that listeners access to interpret what they are trying to understand (Vandergrift & Goh, 2012, p. 20). Consequently, both memories play a key role since a competent listener will retain the information in the working memory for a longer time and cleverly will activate knowledge in their long-term memory when they require it.

One Way and Interactive Listening

There are two types of listening, Vandergrift and Goh (2012) classify them into two categories: one way listening and interactive listening. On the one hand, in one way listening the L2 listener receives, understands, responds to aural input but they do not interact with the speakers. So, they do not ask for clarification, nor slow the speech. Some resources that are available for this type of listening are TV programs, radio programs,

online recordings, podcasts, films among others. While, on the other hand, interactive listening is a face-to-face or telephone conversation interaction. Where listeners have the chance to deal with different aspects of language, right at the moment that the conversation takes place, that helps them to interpret the messages including the body language. The main objective of one-way listening is to understand messages in the input, so it is transactional. While in interactive listening, it can be transactional but also interactional and/or social, because listeners understand, negotiate meaning, respond and build relationships. For this project the first one is implemented in both classes, the control and the experimental group. So, the students' English proficiency is considered to choose the resources and strategies to design the interventions that are most appropriate for their English level and to raise their metacognitive awareness.

Metacognition

At this point, metacognition is defined by Walker as “the awareness of one’s own ability to acquire knowledge” (2014, p. 170). This means that it is “the ability to regulate these thinking processes” (Goh, 2008). In addition, it is viewed as relevant to the ability of learners to reflect on these processes, which involves an understanding of task, people, and strategy factors. Metacognition, or the act of “thinking about thinking” (Livingston 1997 cited in Walker, 2014), refers to the ability of learners to control their thoughts and to regulate their own learning. This is a major factor in learning to listen since the ability to develop these metacognitive processes is crucial for L2 learners.

Metacognition has a framework made up of three elements. The first one is metacognitive knowledge, which Walker (2014) describes as knowing your abilities. Recent research has shown that “metacognitive knowledge can be increased through classroom instruction” (Mareschal, 2007; Nathan, 2008; Vandergrift, 2002, 2003b cited in

Vandergrift & Goh, 2012), and that it contributes to proficiency improvement for weak listeners. Flavell identified three major components which are personal knowledge (knowledge of self and others as listeners), task knowledge (understanding the nature of listening), and strategy knowledge (knowledge of when to apply strategies to facilitate comprehension) (Flavell, 1976 and Wenden, 1998 cited in Li, 2013; Brown, 2016; Goh, 2016). So, this first element helps listeners to identify their knowledge of L2 learning.

The second one is metacognitive experience, which is an involuntary response that “can be depicted as consciously identifying affective experiences, such as the sudden feeling of not understanding something another person has just said” (Flavell 1979, p. 906 cited in Walker, 2014, p. 170). Hence, metacognitive experience is a feeling or thinking that a person experiences during and about the most important thought (Vandergrift & Goh, 2012). For example, when listeners are aware that they do not recognize what they are hearing but are able to relate it to circumstances that were alike, they are required to deal with it and apply a known strategy to solve it. The last one is metacognitive strategy use, which is considered by Vandergrift and Goh as an individual’s ability “to use appropriate strategies to achieve cognitive, social, and affective goals” (2012, p. 89). So, these processes imply having plans that facilitate their learning and make it more pleasant and more meaningful. This is because they can relate and apply their prior knowledge to novel conditions in a more conscious way.

It is also recognized that comprehension of cognitive processes and their mastery is a fundamental ability that teachers need to develop and help their students to enhance too (Walker, 2014). As an example, raising their learners' awareness of how they receive information by using bottom-up and top-down processes while decoding aural input. According to Vandergrift and Goh (2012), listeners learn in a better way when they interact

with others by discussing, analyzing, and evaluating their experiences. Throughout this process, the learner receives their teachers' guidance and instructions in order to make predictions, monitor their own comprehension, and sort out the problems that come up. This is because they can make more conscious decisions when they are listening. In brief, if we as teachers have a reliable and complete understanding of the previous metacognitive processes, we can help our students to improve their listening skills. By raising their metacognition, we can help them to achieve more motivation, confidence, and effective listening.

Metacognitive Awareness

In listening, metacognitive awareness is related to “the adoption of appropriate strategies and ideal allocation of resources” (Li, 2013 pp. 504–505). In her research, Li (2013) says that metacognition plays a key role in each phase of listening comprehension. The author argues that listeners make predictions before doing the task and they choose the strategy and pay attention according to it. She says that learners can monitor their own process, that's why they can vary the strategies selected. She points out that listeners find a way to solve problems if they notice that those strategies are not working. And finally, she asserts that learners can evaluate the effectiveness of the strategies implemented at the end of the listening process. In other words, when L2 learners face their listening tasks, they are putting into practice their metacognitive awareness and L2 knowledge by developing their metacognitive processes in a better way.

In fact, there is a valuable tool called the Metacognitive Awareness Listening Questionnaire (MALQ) that helps to identify students' self-awareness, perceptions, and the application of strategies when learners face aural texts. It was developed, tested, and validated in 2006 by a group of researchers interested in the field of metacognition. They

are Vandergrift, Goh, Mareschal, and Tafaghodfari (Lynch & Mendelsohn, 2013, Vandergrift and Goh, 2012) see appendix 1. The basis of the MALQ questionnaire is Flavell's theory and Wenden's model of metacognition which includes planning, monitoring, evaluating, and problem-solving. We can implement this tool to raise our students' awareness about L2 listening and to verify the effect that it can have on improving their metacognition in listening.

Lynch and Mendelsohn illustrate that this questionnaire considers five factors which are: 'Problem-solving' (guessing and monitoring those guesses); 'Planning and Elaboration' (preparing for listening and assessing success); avoiding 'Mental Translation'; 'Person Knowledge' (confidence or anxiety, self-perception as a listener); and 'Directed Attention' ways of concentrating on aspects of the task" (2013, p. 187). Table 1 shows the description of the factors in Li (2013, p. 506).

Table 1 Description of the MALQ Factors in Li (2013)

Factors	The description of the Factors	Strategy or belief/perception (The statements in the questionnaire)
Planning-evaluation	the strategies listeners use to prepare themselves for listening, and to evaluate the results of their listening efforts	1. Before I start to listen, I have a plan in my head for how I am going to listen.
		10. Before listening, I think of similar texts that I may have listened to.
		14. After listening, I think back to how I listened, and about what I might do differently next time.
		20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.
		21. I have a goal in mind as I listen.
Directed attention	strategies that listeners use to concentrate and to stay on task.	2. I focus harder on the text when I have trouble understanding.
		6. When my mind wanders, I recover my concentration right away.
		12. I try to get back on track when I lose concentration.
		16. When I have difficulty understanding what I hear, I give up and stop listening.

Person knowledge	listeners 'perceptions concerning the difficulty presented by L2 listening and their self-efficacy in L2 listening	3. I find that listening in English is more difficult than reading, speaking, or writing in English.
		8. I feel that listening comprehension in English is a challenge for me.
		15. I don't feel nervous when I listen to English.
Mental translation	the online mental translation strategy.	4. I translate in my head as I listen.
		11. I translate key words as I listen.
		18. I translate word by word, as I listen.
Problem-solving	strategies used by listeners to inference (guess at what they do not understand) and to monitor these inferences.	5. I use the words I understand to guess the meaning of the words I don't understand.
		7. As I listen, I compare what I understand with what I know about the topic.
		9. I use my experience and knowledge to help me understand.
		13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.
		17. I use the general idea of the text to help me guess the meaning of the words that I don't understand.
		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.

Taking into consideration the usefulness of this instrument, it was chosen to be applied to the students in this project. It is helpful to assess the students' metacognitive development. Mainly because MALQ helps teachers to make the students realize and reflect on the way they use the different strategies and their effectiveness when listening considering the previous factors.

Metacognitive Instruction in L2

Metacognitive instruction focuses on cognitive and social factors and their impact on learning. It differs from the traditional ones that are text-oriented and communication oriented, whose main focuses are the results of the comprehension process. While the third one is learner-oriented based mainly on cognitive strategy inside the classroom. Vandergrift

and Goh (2012), describe metacognitive instruction as a series of activities that supports the strategies of planning, monitoring, and evaluating. Those strategies are implemented by the teacher who has designed specific listening tasks to make their learners think and learn about how to listen; To narrow this down, metacognitive instruction is considered as pedagogical procedures that empower L2 learners to raise their listening process awareness by strengthening their metacognitive knowledge about themselves as learners' listeners as well as develop their ability to plan, monitor, and evaluate their own listening comprehension process with the guidance of the teacher and the support of their peers (Echavarria, 2017). To conclude, this type of instruction generates a continuous cycle of learning that leads to the students' self-regulation, monitoring and self-assessment to improve their comprehension processes while working with others.

Metacognitive Instruction Model in L2

Vandergrift and Goh Model

Vandergrift and Goh (2012) outline the Metacognitive Pedagogical Sequence. Metacognitive processes such as planning, monitoring, problem-solving, and evaluation are included, as well as comprehension strategies to raise listeners' awareness of the process of listening. It encourages L2 learners to activate their processes related to listening comprehension in real life to be successful listeners. This framework includes the social and cognitive processes of learning: "learning as an individual cognitive enterprise and learning as a social enterprise" (Vandergrift & Goh, 2012, p. 93). Learners can improve their personal learning when they interact with their partners. In their model, metacognitive strategies are taught in five stages: Pre-listening, planning/predicting; First listening, first verification; Second listening, second verification; Third listening, final verification; Reflection and goal setting.

For instance, Vandergrift and Tafaghodtari (2010) applied a pedagogical cycle for 13 weeks to two groups of high-beginner/lower-intermediate French learners to measure their listening comprehension; there was an experimental group that received metacognitive instruction and the control group that did not receive any instructions at the same time. The results of the analysis of both pre-test and post-test listening demonstrated that the experimental group significantly outperformed the control group.

Cross (2011) conducted a small-scale study in Japan of twenty advanced-level EFL learners in a pedagogical cycle that included predicting, monitoring, problem identification, and evaluating during five listening lessons on television news items. This study shows that less proficient listeners made remarkable improvements compared to higher-skilled listeners. Those findings endorse the view that the pedagogical cycle used in metacognitive instruction may help less skilled listeners to improve their listening skills. However, at more advanced levels, the effects are not so convincing.

Bermudez (2017) carried out AR at Uninorte in Barranquilla, which consisted of the implementation of the use of the Listening Metacognitive Pedagogical Sequence (Vandergrift and Goh, 2012) in a group of 22 pre-intermediate undergraduate students. The aim of the study was to improve students' listening performance in L2. As part of the intervention, the following skills were practiced: identifying main ideas, details, and inferences. Data were collected using the pre, during, and post methodology. The results show that the students benefited from the activities carried out during the study.

There is a second option proposed by the same authors that can develop one way and interactive listening competence at the same time. They are based on principles of task-based learning, which help learners both practice listening for communication and meaning and enhance their metacognitive awareness about L2 listening. It generates chances to

develop the sub-skills for listening comprehension mentioned previously in this project. An aspect that is considered that influences L2 listening comprehension is the selection of the type of listening texts used in the classroom. It becomes indispensable to expose learners to a variety of authentic materials, registers, and genres (news broadcasts, radio, conversations, songs, TV programs, etc.) that can offer the listener different degrees of difficulty in terms of speech rates, complexity in the vocabulary, oral features like back-channeling, repetition, silent pauses, etc. (Bloomfield, 2018.) That is why it is key to choose the appropriate input.

Accordingly, Echavarría (2017) conducted a study in a public school that applied to a group of students in tenth grade with low English proficiency in Medellín. Using portable media players for six sessions, the intervention utilized metacognitive strategies and podcasts to promote L2 listening comprehension. The results showed that the teaching of metacognitive strategies plays a fundamental role in helping students enhance their L2 listening comprehension. Most of the students expanded the use of some metacognitive strategies, such as Direct Attention, Planning and Evaluation, and Person Knowledge. Meanwhile, the mental translation strategy declined. There were significant changes in their perception as L2 listeners when they made reflections. So, they developed metacognitive awareness and as a result, their listening comprehension was enhanced.

Metacognitive Approach to Listening Instruction

This research project involves the implementation of a variety of listening metacognitive strategies to support L2 learners develop their listening comprehension. It includes oral exchanges in the L2 inside the classroom, as well as individual activities while they work on the diverse comprehension tasks. According to Vandergrift and Goh (2012), one of the main objectives of the Metacognitive Approach to Listening Instruction

is to help learners develop their aural skills for real life. This view implies that they become more self-regulated by making the most of the listening opportunities and understanding the demands of listening tasks in an integrated way. Moreover, it also helps learners to think about their learning development individually and collaboratively with others.

Overall, learners are empowered to be more self-directed to strengthen their individual and social listening abilities by adopting a variety of planned strategies tailored to the context.

Therefore, this approach to teaching listening is the opposite of the traditional listening classes that we are used to. In these classes, students are asked to answer questions about specific issues in oral texts. The metacognitive approach is more learner-centered because it raises learners' awareness of the listening process and the way they are learning. These authors affirm that the approach is positive for bottom-up processing skills in comparison with traditional ones. For instance, most of the exercises in conventional activities are not meaningful for learners because the words are isolated or out of context. It is possible that students can recognize phonological features in those activities. However, it does not ensure that they can do the same in a conversation at a normal speed. This means that the metacognitive approach includes context and focuses attention on perception skills.

Factors Related to L2 Listening

There are different factors that affect L2 listening comprehension ability. Among them the following are the most recognized: Phonological, linguistic, cognitive and affective. On the one hand, the first factor mentioned is phonological and authors like Yeldham (2016) and Bloomfield et al., (2010) identify sounds, distinguishing words, word boundaries, accented speech (foreign accent or dialects) and speed of input among some of the main ones. On the other hand, the second one is linguistics, in this factor L2 vocabulary, grammatical and syntactic knowledge are the most relevant (Bloomfield et al., 2010;

Yeldham, 2016). The third one is cognitive which considers working memory capacity, strategy instruction, metacognitive knowledge, speed of the information, length of the passage and prior knowledge, among others (Bloomfield et al., 2010; Cross, 2011; Vandergrift & Goh, 2012). All the aforementioned factors have an impact on the L2 listening comprehension, hence for this project all of them are fundamental for the study.

Finally, there are some affective factors that play a key role in the L2 listening comprehension process. Vandergrift and Goh (2012) affirm that L2 listening involves three affective factors in the context of L2 listening which shape the manner as learners react to a listening task and affect the outcome produced by them. These factors are anxiety, motivation, and self-efficacy. While Hubbard (2017) identifies vocabulary and motivation as key factors in this category. Authors like Pae found that “each of the four skills made an independent contribution to students’ foreign language anxiety, but that listening made the largest contribution” (2012, cited in Brown, 2016, p. 205). Some research based on metacognitive instruction has shown that when the metacognitive strategies are implemented there are “in listening comprehension, improvement in regulation of cognitive processes during listening and improved motivation and confidence” (Zeng, 2012, 2014 cited in Goh, 2016, p. 221). In other words, when listeners put into practice metacognitive strategies their affective factors can be improved.

Listening Skills and ICT

Andrews defined ICT as “new multimedia technologies, including computer software, CD-ROM, the internet, mobile phone, television, film as well as internet-based project work, e-mail, chat, blogs, wikis, podcasts, and so forth” (2000, cited in Hismanoğlu, 2011). ICT in L2 classrooms has shown that it gives learners the chance to develop their listening comprehension skills. In this respect, there are different ICT tools available, which

can be used both inside and outside the classroom. They must be carefully selected considering the level and background of the students. For example, when listening, learners can improve their pronunciation through extra practice as well as by choosing the activities that they find more engaging (Amir, 2018). Therefore, ICT tools are chosen to motivate students to become more autonomous in their own process, become more successful, and reduce anxiety.

Some research has shown that podcasts, online lectures, and video clips have positive effects on listening (Charalambous, 2013 cited in Barrera, 2016). Similarly, other authors assert that visual and aural aids with multimedia applications for L2 learning “can provide a more realistic picture of the new language, including not only linguistic but also paralinguistic features such as body movement, mannerisms, prosody, etc.” (Brett, 1995; Fidelman, 1997; Gassin, 1992; Hurley, 1992 cited in Barrera, 2016). In fact, according to Vandergrift and Goh (2012) for listeners that are beginners, it is very helpful when the visual aid supports the aural input, but they must be very closely related to each other. To conclude, the L2 lower-level listeners can acquire the language in a more efficient way when there are visual aids that support the aural input in an authentic context.

Multimedia

It is generally accepted that multimedia has diverse advantages. Some of them are interactivity, accessibility, authenticity, and integration of text, sound, and visuals (Stockwell, 2007 cited in Sejdiu, 2017). Pinto illustrates the following multimedia elements:

- The videos are sequences of static images encoded in digital format that generates in the viewer the sensation of movement.

- The audio applications are messages of an acoustic nature of different types such as music, environmental sounds, human voices, synthesized sounds, etc.
- The images are static visual representations, generated by copying or reproducing the environment.
- Texts are linguistic messages encoded by signs from different writing systems (2011, cited in Tigse, 2019, pp. 24–25).

Some meta-technical skills to consider if the teacher wants to use in multimedia for L2 listening improvement are according to Vandergrift and Goh the use of multimedia to engage learners in learning and to prepare learners for listening. The materials chosen needs to match the aural input. In captions and subtitles: the use of materials with captions to reinforce and confirm understanding of aural text and to help learners develop word segmentation skills and gain insights into their comprehension errors (2012 p. 234).

In 2019, Tigse, for example, conducted her research at a technological institute in Ecuador. The researcher wanted to discover the evolution of the listening skill in the two groups of students that were part of the study. This was a control group of 45 and an experimental one of 46. They were part of regular courses at the third or fourth level. She designed an intervention based on the use of multimedia elements. The results were evaluated based on the differences found in a pre-test and a post-test. The results showed that the students with whom the implementation took place improved their understanding of words, sentences, and short and long conversations compared to the other group.

As a result, multimedia has positive effects on the teaching of listening. However, it is fundamental that teachers are aware of the goals that they intend to help their students achieve. This will enable them to select elements that are available and that are more

suitable for this process. Thus, YouTube videos will be used in this study to motivate learners in their listening comprehension process.

Internet

The internet can supply authentic materials which can be more motivating for the students. Some examples are videos from YouTube and other providers, digital stories, applications, and others (Sejdiu, 2017). The following are the tools from the internet that will be used in this project:

- Podcasts: “they are files downloaded from the internet that are good examples of authentic use of language because they were not created for L2 teaching, but to inform and entertain the public in general.” (Echavarria, 2017, p.p. 33–34.)
- Lyrics Training: According to García (2015) it is a website; language learners can access it online or through the app. The lyrics of the songs accompanied by the videos from YouTube are found in three different ways: as karaoke to read and sing along, the other way is to fill the gaps by typing the missing words and finally a multiple choice to fill the gaps. They get scores for the activities completed and they can compete with other users. It is useful for learners who love music and practice by themselves at home or at school.

Based on the previous theoretical framework and research in the field, it is important to consider the implementation of metacognitive strategies in our English classes to raise our students’ awareness of their own L2 sub-skills process. Since they have a lower English proficiency, it is likely that they can benefit from this metacognitive instruction and using some ICT can help them to feel more confident and lower their anxiety when listening in class.

Methodology

This section gives a description of the research methodology, which includes the socio-academic context, participants, the research design, and data collection used in this study to answer the research question: What impact does the implementation of metacognitive strategies have on the performance of the tenth graders' listening sub-skills at Jose Manuel Saavedra Galindo School?

Socio-academic context

This study was carried out at Jose Manuel Saavedra Galindo School, located in the Industrial Los Mangos neighborhood in commune 8 in Cali, Colombia. The school has three branches. The main branch is for high school, and the other two branches are for elementary school. The population chosen for this study was 10th graders. Our school is in an industrial area, which explains why we have a floating population. The initial survey applied to students helps me to determine that less than half of the students have studied at the institution since childhood. Families move constantly because of the lack of employment opportunities, for example, Venezuelan families because of migration, among other reasons, making it difficult for students to engage in meaningful and wholehearted learning.

Participants

In the first attempt, by the end of the year 2021, the participants were the students from 10th-3. Of those who attended in person, they were distributed into 3 groups with a maximum capacity of 15 students per classroom, due to the biosecurity protocols. So, groups 10-3 B (8 students) and 10-3 C (11 students) were taken as control groups, while group 10-3 A (15 students) was selected as the experimental group. Taking into consideration that the year was about to end, there were frequent changes in the schedule,

so the meetings with the intervention group were reduced. In addition to this situation, the students were frequently absent due to presenting flu symptoms themselves or their relatives. Details of this group of students are not included, because the results of this AR were taken from the second attempt.

In the second attempt in 2022, both the control and the experimental group were chosen in the research. Different factors were taken into consideration. First, two groups needed to be compared. In the case of 9th graders, there were 3 groups, and they were new in the morning. So, they were not considered, because I did not know them. Second, in the case of 11th graders, they were going to be busy the whole school year, because of the Prueba Saber 11 and the specialties activities. Moreover, I had already tried the first attempt with one of those groups (10th-3) last year. This is the last year in the school for these groups, and it would not be possible to observe their progress over a longer period. So, they were not selected. Finally, 10th graders were the ones chosen (10th-1 and 10th-2). Because the author already knew them from their work previous last year in the virtual classes and a few months in person.

Consequently, the participants of this study were 38 students from the 10th grade. Table 2 shows the population selected for this second attempt and their participation in the process. It meant that only 19 students were chosen from each class to analyze the data collected as part of this research.

Table 2 Population Selected for the 2nd Attempt (2022)

Grade	Group	Total Students enrolled	Students who did not take part of all the process	Students who were considered for the analysis of data in the study
10 th -1	Control	31	12	19
10 th -2	Experimental	27	8	19

Students from 10th-1 were assigned as the control group. There were 31 enrolled students. Out of the total students in this class, three (3) withdrew from school, and eight (9) were absent for the pre-test or post-test and two or more of the data collection sessions. Thus, only nineteen (19) students from this class were considered for the analysis of the results since they took the pre-test and post-test. (See appendix 2.) And 10th-2 was chosen as the experimental group with 27 enrolled students. From this group, there were two (2) students who withdrew, three (3) who missed the pre-test or post-test and one or more classes during the study, one (1) student who was promoted to 11th grade and two (2) pupils who were enrolled late (when the study had already started). So, there were 19 students in all who were considered for the analysis of data who presented the pre-test and post-test and most of the interventions (See appendix 3). Tenth 2 was chosen as the experimental group because most of the students in this group, during the diagnostic activities conducted at the beginning of the year, mentioned that the most difficult part of learning English was listening; in fact, their results were lower than those of students in 10th-1.

Many of the learners live near the school, but a few live far away. The majority belong to strata 2 and 3. Most of them are Colombian, 71% (27) from Cali, while 11% (4) are Venezuelan and the rest are from different cities in Colombia. They have a very low level of English, and they usually feel afraid when they face listening activities. When they finished 9th grade, they chose their specialty for the last two years at school. They had three options to select from: commercial and industrial chemistry which have links with SENA, and health and nutrition, which does not. Those who chose the commercial specialty are enrolled in class 10th-1. In 10th-2, there are students from the other specialties together, but health and nutrition have been considered over the years to be the “Cinderella” of the specialties in that the students that opt for it are perceived in the community as the laziest

and least studious. The other part of the class belongs to the specialty of industrial chemistry.

The average age of the participants was found to be between 14 and 18 years old. Of them, 53% (20) identify themselves as female and 47% (18) as males. Most of the students in both grades feel shy when participating in English classes and do not feel comfortable doing listening exercises. At the end of last year, it was their first year on the morning shift. This is because most of them studied in the afternoon until 8th grade, and they did not have much contact with English because of the pandemic. In 8th and most of 9th grade, they received virtual classes. Teachers designed a common emergency plan in which the didactic sequences addressed the basic subjects (Spanish, science, and math), with very little exposure to English. In elementary school, they had one hour of English per week, and in 6th, 7th, and 8th grade 2 hours.

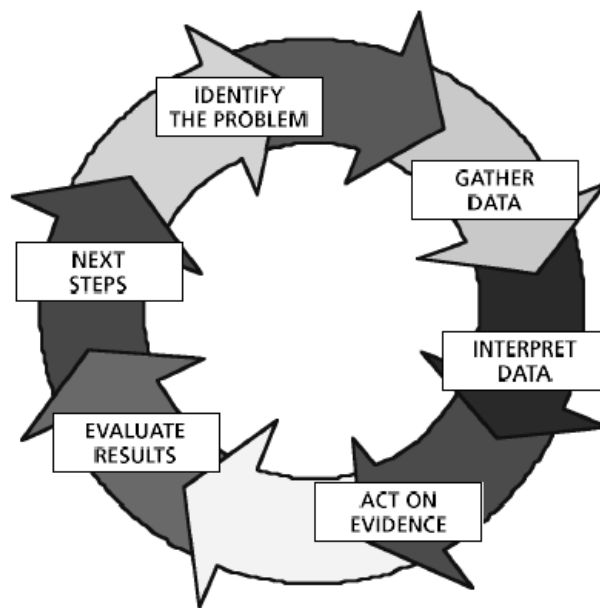
Most of the students claim to have an internet connection at home. 26% (10) of the students' families do not have a stable job, and 32% (12) of them, in addition to their studies, also work. In terms of the family component, 18 of them live with both parents. The complexity of their family relationships affects their academic performance. Currently, there are three students who live with their partners. They usually complain because they do not have enough time to practice on their own at home. In addition, they are unable to fulfill their academic duties.

On the other hand, only one teacher participated in this AR. The same English teacher taught both groups. However, the methodology applied to the listening activities was different.

Research Design

This study uses an action research (AR) design with a mixed-method approach. This AR was chosen because it allows the teacher to participate in the research while also becoming a researcher herself. This would enable the teacher's vision to be widened, by better understanding the needs of the students, in order to adopt, adapt or create methodologies that could help them become more aware of their own listening process, and at the same time impact their listening sub-skills positively. For this purpose, Ferrance (2000) cycle was chosen to carry out this research, see Figure 1.

Figure 1 Action Research (Ferrance, 2000)



The design includes a purpose statement and research questions focused on understanding a problem using a quasi-experimental design to collect qualitative and quantitative information (Cresswell, 2008, p. 23). According to Cresswell (2015), if the researcher uses both approaches, he or she can gain a clearer picture of the research problem to be investigated, as explained below.

Ethical Considerations

Considering the previously described demographics, the teacher researcher wanted to know more about the students, their motivations, and their listening skills. Consequently, an informed consent form was designed (See appendix 4), which was sent to the parents of the students to be signed and approved by them. This was before they could be included in the study. All of them were signed and returned.

Steps to Collect Data

After receiving all the informed consent, the students answered a depth of knowledge survey through Google forms before implementing the project, found in this [link](#). After that, from these two groups selected for the research project, the control group and the experimental group were chosen. During the implementation of the research, the control group was taught in the traditional way, while in the experimental group, metacognitive strategies were integrated for listening comprehension. A listening test was designed to be applied at the beginning (pre-test) and at the end of the implementation (post-test) to both groups to compare if there was any variation in the students' listening sub-skills. Additionally, five interventions were designed, based on metacognitive strategies, to be used in the experimental class. There was a collection of data collected through a few questions after each intervention. Moreover, MALQ was applied at the beginning and at the end of the interventions in both groups. In the experimental group, the students were familiar with the metacognitive strategies used during the process.

Furthermore, the students were observed while they completed the listening activities using metacognitive strategies. This observation was used as a research tool throughout the process in the experimental group. Those field notes were taken to verify the students' behavioral engagement. A semi-structured interview was also designed to be

applied to the experimental group at the end of the intervention. The semi-structured interview was one of the tools selected to collect qualitative data, which included a few open-ended questions, applied to five students from the experimental group to identify their points of view related to the metacognitive strategies in the interventions. Learners' interviews were recorded and transcribed in Spanish. Barriball and While (1994) affirm that semi-structured interviews are appropriate to determine the perceptions and opinions of interviewees on diverse topics. While Hernandez & Mendoza (2018) declare that "Semi-structured interviews are based on a guide of topics or questions and the interviewer is free to introduce additional questions to clarify concepts or obtain more information" (p. 449). Janesick (1998) states that during each exchange of questions and answers, communication and the construction of meaning are achieved.

Data Collection

The data was collected as follows:

1. A depth of knowledge survey was applied to know students beyond the demographic information already available.
2. A series of metacognitive listening interventions, in two different attempts, consisting of:
 - a. An initial listening pre-test: to know the students' listening sub-skills before they have been taught by using the metacognitive strategies chosen.
 - b. A listening post-test: to compare and know learners' sub-skills after the implementation of the metacognitive strategies chosen.
 - c. The Metacognitive Awareness Listening Questionnaire (MALQ) to be applied at the beginning and at the end of the intervention.
 - d. Field notes: to register the observations carried out throughout the process.

- e. A semi-structured questionnaire. To identify learners' perceptions about the use of metacognitive strategies to improve their listening skills.
- f. Audio recording. It was used to record the semi-structured interview. To have a better perception of the students' performance and attitudes towards the tools applied, and to evidence if there is any meaningful progress in the process.

Results and Discussion

First Attempt (Findings implementation, October-November 2021)

For the first attempt, the knowledge deepening survey was applied, and of the metacognitive listening interventions, the pre-test, two metacognitive interventions and the post-test were carried out. Thanks to this first intervention, the pertinent changes and improvements could be made in order to be able to carry out the second attempt the following year. Therefore, only the main findings of this first intervention will be described.

The interventions were initially planned to be implemented and finished by the end of 2021 with the 10th-3 group. However, due to time constraints and the Coronavirus pandemic (2020-2021) at that time, the study could not be fully implemented, and the focus groups were changed in 2022. Those students are now in 11th grade and have busy schedules as a result of their specialties and preparations for Prueba Saber at Univalle. Even so, this first attempt is described, because this first pilot allowed adjustments to be made to the definitive study, taking into account previous experience.

In fact, the first attempt began in the last period of the school year. The sequence of the implementation was carried out as it is presented in Figure 2.

Figure 2 Listening Comprehension Process (First Attempt)



The Table 3 shows the number of students who completed each stage of the process on the first attempt 2021.

Table 3 First Attempt Students Participation in the Process (2021)

Grade	Group	Total Students	Pre-test	First intervention	Second Intervention	Post-test
10 th -3 A	Experimental	15	9	13	10	9
10 th -3 B and C	Control	19	15			17

The pre-test was applied on October 22nd in the control group (15 students did it), while in the experimental group it was done on November 2nd (9 students did it). After doing the pre-test, MALQ was shared with the students throughout the drive to be filled out. But it was difficult to collect all their answers. At school, we did not count on devices to do it in class and the internet was not working that day. Additionally, at home, some of them said that they didn't have the internet to do it. Finally, all the experimental group answered it, but there were three students from the control groups who did not answer it. And it was difficult to identify who, because the questionnaire was anonymous to let them express themselves freely without the pressure to be identified.

Due to time constraints, two interventions were made, the first one took place on November 8, 2021. Of 15 students, 13 of them attended class that day and solved it. This first intervention consisted of three moments. In the first one, the implementation with

metacognitive strategies, the skills of listening for prediction and listening for details were applied. At the end of the intervention, they had the opportunity to answer some reflection questions about the listening activities carried out. They were in their L1, because the most important thing was to know their opinion about the applied strategies. Regarding the strategy that served them the most, the majority mentioned taking notes, predicting the vocabulary based on clues and their prior knowledge. They also stated that being able to contrast the information with a partner was very useful to clarify the information.

The second intervention took place on November 23rd. Laptops were used by 10 students to complete the workshop. They accessed the file and worked on it digitally. In this case, the focus skills were making predictions, making inferences, and listening for details. Finally, they answered individually some questions related to their metacognitive awareness. Most of them agreed on the importance of prior knowledge and predictions. In spite of not understanding the auditory text at all, a few students made sense of it by referring to the context and using key vocabulary. All the students answered the MALQ immediately after the first and second interventions.

The post-test was applied on November 29th and 30th to all the groups, from the control group (17 students solved it) and from the experimental group (9 students answered it). That day there was no internet at school, so the MALQ was printed to be shared with the experimental group.

It was evident from this first experience that students get bored answering the MALQ every time they are exposed to the listening exercises. Hence, the results would be more useful and reliable if they were applied just at the beginning and at the end of the experiment, in order to notice any transcendent changes. In addition, two implementations are insufficient to identify whether the metacognitive strategies applied will help the

students to improve their listening comprehension skills. Additionally, due to the lack of internet and technological devices, it would be necessary to use photocopied materials the next time. In response to the pandemic, the school lent laptops to the students so they could take them home.

Unfortunately, most of the students did not take care of them and we do not have the equipment to work with this school year. So, it would be better if the MALQ was filled in using printed material. Therefore, the initial idea of the project to include technology in the project had to be modified due to the lack of available technological devices and internet access. This caused students to be unable to explore in class by themselves.

Another obstacle encountered in the process was that students' attendance was very irregular and the results could not be taken as valid. Many students did not take part in the whole process and those who did were too few to be able to generalize the results. Despite the difficulties found in the process, students in general from the experimental group expressed that they felt more confident and enjoyed doing the activities. That they were challenging and rewarding at the same time. They felt that the strategies provided would help them to face future listening encounters in L2. But at the same time, they asked for more practice.

Before implementing the second attempt. A depth of knowledge survey was applied to deepen the students' perception of this skill. The following are the results of the survey on their perception of listening skills and their importance.

Depth of knowledge Survey

There were 38 students who answered the survey, and they consider listening to be an important skill. But it is contradictory that they do not spend enough time listening to English in their free time. The majority, 45% (17) spend less than an hour and 34% (13) do

not spend any time at all. One explanation can be that students who work and study at the same time cannot do it as often as they should. Others, however, may see it as part of the academic activities to be done at school. The fact that 63% (24) of students do not apply any strategies when doing listening exercises makes sense. The ones that spend some time practicing listening say that listening to music is the main source of practice. This is followed by watching movies or videos on YouTube and playing video games. From 10th-1, 9 of the students said that they used a strategy, while in 10th-2 only seven recognized that they applied one. One of the most common strategies is to repeat words heard in movies or in class. Other strategies include using context and prior knowledge.

Students exposed some reasons for practicing and improving their listening skills. They emphasized the favorable opportunities for their future. This is because they will be able to obtain this through learning English as a Foreign Language. As an example, having better employment, social and educational opportunities. They also expressed the importance of being able to communicate with other people. For example: “Practicar la escucha no solo te permite entender la pronunciación del idioma, también conocer los tonos, los acentos, expandir tu vocabulario y mejorar la comprensión del idioma” (Student 2, Initial Survey, March 25th, 2022). That’s why improving their listening skills is something that has substantial significance in their English language learning process, given the fact that it is a weakness that they have.

Second Attempt (Findings implementation, April-May 2022)

In this section, the author discusses the method for analyzing the results of this work. Considering what was learned from the first failed attempt, an updated structure for the interventions was designed. The implementation was performed as illustrated in the following Figure 3.

Figure 3 Listening Comprehension Process (Second Attempt)



The Interventions

There were five pedagogical interventions applied on the second attempt. They were based on a set of activities that explored metacognitive strategies. They were designed by the teacher researcher to be used in the experimental group. Each intervention was carried out 2 hours per week (April and May 2022). They have a fixed structure based on the metacognitive pedagogical sequence proposed by Vandergrift and Goh (2012). They have planning, monitoring, problem-solving, and evaluation. There were essentially 4 stages in each intervention. In the pre-listening stage, making predictions is an L2 listening skill to reinforce. In the while listening stage, there is a monitoring section. The post-listening stage includes problem-solving activities. They are focused on improving other communicative skills such as speaking and writing. The last component is evaluation. In this component, some questions invite students to reflect on their listening process. So that they can discover their strengths and weaknesses and also how to prepare a plan for the next listening encounter. In some interventions, visual aids were used in conjunction with technology (see Appendix #5).

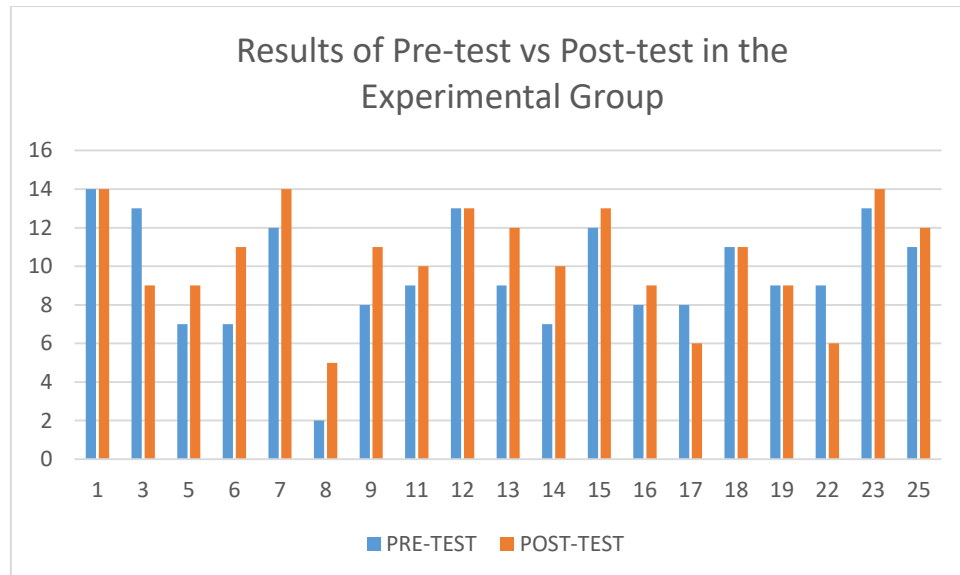
The Pre-test vs the Post-Test

Based on the previous experience last year, there was a second attempt. One of the things that is delivered as part of this study is a metacognitive listening booklet with all the

activities implemented. It includes the pre-test, post-test, and the five interventions in case anyone is interested in implementing them and it is found on appendix 5.

The same pre-test was applied to both groups designed by the teacher researcher. In 10th-2 (experimental group) it was implemented on March 30.2022. The pre-test included eight questions related to the following listening sub-skills: to predict, for details, to infer, for main ideas, and for global understanding. Because those sub-skills were implemented in the interventions designed by the researcher. It is necessary to clarify that they were not used at the same time in all the interventions. The Graph 1 shows the students who obtained an improvement in the post-test compared to the pre-test, in terms of correct answers in the experimental group. Logically, the learners once solved the pre-test, they did not have access anymore to the test until a month later that they did it again as the post-test.

Graph 1 Results of Pre-test and Post-test in the Experimental Group



Thus, it is evident that there was an improvement in the results obtained by the learners in this group, 12 out of the 19 somehow improved. This means that they showed an

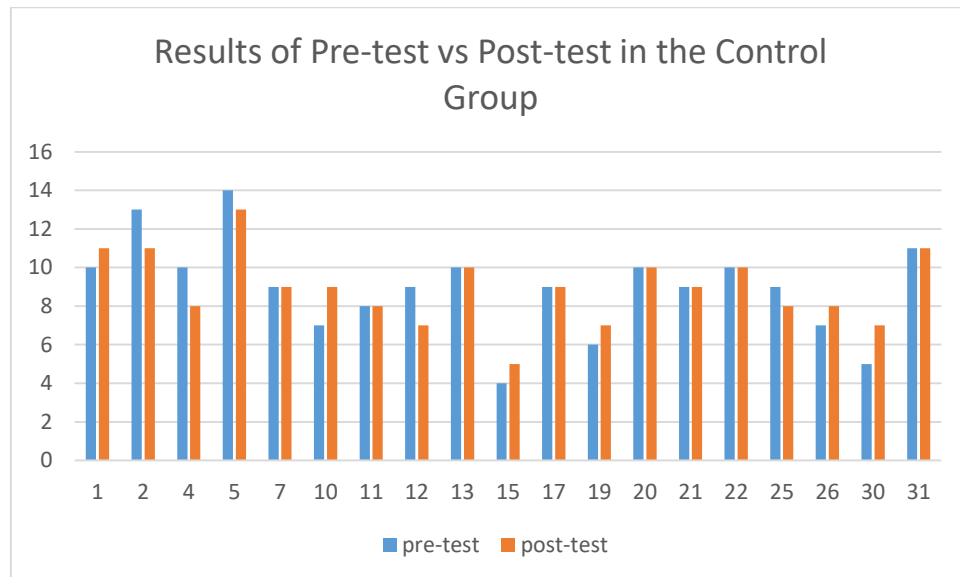
increase in their listening understanding in the post-test. However, there are seven who did not. The reasons are discussed in the analysis of the metacognitive questions.

In this regard, there were two metacognitive questions at the end of the pre-test and post-test. In the pre-test, the first metacognitive question pretended to investigate what the most difficult part of the listening was. In general, in the experimental group, they said that it was to understand the audio itself. Among others, speed and pronunciation were some of the barriers mentioned by them. For instance, student (st)# 3 said “entender la pronunciación” and St#12 commented, “Siento que no era el típico inglés americano, quizás británico.” While St#18 stated that “Entiendo las palabras y la gran mayoría de preguntas, pero la velocidad me afecta” as well as St# 17 who agreed that “El audio va muy rápido.” Only St# 1 did not find any difficulty, by the way she said, “no tuve dificultades con el listening activity.”

On the other hand, the last question was about the things that they would do differently next time in the listening activities. In this regard, most of the students focused on improving their concentration and trying to understand the general audio text. For example, St# 25 said “Intentar entender más el inglés” and St#13 expressed that “Aprender a concentrarme más rápido.” Only one learner mentioned the word strategy, it was St#1 who argued that “Pensar más en mis estrategias.” Nevertheless, a few students mentioned accurate strategies to improve. On this line, St# 11 said “Tratar de unir vocabulario conocido” or St#15 who declared, “Intentar captar las palabras claves y poner más atención.” That is to say that learners were not aware of diverse strategies to apply when they faced listening activities.

Conversely the control group did not show a better performance than the experimental group. The result in their post-test exhibits a lower efficiency in their listening comprehension than the other class. Let us see through Graph 2 the results.

Graph 2 Results of Pre-test vs Post-test in the Control Group



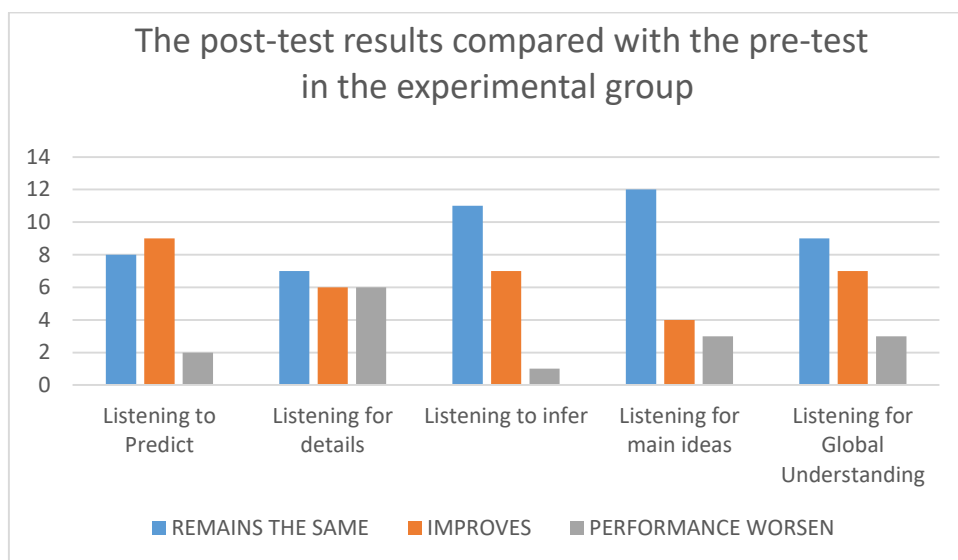
The results demonstrate a significant difference between both groups. At this point, the previous graphs showed the corresponding percentages of the post-test in both groups, compared to the findings in the pre-test. More specifically, 63.16% (12) of the learners in the experimental group improved compared to 31.58% (6) in the control group who did it. Moreover, there are more students in the control group who kept the same results as in their pre-test. This could be due to a lack of metacognitive strategies to enhance their awareness of their own listening process. While in the experimental group, this percentage decreased. Therefore, it is possible to say that most of the participants in the experimental group were helped by the intervention to improve their listening process and their awareness of regulating this process.

Listening Sub-Skill Variations

The post-test results compared with the pre-test demonstrate that in the experimental group, as shown in Graph 3, there was a significant improvement in listening skills in the areas of being able to predict, infer, and listen for global understanding. Considering the results, it is likely that the learners were exposed to the most exploration of those two sub-skills in the interventions designed. While listening for global understanding involves their contextual knowledge, which was invoked with the initial prediction stage applied in the 5 interventions. However, listening to make inferences and for main ideas resulted in a higher rate of students staying the same. On this line, despite having applied listening to infer in 4 of the 5 interventions, it is a sub-skill that requires students to figure out the attitudes and intentions of the speakers. And it is demonstrated that it is necessary to have more practice in this aspect. So, it is necessary to rethink the teaching strategy applied. It is likely that it requires to be modified in order to enhance this listening sub-skill.

In the case of listening for main ideas, on the other hand, the low results may be a result of not enough practice in the interventions that were designed. Listening for details is also one of the most challenging tasks for them. Their lack of vocabulary is one of the main reasons, according to their metacognitive reflections. The second reason could be the difficulty that they face concentrating and focusing on specific information while listening. Last but not least, most of them didn't take enough notes during the interventions implemented.

Graph 3 The post-test results compared with the pre-test in the experimental group

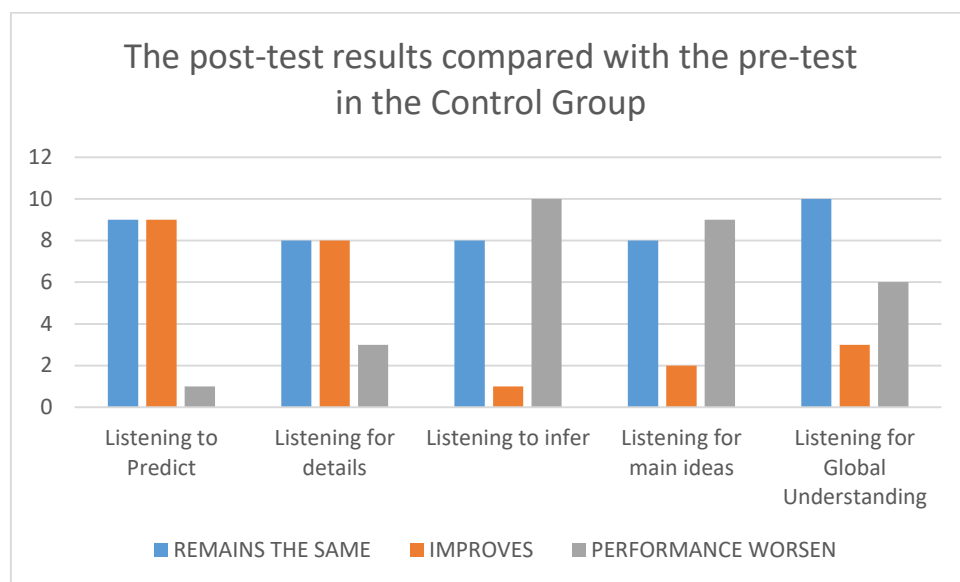


In contrast, in the control group, as shown in Graph 4, the post-test indicates that most of the students remained the same in their listening sub-skills. There were a considerable number of learners who showed improvement in their listening sub-skills to predict and listen for details. It is likely that the initial key information that was given to both groups before listening to the audio, such as the title of the audio and some contextual information, may have led them somehow to predict the audio's content in the case of prediction. And listening for details, the students who got an improvement were asked about their performance. Most of them said that they had taken notes this time. Some participants said that they read the questions in advance and that helped them to focus on the specific details and it worked. It was interesting given that they were not exposed to metacognitive strategies.

On the other hand, the results indicate that there were more learners with poor performance in the sub-skills of inferring and listening for main ideas. Maybe it happened because it was difficult for them to figure out the feelings of the woman. During listening, there was difficulty catching the main ideas because they were easily distracted and complained

constantly about the audio speed. Furthermore, it's likely that they were unable to understand the central point of the audio because they lacked contextual knowledge and focused on the details. Additionally, based on the results, the traditional strategies used by the teacher researcher did not assist the students in accomplishing the listening comprehension tasks. Because they are not conscious of their own listening process. They are not able to implement efficient strategies because they are not used to reflecting on what was wrong or right in their English classes.

Graph 4 The post-test results compared with the pre-test in the Control Group



Perception of the Learners through the MALQ Survey in the Experimental Group

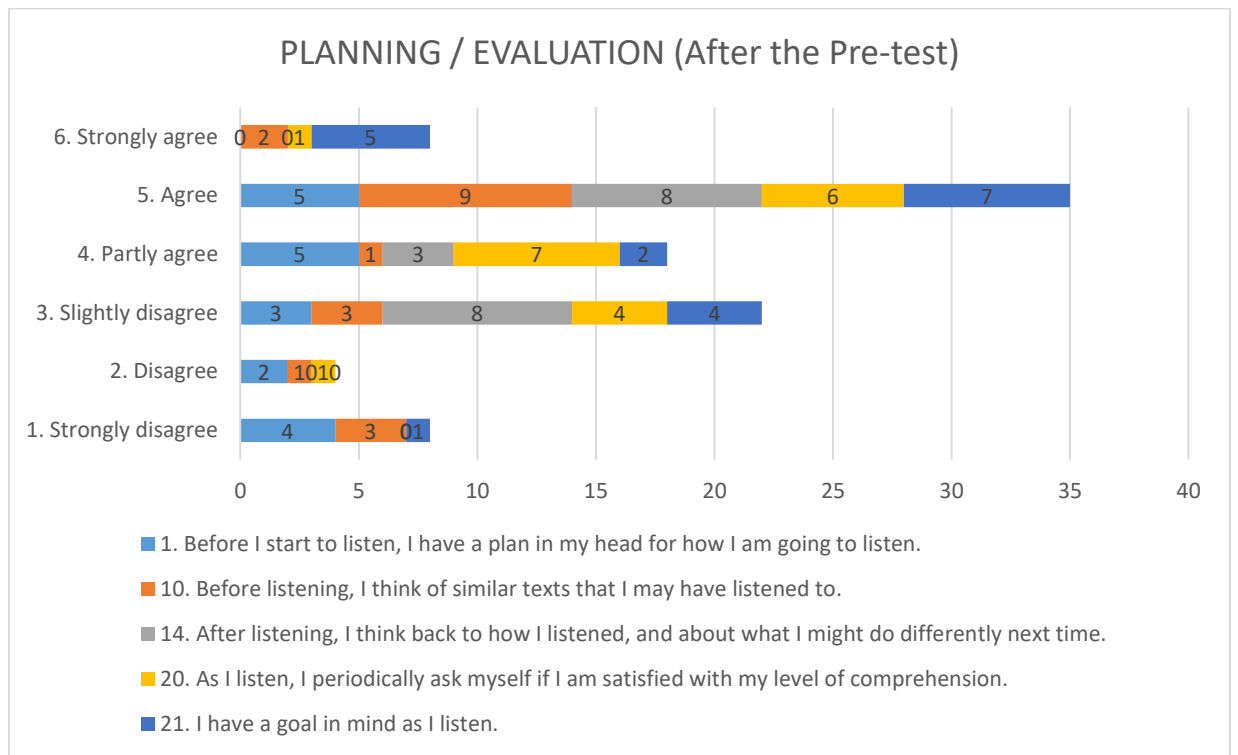
This MALQ survey was translated into Spanish and applied to the students after the pre-test and the post-test too in both groups, the experimental and the control one. The learners answered the 21 items using a 6-point Likert scale that goes from strongly disagree which means one point to strongly agree which is equal to six points (See appendix 1

Spanish version). This survey is arranged into five main factors; they were organized by the teacher researcher into two groups to be analyzed. The first three of them in this paper are supposed to have positive scores while the last two need to be on the opposite side of the scale. These factors are:

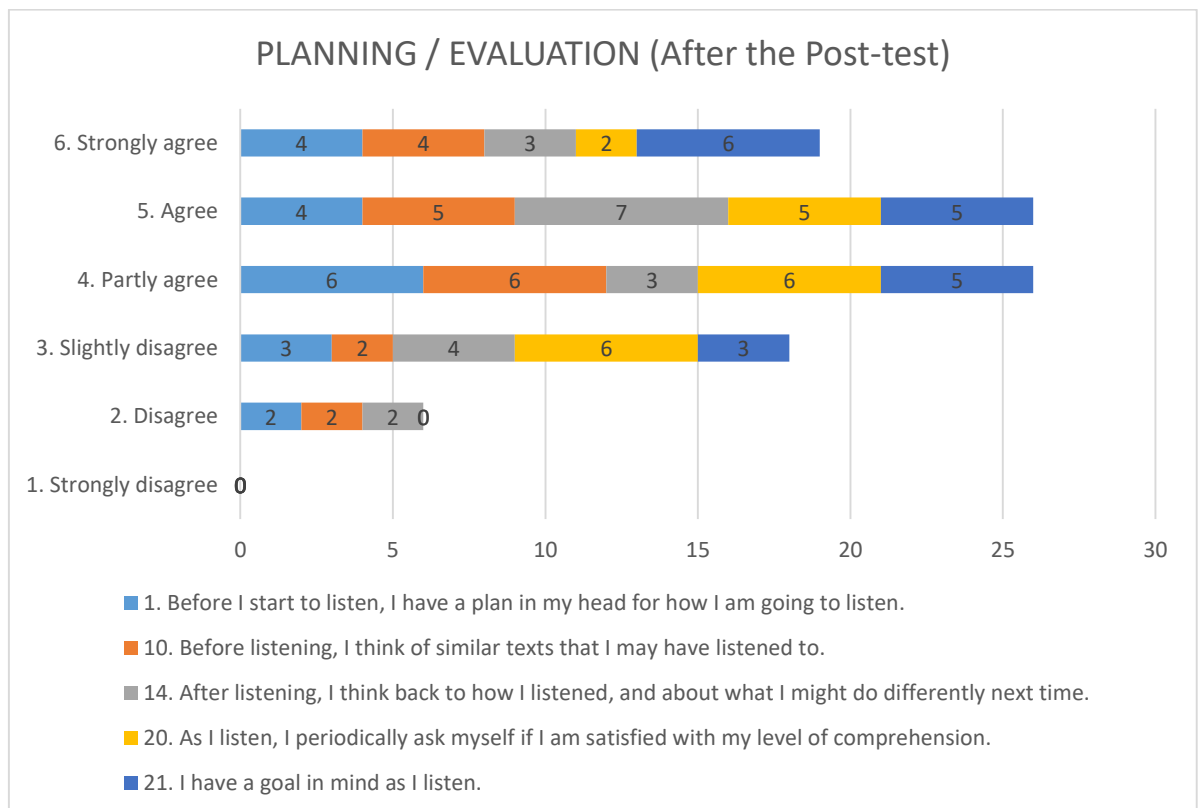
1. Planning/Evaluation

This first factor described by Vandergrift 2006 in Li (2013, p. 506), is recognized as “the strategies listeners use to prepare themselves for listening, and to evaluate the results of their listening efforts.” In this regard, Graphs 5 and 6 show that most learners after the interventions were more aware of the strategies used in terms of monitoring their listening process. Evidence is that in the final survey, there were not any registers in the strongly disagree scale. Somehow, they are moving to regulate their own learning process. They also reflect on prior activities. Therefore, they have goals in mind before facing the listening task and can adjust when it is required. Something that slightly changed positively between the results of both surveys is the evaluation of the effectiveness of their listening strategies after finishing the tasks and their level of satisfaction.

Graph 5 Planning and Evaluation Factors after the Pre-test in the Experimental Group



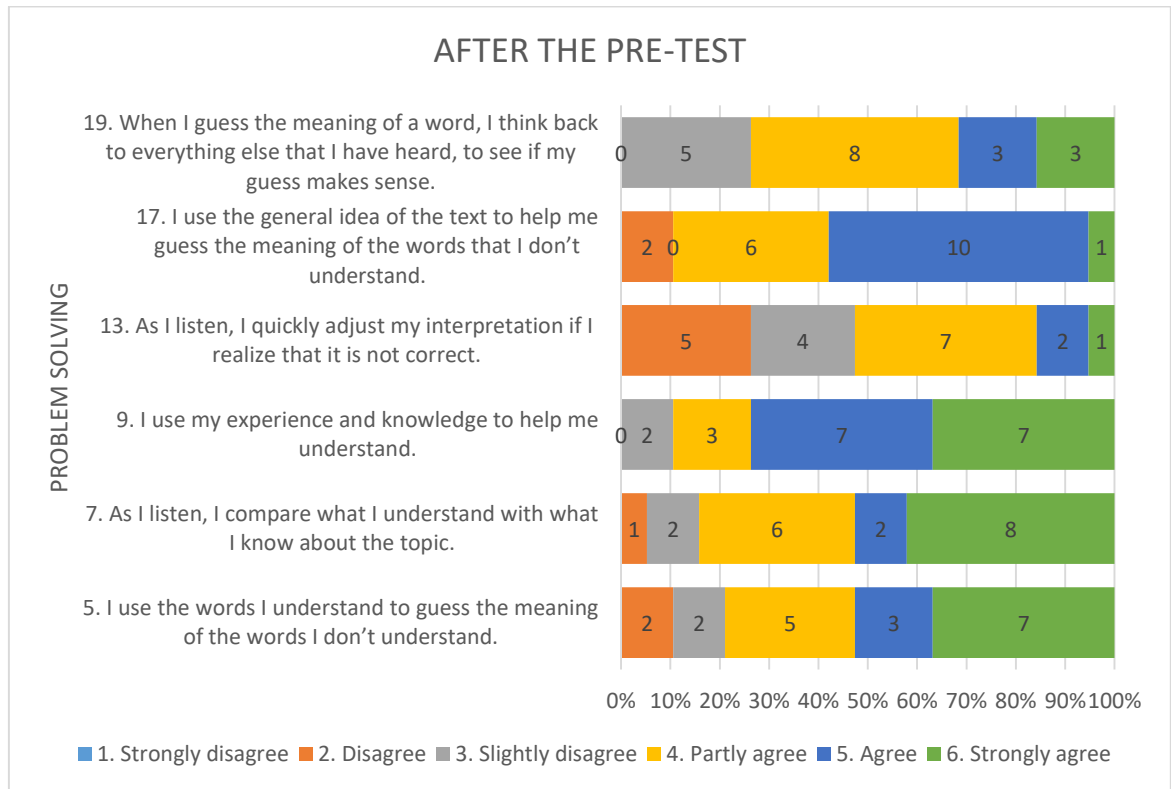
Graph 6 Planning and Evaluation Factors after the Post-test in the Experimental Group



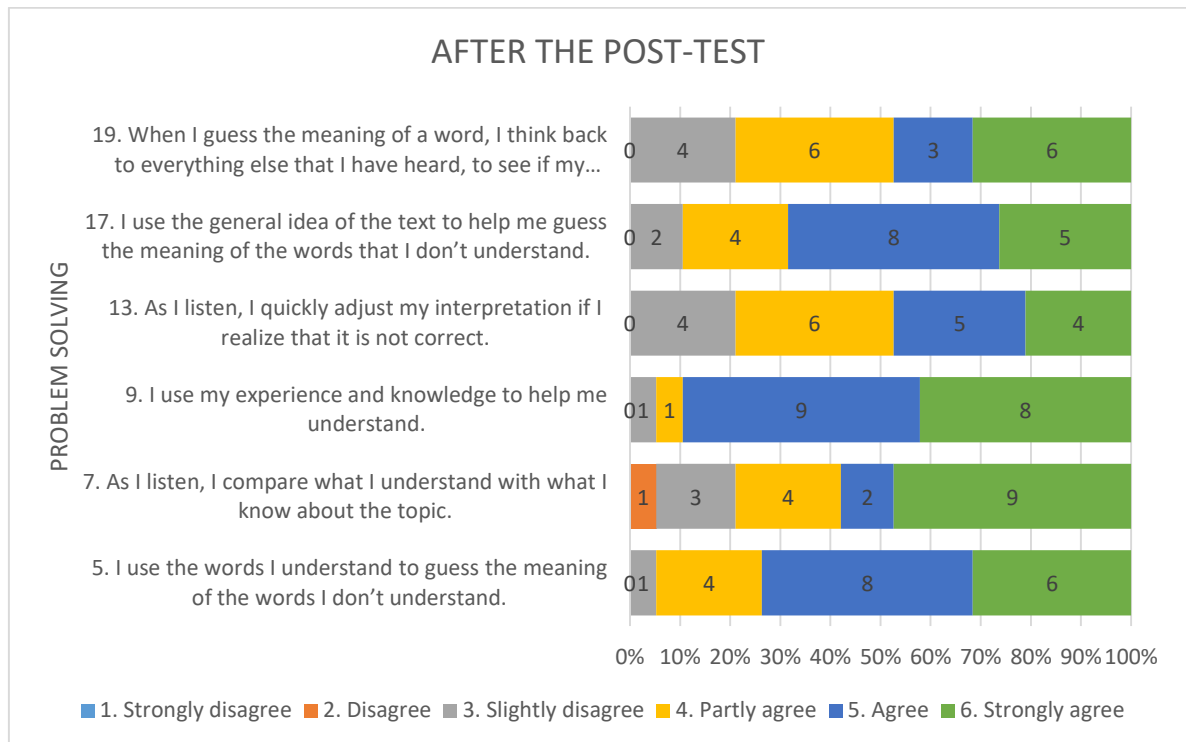
2. Problem Solving

This factor is related to the strategies used by learners to make inferences by guessing what they do not know or understand. In addition, monitor these inferences during the comprehension process. As a result of the training in these strategies in their normal English classes, Li's study (2013) found no significant differences between the groups compared to the analysis. In the case of the experimental group in this study, there were meaningful positive changes in some of the items that belong to this factor. For instance, learners felt that they had guessed the meaning of a word. In order to make sure their guesses made sense; they thought back to everything they had heard. They also detected that they used the general idea of the text to help them guess the meaning of the words that they didn't understand. They recognized that they adjusted their interpretation when they realized that it was not correct. It could be due to the interventions done in class with that emphasis. Nevertheless, in the same factor, there were some points that did not change at all, like the use of their prior knowledge and experience to help them understand what they hear (see Graphs 7 and 8).

Graph 7 Problem Solving Factor after the Pre-test in the Experimental Group



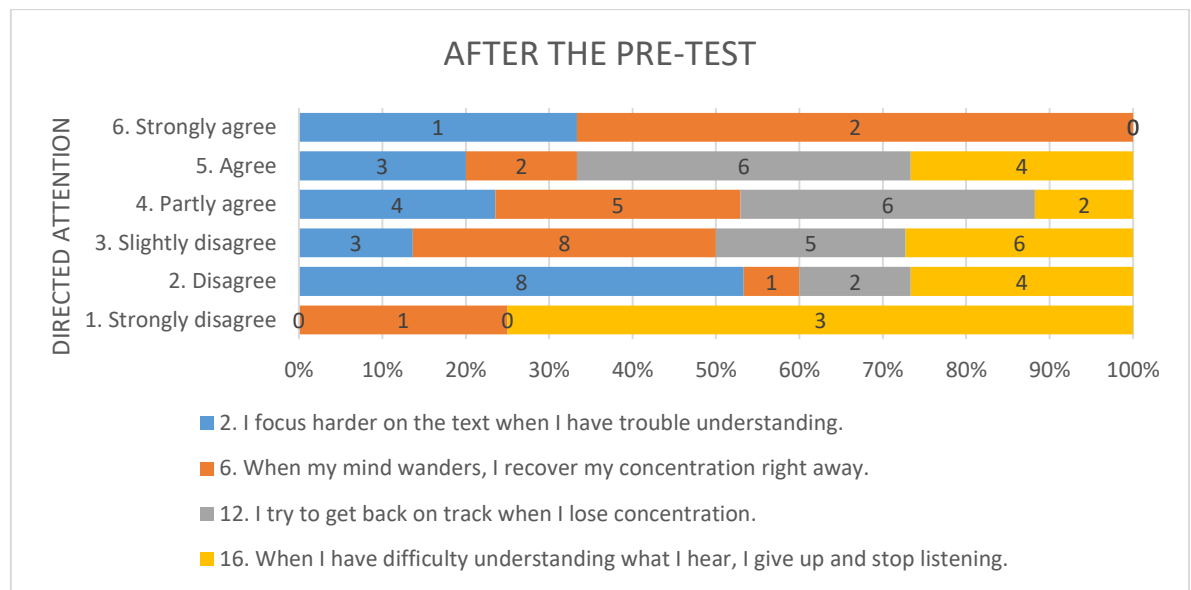
Graph 8 Problem Solving Factor after the Post-test in the Experimental Group



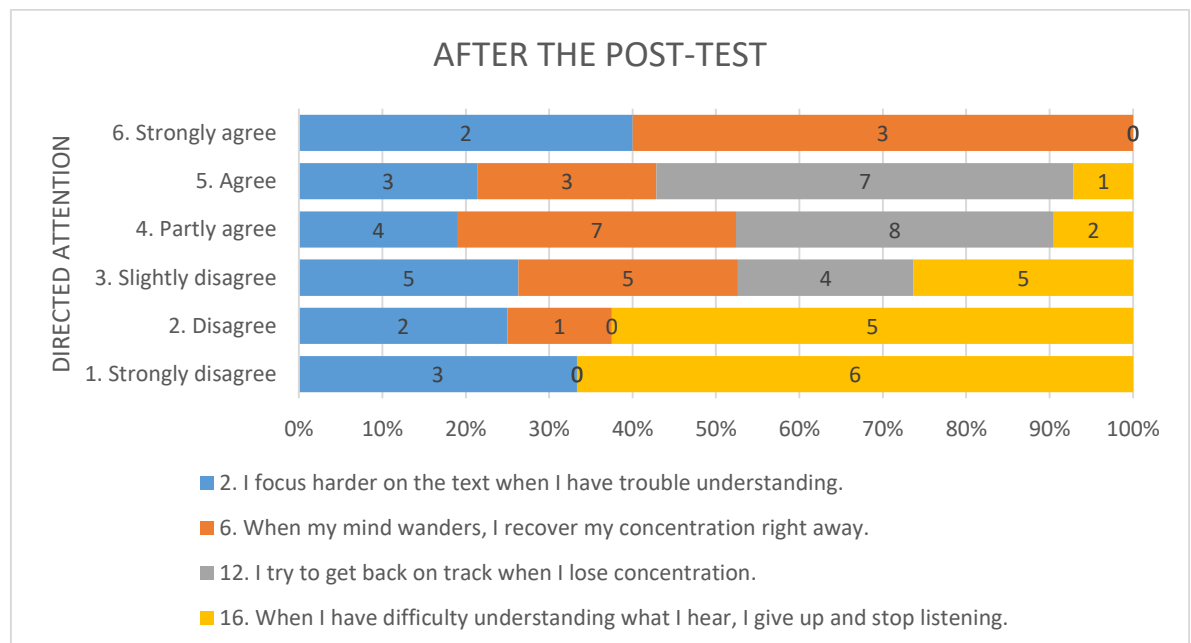
3. Directed Attention

This factor is about the strategies that students use to focus and keep their concentration on the task. There are not significant changes in their own perception when they focus harder on the text if they have trouble understanding. Nonetheless, the learners perceived the importance of keeping their concentration and do not give up easily when they do not understand what they hear (see Graphs 9 and 10).

Graph 9 Directed Attention Factor after the Pre-test in the Experimental Group



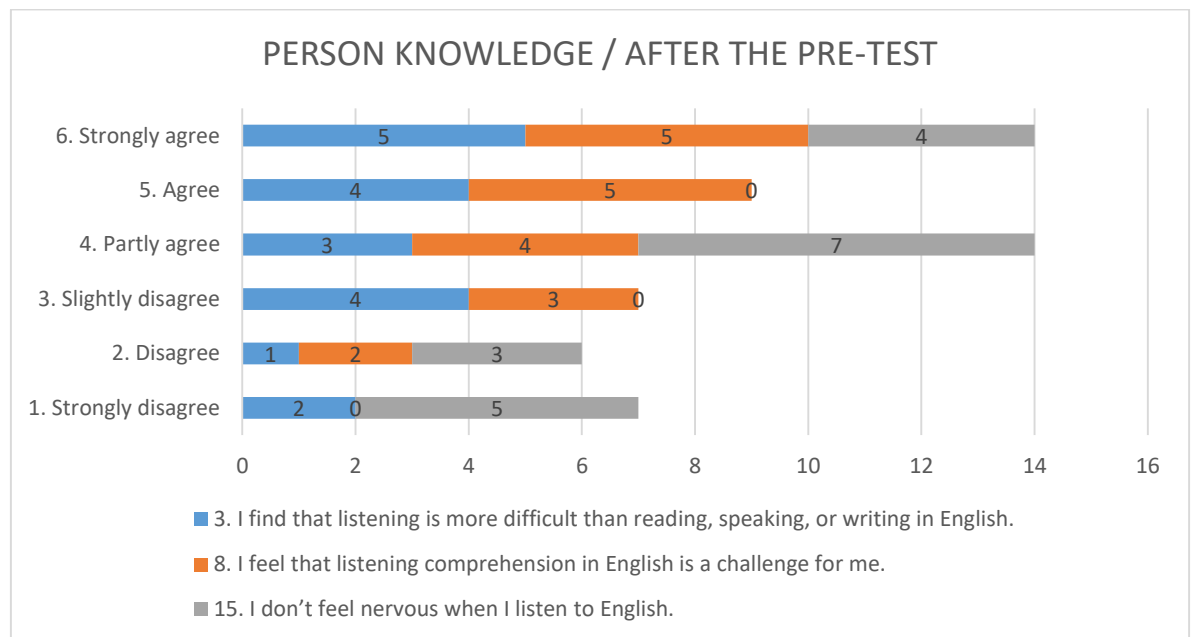
Graph 10 Directed Attention Factor after the Post-test in the Experimental Group



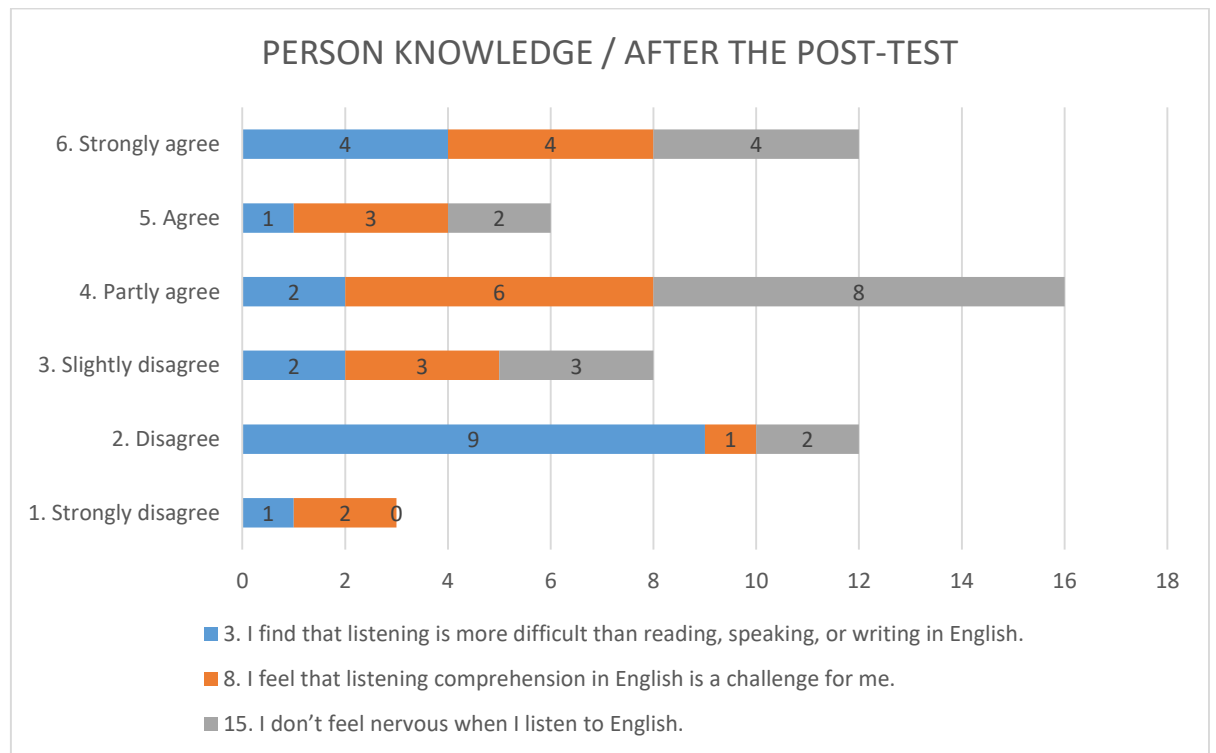
4. Person Knowledge

This factor has to do with listeners' awareness of the difficulties related to L2 language comprehension and their own effectiveness at it. In the survey's results after the post-test, it is evident that participants have a different view of how difficult listening in English is compared to reading, speaking, and writing in English. This is one aspect in which they disagree with compared to their initial perception and happens when they refer to the way they feel when they listen to English. However, their opinion about listening comprehension in English as a challenge for them did not change significantly. Possibly due to not practicing this skill very much in L2 in or outside of class (see Graphs 11 and 12).

Graph 11 Person knowledge Factor after the Pre-test in the Experimental Group



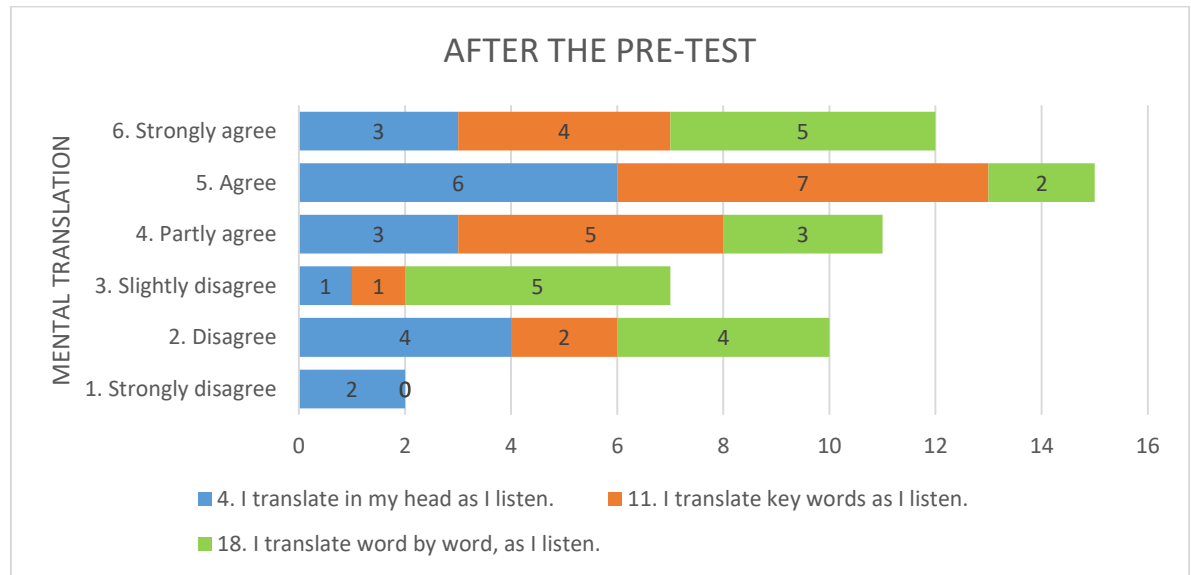
Graph 12 Person knowledge Factor after the Post-test in the Experimental Group



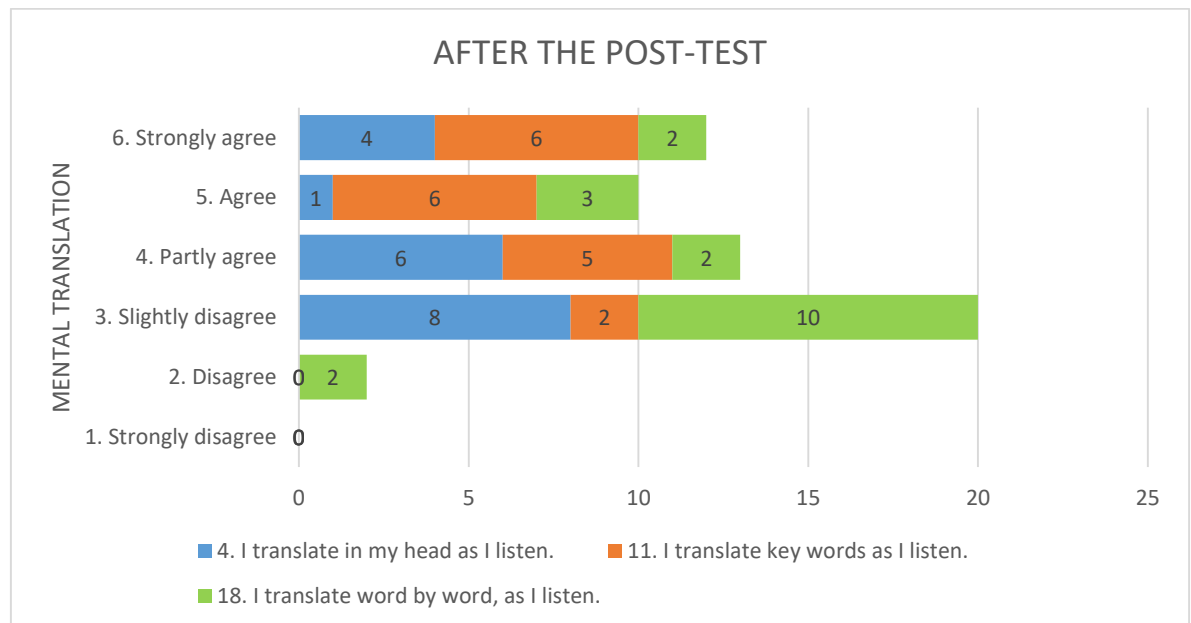
5. Mental Translation

This factor is associated with learners' tendency to translate each sentence word for word. After the interventions, their perception of translating in their heads as they listen slightly changed. Additionally, it is observed that their need to translate word by word, as they listen has reduced. However, it did not significantly change. And finally, there were no significant changes in their opinion about translating keywords as they listen. These are strategies that are difficult to modify because they are used to doing it in the traditional way of being taught (see Graphs 13 and 14).

Graph 13 Mental Translation Factor after the Pre-test in the Experimental Group



Graph 14 Mental Translation Factor after the Post-test in the Experimental Group

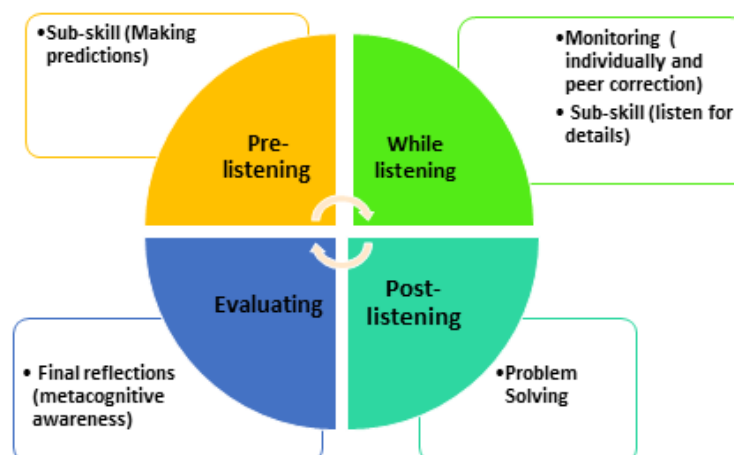


Reflections after the Interventions in the Experimental Group

This time there were five interventions applied in the experimental group (See appendix 5).

- First Intervention

Figure 4 First Intervention in the Experimental Group (Second Attempt



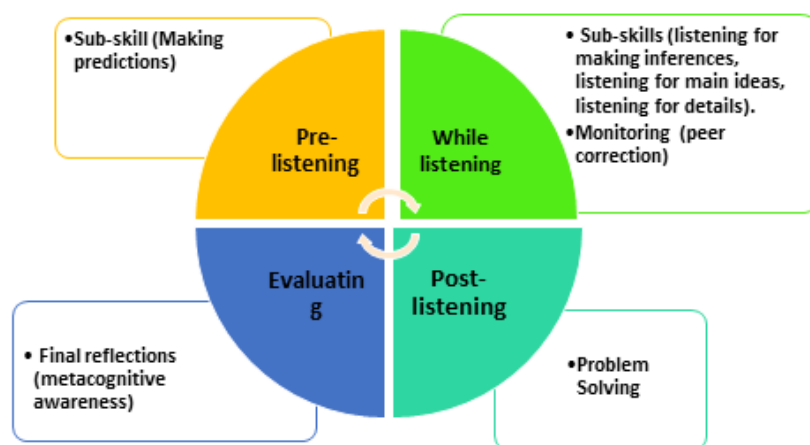
It was carried out on April 6, 2022. In this first intervention, as it is shown on Figure 4, there was a first moment as part of the pre-listening stage, where the title was written on the board, the students brainstormed their ideas about what they thought the audio would be about. Then, they were given some clues about the three characters from the audio. Later, the video was shown without audio. After that, the students received photocopies to work on the first part of the activity based on their prediction skills. After that, in the second stage (monitoring) they listened to the audio for the first time without seeing the video and verified the information that they predicted before. Then, they focused on their listening sub-skills, listening for details. Here, they listened to it a second time and individually wrote two new details about each character. Later, they listened to it again for the third time, but in this opportunity with a partner and they compared their details and decided together what information to write down. Finally, during the problem solving, they watched the video for the second time and listened to it at the same time, but this time with subtitles, so that they could make the corrections of the details that were necessary.

At the end of the intervention, in the evaluating stage (the same happened in the other interventions) they had the chance to answer some metacognitive questions related to

the activities carried out. These questions were in their L1 because the key point was to know their opinion about the strategies that they applied in each intervention. This time, 15 students expressed that prediction based on clues was helpful. For instance, St# 23 said, “Sí, porque me familiarizo o puedo entender mejor, porque puedo saber de qué trata.” While the majority mentioned prior knowledge as an important factor. For example, St#1 affirmed that “Identificar palabras, nos sirve como apoyo para comprender el texto según el tema.” They also stated that being able to contrast the information with a partner was very useful to clarify the information, for example the St#4 commented, “Sí, porque podemos compartir las ideas y corregir si algo nos queda mal.” When they were asked for the most successful strategy, the majority agreed that the recall of their prior knowledge, peer correction and taking notes were the most useful. And lastly, the strategy that they will apply the next time, the most mentioned, was taking notes and peer correction.

- Second Intervention

Figure 5 Second Intervention in the Experimental Group (Second Attempt)



The second intervention took place on April 22nd. In this case, the focused listening sub-skills were making predictions, making inferences, listening for main ideas and listening for details (see Figure 5). It was part of the same unit, Teen Culture. This time in

the pre-listening stage, the title was written on the board and some key information was provided in the written form to stimulate their prediction skill. After the explanation, the students answered this first part without listening to the audio. First, they were asked to write down five words that they thought would appear in the listening about food or drinks in Julie's party. Furthermore, they answered two extra multiple-choice questions. Next, in the second stage (monitoring), the focus listening sub-skills were listening for making inferences and listening for main ideas. They had two minutes to read the questions before listening. They listened to the audio twice and then answered them. Then, the learners listened to the audio for the third time looking for listening for details. Like the previous activity they had two minutes to read the questions in advance. There was a set of six multiple choice questions.

After that, they compared their previous answers in pairs. Later, they decided together what information to record in a chart. They could explain in Spanish each decision made. In the post-listening stage (problem-solving), the pupils listened to the audio for the last time with the scripts. They had the chance to make corrections to the previous activity. Later, they checked the rest of the activities done by using checklists. Then, they had to write down five new words found in the audio and answer a question about what they would include in Julie's party.

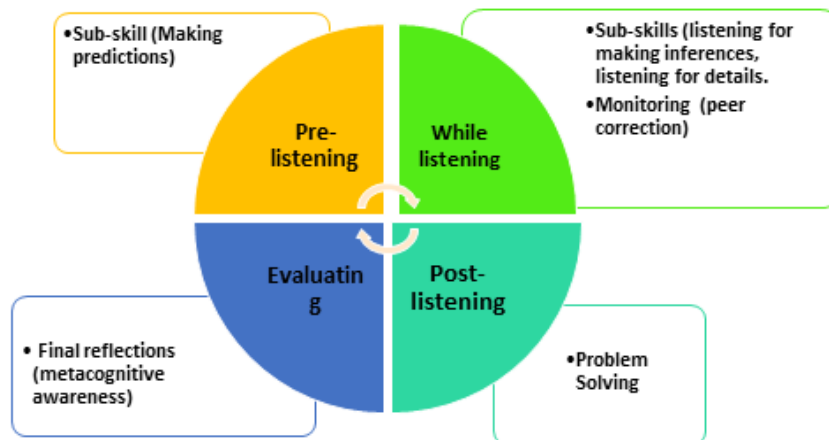
Finally, in the evaluating stage, they answered some metacognitive questions. Here, as in the prior intervention, many of the learners expressed themselves to have found useful predictions. For example, St#11 opines that "siento que me sirve porque me imagino la situación con aquella información que dan." Meanwhile, when they were asked about making inferences, most of them expressed that it was useful. For instance, St#1 asserted that "sí, ya que por medio de lo que escuchamos identificamos cosas que no se dicen," but

there are a few like St#18, who said that “hacer inferencias me parece un poco más complicado que otros métodos, pero poco a poco me voy adaptando.” As with the previous intervention, they thought that prior knowledge and peer correction were important. For example, St#12 expressed about the first one, “Sí, porque nos ayuda a predecir de lo que va a hablar el tema o el eje temático.” While St#15 said about the second one, “Sí, ya que pudimos dialogar y complementar.”

When they were asked about focus on details, they agreed that it was beneficial. For instance, St# 6 said that “sí, porque ya sé en qué centrarme y ayudarme un poco.” It was opposite to taking notes, because most of them expressed that they did not do it, some of them due to forget it and others like St#19 asserted that “no, pero lo haré en otra ocasión,” however a few pupils like St#12 mentioned that “Muy útil me pareció porque tenía momentos de deja vu los cuales, por decirlo así, me ayudaban recordando partes del audio, solo viendo las palabras que escribí mientras escuchaba el audio.” In terms of the most useful strategy, a variety of answers were found, all the strategies were mentioned by them without having one that stands out over the others. Whereas the one that was the least useful was making inferences. However, many of them mentioned that they found all of them useful. To finish some of them said that taking notes and making inferences are the ones to try next time.

- Third Intervention

Figure 6 Third Intervention in the Experimental Group (Second Attempt)



The third intervention was made on April 25th, which was about the Daily routine of a British Teenager (see Figure 6). The listening sub-skills' focus was making predictions, making inferences and listening for details. First, in the pre-listening stage, there was an activity based on their predictions before listening and watching the video for the first time. According to the information given by the teacher and the title of the audio, the students wrote five words that they thought would appear in the audio. After that, during listening (monitoring), making emphasis on listening for details the learners listened to the audio for the first time without watching the video and then the second time by watching the video without subtitles and answered some questions.

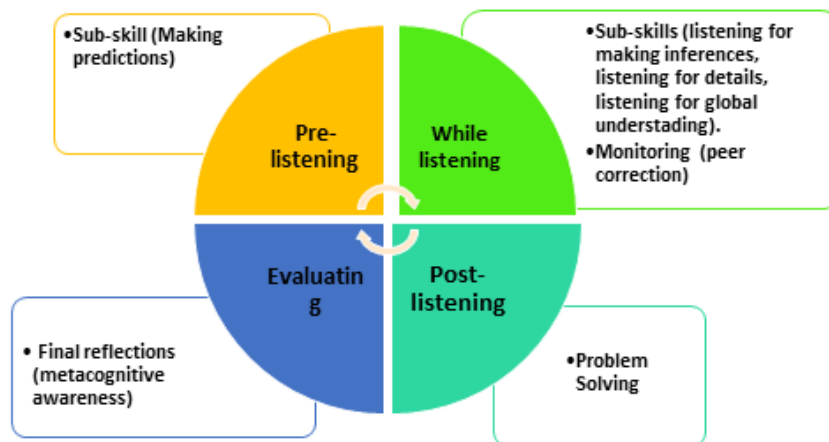
Later, they watched the video again and solved five multiple-choice questions based on inferences. So, they listened to it for the third time without subtitles. Then, in the problem-solving, as post-listening activities, by pairs, they compared their answers and made decisions that they could justify in Spanish. In the final stage, they checked their

answers for prediction and inferences. And they added five new words found in the listening.

Finally, in the evaluating stage, they answered individually some questions related to their metacognitive awareness. Most of them agreed on the importance of prior knowledge, making inferences and predictions. Despite not understanding the auditory text at all, several tried to make sense of it by using the video, the context and the key vocabulary. Many of them said that it was better to use the video than just the audio, for instance St# 6 said that “Con la proyección, ya que puedo relacionar lo que miro con el audio” or St# 18 who thinks that “La proyección del vídeo me brindó imágenes y aclarar ideas que tenía confusas.”

- Fourth Intervention

Figure 7 Fourth Intervention in the Experimental Group (Second Attempt)



The fourth intervention was applied on April 28th as part of the Unit learning: Teen Culture “Ordering Food in a Café”. The listening sub-skills considered were making predictions, making inferences, listening for details and listening for global understanding (see Figure 7). It was a conversation in a café. A teenager named Andy bought something

to eat. In the pre-listening activities focused on making predictions, the students had to name some pictures related to vocabulary that was present in the audio. After that they had to answer three multiple choice questions to predict the preferences of the teenager.

The learners then listened to the audio for the first time in the while listening or monitoring stage. They had 2 minutes to read the questions before answering them. Then, they answered two questions, then they listened for details, and played the audio for the second time. This time, they were given two minutes more to read the four questions before responding to them. Later, when listening for global understanding, the audio was played for the third time, and they had to number the conversation. When they finished, they had the chance to work with a partner and check what they had done. Later, they decided together what information to write down in a chart based on prior activity. Their L1 was allowed to explain in Spanish each decision made if they felt more confident. During the stage of problem-solving or post-listening activities, participants could see the audio scripts and self-correct their responses. They were also asked to write down five keywords found in the audio and choose which would have been their options to eat in that café.

Students at the final stage of evaluation or final reflection reflected on the usefulness of predictions, inferences, prior knowledge, pair work, and focusing on details. Accordingly, most learners thought they were helpful, but only student #16 thought that sometimes predictions work, and sometimes they don't. The same is true for pair work, but it was not true for St# 18. He said that "En este caso la socialización en parejas no me fue muy útil, porque mi pareja tenía puntos de vista muy diferentes a los míos, entonces no pudimos llegar a un acuerdo." Talking about inferences were considered a useful skill, for example St# 23 states that "Sí, porque me ayuda a darle lógica y resolver las preguntas porque tengo que darle lógica al audio para las preguntas que no son tan superficiales."

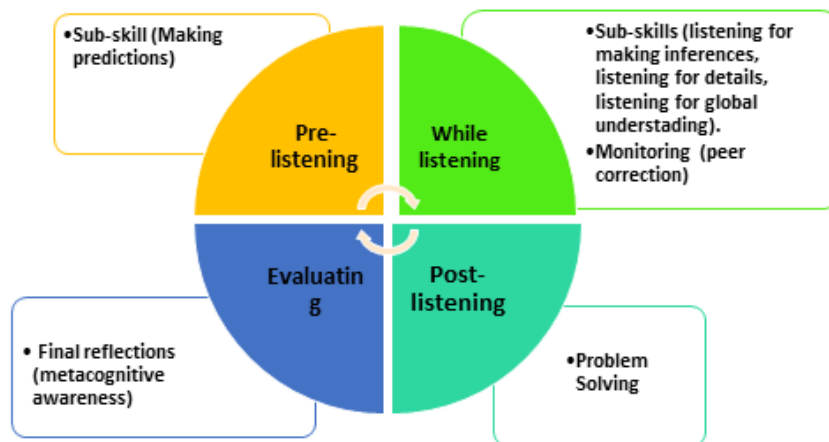
However, a few students, like student number 5, say that sometimes it makes it easier.

While a small percentage of the participants expressed that their prior knowledge confused them, like in the case of St# 5 and St#8.

The opposite happens with the strategy of taking notes. Most of them stated that they didn't use it. Some of the reasons were lack of time, or it was not considered necessary. Even though, there were more students who used it this time. For instance, St#6 said, "Sí, aunque no las organicé, pero me ayudaron a la hora de poner las respuestas." Eventually, when they were asked about the strategy that they would apply next time, the answers varied. Some of the learners commented that they would take notes, and others said that they would focus on details and prior knowledge.

- Fifth Intervention

Figure 8 Fifth and Final Intervention in the Experimental Group (Second Attempt)



The last intervention was carried out on May 4th. It was part of the same unit of learning: Teen Culture (Falling in love). This time the song "Thinking out loud" was chosen. This song is sung by Ed Sheeran. Listening sub-skills considered included making predictions, making inferences, listening for details, and listening for global understanding

(see Figure 8). Using the application lyrics training, the learners were able to listen to the song at home. Nevertheless, they didn't know that this song would be used in the class intervention.

Learners were informed that the last intervention would be about the song. So, they started with the first activity which was part of the pre-listening stage (making predictions). The video was shown without audio. Then, they were asked to tick the parts of the body they thought would appear in the lyrics of the song. Then, before they listened to the audio without the video for the first time, they had some minutes to read the questions from the stage while listening or monitoring. This allowed them to draw inferences. After that, they listened to the audio twice more and selected words that they heard while listening for details, then ordered the last part of it for global understanding. Later, they had the opportunity to discuss their ideas and make decisions alongside their peers about the last activity.

While in the problem-solving or post-listening stage, students could see the lyrics of the song. The review of their activities was conducted independently by them. And they also added five new words from the song and had to label and locate some parts of the body on a picture of a human. To conclude, they answered some metacognitive questions related to the strategies implemented by themselves for this aural task. The students were asked if listening to the song at home was helpful for doing the activity in class and why. Most of them answered that it did. For example, St# 18 said “Haber escuchado la canción antes me ayudó a saber de qué se trataba” and St# 19 expressed that “Sí, porque no se me dificultó tanto hacerlo.” However, there was one student (St#9) who could not listen to the song at home because he did not have access to the internet.

During the implementation of the interventions, the teacher researcher took notes of the learners' comments and their behavior. At the beginning of the interventions, the participants appeared worried and frustrated. Most of them agreed that the audio was fast. And that it was not easy for them to understand them. By the end of the last intervention, the general outlook had changed. The majority of those interviewed mentioned that they felt more confident in approaching listening activities in the way they have been doing lately, as if they had the opportunity to use different strategies that they had never considered before.

Final Reflections Based on the Semi-Structured Interview

At the end of the interventions and once the post-test was applied, 5 students were chosen from the experimental group to answer a semi-structured interview. They were asked to answer the following questions:

- ¿Cuál es tu opinión sobre la implementación de herramientas TIC, como los videos, podcasts, etc. en la clase de inglés? ¿Por qué?
- ¿Cómo te sientes con estas herramientas empleadas en clase cuando las trabajamos para los ejercicios auditivos y por qué?
- ¿Cuáles prefieres las de solamente audio o las audiovisuales, por qué?
- ¿Qué opinas sobre las reflexiones que se han hecho a lo largo del trabajo de comprensión auditiva? ¿Por qué?
- ¿Cuáles de estas reflexiones recuerdas más? ¿Por qué?
- ¿Prefieres las actividades de escucha tradicionales o las aplicadas en clase el último mes? ¿Por qué?

- En cuanto al trabajo de comprensión auditiva ¿Qué recomendaciones tienes para la clase de inglés?
- ¿Cómo fue la experiencia de usar Lyrics training antes de venir a la clase?
¿Seguirías utilizando esta herramienta? ¿Por qué?

Once the interview was transcribed and the analysis stage was completed, it was found that all participants expressed that the visual aids helped them to better understand the audios. This is stated in Barrera (2016). More importantly, in their case, the visual aids are useful because they are novice L2 learners, as noted by Vandergrift and Goh (2012). For example, St#13 says that “Gracias a las implementaciones como la de los videos se me hace mucho más entendible, gracias a lo visual porque así me puedo guiar...” or St# 1 who expressed, “...siento que la audiovisual nos da como una mayor facilidad porque al escuchar y ver las imágenes podemos ir asociando y como que nos permite entender el tema con mayor facilidad.” Nevertheless, the same student # 13 acknowledged that sometimes, just because of convenience, he prefers audio over audio-visual.

When they were asked about the final reflection questions that they remembered the most, related to the strategies, most of them mentioned peer correction. Which is a fundamental element in metacognitive instruction since peers are a support for their partners as it was described by Echavarría (2017) and Vandergrift and Goh (2012). For instance, St#1 thinks that “la de revisar con el compañero porque así tenías como un apoyo en otra persona o tú eras un apoyo para la otra persona” or St# 15 who states, “la que más recuerdo es la de si trabajar con un compañero me fue útil ya que esa me permitió complementar lo que de pronto no entendía y así entre los dos llegar a la respuesta correcta.” St# 23 said that the question that most caught her attention and that she liked was

the one about what strategy was the least useful. She expressed that “las que decía en una actividad que no me gustaba o no la consideraba fácil de hacer en la otra ya la tenía más efectiva o más fácil.” Due to the strategies, she used at that time, she might have considered them in subsequent activities.

On the other hand, Li (2013) stated that predicting is an imperative step before tackling listening tasks. However, it was interesting the answer of St# 13 who said that making predictions as a cognitive strategy was the one that he remembered the most but negatively “la que yo más recuerdo es la de las predicciones, eh raramente es porque a mí las predicciones siento que o no me ayudaron o no podía con ellas...”. He simply said that it caused him trouble, but he will try to practice it more to effectively anticipate listening. On the contrary, St# 1 and St#15 thought that they were useful even with just reading the title. For instance, the latter said, “... con las predicciones podía pensar un poquito más a fondo sobre... pues palabras sobre el tema que se iba a trabajar.”

Authors like Goh (2008), Vandergrift and Goh (2012), Li (2013) and Walker (2014) highlighted the importance of developing students’ metacognitive awareness. During this interview, all students perceived the reflections at the end of the interventions very beneficial. In addition, they emphasized that it was not something they thought about often while engaging in listening activities. For instance, St# 1 said “Eh la verdad me parece bastante útiles porque al final como que piensas en la forma en la que desarrollaste las actividades y qué estrategias te ayudaron y así puedes saber qué cómo implementarlas para la próxima vez,” something similar thinks St# 23 “ me ayudan a recalcar y recordar las claves o ayudas para poder recordarlas y mejorar mi trabajo la próxima vez y siento que recordarlas pienso en cómo lo hice y cómo lo puedo mejorar la próxima vez ...

personalmente no lo hago autónomamente si no si alguien no me dice que lo haga no lo hago.” So, socio-effective factors are evident in their answers.

In this line, students were able to observe their satisfaction with the strategies implemented during the intervention, since they thought they were funny, innovative, and motivating. According to Wilson (2008) and Vandergrift and Goh (2012), their attitudes towards their own learning process are part of their affective factors. For example, St# 13 mentioned that “... me siento bastante agradecido con esto, son actividades que no hago muy a diario y ver un estímulo como para hacerlo.” Other students agreed that those activities were different from the ones that they were used to and they helped them to understand better during the auditive tasks. For her part St#1 emphasized on the relevance that they had on her concentration “antes no conocía muy bien qué tipo de estrategias podía utilizar y antes a veces se me iban ciertas palabras o tal vez no entendía también porque me distraía y no sabía cómo volver a enfocarme, pero en este tipo de actividades las estrategias que nos brindaban me ayudó mucho a enfocarme realmente en lo que escuchaba y a poder resolver más fácil las actividades.” Finally, it is perceived that their anxiety was reduced, in the case of St#23 she stated that “en mi caso antes de las actividades siempre me sentía muy nerviosa y con mucha pena, siempre lo he tenido entonces siento que lo he ido mejorando y pues que las actividades si me ayudaron, porque las estrategias sé que sirven y me han ayudado.”

Conclusions

The present study sought to guide and assist students to increase their control over their comprehensive listening processes. This has been done by implementing a metacognitive pedagogical model based on elements proposed by Vandergrift and Goh (2012), but also aspects of other authors such as Wilson (2008). There were five

metacognitive interventions, some of which were supported by technology to provide images rather than just audio. After the analysis of the results of the different research tools used, it was concluded that it had a positive impact on the listening comprehension processes of the 10th graders in L2.

First, the interventions involve a novel model of teaching comprehensive listening in English in the school. By having the metacognitive processes of planning, monitoring, problem-solving, and evaluation, which are part of effective listening in L2. This process had a motivating effect on the experimental group. In the interventions, resources were adapted to meet the needs of students. As stated by Marr and English (2019), "small adaptations to the materials you use can make a big difference to the kind of learning students experience". This could be seen in the students' expressions of not only feeling motivated to participate in the listening activities but also being grateful for the opportunity to reflect on their listening process. They had the opportunity to analyze their listening strengths and weaknesses.

Second, learners were also able to enhance their social affective factors. When they shared ideas with their peers, they did not feel pressured by a final grade as a result. Being able to perceive that their process is valued gave them additional confidence. Meanwhile, the participants in the control group were perceived as shy, confused, and even afraid in some cases when participating in L2 listening activities. The reason for this was that they were relying on traditional listening activities without exploring metacognitive strategies.

Third, between the experimental group's pre- and post-tests, there was notable variation in the students' performance. Observations in this class suggest that worksheets with their pre-listening, while-listening, post-listening, and final reflection exercises energized the comprehension and discussion tasks in this group. Furthermore,

metacognitive strategies were made explicit. Students had the opportunity to plan, monitor, solve problems and evaluate their own listening processes. So, their metacognitive awareness increased, and it was reflected in the results of the post-test. Most of the participants made progress in their listening process as well as in their metacognitive awareness processes to regulate their comprehension. This could be said to have happened as a result of the interventions implemented.

Fourth, there was an improvement in the L2 metacognition factors among the students in the experimental group. It could be observed through the semi-structured survey and the final reflections that a representative percentage of this group changed their perceptions of listening. This was probably due to exposure to metacognitive questions that led them to reflect on their own L2 listening process. They also showed progress in their L2 listening sub-skills. Especially in 3 of them. However, they can be exposed to a broader range of activities of this type in order to achieve a better level of performance over time. As well as redesigning the activities to improve those that did not have significant variation.

Fifth, as a teacher-researcher, I confirmed the importance of research in ELT. As Mckay (2006) points out “research contributes to more effective teaching, not by offering definitive answers to pedagogical questions, but rather by providing novel insights into the teaching and learning process”. So, being a researcher means being active noticers in the local EFL context. I recognize that with some changes in listening instruction and materials design learners can benefit. Logically, the results are not instantaneous. They require time, practice, and patience. But at least the students’ attitude toward listening was changed and their anxiety levels were reduced.

As a teacher, I understand that teachers sometimes stay in a comfort zone without analyzing the impact of what they do in class, thinking that they are doing well. Nevertheless, when they stop and reflect, as in this case, they can realize that they need to be reflective practitioners. This allows them to put theory into practice in their contexts. Because people learn things better when they experience them for themselves. For this reason, it is imperative to provide students with the chance to practice their bottom-up and top-down processing of L2 listening in real-life situations. This study demonstrated benefits for low-level participants in terms of bottom-up processing. Therefore, by explicitly implementing metacognitive strategies. I not only support my students' L2 listening skills and metacognitive awareness but also contribute to the development and advancement of education in the country. In conclusion, this leads to a higher level of personal and professional growth.

Limitations and Pedagogical Implications

There were some limitations to this study, like time restrictions caused by unscheduled activities such as union activities, water shutoffs, training for teachers or for students, etc. There are also drawbacks in terms of internet coverage in the school since the signal quality is not very high. And due to a lack of technological devices (for students), the project as initially planned could not be developed. It means allowing students to use technology independently to do activities in class. It could be interesting if the interventions were implemented by allowing students to manipulate the listening materials by themselves by using laptop computers or other technological devices in class. So that they can independently make a more personalized follow-up of their own listening process. Because

in the interventions implemented, the teacher was the one who had control over the audio-visual materials.

The adaptation and design of the materials may be time-consuming, but it is worth watching the impact that those small changes have on the students' perceptions and performance in the TL. Especially when they practice their listening skills. Likewise, there is a need for EFL teachers to receive training and keep up to date on how to implement this type of metacognitive intervention. As an aspect of the English curriculum. This will have a positive impact on students' learning and, in this case, specifically on their listening sub-skills and therefore their oral skills.

For future research, it would also be better to use less metacognitive questions in each intervention to catch even more students' attention to them. And if possible, organize the interventions from a communication point of view in a more cohesive didactic sequence. Also, it would be beneficial to include different genres and registers, from native speakers who are from different regions around the world as well as from non-native speakers, to increase learners' linguistic and cultural awareness.

Reference List

- Alvarado Fonseca, C. (2021, January 26). *TEEN CULTURE (SPORTS AND HOBBIES)*.
Www.youtube.com. <https://www.youtube.com/watch?v=DQLFCTE3ezA>
- Alzamil, J. (2021). Listening Skills: Important but Difficult to Learn. *Arab World English Journal (AWEJ)*, 12, 3, 366-374
- Amir, S. (2018). Research in use of Information & Communication Technologies (ICT) for developing listening comprehension competency in foreign/second languages: A review of selected tools. *International Journal of Social Sciences & Humanities*, 3, 1, 44–53.
- Barrera, J. (2016). *Didactic strategies supported by ICT for the improvement of English learning among 11th-grade students in a private school in Cali*. [Master's thesis, Icesi University]. Digital Library Icesi.
http://repository.icesi.edu.co/biblioteca_digital/handle/10906/82239
- Barriball, K. & While, A. (1994) Collecting data using a semi-structured interview: A discussion paper. *Journal of Advanced Nursing*, 19 (2), pp. 328–335
- Bedoya, J. (2012). Desarrollo de la escucha comprensiva en una L2 mediante la enseñanza de estrategias metacognitivas y la utilización de podcasts y reproductores portátiles. *Universidad de Antioquia, Colombia*.
- Bermudez, E. A. (2017). *Metacognitive instruction delivered through a pre-while-post methodology for the development of listening skills in an intermediate EFL class* [Master's thesis, Universidad del Norte].
- Bloomfield, A., Wayland, S. C., Rhoades, E., Blodgett, A., Linck, J. & Ross, S. (2010). *What makes listening difficult? Factors affecting second language listening comprehension*. Maryland Univ College Park.

- Bloomfield, A. N. (2018). Text types in listening. *The TESOL Encyclopedia of English Language Teaching*, 1–6. John Wiley & Sons, Inc.
<https://doi.org/10.1002/9781118784235.eelt0605>
- Bonilla, C. A., & Tejada, I. (2016). Unanswered questions in Colombia's foreign language education policy. *Profile Issues in Teachers Professional Development*, 18(1), 185-201.
- Botero, D. M. & Quintero, L. F. (2017). Improvement of listening skill in two different eighth grades from a public school in Cali (Doctoral dissertation).
- Buck, G. (2001). An overview of listening comprehension. *Assessing Listening*, 1-30.
- Brown, S. (2016). L2 Listening. In E. Hinkel (Ed.), *handbook of research in second language teaching and learning*, 3, 201–213. Routledge. <https://doi.org/10.4324/9781315716893>
- Çetin Koroğlu, Z. (2020). Effects of digital short stories on the development of listening skills: An action research. *GIST—Education and learning research journal*, 20, 65–84.
- Council, B. (n.d.). *Ordering food in a café*. Learnenglishteens.britishcouncil.org. Retrieved July 16, 2022, from <https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/ordering-food-cafe>
- Cross, J. (2011). Metacognitive instruction for helping less skilled listeners. *ELT Journal*, 65, 4, 408–416. <https://doi.org/10.1093/elt/ccq073>
- Dousti, H., & Abolfathiasl, H. (2013). The effect of metacognitive listening strategy training on EFL learners' listening sub-skills performance. *International Journal of Applied Linguistics and English Literature*, 2(4), 50-55.
- Echavarria, D. P. (2017). *Development of foreign language listening comprehension through metacognitive strategies and podcasts*. [Master's thesis, Universidad de Antioquia]. Biblioteca Digital Udea. <http://hdl.handle.net/10495/13551>

Education First, (2022). EF EPI 2021-EF English Proficiency Index: Sobre el índice.

<https://www.ef.com/assetscdn/WIBIwq6RdJvcD9bc8RMd/cefcom-epi-site/fact-sheets/2022/ef-epi-fact-sheet-colombia-english.pdf>

Ferrance, E. (2000). Themes in education: Action research. Brown University: Educational Alliance, 34 (1), 1-33.

García, C. A. B. (2015). The use of lyricstraining website to improve listening comprehension. MEXTESOL Journal, 39 (3), 1–13.

Goh, C. C. (2008). Metacognitive instruction for second language listening development: theory, practice and research implications. *RELC Journal*, 39, 2, 188–213.

<https://doi.org/10.1177/0033688208092184>

Goh, C.C. (2016). Cognition, metacognition, and L2 listening. In E. Hinkel (Ed.), *Handbook of research in second language teaching and learning* (Vol. 3, pp. 214–228). Routledge.

<https://doi.org/10.4324/9781315716893>

Hernandez, R. & Mendoza, C. (2018). *Metodología de la investigación: las rutas cuantitativa, cualitativa y mixta*. McGraw Hill Education, México.

Hinkel, E. (2006). Current perspectives on teaching the four skills. *Tesol Quarterly*, 40,(1), 109-131.

Hismanoğlu, M. (2011). The integration of information and communication technology into current ELT coursebooks: a critical analysis. *Procedia-Social and Behavioral Sciences*, 15, 37–45.

Hubbard, P. (2017). Technologies for teaching and learning L2 listening. In E. Chapelle & Sauro (Ed.), *Handbook of technology and second language teaching and learning* (pp. 93–106). John Wiley & Sons, Inc.

- Lepola, J., Lynch, J., Laakkonen, E., Silven, M., & Niemi, P. (2012). The role of inference making and other language skills in the development of narrative listening comprehension in 4- to 6-year-old children. *Reading Research Quarterly*, 47,3, 259–282.
<https://doi.org/10.1002/rrq.020>
- Li, W. (2013). A study of metacognitive awareness of non-English majors in L2 listening. *Journal of Language Teaching & Research*, 4,3, 504–510.
<https://doi.org/10.4304/jltr.4.3.504-510>
- Loescher, E. V. (2010, April 10). *English—Daily Routine (A1-A2)*. Wwww.youtube.com.
<https://www.youtube.com/watch?v=-5iUfno6gPI&t=4s>
- Lynch, T. & Mendelsohn, D. (2013). Listening. In Schmitt (Ed.), *An introduction to applied linguistics* (pp.190–206). Routledge.
- Marr, T., & English, F. (2019). Rethinking TESOL in diverse global settings: The language and the teacher in a time of change. Bloomsbury Publishing.
- McKay, S. L. (2006). Researching second language classrooms. Routledge.
- Ministerio de Educación Nacional. (2006). *Estándares Básicos de Competencias en Lenguas Extranjeras (Inglés)*. Imprenta Nacional.
- Ministerio de Educación Nacional. (2016a) Derechos Básicos de Aprendizaje: inglés- Grados Transición a 11. Bogotá, Colombia.
- Ministerio de Educación Nacional. (2016b). Orientaciones y Principios Pedagógicos: Currículo Sugerido de inglés. Bogotá, Colombia.
- Miranda, N. (2016). Bilingual Colombia Program: Curriculum as Product, only? *Working Papers in Educational Linguistics (WPEL)*, 31 (2), 2. 17–38.

- Nunan, D. (2002). Listening in Language Learning. In Richards & Renandya (Ed.), *Methodology in Language Teaching. An Anthology of Current Practice* (pp.238–241). Cambridge University.
- OECD (2016). Education in Colombia. *Highlights 2016*. (pp.1-16). OECD Publishing, Paris, <https://www.oecd.org/education/school/Education-in-Colombia-Highlights.pdf>
- O'Malley, J. M., Chamot, A. U. & Küpper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied linguistics*, 10,4, 418–437.
- Quijano Plata, L. (2016). *Metacognitive strategy training in listening on undergraduate students* (Master's thesis, Universidad de la Sabana).
- Richards, J. C. (2008). *Teaching listening and speaking: From theory to practice*. New York: Cambridge University Press.
- Sejdiu, S. (2017). Are listening skills best enhanced through the use of multimedia technology. *Digital Education Review*, 32, 60–72.
- Sheeran, E. (2014, October 7). *Ed Sheeran—Thinking Out Loud (Official Music Video)*. www.youtube.com. https://www.youtube.com/watch?v=lp-EO5I60KA&feature=emb_imp_woyt
- Tigse, M. V. (2019). *Multimedia elements in the listening skill comprehension in students of superior education* [Master's thesis, Universidad Técnica de Ambato]. Digital Repository Ambato University. <https://repositorio.uta.edu.ec/jspui/handle/123456789/29288>
- Vandergrift, L. (1997). The comprehension strategies of second language (French) listeners: A descriptive study. *Foreign Language Annals*, 30,3, 387–409.
- Vandergrift, L. (2004). 1. Listening to learn or learning to listen? *Annual Review of Applied Linguistics*, 24, 3–25. <https://doi.org/10.1017/S0267190504000017>

- Vandergrift, L. & Tafaghodtari, M. H. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language Learning*, 60,2, 470–497.
- Vandergrift, L. & Goh, C. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge.
- Walker, N. (2014). Listening: The most difficult skill to teach. *Encuentro: Revista de Investigación e Innovación en la Clase de Idiomas*, 23,1, 167-175.
- Wenden, A. L. (1998). Metacognitive knowledge and language learning. *Applied Linguistics*, 19, 4, 515–537.
- Wilson, J. J. (2008). *How to teach listening*. Pearson Education.
- Yeldham, M. (2016). Second language listening instruction: Comparing a strategies-based approach with an interactive, strategies/bottom-up skills approach. *TESOL Quarterly*, 50, 2, 394–420.

Appendices

Appendix 1: Metacognitive Awareness Listening Questionnaire (MALQ)

Taken from Vandergrift, L. & Goh, C. (2012, p.287).

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree			
I like learning another language	1	2	3	4	5	6			
1. Before I start to listen, I have a plan in my head for how I am going to listen.				1	2	3	4	5	6
2. I focus harder on the text when I have trouble understanding.				1	2	3	4	5	6
3. I find that listening is more difficult than reading, speaking, or writing in English.				1	2	3	4	5	6
4. I translate in my head as I listen.				1	2	3	4	5	6
5. I use the words I understand to guess the meaning of the words I don't understand.				1	2	3	4	5	6
6. When my mind wanders, I recover my concentration right away.				1	2	3	4	5	6
7. As I listen, I compare what I understand with what I know about the topic.				1	2	3	4	5	6
8. I feel that listening comprehension in English is a challenge for me.				1	2	3	4	5	6
9. I use my experience and knowledge to help me understand.				1	2	3	4	5	6
10. Before listening, I think of similar texts that I may have listened to.				1	2	3	4	5	6
11. I translate key words as I listen.				1	2	3	4	5	6
12. I try to get back on track when I lose concentration.				1	2	3	4	5	6
13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.				1	2	3	4	5	6
14. After listening, I think back to how I listened, and about what I might do differently next time.				1	2	3	4	5	6
15. I don't feel nervous when I listen to English.				1	2	3	4	5	6
16. When I have difficulty understanding what I hear, I give up and stop listening.				1	2	3	4	5	6
17. I use the general idea of the text to help me guess the meaning of the words that I don't understand.				1	2	3	4	5	6
18. I translate word by word, as I listen.				1	2	3	4	5	6
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.				1	2	3	4	5	6
20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.				1	2	3	4	5	6
21. I have a goal in mind as I listen.				1	2	3	4	5	6

Cuestionario de Conciencia Metacognitiva en Escucha (MALQ)*Sigla en inglés

Taken and adapted from Echavarría, D. P. (2017, p. 101)

Las frases del formulario describen algunas estrategias de escucha comprensiva y cómo te sientes acerca de la escucha del idioma que estas aprendiendo. Esta no es una prueba, por lo tanto, no hay respuestas buenas ni malas. Respondiendo estas consignas, pueden ayudarte y ayudar a tu docente a entender mejor tu progreso en el proceso de aprender a escuchar.

Por ejemplo:

	Totalmente en desacuerdo	En desacuerdo	Ligeramente en desacuerdo	Parcialmente de acuerdo	De acuerdo	Totalmente de acuerdo
Me gusta aprender otro idioma	1	2	3	4	5	6
1. Antes de empezar a escuchar, tengo un plan en mi cabeza de cómo voy a escuchar.	1	2	3	4	5	6
2. Me concentro difícilmente en el texto cuando tengo problemas de comprensión.	1	2	3	4	5	6
3. Encuentro que la escucha es más difícil que la lectura, el habla, o la escritura en inglés.	1	2	3	4	5	6
4. Traduzco en mi cabeza mientras escucho.	1	2	3	4	5	6
5. Uso las palabras que entiendo para adivinar el significado de las palabras que no entiendo.	1	2	3	4	5	6
6. Cuando mi mente se desconcentra, recupero mi concentración inmediatamente.	1	2	3	4	5	6
7. Mientras escucho, comparo lo que entiendo con lo que conozco acerca del tema.	1	2	3	4	5	6
8. Siento que la escucha comprensiva en Inglés es un reto para mí.	1	2	3	4	5	6
9. Uso mi experiencia y conocimiento para ayudarme a entender.	1	2	3	4	5	6
10. Antes de escuchar, pienso en textos similares que he escuchado.	1	2	3	4	5	6
11. Traduzco palabras claves mientras escucho.	1	2	3	4	5	6
12. Trato de devolver la pista cuando pierdo concentración.	1	2	3	4	5	6
13. Mientras escucho, ajusto rápidamente mi interpretación si me doy cuenta que no es correcta.	1	2	3	4	5	6
14. Después de escuchar, reflexiono acerca de cómo escuché y acerca de que podría hacer diferente la próxima vez.	1	2	3	4	5	6
15. No me siento nerviosa cuando escucho en Inglés.	1	2	3	4	5	6
16. Cuando tengo dificultad entendiendo lo que escucho, me rindo y paro de escuchar.	1	2	3	4	5	6
17. Uso la idea general del texto para ayudarme a adivinar el significado de las palabras que no entiendo.	1	2	3	4	5	6
18. Traduzco palabra por palabra mientras escucho.	1	2	3	4	5	6
19. Cuando adivino el significado de una palabra, reflexiono acerca de todo lo demás que he escuchado para ver si lo que adivino tiene sentido.	1	2	3	4	5	6
20. Mientras escucho, periódicamente me pregunto si estoy satisfecha con mi nivel de comprensión	1	2	3	4	5	6
21. Tengo una meta en mente mientras escucho.	1	2	3	4	5	6

Appendix 2: Attendance list of 10th-1 participants during metacognitive interventions

(Control Group)

This Table shows the total number of students in 10th-1, and the reasons why only 19 were considered to participate in this study, according to their attendance in those classes that were part of the process.

Students	PRE-TEST	LISTENING ACTIVITIES					POST-TEST
List#		1	2	3	4	5	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							
28							
29							
30							
31							
WITHDREW							
DONE							
DID NOT ATTEND							

Appendix 3: Attendance list of 10th- 2 participants during metacognitive interventions

(Experimental Group)

This Table shows the total number of students in 10th-2 (experimental group), and the reasons why only 19 were taken into account to participate in this study, according to their attendance in those classes that were part of the process.

Students	PRE-TEST	INTERVENTIONS					POST-TEST
# list		1	2	3	4	5	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15							
16							
17							
18							
19							
20							
21							
22							
23							
24							
25							
26							
27							

WITHDREW	
DONE	
DID NOT ATTEND	
STUDENT WAS PROMOTED TO 11TH GRADE	
NEW STUDENTS WHO WERE ENROLLED LATE AT SCHOOL	

Appendix 4: Informed Consent

DOCUMENTO DE CONSENTIMIENTO INFORMADO

INFORMACIÓN

Un menor de edad a su cargo ha sido invitado(a) a participar en la investigación “Impacto de la Implementación de Estrategias Meta cognitivas en el Desempeño de las Sub habilidades Auditivas de Estudiantes de 10° Grado”. Su objetivo es determinar el impacto de la implementación de estrategias meta cognitivas en el desempeño de las sub habilidades auditivas de estudiantes de 10° grado. El menor de edad a su cargo ha sido seleccionado(a) porque está actualmente cursando grado 10 en la institución educativa y es la población objeto del proyecto.

La investigadora responsable de este estudio es Carolina Cardozo Carrillo, de la Universidad ICESI.

Para decidir participar en esta investigación, es importante que considere la siguiente información. Siéntase libre de preguntar cualquier asunto que no le quede claro:

Participación: La participación del menor de edad a su cargo consistirá en contestar unas encuestas al inicio y al finalizar el proyecto, lo mismo que una entrevista al finalizar el proyecto, además realizarán unas actividades de escucha guiadas mediante la aplicación de unas estrategias meta cognitivas para lo cual se realizará observación directa. Las intervenciones durarán alrededor de 4 semanas, y las preguntas serán relacionadas con su percepción sobre sus habilidades de escucha. Las actividades y la entrevista serán realizadas en el colegio, finalizando marzo y parte del mes de abril en horarios de clase. Para facilitar el análisis, la entrevista será grabada en audio.

Riesgos: No hay riesgos potenciales para su hijo (a) por participar de este estudio, tampoco afectará su desempeño académico, ni hay riesgos para sus acudientes y / o padres de familia.

Beneficios: El menor de edad a su cargo no recibirá ninguna recompensa por participar en este estudio. No obstante, su participación le permitirá conocer y aplicar variadas estrategias para mejorar sus procesos de comprensión de escucha en la lengua extranjera (inglés).

Voluntariedad: La autorización para que participe un menor de edad a su cargo es absolutamente voluntaria. El menor de edad a su cargo tendrá la libertad de contestar las preguntas que desee, como también de detener su participación en cualquier momento que lo desee. Esto no implicará ningún perjuicio. Tratándose de investigaciones en menores de edad, Ud. podrá estar presente al momento de su realización.

Confidencialidad: Los datos y opiniones del menor de edad a su cargo serán confidenciales, y mantenidas en estricta reserva. En las presentaciones y publicaciones de esta investigación, el del menor de edad a su cargo no aparecerá asociados a ninguna opinión particular.

Conocimiento de los resultados: Usted tiene derecho a conocer los resultados de esta investigación. Para ello, los resultados de este proyecto le serán compartidos a través del correo institucional de los estudiantes.

Datos de contacto: Si requiere mayor información, o comunicarse por cualquier motivo relacionado con esta investigación, puede contactar a la investigadora responsable de este estudio:

Nombre investigadora responsable: Carolina Cardozo Carrillo

Teléfonos: 602 4431819

Dirección: Cra 11 a # 28-25

Correo Electrónico: jms.carolina.cardozo@cali.edu.co

FORMULARIO DE CONSENTIMIENTO INFORMADO

Yo, _____, acepto que el menor de edad a mi cargo participe voluntariamente en el estudio “Impacto de la Implementación de Estrategias Meta cognitivas en el Desempeño de las Sub habilidades Auditivas de Estudiantes de 10° Grado”.

Declaro que he leído y he comprendido las condiciones de mi participación en este estudio.

En caso de cualquier notificación relacionada a la investigación, pueden contactarme a través de:

Correo electrónico: _____

Teléfono: _____

Firma Representante del menor o
apoderado legal

Firma Investigador/a

Lugar y Fecha:

Este documento se firma en dos ejemplares, quedando una copia en poder de cada parte.

Appendix 5: Metacognitive Listening Booklet

[This link](#) will take you to the “Metacognitive Listening Booklet” that contains the pre-test, post-test, the five interventions, and the scripts of the audios used in this study.



https://miro.medium.com/max/1400/1*ptFB5p2d_m5h1vPj5efA-A.webp

METACOGNITIVE LISTENING BOOKLET



Table of Contents

Pre-test (listening)	3
Post-test	5
Intervention #1 (Listening Activity)	8
Intervention #2 (Listening Activity)	10
Intervention #3 (Listening Activity)	12
Intervention #4 (Listening Activity)	14
Intervention #5 (Listening Activity)	17
Interventions Audio Scripts	21
References	24

Pre-test (listening)

Name: _____ Grade: _____ Date: _____







English Please 2 (Page 95)

Listening to predict

1. How do you think teenagers (adolescentes) had fun (se divertían) in the 1960's? You can mark more than one option.

- They used to text their friends.
- They used to talk on the phone.
 - They used to play cards.
- They used to collect coins (monedas) and other things.
 - They used to watch movies.

2. From the following pictures choose (escoge) the activities that you think will be mentioned about the spare time (tiempo libre) activities done by the teenagers now. Mark in the chart with an (X).

A	B	C	D	E	F
	A				
		C			
					

Listening for details

3. Julia mentioned that she used to (solía)...
- Take hundreds of photos with her smart phone.
 - Have picnics at the park
 - Listen to music on her cell phone
4. One of the following activities was not mentioned by Tommy...
- Collecting things.
 - Going to parties.
 - Chatting with his friends online.
5. How old is Tommy:
- 50
 - 18
 - 15
 - 13

Listening to infer

6. How do you think Julia feels (siente) talking about her spare time activities when she was a teenager.
- Sad
 - Angry
 - Anxious
 - Happy

Listening for main ideas

7. What is the topic (tema) of the radio talk show?
- How teenagers have fun now.
 - How teenagers had fun in the past and how they do it now.
 - How teenagers look like now and before.
 - How teenagers used to have fun before.

Listening for global understanding

8. Choose **TRUE / FALSE** for each statement (afirmación).
- a) Julia is not a grandma. _____
 - b) Julia used to visit her friends, because she does not have phones at home. _____
 - c) Tommy does not meet his friends in person. _____
 - d) Now, teenagers have a lot of options to have fun. _____
9. What was the most difficult part of the listening activity? ¿Cuál fue la parte más difícil de la actividad de escucha?
10. What I will do differently next time is... (Lo que haré diferente la próxima vez será)...

Post-test

Name: _____ List #: _____ Grade: _____ Date: _____

English Please 2 (Page 95)





Listening to predict

1. How do you think teenagers (adolescentes) had fun (se divertían) in the 1960's? You can mark more than one option.

- They used to text their friends.
- They used to talk on the phones.
- They used to play cards.
- They used to collect coins (monedas) and other things.

2. From the following pictures choose (escoge) the activities that you think will be mentioned about the spare time (tiempo libre) activities done by the teenagers now. Mark in the chart with an (X).

- They used to watch movies.

A	B	C	D	E	F
	A		B		
	C		D		



E



F

Listening for details

3. Julia mentioned that she used to (solía)...
- Take hundreds of photos with her smart phone.
 - Have picnics at the park
 - Listen to music on her cell phone
4. One of the following activities was not mentioned by Tommy...
- Collecting things.
 - Going to parties.
 - Chatting with his friends online.
5. How old is Tommy:
- 50
 - 18
 - 15
 - 13

Listening to infer

6. How do you think Julia feels (siente) talking about her spare time activities when she was a teenager.
- Sad
 - Angry
 - Anxious
 - Happy

Listening for main ideas

7. What is the topic (tema) of the radio talk show?
- How teenagers have fun now.

- How teenagers had fun in the past and how they do it now.
- How teenagers look like now and before.
- How teenagers used to have fun before.

Listening for global understanding

8. Choose **TRUE** / **FALSE** for each statement (afirmación).

- a) Julia is not a grandma. _____
- b) Julia used to visit her friends, because she does not have phones at home. _____
- c) Tommy does not meet his friends in person. _____
- d) Now, teenagers have a lot of options to have fun. _____

9. Did you notice any change in your performance compared to the pre-test? ¿Notaste algún cambio en tu desempeño comparado con el pre-test?

10. What I will do differently next time is... (Lo que haré diferente la próxima vez será)...

Intervention #1 (Listening Activity)

Name: _____ List #: _____ Grade: 10th- _____ Date: _____

Unit learning: Teen Culture (Sports and Hobbies)

Video on Youtube: <https://www.youtube.com/watch?v=DQLFCTE3ezA>

Listening skills focus: Predictions, listening for details

a. Pre-listening Activities: (Predictions)

1. According to (de acuerdo con) the information given (dada) write down 5 words that you think (crees) will appear in the recording (grabación).
 2. Taking into account (teniendo en cuenta) the information given by the teacher answer (responde) the following questions making (haciendo) your predictions.
 - a. Which (Cuál) of these sports does Thomas like?
 - A. Volleyball B. Skydiving C.tennis
 - b. What activity from the options does he like, despite (a pesar de) being an indoor activity (actividad al interior de un espacio)?
 - A) playing computer games B) trying bungee jumping C) playing basketball
 - c. In addition to (además de) painting (pintar), what is the other activity that Angela likes?
 - A. Playing (tocar) the guitar C. Playing basketball
 - B. Playing volleyball
 - d. Chris is...
 - A. Excited about trying (probar) new sports in his spare time (tiempo libre).
 - B. an indoor activities lover.
 - C. Not excited about doing any(ningún) sport or hobby in his spare time.
 - e. One hobby that Chris does not practice is:
 - A. Making model airplanes. B. Collecting (coleccionar) stamps
 - f. Who loves practicing all kinds of sports and hobbies?
 - A. Thomas B. Angela C. Chris
 3. Based on the previous questions and your predictions choose (escoge) the name of the person that is best described in each option.
 - a. _____ is open minded (mente abierta).
 - b. _____ does not like to be alone.
 - c. _____ prefers to be alone.

b. While listening: Monitoring and problem Solving

- A. Listen to the audio for the first time and write the predictions that were correct.

1										
2a		2b		2c		2d		2e		2f
3										

Listening for Details

- B. Listen again and write down 2 new details (detalles) about each (cada) person (likes or dislikes).
- C. Listen again and compare your details with the details of your peer (compañero). Decide together (juntos) what information to write down.

- Listen to the last time with the subtitles. Write the corrections of the details. In case your details are correct, do not write anything.

Problem Solving: Post- listening activity

A) Write down 5 new words that you found (encontraste) in the audio:

--	--	--	--	--

B) What do you like to do in your free time? Ask your partner and find out coincidences or differences.

Evaluating:

d. **Final reflection:**

- ¿Hacer predicciones me ayuda a entender mejor? ¿por qué?
- ¿Mis conocimientos previos del tema me ayudan a entender mejor? ¿por qué?
- ¿La revisión en parejas me fue útil? ¿por qué?
- ¿Cuál fue la estrategia que más me ayudó? ¿por qué?
- ¿Cuál estrategia aplicaré la próxima vez para mejorar mi comprensión de documentos audiovisuales en inglés?

Intervention #2 (Listening Activity)

Name: _____ List #: ____ Grade: 10th-__ Date: _____

Unit learning: Teen Culture (Julie´s Party)
Cambridge KET Cup test 3 Part 2 (listening)

Listening skills focus: Making predictions, making inferences, listening for main ideas and listening for details.

Listen to Jim and Julie talking (hablando) at Julie´s party. Julie has a new flat (apartamento). What do the guests (invitados) want to eat or drink? She is a serious person, and in her party, they won´t have (no tendrán) alcoholic drinks. Before listening for the first time, according to the information given by the teacher and the title of the audio:

1. Pre-listening Activities: (making Predictions)

a. Write down 5 words that you think will appear in the listening about food or drinks in Julie´s party.

b. How do you imagine Julie´s new flat?

A. Nice. B. Horrible. C. Small D. Messy (desordenado).

c. Would Julie need some help (ayuda)? What do you think?

A. Yes B. No

2. While listening / Monitoring: You will listen to the audio twice (dos veces). You will have 2 minutes to read the questions first (activities d and e).

d. (Listening for making inferences)

A. Julie feels _____ talking about the friends that she invited to her new flat.

a. Bored b. Tired c. Excited d. Scared (asustada)

B. Jim helps out Julie because...

a. He does not have anything (nada) else (más) to do.

b. He is a good friend.

c. He is hungry (hambre)

d. He needs to leave (salir) early (temprano)

e. (Listening for main ideas)

A. What do guests (invitados) want to have in Julie´s party?

a. Talk (hablar) to her all the time.

b. Something (algo) to eat and drink.

c. Do sports (deportivas) activities with her.

B. Julie has a new flat (apartamento), so she wants ...

a. Spend (pasar) time with her best friend.

b. To be alone (sola) and enjoy (disfrutar) it by herself.

c. Spend time with her closer (más cercanos) friends.

f. (Listening for details): You will listen to the audio for the third time. You will have 2 minutes to read the questions first.

A. Who (quién) wants (desea) to drink orange juice?

a. Barbara. b. Kevin c. Jim d. Diana e. Paul.

B. What is the special ingredient that Barbara wants (desea) in her sandwich?

a. Lettuce b. Tomatoes c. Ketchup (salsa de tomate) d. Cheese.

C. What does Diana want to drink?

a. A glass of water. b. glass of milk c. A cup of cocoa.

d. A cup of milo. e. beer.

- D. What does Paul want to eat?
 a. An ice cream b. A sandwich c. A burger d. A hot dog.
- E. What does Jim want to drink?
 a. A glass of water. c. A bottle of water.
 b. A glass of orange juice. d. A bottle of coke.
- F. Who will need a cup of tea?
 a. Julie b. Jim c. Barbara d. Paul e. Diana.

C) Compare your previous answers with your peer's (las de tu compañero) answers.

Write his /her name: _____

Decide together (juntos) what information to write down in the following chart based on the previous activity. Explain in Spanish each decision made:

#	ANSWER	EXPLANATION
A		
B		
C		
D		
E		
F		

D. You will listen to the audio the last time with the scripts. Write the corrections of the previous activity. In case your answers are correct, make a check list.

A	B	C	D	E	F
---	---	---	---	---	---

E. Check the first activity of prediction. In activity a, if your answer was not correct cross out the appropriate letter. In activities b and c, write the corrections. In case your answers are correct, make a check list.

a	A	B	C	D	E	b	c
---	---	---	---	---	---	---	---

F. Check the second activity of making inferences. Write the corrections. In case your answers are correct, make a check list.

A	B
---	---

G. Check the third activity of main ideas. Write the corrections. In case your answers are correct, make a check list.

A	B
---	---

3. Problem Solving / Post- listening activity

- E) Write down 5 new words that you found (encontraste) in the audio:
 F) What would you have (habrías) included to eat or drink in Julie's Party?

4. Evaluating / Final reflection:

- ¿Considero hacer predicciones útiles? ¿por qué?
- ¿Hacer inferencias me ayuda a entender mejor? ¿por qué?
- ¿Mis conocimientos previos del tema me ayudan a entender mejor? ¿por qué?
- ¿La revisión en parejas me fue útil? ¿por qué?
- ¿Me ayudó la estrategia de concentrarme en los detalles? ¿por qué?
- ¿Tomé notas mientras escuchaba? ¿fue útil esta estrategia?
- ¿Cuál fue la estrategia que más me ayudó? ¿por qué?
- ¿Cuál fue la estrategia que menos me ayudó? ¿por qué?
- ¿De las estrategias trabajadas hoy, cuál estrategia aplicaré la próxima vez para mejorar mi desempeño en la comprensión de textos auditivos en inglés?

Intervention #3 (Listening Activity)

Name: _____ List #: _____ Grade: 10th- _____ Date: _____

Unit learning: Teen Culture (English Daily Routine)

This is the daily routine of a British teenager. <https://www.youtube.com/watch?v=-5iUfno6gPI&t=4s>

Listening skills focus: Making predictions, making inferences, listening for details.

1) Pre-listening Activities: (making Predictions)

Before listening and watching the video for the first time and according to the information given by the teacher and the title of the audio:

Write down 5 words that you think will appear in the listening.

2) While listening: Monitoring

A) (Listening for details): Listen to the audio for the first time without watching the video and then the second time by watching the video without subtitles and answer the questions.

- a. What time does he wake up?
 - a. At 7.30 b. At 8.00 c. At 7.00.
- b. Which of these things does he NOT have for breakfast?
 - a. Fruit b. Toast and jam c. Juice.
- c. How does he go to school?
 - a. He goes by bus b. He goes by car c. He walks.
- d. What time does he have a break for lunch?
 - a. At 11.00 b. At 12.00 c. At 12.40.
- e. Where does he have lunch?
 - a. In the town centre b. At the school c. At home.
- f. What does he think about school food?
 - a. It isn't good b. It's good c. It's very good.
- g. What does he do when he arrives home?
 - a. He relaxes b. He helps his mum c. He has dinner.

B) (Listening for making inferences): Listen for the third time without (sin) the subtitles and answer the following questions according to (de acuerdo con) the information provided by the teenager (adolescente):

- a. Why (por qué) does Fred wake up (se despierta) at 7:00 or at 7:30 to go to school?
 - A. Because his (su) alarm does not work (funciona).
 - B. Because his school is near (cerca) and he has time to prepare for school.
 - C. Because he always (siempre) is late (tarde) for school.
- b. Why do you think Fred usually has for breakfast (desayuno) cereal and orange juice or toast with jam (mermelada) or honey (miel)?
 - A. Because it is a typical British (Británico) breakfast.
 - B. Because he is on a diet.
 - C. Because he does not like to eat eggs (huevos) nor sausages (salchichas) for breakfast.
- c) Why does he go by walking to his school?
 - A. Because he does not want to arrive (llegar) quickly (rapidamente) to school.
 - B. Because the school is near (cerca) his house.

C. Because his mother cannot (no puede) take him to school.

d) Why does Fred have lunch (almorzar) in the town?

- A. Because he prefers the school's lunch.
- B. Because he does not like to have lunch in his school.
- C. Because the school's lunch is very expensive (costosa).

C) Compare your previous answers with your peer's (las de tu compañero) answers.

Write his /her name: _____

Decide together (juntos) what information to write down in the following chart based on the previous activity. Explain in Spanish each decision made:

#	ANSWER	EXPLANATION
a		
b		
c		
d		

D. Listen to the last time with the subtitles. Write the corrections of the previous activity. In case your answers are correct, make a check list.

a		b		c		d	
---	--	---	--	---	--	---	--

E. Check the first activity of prediction. If your answer was not correct cross out the appropriate letter. In case your answers are correct, make a check list.

A		B		C		D		E	
---	--	---	--	---	--	---	--	---	--

F. Check the second listening activity for details. Write the corrections. In case your answers are correct, make a check list.

a		b		c		d		e		f		g	
---	--	---	--	---	--	---	--	---	--	---	--	---	--

3. Problem Solving: Post- listening activity

- A. Write down 5 new words that you found in the audio:
- B. Discuss with your partner how Fred's routine is similar to or different from yours. Share with the class your ideas.

4. Evaluating / Final reflection:

- ¿Hacer inferencias me ayuda a entender mejor? ¿por qué?
- ¿Entendiste más con el audio solamente o con la proyección del vídeo? ¿por qué?
- ¿Mis conocimientos previos del tema me ayudan a entender mejor? ¿por qué?
- ¿Qué estrategia empleé para escoger la respuesta más apropiada en la actividad de escuchar en detalle?
- ¿La revisión en parejas me fue útil? ¿por qué?
- ¿Cuál fue la estrategia que más me ayudó? ¿por qué?
- ¿Cuál fue la estrategia que menos me ayudó? ¿por qué?
- ¿Te gustaría que la próxima actividad de escucha sea sólo de audio o que esté acompañada por una herramienta tecnológica audiovisual? ¿Por qué?
- ¿Cuál estrategia aplicaré la próxima vez para mejorar mi comprensión de textos audiovisuales en inglés?

Intervention #4 (Listening Activity)

Name: _____ List #: ____ Grade: 10th-__ Date: _____

Unit learning: Teen Culture (Ordering Food in a Cafe)

Taken from: Learn English Teens British Council







<https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/ordering-food-cafe>

Listening skills focus: Making predictions, making inferences, listening for details and listening for global understanding.

Listen to the conversation in a café, there is a teenager. His name is Andi and he is going to buy something to eat. Do the exercises to practice and improve your listening skills.

1. Pre-listening Activities: (making Predictions)

a. By using the pictures, write down the names of the vocabulary that you can see

<p>A </p>	<p>B </p>
<p>_____ cake</p>	<p>_____</p>
<p>C </p>	<p>D </p>
<p>Cheese _____</p>	<p>Double _____</p>
<p>E </p>	<p>F </p>
<p>Fizzy / sparkling _____</p>	<p>_____</p>

By using your prediction:

b. what dessert (postre) will Andi choose (escogerá)?

I. Option A II. Option B

c. What main course (plato fuerte) will Andi select (seleccionará)?

I. Option C II. Option D

d. What drink (bebida) will Andi choose?

I. Option E II. Option F

2. While listening / Monitoring: You will listen to the audio for the first time. You will have 2 minutes to read the questions before.

e. (Listening for making inferences)

- A. Andi looks like (parece) he is _____.
 a. Not hungry b. Stressed c. hungry (con hambre). d. full (lleno).
 B. Andi likes to eat products with a lot of _____.
 a. a. Vegetables b. Chicken c. Cheese.

f. (Listening for details): You will listen to the audio for the second time. You will have 2 minutes to read the questions first.

- A. What does Andi want for the main course?
 a. A normal cheeseburger b. A burger with chips (papas).
 c. A double cheeseburger.
 B. What does he want for dessert?
 a. A banana cake b. chocolate cake c. An ice cream.
 C. What does he choose to drink?
 a. fizzy water b. Apple juice c. Orange Juice.
 D. How much (cuánto) did he pay in all?
 a. £8.37 b. £8.27 c. £8.57.

g. (Listening for global understanding): You will listen to the audio for the third time. You will have to write a number (1-13) to put the conversation in the order you hear it.

- _____ Anything else?
 _____ Thank you ... that's £10.00 ... and £1.63 change. Next, please.
 _____ A cheeseburger or double cheeseburger?
 _____ Yes, can I have apple juice, please?
 _____ 1 Next, please! What would you like?
 _____ OK, so that's one double cheeseburger, one banana cake and an apple juice.
 What's your table number?
 _____ That's £8.37, please
 _____ Double cheeseburger, please.
 _____ Yeah, I'd like some banana cake.
 _____ Here you are.
 _____ Table 3. How much is that?
 _____ Would you like a drink?
 _____ Can I have a burger, please?

C) Compare the answers of the previous activity with your peer's (las de tu compañero) answers. Write his /her name: _____

Decide together (juntos) what information to write down in the following chart based on the previous activity. Explain in Spanish each decision made:

#	EXPLANATION	CORRECTION
1	It is the example.	

D. You will listen to the audio the last time, you will see the scripts. Write the corrections of the previous activity in the last (última) column of the chart (Cuadro) above (de arriba). In case your answers are correct, make a check list. If (Si) they are not, write the appropriate (apropiado) number.

E. Check the first activity of prediction. In activity a, if your answer was not correct cross out the appropriate letter. In the activities b, c and d, write the corrections. In case your answers are correct, make a check list.

a	A	B	C	D	E	F	b		c		d	
----------	---	---	---	---	---	---	----------	--	----------	--	----------	--

F. Check the second activity of making inferences. Write the corrections. In case your answers are correct, make a check list.

A		B	
----------	--	----------	--

G. Check the third activity of listening for details. Write the corrections. In case your answers are correct, make a check list.

A		B		C		D	
----------	--	----------	--	----------	--	----------	--

3. Problem Solving / Post- listening activity

Write down 5 new words that you found (encontraste) in the audio:

--	--	--	--	--

A. What options would you have (habrías) chosen (escogido)?:

MAIN COURSE	DESSERT	DRINK

B. For next class, prepare in pairs a dialogue asking for food in your favorite fast food place in the city.

4. Evaluating / Final reflection:

- a. ¿Considero hacer predicciones útiles? ¿por qué?
- b. ¿Hacer inferencias me ayuda a entender mejor? ¿por qué?
- c. ¿Mis conocimientos previos del tema me ayudan a entender mejor? ¿por qué?
- d. ¿La revisión en parejas me fue útil? ¿por qué?
- e. ¿Me ayudó la estrategia de concentrarme en los detalles? ¿por qué?
- f. ¿Tomé notas mientras escuchaba? ¿fue útil esta estrategia?
- g. ¿Te ayudó en algo la proyección del menú? ¿por qué?
- h. ¿Cuál fue la estrategia que más me ayudó? ¿por qué?
- j. ¿Cuál fue la estrategia que menos me ayudó? ¿por qué?
- k. ¿De las estrategias trabajadas hoy, cuál estrategia aplicaré la próxima vez para mejorar mi desempeño en la comprensión de textos auditivos en inglés?

Intervention #5 (Listening Activity)

Name: _____ List #: _____ Grade: 10th- _____ Date: _____

Unit learning: Teen Culture (Falling in love)

Song “Thinking out loud” taken from: Youtube: https://www.youtube.com/watch?v=lp-EO5I60KA&feature=emb_imp_woyt

Listening skills focus: Making predictions, making inferences, listening for listening for details and listening for global understanding.


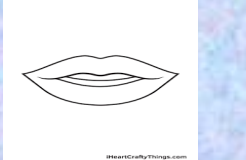


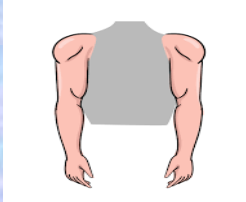


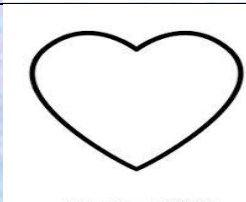
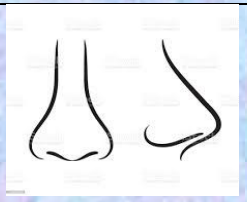


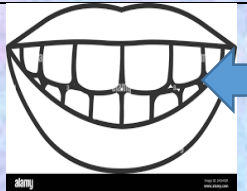
After having done at home, the listening activity of the song in the app

<https://es.lyricstraining.com/play/ed-sheeran/thinking-out-loud/HrcQjK57Vr#b7c>

Today, we will listen to Ed Sheeran’s song again and we will do different activities to apply a variety of metacognitive strategies.

1. Pre-listening Activities: (making Predictions)

Tick the parts of the body that you think will appear in the song:

	A		B		C
	D		E		F
	G		H		I
	J		K		L

2. While listening / Monitoring: You will listen to the audio for the first time. You will have two minutes to read the questions first.

a. (Listening for making inferences)

A. The name of the song is “Thinking out Loud” because:

- The thoughts (pensamientos) running through (a través) his head (cabeza) constantly.

- c. The thoughts (pensamientos) running through (a través) his head (cabeza) constantly and he expresses orally.
- d. He thinks (piensa) about his love but (pero) he does not express it.
- e. He keeps as a secret his feelings (sentimientos).

B. According to the song, he will love her:

- e. Just for a while (rato).
- f. Until they are 23.
- g. Until they are 70.
- h. Forever (por siempre).

b. (Listening for details): You will listen to the audio twice more (dos veces más). This time you will watch the video too.

While you listen, you need to circle the best option. You will have 2 minutes to read the options first.

When your legs don't (1) **walk / work** like they used to before

And I can't sweep you off of your (2) **feet / fit**

Will your (3) mouth / mouse still remembers the taste of my love

Will your eyes still smile from your (4) **chicks / cheeks**

And darling I will be loving you 'til we're (5) **17 / 70**

And baby my heart could still fall as hard at (6) 23 / 33

And I'm thinking 'bout how people fall in love in (7) mysterious / mystery ways

Maybe just the touch of a hand

Oh, me I fall in love with you every single (8) **date / day**

And I just wanna tell you I am

So, honey (9) **now / know**

Take me into your (10) loving / love arms

Kiss me under the light of a thousand stars

Place your (11) **hair / head** on my beating heart

I'm thinking out loud

Maybe we found love right (12) **where / when** we are

c. (Listening for global understanding): You will have to write a number (1-10) to put the conversation in the order you hear it.

_____ 'Cause honey your soul can never grow old, it's evergreen

_____ I'm thinking 'bout how people fall in love in mysterious ways

_____ Hoping that you'll understand

_____ And the crowds don't remember my name

_____ When my hands don't play the strings the same way, mm

 1 When my hair's all but gone and my memory fades

_____ Maybe it's all part of a plan

_____ I know you will still love me the same

_____ Baby your smile's forever in my mind and memory

_____ I'll just keep on making the same mistakes

Chorus:

But baby now

Take me into your loving arms

Kiss me under the light of a thousand stars

Place your head on my beating heart
I'm thinking out loud

That maybe we found love right where we are, oh **(BIS)**

d. Compare the answers of the previous activity with your peer's (las de tu compañero) answers. Write his /her name: _____

Decide together (juntos) what information to write down in the following chart based on the previous activity. Explain in Spanish each decision made:

#	EXPLANATION	CORRECTION
1	It is the example.	

e. You will listen to the audio the last time and you will see the scripts in the video. Write the corrections of the previous activity in the last (última) column of the chart (cuadro) above (de arriba). In case your answers are correct, make a check list ✓. If (Si) they are not, write the appropriate (apropiado) number.

f. Check the first activity of prediction. In the activity a, if your answer was not correct ✗ cross out the appropriate letter. In case your answers are correct, make a check list ✓.

A	B	C	D	E	F
G	H	I	J	K	L

g. Check the second activity of making inferences. Write the corrections. In case your answers are correct, make a check list ✓.

A		B
----------	--	----------

h. Check the third activity of listening for details. Write the corrections. In case your answers are correct, make a check list ✓.

1	2	3	4	5	6
7	8	9	10	11	12

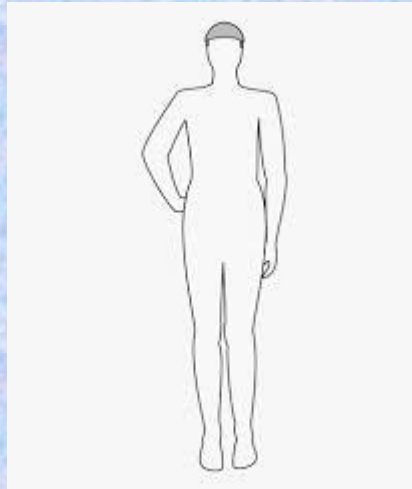
3. Problem Solving / Post- listening activity

A. Write down 5 new words that you found (encontraste) in the audio:

--	--	--	--	--

B. Label the body parts that were mentioned in the song.

mouth	Hands	heart	feet
hair	arms	eyes	



C. Did you like the song? What did you like most? Have you fallen in love? Share your opinions with a partner.

4. Evaluating / Final reflection:

- a. ¿Considero que para la actividad de hoy me ayudó haber realizado la actividad previa en casa de escucha? ¿Por qué?
- b. ¿Considero hacer predicciones útiles? ¿por qué?
- c. ¿Hacer inferencias me ayuda a entender mejor? ¿por qué?
- d. ¿Mis conocimientos previos del tema me ayudan a entender mejor? ¿por qué?
- e. ¿La revisión en parejas me fue útil? ¿por qué?
- f. ¿Me ayudó la estrategia de concentrarme en los detalles? ¿por qué?
- g. ¿Tomé notas mientras escuchaba? ¿fue útil esta estrategia?
- h. ¿Cuál fue la estrategia que más me ayudó? ¿por qué?
- i. ¿Cuál fue la estrategia que menos me ayudó? ¿por qué?
- j. ¿De las estrategias trabajadas hoy, cuál estrategia aplicaré la próxima vez para mejorar mi desempeño en la comprensión de textos auditivos en inglés?

Interventions Audio Scripts

Teen Culture / Intervention # 1 (Sports and Hobbies)

Audio taken from “English Please 2” Book, video from You Tube: <https://www.youtube.com/watch?v=DQLFCTE3ezA>

Hi, my name is Thomas, I really enjoy doing extreme sports, I want to go skydiving and white water rafting this weekend. I don't like spending time alone. I prefer playing football with others. Generally, I don't like playing basketball, or doing indoor activities but I like playing computer games. I love experiencing new things, I would like to try bungee jumping.

Hello, I am Angela. I do a lot of outdoor activities, but I also enjoy indoor activities. I especially love painting and playing the guitar. I can't stand playing sports. I only do tennis at school, and I don't like chatting online. I also prefer being in the country away from the city. I love being alone, I want to live in the country when I'm older.

Hi, my name is Chris. I'm always excited about trying new things in my spare time. That's why I love doing all kinds of sports and hobbies. I like hiking, swimming, cycling and bowling with my friends I don't play ice hockey but I'd like to do that. I hate staying indoors at weekends. My cousin collects stamps, but I don't. I make model airplanes in my free time at a club after school.

Teen Culture / Intervention #2 (Julie's Party)

Cambridge KET Cup test 3 Part 2 (audio, 2004)

Jim: Hello Julie, your new flat is really nice.

Julie: Thanks Jim, it's nice to see all my friends here.

Jim: Yes, the living room suddenly full of people. Err... Kevin wants to know if you have any orange juice.

Julie: Yes, I have. Everybody is hungry or thirsty, aren't they?

Jim: Of course! It's a party! Would you like me to help you?

Julie: oh! Yes, please! Could you make a sandwich for Barbara?

Jim: What does she want in it?

Julie: she asked for cheese and Paul wanted an ice cream.

Jim: Fine, I'll make the sandwich and get the ice cream for him. What does Dayana want?

Julie: she isn't hungry. She just wants a glass of milk.

Jim: What about the other guests? Do they want anything?

Julie: I don't think so. Uh! What about you Jim? What do you want?

Jim: umm! I'll just get a bottle of coke from the fridge. Do you want some, Julie?

Julie: no, thanks! After all this work, I need a cup of tea.

Teen Culture / Intervention #3 (English Daily Routine)

Taken from You Tube: <https://www.youtube.com/watch?v=-5iUfno6gPI&t=4s>

My name is Fred, I live in London, I'm 17 years old. I wake up at 7:00 and I am usually out of bed at 7:30. Then, I come downstairs and have breakfast. Usually, I have cereal for breakfast with orange juice but sometimes, I have toast with usually ham or honey. Then, I pack my bag for school. I walk because my school it's in the Centre downtown where I live. So, it's only 15 minutes' walk in the morning, which is good because it means I can sleep later. The school is quite old, it's been a school for about 400 years and it's got about 1,000 students there. In seven age groups, and it's only boys. School starts at 8:30, then we have two lessons that go until quarter past 10. At 10:45 we have a break for 15 minutes, then 11 till 12: 40 we have two more lessons and then lunch time. I can go into town to get my lunch, but most people have to stay in the school and eat the school food and British school food isn't very nice. Then, we have two more lessons after lunch. And we finish school at 3:30 usually I come home, and I just sort of relax for a bit and that's usually for an hour and I read or watch television. My mom gets home about usually between half past 5 and 6 so we usually eat dinner about 6:30.

Intervention #4 / Teen Culture (Ordering Food in a Cafe)

Taken from: Learn English Teens British Council: <https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/ordering-food-cafe>

Café worker: Next, please! What would you like?

Andi: Can I have a burger, please?

Café worker: A cheeseburger or double cheeseburger?

Andi: Double cheeseburger, please.

Café worker: Anything else?

Andi: Yeah, I'd like some banana cake.

Café worker: Would you like a drink?

Andi: Yes, can I have apple juice, please?

Café worker: OK, so that's one double cheeseburger, one banana cake and an apple juice.

What's your table number?

Andi: Table 3. How much is that?

Café worker: That's £8.37, please.

Andi: Here you are.

Café worker: Thank you ... that's £10.00 ... and £1.63 change. Next, please ...

Intervention # 5/ Teen Culture (Falling in love)

Song "Thinking out loud" by Ed Sheeran, taken from YouTube: https://www.youtube.com/watch?v=lp-E05I60KA&feature=emb_imp_woyt

When your legs don't work like they used to before
 And I can't sweep you off of your feet
 Will your mouth still remember the taste of my love
 Will your eyes still smile from your cheeks

And darling I will be loving you 'til we're 70
And baby my heart could still fall as hard at 23
And I'm thinking 'bout how people fall in love in mysterious ways
Maybe just the touch of a hand
Oh, me I fall in love with you every single day
And I just wanna tell you I am

So, honey now
Take me into your loving arms
Kiss me under the light of a thousand stars
Place your head on my beating heart
I'm thinking out loud
Maybe we found love right where we are

When my hair's all but gone and my memory fades
And the crowds don't remember my name
When my hands don't play the strings the same way, mm
I know you will still love me the same

'Cause honey your soul can never grow old, it's evergreen
Baby your smile's forever in my mind and memory

I'm thinking 'bout how people fall in love in mysterious ways
Maybe it's all part of a plan
I'll just keep on making the same mistakes
Hoping that you'll understand

But baby now
Take me into your loving arms
Kiss me under the light of a thousand stars
Place your head on my beating heart
I'm thinking out loud
That maybe we found love right where we are, oh

So, baby now
Take me into your loving arms
Kiss me under the light of a thousand stars
Oh darling, place your head on my beating heart
I'm thinking out loud
That maybe we found love right where we are

Oh baby, we found love right where we are (maybe)
And we found love right where we are.

References

- Alvarado Fonseca, C. (2021, January 26). *TEEN CULTURE (SPORTS AND HOBBIES)*. Wwww.youtube.com. <https://www.youtube.com/watch?v=DQLFCTE3ezA>
- Council, B. (n.d.). *Ordering food in a café*. Learnenglishteens.britishcouncil.org. Retrieved July 16, 2022, from <https://learnenglishteens.britishcouncil.org/skills/listening/a1-listening/ordering-food-cafe>
- Loescher, E. V. (2010, April 10). *English—Daily Routine (A1-A2)*. Wwww.youtube.com. <https://www.youtube.com/watch?v=-5iUfno6gPI&t=4s>
- Sheeran, E. (2014, October 7). *Ed Sheeran—Thinking Out Loud (Official Music Video)*. Wwww.youtube.com. https://www.youtube.com/watch?v=lp-EO5I60KA&feature=emb_imp_woyt