METACOGNITIVE INSTRUCTION DELIVERED THROUGH A PRE-WHILE-AND-POST METHODOLOGY FOR THE DEVELOPMENT OF LISTENING SKILLS IN AN INTERMEDIATE EFL CLASS
METACOGNITIVE LISTENING STRATEGIES

METACOGNITIVE INSTRUCTION DELIVERED THROUGH A PRE-WHILE-AND-POST METHODOLOGY FOR THE DEVELOPMENT OF LISTENING SKILLS IN AN INTERMEDIATE EFL CLASS

BY

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RESEARCH STUDY

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Abstract

Listening skills have always been difficult to master. This action research study aims at presenting to what extent the use of the Listening Metacognitive Pedagogical Sequence (Vandergrift and Goh, 2012) impacts the performance of listening skills in a group of 22 pre-intermediate undergraduate students. The skills to be developed by the students were the identification of main ideas, details and inferences. The intervention was delivered through a pre, while and post methodology. Findings show that the learners benefitted from the tasks performed throughout the study.

Key words: Metacognition, Strategies, Listening skills,
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Chapter 1: INTRODUCTION

Seeing others make progress and improving themselves has always been my passion. That is one of the reasons I decided to become a teacher. Being a teacher has given me the opportunity to contribute to the improvement of others. This profession has the privilege to teach other professions. That is why I found the improvement of society in teaching.

Ever since I started working as a teacher, I have noticed that students usually complain about not being skillful enough at listening. During my Diploma Course (Especialización en Enseñanza del Ingles) at Universidad del Norte, I had to do a needs analysis report. In such report, I found the most students obtained very bad results in the listening exams and they also dreaded the second half of the semester which focused on listening and speaking. That is why, I decided to do research and propose Vandergrift’s Metacognitive Listening strategies to show these students that they were capable of improving their listening skills with this methodology. According to Vandergrift, L., & Goh, C. C. (2012), “Listening is an important skill: it enables language learners to receive and interact with language input and facilitates the emergence of other language skills” p 4. With students’ ability to listen effectively, learners could perform better when acquiring a foreign language.

Listening plays an important role in communication as it is said that, of the total time spent on communicating, listening takes up 40-50%; speaking, 25-30%; reading, 11-16%; and writing, about 9% (Mendelsohn, 1994). Students need to develop strategies to improve their listening skills in order to become efficient language learners.
Rationale

Since most students are struggling with this challenging skill (listening), it is paramount to teach them strategies to improve it. O’Malley, Chamot, and Kupper (1989) state that “listening comprehension is an active and conscious process in which the listener constructs meaning by using cues from contextual information and from existing knowledge, while relying upon multiple strategic resources to fulfill the task requirement” (p.19). To achieve this, the Metacognitive Listening Strategies can be used by students to be aware of their own listening processes and be able to take control of their own progress in the language.

Educational Context

This study took place at the Language Department of Universidad del Norte in a Vacation course of level V in December 2016. The 22 students’ ages ranged from 18 to 22 whose majors were architecture, psychology, engineering, social communication, law and political science.

Mission of the Language Department

The mission of this department is to contribute to the well-rounded education of the individual, to continual training and updating of knowledge and language skills in order to answer, with quality, relevance and innovative methods, the needs of students, teachers, professionals, business executives, and public and private organizations of the region, the country and Latin America. This is done through a wide range of educational programs, developed by renowned experts with a profound calling towards academia and research.
**Vision of the Language Department**

The vision of the language department is to become a solid university publishing enterprise in line with scientific and technological advances in the publishing industry, disseminate the results of academic and research practice at the University of the North, with a view to promote the integral development of the Colombian Caribbean. All this based on criteria for sustainable production and management.

**Description of the Undergraduate English Program**

The Instituto de Idiomas at Universidad del Norte offers an Undergraduate English Program which consists of eight 64-hour courses focusing on the four skills – reading, writing, listening, and speaking. Through an emphasis on skills within an integrated approach, the program aims to develop the general, academic, and technical language of students. The goal of the program is to graduate students with a high-intermediate level of English, equivalent to the B2 level of the Common European Framework (CEF) and as determined by their score on the TOEFL ITP.

**Inglés V Course Goals (CEF B1.3 = High Pre-Intermediate Level)**

To confidently understand the main point of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. To confidently deal with most situations likely to arise while in an area where the language is spoken. To confidently produce simple connected text on topics which are familiar or of personal interest. To confidently describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.
Learning Outcomes by Skill

At the end of the course, students will be able to:

Reading: Comprehend main ideas and details.
Connect texts to personal experiences and form opinions.
Identify themes shared in multiple texts.
Make Inferences to understand ideas not stated directly.

Writing: Write paragraphs with sentence variety (simple, compound, complex, and compound-complex sentences).
Produce defining and non-defining adjective clauses.
Write short essays with introduction, body, and concluding paragraphs.
Write personal responses to a text.

Listening: Identify main ideas and specific details.
Make inferences to understand ideas not stated directly.
Recognize common themes in multiple listenings.

Speaking: Express ideas through brief video responses.
Pose effective questions and ask for clarification or examples.
Participate in a meeting.
Relate knowledge, experience, and views to listenings.
**Objective of the study**

Taking into account the listening objectives of level 5, the purpose of this study is to propose the Listening Metacognitive Pedagogical Sequence (Vandergrift and Goh, 2012) in the listening portion of the program in order to see the impact in the students’ performance.

**Research question:**

To what extent does the use of metacognitive listening strategies impact the learners’ listening skills?

**General objective:**

To analyze the effects of using metacognitive listening strategies so as to improve listening skills.

**Specific objectives:**

1. To identify the advantages and disadvantages of using metacognitive listening strategies.

2. To explore how metacognitive listening strategies facilitate the development of listening skills.

3. To assess the implementation of metacognitive listening strategies for the improvement of listening skills.
Organization of the thesis

This thesis is divided into six chapters that provide a descriptive explanation of all the aspects concerning the intervention applying the Listening Metacognitive Pedagogical Sequence (Vandergrift and Goh, 2012)

The chapters are organized as follows:

1. The Introduction:

This section provides a general overview of the background of the problem and its importance, the educational context in which it occurs and the organization of the thesis.

2. The Theoretical Framework:

This section identifies a general theoretical framework and elaborates on why your study can be located within this framework. It also defines key concepts used to support this study. Finally, it makes a synthesis of similar studies carried out in Colombia and other parts of the world.

3. The Methodology

This section provides a clear idea about the data collected to answer the research question. This section includes a reminder of the research question

A statement of the research paradigm in which your study is inscribed and why it
can be said to be inscribed within that paradigm, a description of the concept of Action Research. It also includes a brief relevant description the participants in the study. It provides an overall statement of the data collection procedures to be employed and a description of ethical considerations that will be taken into account in order to maintain participants’ privacy and to protect them from harm and deception.

4. The Findings

This section describes the main results of your study. It provides graphs to present these results and it is organized in accordance of occurrence of events. It also provides evidence of the progress after the intervention process

5. The Discussion

This section examines, interprets, qualifies and draws inferences from the results obtained during the intervention process. It also aims at explaining the findings along with the theoretical framework support. Finally, it suggests further study concerning the topic.

6. The Conclusions:

This section closes this paper by revisiting the research question and how this study responded to it. It reviews the main arguments of this paper. It also points out the importance of this study and its implications along with its limitations and further study suggestions
Chapter 2: THEORETICAL FRAMEWORK

The previous chapter concerned the theoretical gap, the importance of the study for the Colombian context and for the field in general and the context in which this study was carried out. In this chapter, we will deal with theory that underpin this study. We will define terms such as: approaches to learning and teaching listening, listening processes, learning strategies, metacognition, among other concepts that are related to this study. Research has demonstrated that adults spend 40-50% of communication time listening (Gilman & Moody 1984), but the importance of listening in language learning has only been recognized relatively recently (Oxford 1993). Listening has emerged as an important component in the process of second language acquisition (Feyten, 1991). However; listening skills have always been difficult to master. Students all over the world usually have trouble mastering this language ability in a foreign language. Therefore; we as teachers should focus on reinforcing the fact that there are strategies for students to develop their language skills.

Communicative Competence
It is essential for students to understand the language they are exposed to and to respond appropriately so that they can become competent users of that particular language. Sefero lu and Uzakgöre (2004) claim that “listening is usually an interactive process” (p. 2). The listener does not always just listen to, but she or he also reacts to the speaker or asks questions for clarification. To carry out an effective process of communication, there should be listening comprehension from both sides. Hymes, (1972) coins a term “communicative competence” and defines it as “a knowledge of the rules for understanding and producing both the referential and social meaning of language.” in order for communication to take place listening comprehension is key.
Listening
Listening is the most frequently used language skill (Morley, 1999; Scarcella & Oxford, 1992). Many researchers have come up with a variety of definitions of listening. For instance, Rost, (2002) defines listening, in its broadest sense, as a process of receiving what the speaker actually says (receptive orientation); constructing and representing meaning (constructive orientation); negotiating meaning with the speaker and responding (collaborative orientation); and, creating meaning through involvement, imagination and empathy (transformative orientation). Listening is a complex, active process of interpretation in which listeners match what they hear with what they already know. Also, Lundsteen (1979: 1) suggests that listening is the skill “by which spoken language is converted to meaning in the mind”. Anderson and Lynch (1988: 6) suggest that successful listening is “understanding is not something that happens because of what a speaker says. The listener has a crucial part to play in the process, by activating various types of knowledge, and by applying what he knows to what he hears and trying to understand what the speaker means”. According to International Listening Association (ILA) (1995), listening is “the active process of receiving, constructing meaning from, and responding to spoken and/or non-verbal messages. It involves the ability to retain information. In addition, Jeon (2007) characterizes listening as “a set of activities that involves an individual’s capacity to apprehend, recognize, discriminate, or even ignore certain information. In addition, Purdy (1997) asserts that listening is “the active and dynamic process of attending, perceiving, interpreting, remembering, and responding to expressed needs, concerns, and information offered by other human beings”
Types of listeners
Rost (2011) makes a description of the different types of listeners:

- Participant: a person who is being spoken to directly and who has speaking rights equal to others involved in the discourse (e.g. a conversation between two friends on a topic of mutual interest and shared background).
- Addressee: a person in a discourse who is being spoken to directly and who has limited rights to respond (e.g. a student in a traditional classroom in which the teacher is lecturing).
- Auditor: a person in a discourse who is a member of an audience that is being addressed directly and who has very limited rights to respond and is not expected to respond (e.g. a bus driver announcing the name of the next bus stop to the passengers (audience) on the bus).
- Overhearer: a person who is not being addressed, but who is within earshot of the speaker, and who has no rights or expectations to respond (e.g. hearing the conversation of a bank teller and the customer who is in front of you as you stand in line waiting) (p.78).

Strategies
As teachers and researchers, we have encountered a number of definitions for the term strategy. According to an early definition provided by Rubin (1975, p. 43) strategies are “the techniques or devices which a learner may use to acquire knowledge.” When O’Malley et al. (1985) came to conduct their research, they based their definition on Rigney’s (1978) definition of learning strategies as procedures which facilitate acquisition, retention, retrieval, and performance. According to Oxford (1990, p. 8) strategies are specific actions taken by the learner to make learning easier, faster, more
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enjoyable, more self-directed, more effective, and more transferable to new situations. Another definition of strategy was given by Griffiths (2008, 2013). He states that strategies are “activities consciously chosen by learners for the purpose of regulating their own language learning” Researchers have found that a relationship between the use of strategies and an improvement in proficiency is noticeable. According to Kyungsim and Leavell (2006) “the more active strategy users in their study made faster progress than those who employed strategies less often. In other words, a number of studies have demonstrated a significant positive correlation between strategy use and successful language learning.

Schemata

According to Barlett (1932) “the term 'schema' to refer to an active organisation of past experiences”. A schema can be viewed as a (hypothetical) mental patterns for representing generic concepts which are kept in memory. It can also be defined as the organised background knowledge which can help us make predictions or expectations within our interpretation. Alba and Hasher (1983: 129) report that schema is “general knowledge a person processes about a particular domain.” Pichard (1990) defines schemata “as our theories of the way things are, or as representations of one’s background experiences and it is clear that the culture one lives in impacts schemata”. Zhu's (1997) simple definition suggests that schema is background knowledge and background information. Juan and Flor (2006) point out that “schemata, the relevant packages of prior knowledge and experience that we have in memory, can call on in the process of comprehension.” Carroll (2008: 176) defines "a schema is a structure in semantic memory that specifies the general or expected arrangement of a body of information"
Models of the Listening Process
A series of mental processes can occur during listening. According to V.B. Kasevich (2010), we can find three main levels in speech perception: psychoacoustic (perception of physical characteristics of a speech signal), linguistic (phonetic, lexical, syntactical, and semantical representation of a speech signal) and cognitive (making information hypothesis about the structure of a speech sound). So listening requires the use of non-linguistic as well as linguistic knowledge. The use of linguistic cues in perception mechanisms is referred to as bottom-up processing whereas the use of contextual clues and world knowledge is referred to as top-down processing (Nuriakhmetovich, Khuziakhmetov Anvar, and Porchesku Galina Vasilevna, 2016). Such mechanisms as memory (working memory, long-term memory) and probabilistic forecasting also play an important part in speech perception. As mentioned before, early research states that the process of listening can occur in three different ways bottom-up, top-down and interactive (both): bottom-up processes focuses on smaller units of speech (phonemes) which then become words, phrases and sentences (Carrel, 1988; Flowerdew & Miller, 2005; Rost, 1990). Traditionally listening was viewed as only transmitting information. Also, it is known as a text-based or perception-based model since it positions listening as a passive process, (Orii-Akita, M. 2014). On the other hand, Vandergrift (1997) argues that “effective listeners use top-down processing. The top-down model differs from the bottom-up model in that listening is seen as an active process that involves seeking necessary information rather than simply analyzing speech as a series of sounds” (Flowerdew & Miller, 2005, p. 26). The top-down model, also referred to as process-based approach, presupposes the use of previous background knowledge to predict content (Ross, 1975; Rubin, 1994). Previous studies have shown that effective listeners use top-down processing, more than the bottom-up model (Cross, 2009;
Vandergrift, 1997, Vandergrift & Tafaghodtari, 2010). Furthermore, a number of researchers argue that training learners to use listening strategies are beneficial to their improvement in listening ability (Field, 2008; Lynch & Mendelsohn, 2002; Rost, 1990, 2011). More recent studies have suggested that listening comprehension is the result of the interplay of information at different levels, and that listeners employ both bottom-up and top-down models in order to process this information (O’Malley & Chamot, 1990). This type of processing is known as the interactive model. Several researchers have argued that effective learners employ the interactive model more frequently than the top-down or bottom-up models (Buck, 2001; Cleary et al., 2007; Field, 2008; Higuchi, 1998) and listening comprehension teaching should be carried out including both top-down and bottom-up training (Hinkel, 2006, p. 110; Vandergrift, 2007; Vandergrift & Goh, 2012). Also, L. Vandergrift (2009) argues that, when listening, people draw on the following knowledge sources: linguistic knowledge, pragmatic knowledge, and prior (experiential) knowledge.

**Pre Listening, While Listening and Post-Listening**
A typical listening lesson will usually include a three-part sequence. This means, pre-listening, while listening and post-listening activities that involve bottom-up and top-down listening (Field, 1998). The pre-listening applies bottom-up and top-down processing by having the students activate prior knowledge and review key vocabulary. The while-listening involves focusing on main ideas, details, sequencing etc. The post-listening usually requires to answer comprehension questions and also requires the learner to give opinions about the topic. This section might also include some characteristics of bottom-up processing such as identification of features of spoken language (phonemes, blendings, reduced words, key words, among others) (Richards, J. C. 2008).
**Listening strategies**
Learners can apply metacognitive, cognitive and socioaffective strategies to improve listening performance and make learning easier. Metacognitive strategies are useful due to the fact that they manage the learning process. Cognitive strategies adapt the tools in order to apply a certain technique in a listening task. Socio-affective strategies concern the strategies the students use to cope with anxiety and check for comprehension when interacting with their peers. According to Vandergrift (1997), skilled listeners use more metacognitive strategies than their not so skilled peers. Also, they should be able to:

- analyse the requirements of a listening task;
- activate the appropriate listening processes required;
- make appropriate predictions;
- monitor their comprehension;
- And evaluate the success of their approach.

We as teachers should encourage students to use learning strategies. In terms of listening, students need to know how to perform this challenging skill. Richards (2008) states that strategies can be thought of as the ways in which a learner deals with a certain task. Also, students can be instructed on how to be more involved in their own listening skills development by using such strategies.

Buck, (2001) identifies two kinds of strategies in listening:

**Cognitive strategies**
Mental activities associated to comprehending and storing information in the working and long-term memory for further utilization.

- *Comprehension processes*: concerns processing linguistic and nonlinguistic information.
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- **Storing and memory processes**: concerns storing linguistic and nonlinguistic information in the working and long-term memory.
- **Using and retrieval processes**: concerns accessing memory for output

**Metacognitive strategies**
Those mental activities in which the learner is aware or unaware of the process that occurs when performing a task

- **Assessing the situation**: involves managing the scenario where the task is going to be developed
- **Monitoring**: involves evaluating if the strategies are effective or not while performing the task
- **Self-evaluating**: assessing the effectiveness of the performance after finishing the task
- **Self-testing**: determining if our language level was effective or not


- **Planning**: it consists of being aware of the learning objectives and deciding what to do to achieve them
- **Monitoring**: it consists of assessing the progress made during the development of the task.
- **Evaluating**: it consists of determining whether the strategies used during the task were effective or not

**Metacognitive listening strategies**
The foundation of this study relies on the pedagogical sequence suggested by Vandergrift, (1999) which resembles the aforementioned model.
• **Planning:** Before listening learners make decisions about what to listen for and focus their attention on meaning. Learners bring to mind background knowledge of the topic in order to be able to make predictions based on the information thought of.

The authors suggest that in order for learners to plan for successful completion of the activity, they can:

- bring to consciousness their knowledge of the topic and any relevant cultural information;
- analyze the text genre and recall how information might be organized in it;
- anticipate words and/or ideas that they may hear;
- determine where to pay attention and decide on how much detail to find, based on their purpose for listening, in order to direct listening efforts;
- predict what they will hear, based on information brought to consciousness and any relevant contextual information; and,
- prepare the conditions for listening by clearing their minds of distractions and focusing their attention (2012, p. 6).

• **Monitoring:** During the listening activity itself, learners become aware of their degree of comprehension of the text. They also check the consistency of their
predictions, based on that; they make decisions concerning which strategies to use.

In this stage, learners focus on comparing their predictions with what they understand in the listening activity, and they make any necessary adjustments.

Vandergrift & Goh (2012) suggest that in this stage learners can:

• evaluate continually what they understand;

• check for consistency with their predictions, for appropriateness with world knowledge and for internal consistency: that is, the ongoing interpretation of the co-text;

• verify predictions and accept the fact that they do not need to understand every word;

• assess their level of comprehension;

• verify progress in their comprehension of the desired information and necessary details; and

• determine whether the approach to understanding the text is working or not” (p. 107).

• **Solving Problem Comprehension Problems:**

Vandergrift and Goh (2012, p.107) believe that at the same time as learners monitor their understanding and encounter difficulties, they can adjust their approach to the text or activate specific listening comprehension strategies. The authors (2012, p.108) maintain that learners can:
• adjust their approach by activating more appropriate strategies as required: for example, revise predictions or adjust their inferences to reflect new possibilities;

• make inferences about the meaning of a chunk of text they did not understand by deducing from the information they are confident they have understood; or

• ask for clarification, if the listening context allows for this.

● Evaluating the Approach and Outcomes

Vandergrift and Goh (2012) assert that learners “need to evaluate the effectiveness of the approach adopted and/or decisions made during the listening process after completion of the activity.” They believe that learners can:

• reflect on difficulties encountered, what went wrong, and why;

• confirm comprehension with a transcription of parts or all of the text; or

• reflect on the success of problem-solving efforts, such as the success of an inference or modification of a particular strategy (if the listening context allows for this).

Literature Review

A considerable number of researchers have focused their attention on the use of metacognitive learning strategies to improve listening comprehension (e.g. Goh, 2000; Goh & Taib, 2006; Mareschal, 2007; Graham & Macaro, 2008; Cross, 2009; Vandergrift & Tafaghodtari, 2010). All of them agree on the fact that such strategies improve the performance of students when it comes to listening processes. It has become paramount to instruct students in the use of these strategies during listening tasks. One of the researchers with the largest investigation regarding Metacognitive Listening
strategies is Vandergrift (1996). He has done research on the topic with students from different levels.

The results of her research showed that beginners mostly made use of semantic clues, cognates, kinesis and tone of voice also cognitive strategies, such as elaboration and inferencing. However, intermediate level students relied more on metacognitive strategies and similar cognitive strategies. In addition, they managed to decode a considerable number of chunks. According to Vandergrift (1996), the intermediate students were more successful due to the use of metacognitive listening strategies.

In Colombia there have been a number of studies regarding metacognitive listening strategies. One of them was carried out by Sandra Barbosa in a language institute at Universidad de la Sabana with a fifth level economics group. The study shows that students listening comprehension improved with the application of a Metacognitive Model of Strategic Learning Proposed by Chamot, Barnhardt, El-Dinary, and Robbins (1999)

On the other hand, another study carried out by Jose Gallego at Universidad del Norte shows that in a beginner level group, the Metacognitive Listening Strategies proposed by Vandergrift (1996) suggests an improvement in the long run. However, such strategies did not have positive results in a short term due to the overload in the working memory.

Another study carried out by Josefa Campo at a public school in a rural context, the Metacognitive listening model was applied in a class of 9th grade students. In this group of students the results were as follows:
• Monitoring learning: a high percent of learners had a better comprehension of the text listening a second time.

• The metacognitive listening model raised awareness in terms of mental representation of phonemes which helped the students understand better.

• The students were able to achieve cognitive, affective and social goals when they received metacognitive instruction.

Chapter 3: METHODOLOGY
The previous chapter consisted of the theoretical framework. In this chapter, I will define key concepts of research. Also, this chapter will contain the research paradigm in which this study is inscribed. Furthermore, it also discusses the type of study, a description of the participants and the methods to collect data. Below you will also see a restatement of the research question and objectives

Research question:
To what extent does the use of metacognitive listening strategies impact the learners’ listening skills?

General objective:
To analyze the effects of using metacognitive listening strategies so as to improve listening skills.

Specific objectives:
To identify the advantages and disadvantages of using metacognitive listening strategies
To explore how metacognitive listening strategies facilitate the development of listening skills.

To assess the implementation of metacognitive listening strategies for the improvement of listening skills.

Research

Since it is paramount to get acquainted with the terminology, I will discuss some of the definitions of research. Walliman, (2001) states that research is is a term loosely used in everyday speech to describe a multitude of activities, such as collecting masses of information, delving into esoteric theories, and producing wonderful new products. Burns (1997: 2) defines research as ‘a systematic investigation to find answers to a problem’. According to Kerlinger (1986: 10), ‘scientific research is a systematic, controlled empirical and critical investigation of propositions about the presumed relationships about various phenomena’. Bulmer (1977: 5) states: ‘Nevertheless sociological research, as research, is primarily committed to establishing systematic, reliable and valid knowledge about the social world.’ Grinnell further adds: ‘research is a structured inquiry that utilises acceptable scientific methodology to solve problems and creates new knowledge that is generally applicable.’ (1993: 4). Basically, there are two main types of research described in the table below.
**Table 1. Quantitative and Qualitative Research**

<table>
<thead>
<tr>
<th>Quantitative Mode</th>
<th>Qualitative mode</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Assumptions</strong></td>
<td></td>
</tr>
<tr>
<td>● Social facts have an objective reality</td>
<td>● Reality is socially constructed</td>
</tr>
<tr>
<td>● Primacy of method</td>
<td>● Primacy of subject matter</td>
</tr>
<tr>
<td>● Variables can be identified and relationships measured</td>
<td>● Variables are complex, interwoven, and difficult to measure</td>
</tr>
<tr>
<td>● Etic (outside’s point of view)</td>
<td>● Emic (insider’s point of view)</td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td></td>
</tr>
<tr>
<td>● Generalizability</td>
<td>● Contextualization</td>
</tr>
<tr>
<td>● Prediction</td>
<td>● Interpretation</td>
</tr>
<tr>
<td>● Causal explanations</td>
<td>● Understanding actors’ perspectives</td>
</tr>
</tbody>
</table>
## METACOGNITIVE LISTENING STRATEGIES

<table>
<thead>
<tr>
<th>Approach</th>
<th>Approach</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Begins with hypotheses and theories</td>
<td>● Ends with hypotheses and grounded theory</td>
</tr>
<tr>
<td>● Manipulation and control</td>
<td>● Emergence and portrayal</td>
</tr>
<tr>
<td>● Uses formal instruments</td>
<td>● Researcher as instrument</td>
</tr>
<tr>
<td>● Experimentation</td>
<td>● Naturalistic</td>
</tr>
<tr>
<td>● Deductive</td>
<td>● Inductive</td>
</tr>
<tr>
<td>● Component analysis</td>
<td>● Searches for patterns</td>
</tr>
<tr>
<td>● Seeks consensus, the norm</td>
<td>● Seeks pluralism, complexity</td>
</tr>
<tr>
<td>● Reduces data to numerical indices</td>
<td>● Makes minor use of numerical indices</td>
</tr>
<tr>
<td>● Abstract language in write-up</td>
<td>● Descriptive write-up</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Researcher Role</th>
<th>Researcher Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Detachment and impartiality</td>
<td>● Personal involvement and partiality</td>
</tr>
<tr>
<td>● Objective portrayal</td>
<td>● Empathic understanding</td>
</tr>
</tbody>
</table>

It is also important to point out another classification of research types which are basic and applied. Rajasekar, S., Philominathan, P., & Chinnathambi, V. (2006) state that basic research is an investigation on basic principles and reasons for occurrence of a particular event or process or phenomenon. It is also called theoretical research. They also state that applied research one solves certain problems employing well known and accepted theories and principles. Most of the experimental research, case studies and interdisciplinary research are essentially applied research. The present study will take into account the principles of applied research since it aims at solving a problem. Below you will see a table with the differences of each type of research.

Tabla 2. Differences between basic and applied research

<table>
<thead>
<tr>
<th>Basic research</th>
<th>Applied research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Seeks generalization</td>
<td>Studies individual or specific cases without the objective to generalize</td>
</tr>
<tr>
<td>Aims at basic processes</td>
<td>Aims at any variable which makes the desired difference</td>
</tr>
<tr>
<td>Attempts to explain why things happen</td>
<td>Tries to say how things can be changed</td>
</tr>
<tr>
<td>Tries to get all the facts</td>
<td>Tries to correct the facts which are problematic</td>
</tr>
<tr>
<td>Reports in technical language of the topic</td>
<td>Reports in common language</td>
</tr>
</tbody>
</table>

Educational Research
Stenhouse (1984) in Welligton (2000: 11) defines educational research as a “systematic activity that is directed towards providing knowledge, or adding to the understanding of existing knowledge which is of relevance for improving the effectiveness of education.” Another concept to bear in mind is what a research paradigm is; A paradigm consists of four parts: ontology, epistemology, methodology, and methods. Ontology is “concerned with … the nature of existence” (Crotty, 1998: 3) which Grix (2004) considers as the departure point of all research. Epistemology, on the other hand, “deals with the nature of knowledge” (Crotty, 1998: 8). It deals with the nature of the relationship between the knower and the known. The relationship between ontology and epistemology is fundamental. Grix (2004: 58) states that “ontology and epistemology can be considered as the foundations upon which research is built.” It is also important to differentiate the concepts of method and methodology. Methods are the “range of approaches used in educational research to gather data which are to be used as a basis for inference and interpretation”(Cohen et.al2003: 44). Methodology is the strategy, or action plan that justifies the use and choice of certain techniques (Crotty, 1998).

Research Paradigms
In order to design an appropriate plan, the researcher needs to bear in mind the philosophy, the strategies of inquiry and the specific methods that underlie the research (Creswell, 2009). Therefore; it is necessary to define what a research paradigm entails. A paradigm consists of four parts: ontology, epistemology, methodology, and methods. Ontology is “concerned with … the nature of existence” (Crotty, 1998: 3) which Grix (2004) considers as the departure point of all research. Epistemology, on the other hand, “deals with the nature of knowledge” (Crotty, 1998: 8). It deals with the nature of
the relationship between the knower and the known. The relationship between ontology and epistemology is fundamental. Grix (2004: 58) states that “ontology and epistemology can be considered as the foundations upon which research is built.” Taking all these concepts into consideration, it can be said that this study applies the interpretive paradigm since Myers (2009) states that “the premise of interpretive researchers is that access to reality (whether given or socially constructed) is only through social constructions such as language, consciousness and shared meanings”. Interpretive paradigm is underpinned by observation and interpretation, thus to observe is to collect information about events, while to interpret is to make meaning of that information by drawing inferences or by judging the match between the information and some abstract pattern (Aikenhead, 1997). It attempts to understand phenomena through the meanings that people assign to them (Deetz, 1996). All of the aforementioned explains the how the interaction between the researcher and the research is important to obtain an answer to the problem question.

**Action Research**

Since the main reason of this study is to provide a possible solution to a problem, I resourced to action research. Action research, as defined by Peter Reason and Hilary Bradbury, is: "a participatory, democratic process concerned with developing practical knowing in the pursuit of worthwhile human purposes, grounded in a participatory worldview which we believe is emerging at this historical moment. It seeks to bring together action and reflection, theory and practice, in participation with others, in the pursuit of practical solutions to issues of pressing concern to people, and more generally the flourishing of individual persons and their communities". (2001, p. 1)
According to O'Brien, R. (1998) “action research is known by many other names, including participatory research, collaborative inquiry, emancipatory research, action learning, and contextual action research, but all are variations on a theme. Put simply, action research is "learning by doing" - a group of people identifies a problem, do something to resolve it, see how successful their efforts were, and, if not satisfied, try again. While this is the essence of the approach, there are other key attributes of action research that differentiate it from common problem-solving activities that we all engage in everyday”. A more succinct definition is, "Action research...aims to contribute both to the practical concerns of people in an immediate problematic situation and to further the goals of social science simultaneously. Thus, there is a dual commitment in action research to study a system and concurrently to collaborate with members of the system in changing it in what is together regarded as a desirable direction. Accomplishing this twin goal requires the active collaboration of researcher and client, and thus it stresses the importance of co-learning as a primary aspect of the research process."

Participants
The sample consisted of a group of 22 undergraduate students from different careers at Universidad del Norte. These students’ ages range from 18 to 22. Such students must take English as a requirement to graduate from Universidad del Norte. These students were in level 5 at the moment of the intervention.

Research methods
The data collection techniques consisted of a pre-diagnostic listening test, a MALQ questionnaire (test designed to diagnose metacognitive listening strategies), a post-diagnostic listening test, a post-test reflection about metacognitive listening strategies, a survey about the students' perception of the study itself (taken by the students) and a
survey for teachers and coordinators about their perception of metacognitive listening strategies.

**Intervention procedure**
In the intervention process students underwent a series of activities. The students first took a diagnostic listening test that assessed their ability to identify main ideas, details and inferences (see appendix). After that, the students took the Malq which is a questionnaire that evaluates their use of metacognitive listening strategies (see appendix). Then, students did three tasks that taught them how to apply metacognitive listening strategies when doing listening exercises. Also, they did a listening exercise followed by a post-test reflection of their own listening strategies (see appendix). Finally, they took a survey about the perception of the study itself and all the intervention methodology.

**Description of tasks**
After students took the listening diagnostic test and the MALQ questionnaire, the students did the first activity to apply the metacognitive listening strategies suggested by Vandergrift (1997).

The first task was designed in a Google form. The task consisted of reading the questions and based on those questions, the students had to write predictions. Then, the students had to play the track and listen once to compare their predictions with what they heard in the track. After that, the students had to play the audio once again in order to write details. Then, once again they had to write more details. Finally, the students had to listen and read the script of the audio to compare what they wrote with the actual listening text. The second task consisted of reading a document about metacognitive listening strategies (See appendix) and then following the same procedure as task 1. The third task resembled the second task; however the material
the students read was more explicit. The supplementary material of tasks 2 and 3 was adapted by PhD. Nayibe Rosado and Magister Jose Gallego who authorized the use of such in this study.

**Task 1**
In this task students have to apply the listening Metacognitive Pedagogical Sequence (Vandergrift and Goh, 2012)

**Planning for the task**

According to Vandergrift and Goh (2012), it is important that students are proactive. The authors maintain that proactive listening will permit learners to decide what to focus on while listening, thus establishing “the necessary conditions for successful listening, so they can pay closer attention to meaning while listening” (p.106).

The authors suggest that in order for learners to plan for successful completion of the activity, they can:

- bring to consciousness their knowledge of the topic and any relevant cultural information;

- analyze the text genre and recall how information might be organized in it;

- anticipate words and/or ideas that they may hear;

- determine where to pay attention and decide on how much detail to find, based on their purpose for listening, in order to direct listening efforts;
• predict what they will hear, based on information brought to consciousness and any relevant contextual information; and,

• prepare the conditions for listening by clearing their minds of distractions and focusing their attention (2012, p. 6).

In this part, students have to read the following questions in order to write predictions and prepare themselves for the spoken text.

1. What does the girl do when painting pictures of trees?

   A. She uses many different colors of paint.
   B. She goes to the mountains to be surrounded by trees.
   C. She climbs her grandfather's tree to concentrate on her work.

2. What aspect of trees is the girl referring to when she says that “it's” a glass of cool water on a hot day“?

   A. the color
   B. the feel
   C. the smell

3. What is one thing the girl does NOT mention about climbing her grandfather's tree?

   A. She likes to think and relax in the tree.
   B. She enjoys eating the apples.
   C. She likes to play games in the branches.
4. According to the girl, how do trees make life possible?

A. They produce oxygen so we can breathe.
B. They provide food and shelter for countless animal species.
C. They serve as an important energy source.

5. How does the beauty of trees make the girl feel according to her closing statement?

A. Trees make her feel a greater interest in protecting the environment.
B. The beauty of trees makes her want to study plants in the future.
C. The girl believes that trees help her become a better person.

Taken from: [http://www.esl-lab.com/trees/treerd1.htm](http://www.esl-lab.com/trees/treerd1.htm)

The section of the activity goes as follows:

1. Write predictions based on the previous questions

_____________________________________________________________________
_____________________________________________________________________

Monitoring comprehension

After the students read the questions and write their predictions, Students monitor comprehension. That is to say, they listen to the audio and focus on comparing their predictions with what they understand in the listening activity, and they make any necessary adjustments.
Vandergrift & Goh (2012) suggest that in this stage learners can:

- evaluate continually what they understand;

- check for consistency with their predictions, for appropriateness with world knowledge and for internal consistency: that is, the ongoing interpretation of the co-text;

- verify predictions and accept the fact that they do not need to understand every word;

- assess their level of comprehension;

- verify progress in their comprehension of the desired information and necessary details; and

- determine whether the approach to understanding the text is working or not” (p. 107).

The section of the activity goes as follows:

2. Compare your predictions with the audio and check the ones that were correct

_____________________________________________________________________
_____________________________________________________________________

Solving Comprehension Problems (While - listening)

In this stage the students have to write details by listening to the audio one more time. They are allowed to repeat or go back to a part they did not understand. They do this operation twice.
Vandergrift and Goh (2012, p.107) believe that at the same time as learners monitor their understanding and encounter difficulties, they can adjust their approach to the text or activate specific listening comprehension strategies. The authors (2012, p.108) maintain that learners can:

- adjust their approach by activating more appropriate strategies as required: for example, revise predictions or adjust their inferences to reflect new possibilities;

- make inferences about the meaning of a chunk of text they did not understand by deducing from the information they are confident they have understood; or

- ask for clarification, if the listening context allows for this.

This section of the activity goes as follows:

3. **Listen again and write two details about the audio**  

________________________________________________________________________________  
________________________________________________________________________________

4. **Listen again and write two new details about the audio**  

________________________________________________________________________________  
________________________________________________________________________________

**Evaluating the Approach and Outcomes (Post-listening)**
In this section students listen and read the transcript in order to compare the predictions and details and also evaluate what went wrong at the moment of choosing their strategies.

Vandergrift and Goh (2012) assert that learners “need to evaluate the effectiveness of the approach adopted and/or decisions made during the listening process after completion of the activity.” They believe that learners can:

• reflect on difficulties encountered, what went wrong, and why;

• confirm comprehension with a transcription of parts or all of the text; or

• reflect on the success of problem-solving efforts, such as the success of an inference or modification of a particular strategy (if the listening context allows for this).

This section of the activity goes as follows:

4. Listen and read the transcript. Write the corrections of the details. If your details are correct, Do not write anything.

____________________________________________  _________________
_____________________________________________________________________

Task 2

This task is similar to the previous one. However it has a supplementary material where the students read theory. The supplement goes as follows:

METACOGNITIVE LISTENING SUPPLEMENT 1:
Factores que afectan la comprensión de escucha

Fase de contextualización

En este suplemento para mejorar la habilidad de escucha en inglés, encontrarás información muy útil para entender y aprender tanto acerca de los temas que discutiremos las próximas semanas en clase, como acerca de ti mismo y cómo has venido abordando los ejercicios de escucha, y cómo puedes abordarlos más eficientemente durante tu proceso de aprendizaje del inglés.

Lo primero que vas a hacer es leer sobre algunas experiencias de otros estudiantes de lenguas extranjeras en distintos lugares del mundo, y vas a analizar con cuáles de estas experiencias te sientes identificado cuando haces ejercicios de escucha en inglés.

¿Con las cuáles te sientes identificado?

Escuché una historia acerca de un elefante. Sonaba familiar, pero entonces escuché la historia una vez, y casi no entendí nada. Yo estaba muy deprimido, pero yo sabía que tenía que escuchar de nuevo, a pesar de que tal vez el segundo intento me impactaría al no comprender nada otra vez. Pero sin embargo, en el segundo intento conseguí una chispa de esperanza. Me alegré de que pude conseguir alrededor de la mitad de la historia. Fue un incentivo para mí. (Mae)

Me pareció que el gran obstáculo para oír es mi memoria, que es ineficiente. Cuando escucho palabras nuevas, me olvido de los contenidos antes mencionados. Así que si
Mis estrategias metacognitivas para escuchar comprenden escuchar una frase larga, aunque a veces no todo el sentido de la frase está claro. Mi memoria de escucha es un gran problema para mí. (Ronald)

Después de la clase, paso mucho tiempo recogiendo vocabulario. Creo que es importante. Hago lo que puedo para coger las palabras cruciales del ejercicio. Después de conseguir estas palabras, puedo comprender el contenido en conjunto. (Yang)

Todos los días escucho la BBC y las noticias. Pero sólo cuando estoy completamente concentrado en la transmisión, puedo entender lo que dice. Hay también algunos intervalos cuando reflexiono sobre el significado específico de una palabra y pierdo las siguientes palabras, lo cual me impide entender coherentemente. La distracción es la barrera más peligrosa y frecuente en mi práctica de escucha. (Wendy)

Escuché las noticias de la BBC. Creo que mi problema es la pronunciación y el acento del presentador. No podía escuchar claramente muchas de las palabras que decían. Aunque podía entender la idea general de lo que estaban hablando. (Boris)

Esta semana, seguí escuchando FM 90.5. Aunque su Inglés no es tan bueno como el de la BBC, sus temas son más interesantes. Muchas de sus conferencias están relacionadas con nuestra vida, así que cuando lo escucho, siento que me puedo
concentrar, y también lo entiendo mejor debido a la idea que tengo al respecto. Creo que la mejora es realmente útil y siempre me hace ser más confiado. (Stuart)


Cómo pudiste leer en las experiencias anteriores, es común que los estudiantes de lenguas extranjeras muestren distintos tipos de problemas y dificultades a la hora de abordar los ejercicios de escucha, y las mismas actividades cotidianas que implican escuchar en la lengua que están buscando aprender. Así que no te preocupes, sigue adelante. En este suplemento para mejorar la habilidad de escucha, vas a aprender un poco más acerca de los factores que inciden en tu habilidad de escucha y cómo sacar el mejor provecho de ellos.

Factores que afectan la habilidad de escucha

Según Vandergrift & Goh (2012), hay tres factores principales que afectan la habilidad de escucha, y que se interrelacionan. Estos son:

- Factores cognitivos
- Factores afectivos
- Factores contextuales
Vandergrift & Goh (2012) sostienen que los factores cognitivos incluyen conocimientos lingüísticos (vocabulario y conocimiento sintáctico), el conocimiento del discurso, el conocimiento pragmático, el conocimiento metacognitivo, el conocimiento previo, la capacidad de escucha en la lengua materna, la capacidad de discriminación de los sonidos, y la capacidad de memoria de trabajo.

Los factores afectivos incluyen factores tales como la ansiedad, la motivación y la autoeficacia. Los factores contextuales de escucha incluyen escuchar en la vida real informal fuera del aula (escuchar a la televisión o la radio) y escuchar en la vida real formal en el aula, contextos tales como conferencias, prácticas de escucha aula formal, escucha interactiva, y la evaluación de la habilidad de escucha. Cada uno de estos contextos presenta diferentes demandas cognitivas y afectivas en el oyente.

Ahora, vamos a explicar estos factores detalladamente y qué partes los componen:

Factores cognitivos

- Conocimiento de vocabulario: son las palabras y expresiones que conoces.

- Conocimiento sintáctico: es tu conocimiento del orden de las palabras en una oración: $S + V + O$.

- Conocimiento del discurso: es tu conocimiento sobre lo que vas a escuchar (una narración, una descripción, una conversación, una presentación, un programa, etc).
● Conocimiento pragmático: es tu conocimiento de las convenciones y señales que utilizan los hablantes para comunicar ideas sin palabras. Ejemplos son sonidos como “Ajá”, Ah, Ehhh, Huh!

● Conocimiento metacognitivo: es tu conocimiento sobre los factores cognitivos anteriormente mencionados y tu conocimiento sobre tu habilidad de monitorear y controlar el uso de tus habilidades cognitivas para comprender mejor.

● Conocimiento previo: es tu conocimiento del mundo y del tema en cuestión durante la escucha.

● Habilidad de escucha en la lengua materna: es tu habilidad de escuchar y comprender en español.

● Habilidad de discriminación de sonidos: es tu capacidad de distinguir sonidos, como vocales, consonantes, sílabas, altos y bajos de entonación.

● Capacidad de memoria de trabajo: es parte de los recursos neurológicos que utilizas para desempeñar la función de recordar partes de información y crear significado a partir de éstas.
Factores afectivos

● Ansiedad: es una emoción negativa que se genera frente a la incertidumbre respecto al contenido del material que se va a escuchar e incertidumbre frente a la habilidad propia de entenderlo.

● Motivación: es el factor personal que determina el grado de interés en lo que se escucha. La motivación puede ser propia, tal como la curiosidad que genera el tema o el ejercicio de escucha, o puede ser externa, tal como un reconocimiento o una recompensa al escuchar sobre el tema o al realizar exitosamente el ejercicio de escuchar.

● Autoconcepto de eficacia: es la creencia que se tiene de sí mismo y su propia capacidad de desempeñar una labor exitosamente.

Factores Contextuales

● Escucha informal fuera del aula de clases (televisión o radio).

● Escucha formal de la vida real en el salón de clases, tales como conferencias y ejercicios de escucha formales.

● Escucha interactiva: ocurre cuando estás en una conversación.

● Evaluación y valoración de la escucha: ocurre durante un examen de habilidad de escucha.
Cada uno de estos contextos presenta diferentes demandas cognitivas y afectivas. El propósito de este material es ayudarte a abordar dichas demandas de manera eficiente para que puedas mejorar tu habilidad de escucha, y así mejorar en tu dominio del inglés.

Estrategias de escucha

¿Cómo escuchamos y entendemos?

Escuchar y comprender lo que escuchamos es un proceso que requiere exposición y el trabajo con estrategias puntuales. El propósito de este suplemento es ayudarte a desarrollar tu habilidad de escucha en inglés a través de una serie de pasos y ejercicios para que hagas de forma individual. Por supuesto, siempre cuentas con el apoyo de tu profesor/a para aclarar dudas y mejorar tus habilidades a lo largo de este proceso.

Lo primero que debemos tener en cuenta es que el proceso de escucha y comprensión va más allá de responder correctamente una pregunta con selección múltiple. Ésto es algo a lo que tal vez estés acostumbrado/a, pero en realidad no es suficiente, incluso es irrelevante, para desarrollar habilidades de comprensión oral.

Cuando tú escuchas un texto, no solamente escuchas la información, sino que también activas la información que tú tienes sobre el tema desde antes. Es decir, tu comprensión del mismo está ligada a tus conocimientos. Estos conocimientos te brindan el contexto que te “ayuda” a comprender lo que escuchas. Te preguntarás por qué el verbo ayudar está entre comillas. Es porque nuestro conocimiento es solamente útil para ayudarnos a identificar el tema, pero no para profundizar en el mensaje. Para
profundizar en el mensaje debemos entender la mayor cantidad posible de palabras. Con el fin de lograr este objetivo, debemos concentrar nuestros esfuerzos y nuestra práctica en el desarrollo de la habilidad de decodificar, o en otras palabras, darle sentido a todo lo que escuchamos.

Esta guía está diseñada para ayudarte a desarrollar tu habilidad de decodificar mensajes en inglés en un contexto académico y a utilizar algunas estrategias de manera efectiva.

Macro estrategias

Tony Lynch (2009 y otras publicaciones), un reconocido experto en el área de desarrollo de habilidades de escucha, establece cinco macro estrategias que son muy útiles para ayudarte a enfrentar las tareas de escucha tanto en la clase de inglés, como fuera de ella.

1. **Predecir**

2. **Monitorear**

3. **Responder**

4. **Aclarar**

5. **Evaluar**
Sin embargo, las estrategias no funcionarán si, de manera simultánea, no realizas un trabajo de familiarización y reconocimiento de vocabulario en inglés, es decir de Decodificación, que es el proceso de identificar los sonidos de las palabras y sílabas en cualquier situación.

Macro estrategia 1. Predecir

Como sugiere Lynch (2009), la predicción es una estrategia que usamos todo el tiempo. Predecimos cómo reaccionarán las personas ante ciertas noticias, la duración de una actividad, lo que saldrá publicado en las noticias, lo que dirán nuestros amigos sobre nuestro nuevo celular. En español, en inglés, o en cualquier otro idioma extranjero, podemos usar dos tipos básicos de información para ayudarnos a predecir lo que se va a decir:

- El conocimiento previo
- conocimiento del mundo
- conocimiento de la cultura extranjera
- conocimiento del tema en cuestión
- El Contexto
- La situación (quién habla, dónde y cuándo)
- Lo que se ha dicho hasta el momento o co-texto
Jiang (2009) define la predicción como una estrategia básica que consiste en usar el conocimiento previo para entender un texto. La función del aprendiz consiste en generar una hipótesis o una idea acerca del tipo de texto que va a escuchar, su propósito y/o su alcance en términos de contenido, con el fin de generar un marco de referencia para abordar el texto, y así confirmar la comprensión de la escucha. Así mismo, Jiang (2009) asegura que nuestra interpretación de lo que escuchamos depende en gran medida de lo que esperamos escuchar. Si lo que oímos no cumple con nuestras expectativas, se pueden generar confusiones o malentendidos. Por otra parte, afirma el mismo investigador, si podemos predecir acertadamente lo que vamos a oír, nuestra escucha será mucho más eficiente. En la vida real, hay realmente muy pocas ocasiones en que las personas escuchan sin tener idea de lo que esperan oír. La habilidad de predecir depende, por consiguiente, de nuestro conocimiento del mundo y del lenguaje, lo que se conoce o se sabe de quien habla, y lo que se sabe del propósito de quien habla. Así, es importante desarrollar esta habilidad y siempre estar atentos a lo que puede venir en el ejercicio de escucha. Debemos prestar atención desde antes de empezar a escuchar.

Con el fin de mejorar nuestras habilidades de predicción, es usual que encontremos ejercicios que nos inviten a reflexionar y cuestionarnos acerca de lo que vamos a escuchar. Entonces es común encontrar en ejercicios de inglés alguna información que nos permita dar respuestas tentativas a preguntas que ayudan a hacer predicciones.

After the students read the previous supplement, the main points are discussed. After that, they follow the same procedure as the previous task.

Planning for the listening activity
1. Read the following questions and write predictions based on them.

1. What does Brad have to do before he eats breakfast?
   A. clean his sleeping quarters
   B. go down to the stream to get some water
   C. feed the rooster and the other animals

2. What happened to Brad when he went fishing?
   A. A tree branch fell on him.
   B. He lost his fishing pole.
   C. He slipped and lost one of his shoes.

3. What did he eat for dinner?
   A. steak
   B. hot dogs
   C. beans

4. What was Brad doing when he got lost in the forest?
   A. He was running away from a bear.
B. He was searching for wood.

C. He was wondering around looking for the cabin.

5. How did Brad like summer camp?

A. He had a great time.

B. It was okay.

C. He didn’t have fun.

Taken from: www.esl-lab.com/dear/dearrd1.htm

Monitoring Comprehension

In this section of the activity, students have to compare their predictions with the audio text. The section of the activity goes as follows:

2. Listen to the audio and write the predictions that were correct.

____________________________________________________________________

Solving Comprehension Problems

In this section of the activity the students have to write details from the audio text. They are also encouraged to make changes in their listening strategies if they are not working. They have to do this section twice. The section goes as follows:
After this section of the activity, they have to answer the questions they had to read first. Once they answer the questions, the results are given immediately. This way they have a chance to reflect upon the effectiveness of their own strategies.

**Evaluating the Approach and Outcomes**

In this section, the students have to compare the predictions and details they wrote with the audio script in order to see how accurate they were. They are also encouraged to discuss and assess the strategies that went wrong and the ones which were effective.

The section goes as follows:

4. Listen and read the transcript. Write the corrections of the details. If your details are correct, Do not write anything.
Task 3

In this task, the students are provided with a supplementary material concerning the theory about Metacognitive Listening Strategies which are furtherly discussed once they finished reading.

METACOGNITIVE LISTENING SUPPLEMENT 2:

Listening strategies

Planning for the Listening Activity (Pre-listening)

According to Vandergrift and Goh (2012), it is important that students are proactive. The authors maintain that proactive listening will permit learners to decide what to focus on while listening, thus establishing “the necessary conditions for successful listening, so they can pay closer attention to meaning while listening” (p.106).

The authors suggest that in order for learners to plan for successful completion of the activity, they can:

• bring to consciousness their knowledge of the topic and any relevant cultural information;
• analyze the text genre and recall how information might be organized in it;
• anticipate words and/or ideas that they may hear;
• determine where to pay attention and decide on how much detail to find, based on their purpose for listening, in order to direct listening efforts;
• predict what they will hear, based on information brought to consciousness and any
relevant contextual information; and,

• prepare the conditions for listening by clearing their minds of distractions and focusing their attention (2012, p. 6).

Monitoring Comprehension (While - listening)

In this stage, learners focus on comparing their predictions with what they understand in the listening activity, and they make any necessary adjustments.

Vandergrift & Goh (2012) suggest that in this stage learners can:

• evaluate continually what they understand;

• check for consistency with their predictions, for appropriateness with world knowledge and for internal consistency: that is, the ongoing interpretation of the co-text;

• verify predictions and accept the fact that they do not need to understand every word;

• assess their level of comprehension;

• verify progress in their comprehension of the desired information and necessary details; and

• determine whether the approach to understanding the text is working or not” (p. 107).

Solving Comprehension Problems (While - listening)

Vandergrift and Goh (2012, p.107) believe that at the same time as learners monitor their understanding and encounter difficulties, they can adjust their approach to the text or activate specific listening comprehension strategies. The authors (2012, p.108)
maintain that learners can:

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

Evaluating the Approach and Outcomes (Post-listening)

Vandergrift and Goh (2012) assert that learners “need to evaluate the effectiveness of the approach adopted and/or decisions made during the listening process after completion of the activity.” They believe that learners can:

- reflect on difficulties encountered, what went wrong, and why;
- confirm comprehension with a transcription of parts or all of the text; or
- reflect on the success of problem-solving efforts, such as the success of an inference or modification of a particular strategy (if the listening context allows for this).

Once the material is discussed in class, the students are encouraged to be aware of the Listening Metacognitive Pedagogical Sequence while they are doing task 3.

Planning for the listening activity

2. Read the following questions and write predictions based on them.
1. Based on the girl's statements, how would you describe her English teacher?

A. irritable

B. fascinating

C. considerate

2. How does she feel about her Spanish class?

A. She finds that the exams are quite confusing.

B. She says that the assignments require too much time.

C. She feels the teacher doesn't spend enough time explaining verbs.

3. How is she doing in her algebra class?

A. She is getting excellent grades.

B. She is doing average work.

C. She is failing the class.

4. Why does the girl like her history class?

A. The teacher gives easy questions on tests.

B. The teacher rewards students who can handle his questions.

C. The teacher gives candy to all of the students.
5. What does the girl have to do after she returns from the movie?

A. She has to finish her algebra homework.

B. She must read her history book.

C. She needs to practice her instrument.

Monitoring Comprehension

In this section of the activity, students have to compare their predictions with the audio text. The section of the activity goes as follows:

2. Listen to the audio and write the predictions that were correct.

_____________________________________________________________________
_____________________________________________________________________

Solving Comprehension Problems

In this section of the activity the students have to write details from the audio text. They are also encouraged to make changes in their listening strategies if they are not working. They have to do this section twice. The section goes as follows:

Listen again and write two details about the audio

_____________________________________________________________________
_____________________________________________________________________
4. Listen again and write two new details about the audio

_____________________________________________________________________
_____________________________________________________________________

After this section of the activity, they have to answer the questions they had to read first. Once they answer the questions, the results are given immediately. This way they have a chance to reflect upon the effectiveness of their own strategies.

Evaluating the Approach and Outcomes

In this section, the students have to compare the predictions and details they wrote with the audio script in order to see how accurate they were. They are also encouraged to discuss and assess the strategies that went wrong and the ones which were effective.

The section goes as follows:

4. Listen and read the transcript. Write the corrections of the details. If your details are correct, Do not write anything.

_____________________________________________________________________
_____________________________________________________________________

Evaluating the Approach and Outcomes

This section aims at having students evaluate the strategies and the future application of such strategies

5. Reflection about your metacognitive listening strategies
1. Does predicting help me in some way to understand better? Why? Why not?

2. Does my background knowledge about the topic help me understand better? Why? Why not?

3. Can I make adjustments to my approach to listening during the exercises? Why? Why not?

4. Which part of the strategies helped me the most? Why?

5. Which part of the strategies didn't help me that much? Why?

6. What will I do next time in order to improve my listening skills?

In this chapter, we have discussed the methodology of the study, the research paradigm and the description of the activities provided during the intervention process. In the next chapter of this paper, we will discuss the results of the data collect instruments.

Chapter 4: FINDINGS

In the previous chapter, we have discussed the most relevant aspects in terms of the methodology of this study. Also, we have mentioned the research question, the participants and the ethical considerations. Finally, the previous chapter stated the instruments to gather data, the phases of the intervention and applying the action research procedures.

In this chapter, I will present the results of the data collect instruments along with description and discussion of the results. This results will be presented in the same
order the intervention took place. Also for the sake of ethical considerations, the participants will be referred to as student 1, student 2 etc.

In order to have a clear idea of the intervention process, I will briefly mention the steps of the process. First the students did prediagnostic listening test that assessed the same objectives as in level 5 at the Language Department at Universidad del Norte (identifying main ideas, details and making inferences). Then, the students did the MALQ which is a test designed by Vandergrift (1996). This test evaluates the students' use of Metacognitive listening strategies. During the intervention process, the students did three tasks in which they had to apply the Metacognitive Listening Strategies. After they did the three tasks, they took the listening exam which is part of the assessments of level 5. Finally, the students did a second MALQ (as a way to analyze the use of their own Metacognitive Listening strategies) along with a survey about the whole intervention process. Also, they took the final exam which has a listening section to be used as data in the study.

**Pre diagnostic test**

The students at this point took a prediagnostic listening which assessed the identification of main ideas, details and inference making (see Appendix). The results were as follows:
As you can see in the chart, the test was designed in such a way that it had the same grading system as in the Language Department at Universidad del Norte (from 1 to 5). The lowest grade was 1.0 and the highest grade was 4.4. It can be implied that this group of students had different levels of proficiency.

**Application of MALQ’s**

After taking the prediagnostic listening test, the students did the MALQ to assess their use of metacognitive listening strategies, which they also did after the three intervention tasks. These results will help us analyse whether such strategies were useful for the students or not. These results were organized according to the five categories that were suggested by Vandergrift and Goh (2012). The first category Planning/Evaluation, concerns questions 1, 10, 14, 20, 21 of the Metacognitive Awareness Listening Questionnaire (MALQ), which are:

1. Before I start to listen, I have a plan in my head for how I am going to listen;
2. 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;

21-I have a goal in mind as I listen.

Planning and Evaluation

<table>
<thead>
<tr>
<th>MALQ 1</th>
<th>MALQ 2</th>
<th>S’s who totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 1.</td>
<td>23.8%</td>
<td>22.7%</td>
</tr>
<tr>
<td>Q 10</td>
<td>4.8%</td>
<td>13.6%</td>
</tr>
<tr>
<td>Q 14</td>
<td>4.8%</td>
<td>31.8%</td>
</tr>
<tr>
<td>Q 21</td>
<td>23.8%</td>
<td>36.4%</td>
</tr>
</tbody>
</table>

Tabla 3. Planning and Evaluation results of MALQ application

As you can see in the graph, students became more aware of the Metacognitive Listening Strategies after the intervention. In the first item, students do not think it is important to have a plan in their heads before listening. On the other hand, in the rest of the items, there was an increase in the use of strategies.

In the second set of questions, we are going to analyze the results concerning Directed Attention. The questions read as follows:

2-I focus harder on the text when I have trouble understanding
6-When my mind wanders, I recover my concentration right away

16-When I have difficulty understanding what I hear, I give up and stop listening

**Directed Attention**

<table>
<thead>
<tr>
<th>MALQ 1</th>
<th>MALQ 2</th>
<th>S's who totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 2</td>
<td>19 %</td>
<td>22.7 %</td>
</tr>
<tr>
<td>Q 6</td>
<td>14.3%</td>
<td>22.7 %</td>
</tr>
<tr>
<td>Q 16</td>
<td>19 %</td>
<td>18.2 %</td>
</tr>
</tbody>
</table>

*Table 4. Directed/attention results from MALQ application*

Table 4 shows how students seem to have improved their performance at the moment of focusing their attention on the oral text. In question 6, it is reflected how students attention span have lengthened. It is important to continue increasing their attention since sometimes they might miss key information from the text.

The following graph corresponds to the third category known as person knowledge:

15-I don’t feel nervous when I listen to English
Person Knowledge

<table>
<thead>
<tr>
<th>MALQ 1</th>
<th>MALQ 2</th>
<th>S’s who totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 15</td>
<td>19 %</td>
<td>22.7 %</td>
</tr>
</tbody>
</table>

Table 5. Person /Knowledge results from MALQ application

Table 5 shows how the students level of confidence increased. Students usually find listening challenging. However, after the intervention tasks, their level of anxiety seem to have decreased. They felt more at ease at the moment of doing each task.

In the next category, known as Mental translation, we have questions 4, 11, and 18 of the MALQ and are mentioned as follows:

4-I translate in my head as I listen

11-I translate keywords as I listen; and

18-I translate word by word, as I listen

<table>
<thead>
<tr>
<th>MALQ 1</th>
<th>MALQ 2</th>
<th>S’s who totally agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q 4</td>
<td>19 %</td>
<td>9.1 %</td>
</tr>
</tbody>
</table>
Table 6 shows the process of mental translation in the students before and after the interventions. In question 4, there is a considerable difference between MALQ 1 and MALQ 2. The students relied more on the strategies to identify main ideas and details therefore they did not need to translate word by word. On the other hand on question 11, they did use strategies to identify key words in order to have better comprehension of the oral text. On question 18, the numbers of students who disagree with having to translate word by word as they listen, increased. With the previous data, we can conclude that students are not translating as they used to before the intervention.

Problem solving is the last category with six items:

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.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solving</th>
</tr>
</thead>
<tbody>
<tr>
<td>MALQ 1</td>
<td>MALQ 2</td>
</tr>
<tr>
<td>Q 5</td>
<td>23.8 %</td>
</tr>
<tr>
<td>Q 7</td>
<td>23.8 %</td>
</tr>
<tr>
<td>Q 9</td>
<td>28.6 %</td>
</tr>
<tr>
<td>Q 13</td>
<td>4.8 %</td>
</tr>
<tr>
<td>Q 17</td>
<td>14.3 %</td>
</tr>
<tr>
<td>Q 19</td>
<td>14.3 %</td>
</tr>
</tbody>
</table>

Tabla 7 Problem/Solving results from MALQ application

Table 7 shows the use of problem-solving strategies during the listening process. As you can see there was an increase in the awareness of the use of strategies between
MALQ 1 and MALQ 2. Most students agree on the fact that they can use their background knowledge to assist themselves during the listening process. It is clear that the students at this point are more proficient when applying the strategies.

After taking MALQ 1, the students do three tasks in which they apply the principles of metacognitive strategies suggested by Vandergrift and Goh (2012). The activities consist of applying the following sequence:

Planning for the Listening Activity (Pre-listening)

According to Vandergrift and Goh (2012), it is important that students are proactive. The authors maintain that proactive listening will permit learners to decide what to focus on while listening, thus establishing “the necessary conditions for successful listening, so they can pay closer attention to meaning while listening” (p.106).

The authors suggest that in order for learners to plan for successful completion of the activity, they can:

• bring to consciousness their knowledge of the topic and any relevant cultural information;

• analyze the text genre and recall how information might be organized in it;

• anticipate words and/or ideas that they may hear;

• determine where to pay attention and decide on how much detail to find, based on their purpose for listening, in order to direct listening efforts;
• predict what they will hear, based on information brought to consciousness and any relevant contextual information; and,

• prepare the conditions for listening by clearing their minds of distractions and focusing their attention (2012, p. 6).

Monitoring Comprehension (While - listening)

In this stage, learners focus on comparing their predictions with what they understand in the listening activity, and they make any necessary adjustments.

Vandergrift & Goh (2012) suggest that in this stage learners can:

• evaluate continually what they understand;

• check for consistency with their predictions, for appropriateness with world knowledge and for internal consistency: that is, the ongoing interpretation of the co-text;

• verify predictions and accept the fact that they do not need to understand every word;

• assess their level of comprehension;

• verify progress in their comprehension of the desired information and necessary details; and

• determine whether the approach to understanding the text is working or not” (p. 107).

Solving Comprehension Problems (While - listening)
Vandergrift and Goh (2012, p.107) believe that at the same time as learners monitor their understanding and encounter difficulties, they can adjust their approach to the text or activate specific listening comprehension strategies. The authors (2012, p.108) maintain that learners can:

- adjust their approach by activating more appropriate strategies as required: for example, revise predictions or adjust their inferences to reflect new possibilities;

- make inferences about the meaning of a chunk of text they did not understand by deducing from the information they are confident they have understood; or

- ask for clarification, if the listening context allows for this.

Evaluating the Approach and Outcomes (Post-listening)

Vandergrift and Goh (2012) assert that learners “need to evaluate the effectiveness of the approach adopted and/or decisions made during the listening process after completion of the activity.” They believe that learners can:

- reflect on difficulties encountered, what went wrong, and why;

- confirm comprehension with a transcription of parts or all of the text; or

- reflect on the success of problem-solving efforts, such as the success of an inference or modification of a particular strategy (if the listening context allows for this).
Results of the listening section of the listening exam

After the students did all the three tasks, they took the listening exam which part of the course and was also used to collect data. This exam not only assessed listening, It also assessed grammar and vocabulary. The listening section was worth 20 points out of 50 of the whole exam. The following chart will show the results of the listening section only.

![Listening Section of the Listening Exam](image)

Figure 2. Results of the listening section of the listening exam.

In the previous chart, we can see that out of 22 students in the study, none of them obtained the maximum grade in the listening section of the listening exam. About 4% of the students were able to get an average of 20 points out of 25 of the listening section. On the other hand, about 1% got an average of 8 points out of 25. This shows that most of the students did quite well in the listening section of the listening exam.
Pre-diagnostic test vs Post-diagnostic listening tests
After doing the three intervention tasks and the listening exam, the students took the post-listening diagnostic test which assessed their ability to identify main ideas, details and make inferences.

![Graph showing pre-diagnostic listening test results](image1)

**Pre-diagnostic listening test**

![Graph showing post-diagnostic listening test results](image2)

Figure 3. pre diagnostic listening test and post-diagnostic listening test

Figure 3 shows the results of the pre-diagnostic and the post-diagnostic listening test. In the pre-diagnostic listening test, the students obtained better results than in the pre-
diagnostic listening test. While the results in the pre-diagnostic listening test ranged from 22 to 44 points, the results in the post-diagnostic listening test ranged from 13 to 46. Both in the pre-diagnostic test and in the post-diagnostic test there were six students who obtained over 40 points out of 50. In the pre-diagnostic test there were 8 students who obtained results over 30 while in the post-diagnostic test 9 students obtained results over 30. Finally, in the pre-diagnostic test 8 students failed the test (obtained results below 30) whereas in the post-diagnostic test 7 students failed the test (obtained results below 30) which means that there was improvement after the intervention process.

Listening section of the final exam

After the students did the post-diagnostic listening test, the students took the final exam which assesses different skills (speaking, listening, reading, writing, vocabulary and grammar) below we have a graph showing the results of the listening section of the final exam. This section is worth 16 points out of 100 of the final exam.

![Listening section of the final exam](image)

Figure 4. Listening section of the final exam

Graph 4 shows the results of the listening section of the final exam. This exam is given the last day of class. More than half of the students obtained excellent results in this section.
Post-intervention reflection (students)

The aim of this instrument was to collect information about the students’ perception of the intervention process. It consists of 6 questions concerning the activities applying Vandergrift’s Metacognitive listening strategies. Some of the answers will be highlighted in such a way that they are related to the problem question. The questions and the students’ answers are as follows:

1. What did you like about these activities?
   (22 responses)
   1. “Que eran muy didacticas”
   2. “me gusto que eran muy dinámicas”
   3. “Me gusta la forma en que nos preparan antes de escuchar el listening. Por ejemplo: Predictions”.
   4. “Me gustaron porque me pude probar a mi misma, y aprendí un poco más”.
   5. “i like because it help me for my develop in the english”
   6. “pienso que me fueron de gran ayuda para poder pasar el curso, debido a que me ayudaron a aprender los temas que estábamos dando”
   7. “Ayudan a autoevaluar”
   8. “Creo que son muy buenas porque permiten al estudiante practicar de una manera diferente los temas que se tratan. Y que le permite al estudiante el cual ha sido su avance respecto a las actividades que se plantean”.
   9. “la parte que mas me gusto es ver mi progreso gracias a los regulados de las pruebas”
   10. “puedo practicar mas y aprender nuevos métodos”
   11. “pienso que contribuyen en el desarrollo de mis actividades de listening”
   12. “Es positivo el hecho de que las practicas no solo nos ayuden a aumentar nuestro nivel de escucha, sino que además lo hacemos de forma inteligente al tener en cuenta los factores posiblemente nos afectan y cuales son las mejores soluciones a tomar”.
   13. “Fueron didácticas, y de gran ayuda para mejorar mi nivel de lectura, listening”.
14. “me gusta porque pude examinar algunas dificultades que no me dejaban avanzar”
15. “me gustan muchas actividades porque son estrategias que ayudan a los estudiantes a distinguir sus falencias en ciertos aspectos del idioma aprendido”.
16. “me gusto mucho las actividades para practicar el listening porque podía detectar cuáles eran mis fallas en los parciales al escuchar y así tengo oportunidad de corregirlas”.
17. “Que estas fueron actividades didácticas, las cuales ayudaron satisfactoriamente a desarrollar habilidades en los listening”.
18. “the creation of a strategies for the listening activities”.
19. “la participación, las actividades constantes y diferentes, el interés que tiene el profesor por enseñar a otros”.
20. “que son didácticas y diferentes”.
21. “con estas actividades podemos evaluar nuestras habilidades de escuchar y las estrategias para mejorar”.
22. “i like the dynamic of the teacher for explain the class”.

Question 1 concerns if students found the activities appealing. In question 1, students show a good attitude towards the Metacognitive listening strategies. Student # 3 seem to have relied on using predictions as an strategy for a better listening process. Student # 4 showed self-awareness of challenge during the process. Student # 16 shows evidence of solving comprehension problems and evaluation of approach

2. What did you dislike about these activities?
   (22 responses)
   1. “nada”.
   2. “nada”.
   3. “nada me disgusto”.
   4. “todo me gusto de las actividades”.
   5. “Las preguntas con múltiple respuesta”.
   6. “Nada me desagrado”.
7. “that it is only in the vacacional”.
8. “la verdad no hubo nada que me disgustara”.
9. “Todo me gusto”.
10. “nada, todo me gusto”.
11. “no me disgusta nada”.
12. “todo me gusta porque es contributivo”.
13. “No estoy en desacuerdo”.
14. “No hubo nada que me disgustara, todo se entendió.”
15. “todo me gusto.”
16. “no me gusta que muchas veces no logro entender algunas cosas”.
17. “no tengo quejas acerca de estas actividades.”
18. “nothing”.
19. “me gusta la clase. No hay problema”.
20. “algunas son um poco largas y los audios complejos de entender”.
21. “pueden ser un poco complicadas”.
22. “i don't like that they are listening long”.

Question 2 concerns if the students are satisfied with the activities. Most students found the activities appealing. A few of them said that the audios were long and complicated.

3. Do you think these strategies helped you improve your listening skills? Why? Why not?
(22 responses)
1. “si claro porque me hacían esforzarme”.
2. “pienso que sí me ayudaron, debido a que no sabía varias técnicas para poder responder además por que era algo diferente ya que los anteriores escuchas eran aburridos y solo eran en el libro”.
3. “Sí, me ayuda mucho, ya que antes de escuchar el listening ya tengo una idea de lo que va a tratar”.
4. “Sí, estas estrategias reforzaron un poco las que ya tenía”.
METACOGNITIVE LISTENING STRATEGIES

5. “yes because i practice listening with these activities”.
6. “si me ayudaron a mejorar, porque no era la misma metodología que me aburría”.
7. “si, ya en mi caso vi una mejoría en las actividades que realizaba”.
8. “Considero que esta es un buena estrategia para practicar y considero que es mas didáctico”.
9. “por supuesto me ayudaron mucho”.
10. “si, porque me impulsa a aprender mas quizá de una manera mas fácil”
11. “si, me ayudan en el desarrollo de mi habilidad de escucha”
12. “Creo que a pesar de que no me fue bien en la última practica en las anteriores pude darme cuenta que entendía mucho mejor el audio y que me contextualizaba con la situación”.
13. “Sin duda si me ayudaron a mejora mi escucha, pues gracias a las tácticas que me dieron pude entender mejor y saber por dónde iniciar al momento de un listening”.
14. “si, por que poco a poco vamos corrigiendo las falencias que tenemos”.
15. “si porque me preparo antes para ir con la mente lista y dispuesta a escuchar”.
16. “si, porque podemos corregir las fallas que tenemos al escuchar”.
17. “Si, porque pudo verse reflejado las mejoras en las diversas actividades y principalmente en el examen de listening”.
18. “yes, because this skill is difficult to get but if we practice this will be easy”
19. “la verdad yo aprendo escuchando y a la vez leyendo esa conversación. Así descubro la pronunciación de una palabra que no sabia y su significado”.
20. “si porque puedo ver los resultados y como ha sido el desarrollo a lo largo de todas las actividades realizada”.
21. “las estrategias son muy útiles para hacer mas fácil para facilitar el examen”.
22. “i think that yes help me to learn very much”.

Question 3 concerns a very important aspect of metacognition. In this question, the students have to reflect about the effectivity of the strategies in their listening skills.
Student #3 understood the idea of planning the activity. Student #12 noticed the benefits of planning the activity. Student #14

4. What's the hardest part about listening? Main ideas, details or inferences? Why?
(22 responses)
1. “Cuando yo tenía que escribir las main ideas”
2. “me parece que las main ideas son las mas difíciles”
3. “Main ideas, porque son respuesta múltiple”.
4. “Que a veces hay personas que hablan demasiado rápido o tienen un acento que es difícil de entender”.
5. “inferences because requiere un habilidad de escucha y compresión más alta”.
6. “inferences”
7. “Details, porque en ocasiones cuando hago mal el inferences me enfoco en lo que me equivoque pensando que esta bien”.
8. “Inferencias”
9. “en mi opinión inferencias por que no lo dicen literal”
10. “los details son lo más dificil para mí, porque hay partes del listening que no entiendo”.
11. “las inferencias es la parte más dificil porque hay que saber interpretar muy bien lo que se escucha”
12. “Details”
13. “Pienso que la parte mas dificil de escuchar son los details”.
14. “main ideas”
15. “inferencias”.
16. “main ideas, porque hay que entender en general cada parte de lo que escuchamos”
17. “inferences, porque es la parte en donde tienes que inferir información de los escuchado”.
18. “listening details, because sometimes i focus in the main idea and i forgot details”
19. “Para mi es difícil el acento o cuando el autor habla rápido, también algunos vocabularios”.
20. “los detalles porque no los logro identificar y no conozco el vocabulario”.
21. “main ideas, porque es difícil tener una idea general de todo el listening, en especial cuando el audio es rápido”.
22. “inferences, because is most specific and more”.

5. Which part/ parts of the listening strategies activities helped you the most? (making predictions, comparing the predictions, taking notes about details, comparing audio with the transcript, reflecting about your methodology to listen, other) Why?
(22 responses)
1. “escuchar musica y las actividades que hacia”.
2. “la parte de las estrategias que más me ayudo fue la de comparar las predicciones”
3. “Making predictions and comparing the predictions because in this part i have the time to analyze my mistakes”.
4. “Hacer predicciones, porque más o menos ya me esperaba lo que iba a escuchar, entonces se volvía más fácil”.
5. “Kahoot porque era entretenido y participaba todo el curso”.
6. “making predictions”
7. “comparing audio with the transcript porque permite asimilar los errores y corregirlos inmediatamente”.
8. “Realizar predicciones y relacionarlas con las respuestas y vocabulario”.
9. “predicciones porque de alguna manera me prepara para lo que voy a escuchar”
10. “comparing audio with the transcript, porque así puedo saber si estoy bien o si me equivoque”
11. “la parte que mas me ayudo fue comparar las predicciones ya que me ayudo a entender de mejor manera el audio”.
12. “Hacer predicciones y relacionar el posible vocabulario y respuestas. Esto porque me ayuda a enfocarme a medida en que trato de escuchar palabras similares”
13. “Hacer predicciones y comparar las predicciones fueron las estrategias que más me ayudaron a entender el listening”.

14. “comparing the predictions, comparing audio with the transcript.”

15. “tomar notas acerca de los detalles me ayudan a aclarar más el texto”.

16. “comparing audio with the transcript, porque al entender primero la pregunta puedo tener ideas sobre el tema que voy a escuchar y luego si entiendo palabras las asocio con la pregunta”.

17. “making predictions, comparing audio with the transcript. Siento que esas fueron las que más me ayudaron a entender la manera en que vocalizan en los listening”.

18. “infering because that was a real challenge but understand is a total success”.

19. “taking notes about details, captar palabras que conozco y predecir con ello. Ayuda a dar un poco con lo que se está hablando”.

20. “hacer predicciones y después compara la lectura”.

21. “comparing audio with the transcript. le da más opciones a uno para elegir la respuesta correcta”.

22. “take note in the listening because it helps me to improve and clarify the ideas”

6. Do you think you will apply these strategies in the future? Why, Why not?

(22 responses)

1. “si porque me ayudaron a desarrollar bien mis exámenes”

2. “creo que si las aplicaría en el futuro ya que me parecen mejor a las que venia haciendo anteriormente”

3. “Sí, sobre todo make predictions”.

4. “Claro, estas estrategias me ayudaron a mejorar mi listening, así que las usare y practicare”.

5. “Sería muy bueno porque es un método innovador para el salón de clase”

6. “obvio sobre todo las habilidades aprendidas para entender mejor los audios puestos por el profesor”

7. “Sí, porque permite entender mucho mejor”
8. “Si las aplicaría, porque son estrategias muy prácticas que pueden ser aplicadas en el Inglés y el cualquier otra materia, debido a que permite la interacción con otra lengua o nuevos conocimientos”.
9. “claro que sí para seguir mejorando mi inglés”.
10. “si, son estrategias que nos ayudan para un mejor aprendizaje”.
11. “si, pienso aplicar estas estrategias porque desarrollan mis habilidades”.
12. “Sí, debido a que me siento más cómoda teniendo un estrategia a simplemente respondiendo con lo poco que logré retener”.
13. “Totalmente de acuerdo las usare siempre, pues se me ha facilitado el entender”
14. “los listening a través de las diferentes tácticas conocidas aquí”.
15. “si, para que se me haga más fácil entender los audios”.
16. “si porque se me hizo más fácil entender”.
17. “si claro, he aprendido que se pueden usar estas estrategias de manera que pueden ayudar siempre y cuando uno las perfeccione”
18. “si porque son actividades que ayudan satisfactoriamente al desarrollo de la habilidad auditiva y también ayuda mucho a la concentración mientras se realizan actividades de este tipo”.
19. “yes, because it´s important to have some strategies for obtain good grades”.
20. “Sí, pero aun usare la estrategia de leer subtítulos o el texto de la conversación, hasta que aprenda la pronunciación y el vocabulario. Escuchar acento Británico.... too.
21. “serían una buena base para poder mejorar y tener un plan de acción”.
22. “yes, because this need me in my learning and experiences that they are presented in life”.

Task 3 (Reflection about your metacognitive listening strategies) Answers

In the last section of task 3, the students had to answers specific questions about the Listening Metacognitive Pedagogical Sequence (Vandergrift and Goh, 2012).
The questions and the answers are as follows:

1. Does predicting help me in some way to understand better? Why? Why not? (22 responses)

1. “si un poco porque ya tengo una idea de lo que puedo escuchar”
2. “Es de gran ayudar al realizar una idea mental de lo que se va a tratar el audio, así podemos concentrarnos en entender el contexto de la conversación y no a tratar de adivinar de que se trata”.

yes, the predicting help me because i try listening the predicting
si, ya que gracias a esto podemos hacernos una idea de lo que tratará el audio.
Si me ayudo la predicción pues pude imaginarme más cosas de las que me contaban en la historia
si, la predicción me ayuda porque me contextualiza un poco
si, me ayudan a entender mejor el contexto del texto o del audio
Sí, porque da la oportunidad de tener algunas ideas de lo que puedo escuchar.
Porque más o menos ya sabía de que iba el tema.
Me parece que la predicción si me ayudo a que pudiera entender más la historia
porque así tengo más o menos una idea de lo que quisiera escuchar.
Yes, because if I understand the questions is more easy answer them
En este caso no acerté en lugar y con quien hablaba pero ayudó a ubicarme en el contexto de la conversación
si, por que gracias a ellas puedo entender un poco sobre de lo que va a tratar la conversación
in someone moment, if i know the theme, i improve a little more.
me ayudan a organizar la información, pero prefiero escuchar y leer a la vez las conversaciones porque me ayudan a pronunciar mejor y buscar el significado de algunas frases o palabras. Prefiero leer libros, creo que eso me ayuda.
si debido a que las predicciones me ayudan a ubicarme en un contexto
si, son una gran ayuda en mi comprensionn
en mi caso la prediccion no me ayuda siempre porque siempre me equivoco o predico mal

In some case the prediction can help me to understand, but in some case make interference because i way for a word that never appears.

Si

Yes, because this permit me focus in the topic of the listening

2. Does my background knowledge about the topic help me understand better? Why? Why not?

si porque si manejo un poco del vocabulario del tema puedo entender mas cosas
Si, nos ayuda a saber que las cosas que hemos aprendido antes, son de gran utilidad.
Ya sea películas, música, etc.

yes, because i can associate with the knowledge that i have

si, porque puedes ayudar a asemejar palabras que tu conoces con otras con similitud.

Pienso que si me ayuda pues me siento identificada con la chica

si claro si tengo conocimiento del tema de vocabulario entinde mas rapido

si, es mas facil de responder despues las preguntas y te ayuda a ubicarte

Sí, porque estos permiten hacerme una idea de lo que voy a escuchar.

Funciona porque ya tienes una idea y es mas facil comprender el resto. Aunque en este caso no tenia una idea previa hasta que escuche todo el audio.

si porque se me hace mucho mas facil entender las palabras, y asociarlas para darle un significado a la historia.v

Yes, for me this listening was easy because this vocabulary is basic and if I Don´t understand a word i can deduce by context

Si porque de esa forma uno logra identificarse con los personajes y comprender mas lo que se habla

si me ayudan a entender mejor, por que me puedo contextualizar sobre lo que va a tratar la conversacion y tambien si tengo conocimiento del lenguaje
yes, because i remember easily.
si, me ayuda a entender y aumentar la concentración
tener un conocimiento previo del tema es indispensable para entender de una manera más rápida y eficaz el audio
si, claro que sí porque me ayudan a desarrollar mejor la temática
etítulo siempre me ayuda porque al leerlo ya puedo tener idea de lo que voy a escuchar
me ayuda a tener una idea sobre que puede ser opciones correctas sobre lo que puede aparecer en el audio.
Sí
si
In some case, principally in scientist and academics topics

3. Can I make adjustments to my approach to listening during the exercises? Why? Why not?(22 responses)

si
si
Sí puedo, pero prefiero hacerlo después de terminar todos mis ejercicios.
yo pienso que si debo cambiar, debido a que cuando me pierdo dejo de prestar atención
si, porque es algo que pudo ayudarme satisfactoriamente.
Si se pueden hacer ajustes pues la idea es mejorar la escucha cada día más
si para comprender mejor la conversación sobretodo los detalles
si, me facilita el desarrollo de la pregunta
Sí, puedo ser más receptiva y concentrarme mucho más y practicar vocabulario lo cual me facilita al momento de escuchar.
En mi caso creo que las estrategias que uso no están mal, pues me ayudan a entender mejor.
si porque gracias a lo que leímos en el principio pude prepararme y aceptar algunos
tips para que la escucha sea fluida.

Yes, always is good to have a strategy in this skill

Si, por ejemplo en este caso tuve en cuenta las palabras claves que probablemente se encontrarían en el audio, lo que me ayudó a deducir rápidamente la respuesta y a entender con mayor claridad.

pienso que si puedo cambiar el método, ya que en la primera no tengo mayor concentración por que solo trato de entender las palabras que me se

if i pay attention is more easy learning and understand the theme

si, para mejorar y aprender mejor el listening.

normalmente la primera vez que escucho no logro una buena concentración, ya la segunda vez cambio un poco mi manera de escuchar y logro entender mejor

si, me ayuda estos métodos me ayudan al desarrollo del listening

yo siempre intento varias estrategias, incluso pienso que ese es un problema porque cuando estoy escuchando intento hacer varias estrategias al mismo tiempo

no tengo método específico, durante el audio trato de prestar atención lo más que pueda.

Si

yes, because in this case i saw that mi approach doesn´t are useful

4. Which part of the strategies helped me the most? Why?
(22 responses)

hacer predicciones

Predictions and write specific information.

escuchar palabras claves, enfocarme en el audio

Cuando un compara lo que escucha en el audio con el script del audio.

Leer primero las preguntas e identificar el vocabulario desconocido para mi evaluar

tener conocimiento del tema

La de comparar lo que creo que escuchó y lo que en realidad es.
Estar pendiente, porque si me distraigo le pierdo el hilo a todo. 
me ayudo mucho la parte de identificar las clases de falencias que uno puede padecer 
al momento de escuchar. identificandome con las contextuales y los casos de otros 
estudiantes. 
Understand the situation and identify key words 
Palabras claves 
me ayuda antes de escuchar las conversaciones poder leer las preguntas para tener 
idea de que va a tratar la conversacion 
repeat the excersices 
read book, watch programs with subtitules, 
me sirve mucho el leer las preguntas antes de escuchar y tener un conocimiento previo 
del tema 
tener el conocimiento del temas, es la clave para el exito del entendimiento 
a mi sirve intentar escuchar las palabras que conozco aunque no entienda toda la 
oracion puedo entender el contexto de la situacion si puedo entender al menos una o 
dos palabras importantes 
predecir las palabras me ayuda a tener una idea de que puede ser correcto y que no. 
Si 
concentrarme para asi aprender mas 
the inferences 

5. Which part of the strategies didn't help me that much? Why 
(22 responses) 

todas me ayudaron 
todas me ayudaron 
monitorear 
Responder las preguntas múltiples, creo que hay mejores estrategias para comprender 
la conversación que responder preguntas de selección múltiple. Por ejemplo, 
responder preguntas abiertas sería mejor, ya que no sólo es escoger si no reflexionar
sobre lo que escuchaste para comprender mejor.
intentar entender todas las oraciones
Ninguna, todas fueron muy utiles.
no se
no tengo ninguna
todas me servieron
Anticipar algunas palabras
no me ayudo mucho la ultima parte.
All the strategies were usefull
Determinar donde colocar mi atención y cuantos detalles debo encontrar , porque esto
limita la información
cuando trato de entender palabras que salen en la pregunta entonces solo me
concentro en ellas y no en el resto
predict, dont help me in all case.
hasta ahora, me han ayudado.
el escuchar sin saber del tema y el no leer las preguntas
no practicar listening
siempre debo leer primero las preguntas antes de escuchar sino ninguna estrategia
podria servirme
hacer inferencias en algunos casos hace que tenga una idea equiovacoda de que
puede salir en el audio.
Si
the details

6. What will I do next time in order to improve my listening skills ?
(22 responses)

concentrarme mucho más y tratar de no quedarme traduciendo palabra por palabra
que escucho
Me concentraré más en el audio y aprenderé vocabulario y pronunciación.
leería bien las preguntas antes de escuchar el audio
concentrarme más ya que es algo fundamental en esto.

Escuchare más con atención
me concentrare más para comprender mejor
hacer más ejercicios más practicas

Leer bien antes de comenzar a escuchar y poner en practica todas las estrategias.

Practicar más.

la próxima vez que haga un listening voy a tranquilizarme y a identificar las palabras claves para entender el texto mas rápido. ya que no tengo un amplio vocabulario.

first read all the questions, understand what happen in the listening and identify key words

Contextualizare y tener en cuenta las palabras claves, además que debo aumentar más mi vocabulario cotidiano si quiero interpretar mejor los audios.

tener mayor concentración cuando este escuchando y tambien aprender un mayor vocabulario

i need improve all strategies mentions previously

practice more, study, listen everything in english (i need to travel to EEUU or Britain, ja).

tener una mejor concentración y estudiar vocabulario

para desarrollar mis habilidades de listening debo practicar mas

yo pienso que concentrándome mas al escuchar puedo mejorar en ese sentido por lo cual intentare hacerlo a la próxima

escuchar con mas cuidado y leer las preguntas con mucho cuidado

Si

prestar mucha atención y buscar las palabras claves

focus on details
Coordinators’ and Level 5 teachers questionnaires

These questionnaires were designed in order to see the perception of coordinators’ and Level 5 teachers concerning listening methodology and strategies in the classroom

Coordinators’ Questionnaire

1. What are the learning needs of your level 4 students in terms of listening skills?
   (2 responses)
   1. “In the first place, students need to be familiar with the vocabulary to be used during the listening. Secondly, students need more practice in getting familiar with different accents and speed of speakers”.
   2. “The students need to be taught specific strategies for listening skills. For example, they need to be taught how to listen for key words and other markers that indicate main ideas or that something is really important. They also need to be taught how to understand the difference between details and main ideas. The book only skims the surface of these needs but the students would struggle if they actually had to do anything with the listening skills”.

2. What do you suggest your students do before, during and after they do a listening exercise?
   (2 responses)
   1. “There should be speaking activities where students get immersed into the context, they should read instructions and the exercise before listening. While listening, they should have an overview of the exercise. They should not write any marks. After listening is when they actually mark the answers”.
   2. “I would suggest my students brainstorm about the topic first. What do they know about the topic and what vocabulary is associated with it? During they should take notes on main ideas and details paying attention to verbal cues to know the difference between them. Finally the students should review their notes and listen one more time to fill in anything that they missed”.

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3. Do you think listening strategies have an impact on students' performance? In what way?

(2 responses)
1. “Of course listening strategies have a positive impact on students’ performance since the more they practice, the more development on listening practice”.
2. “Yes I do. Many of my students do not understand simple instructions in the classroom, and at this level it causes serious problems. By teaching students listening strategies we will be teaching them skills that are transferable to other areas and help them have better English in the future. (By listening strategies I do not mean being able to understand inference, but rather ways to listen for the organization to help understand the overall listening better, as well as other skills”.

4. What listening strategies do you have your students apply before, while and after they do a listening exercise?

(2 responses)
1. “Before: -getting familiarized with the vocabulary, -contextualization
During: -attentive listening and reading of exercises
After: -actually filling the information needed or demanded and discussing the correct answers. When time is provided, do a final listening.
2. “At this time I do not have them apply any skills in particular. Because everything is book based I have not been able to stray to far from it yet, but this needs to change to ensure the students have listening abilities in the future”.

5. Do you usually raise awareness in terms of the importance of listening strategies before your students do listening exercises? How?

(2 responses)
1. “I always remind them of using the corresponding listening strategies that we have discussed in previous exercises”.
2. “Usually yes, but this term, I have not had as many opportunities to raise awareness. It helps the students when they understand why they have to learn something, and if they can see the usefulness of it”.
6. Why do you think most students cannot do well in listening?

(2 responses)

1. “-lack of concentration -not familiar with the vocabulary -not familiar with different accents and speed of conversation”.

2. “The students do not do well in listening because we don’t actually teach them listening skills while using these books. We only teach them to look at the questions and listen for the words that match or have similar ideas to what they are reading in the question. It is not sustainable and does not promote listening skills”.

Teachers’ Questionnaires

1. What are the learning needs of your level 5 students in terms of listening skills?

(5 responses)

1. “I believe sometimes students understand the main ideas because they are able to read options in the book or in the exam which sort of guides their listening. However, if they had to tell me the main idea of a listening in their own words, I am not sure how many could answer. I think my students need more practice in all academic levels: listening for main ideas, details, inferences”.

2. “They need strategies that permit them to be in control of their mental processes and attitude towards the listening material while listening. Sometimes they listen and start to feel overwhelmed, which leads them to give up and complain about the difficulty of the material. They say it's too fast or it's in British accent, and use those reasons as excuses for giving up. Metacognitive strategies, in my opinion and from my own study in level 1, permit students to be in control of both their mental processes and approaches to listening, as well as the listening material, to some extent”.

3. “to know what strategies and/or techniques they can use while listening”

4. “Listen for main ideas and details in short talks and long conversations
Listen for intention of the speaker in short talks
Listen for repetition to indicate strong or main ideas
Identify reasons within a conversation for purpose of the speaker”.

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5. “They need to understand the main ideas of texts and discriminate details. They also need to identify speaker’s irony and purpose in using repetition”.

2. What do you suggest your students do before, during and after they do a listening exercise?

(5 responses)

1. Before: read questions, focus on key words. During: listen for word emphasis, if questions have two parts, focus on one set of information first. During second listening focus on the second part of the question.

2. “Before listening, students should know the context of the listening topic, and at least 85% of the vocabulary they will hear. Additionally, students should be given time to predict what they will find in the listening, and then compare their predictions with those of their partners”.

During listening, they should monitor their comprehension by comparing and contrasting what they listen with what they know in terms of the context and the vocabulary.

After listening, they should compare their predictions with their actual findings, and evaluate the strategies and approaches they used. If the student was successful, then they should keep using the same strategies for this type of listening exercises. Otherwise, they should reevaluate their approach and tackle it from a different perspective or through different strategies.


4. “before: read, talk about the topic, find important key words and information During: listen for key words to answer questions, identify tone and general meaning, take notes”.

After: analyze information and contrast notes with questions.

5. “They are encouraged to read the questions they are going to answer or to find the purpose in listening, so they know what to concentrate on. They are constantly
reminded that they don’t need to understand 100% of what is said, but most of the time they can use context clues to infer meaning. After, they are invited to review their choices and listen again to clarify doubts”.

3. Do you think listening strategies have an impact on students’ performance? In what way?

(5 responses)

1. “Yes, specially bottom up strategies such as listening for cognates, recognizing vowels and linking sounds because it is harder to get ideas and details if one cannot recognize words”.

2. “I think they have the potential to improve, and even to hamper, students’ performance. One of the determining factors is the level of English proficiency. A beginner level student might find its working memory capacity overloaded by the strategies and the listening material, while an intermediate level student might find the strategies useful and beneficial because they have more working memory capacity to implement and modify strategies, since language is not occupying a significant space in their working memory”.

3. “Yes. They help them to be more organized and focused on what they really need to.

4. “Always, they help them improve their understanding of the language in function Strategies can help students focus their attention while listening and decode meaning. Learning that context is important and that listening should usually be focused can help them deal with frustration or anxiety”.

4. What listening strategies do you have your students apply before, while and after they do a listening exercise?

(5 responses)

1. Before: read questions, focus on key words. During: listen for word emphasis, if questions have two parts, focus on one set of information first. During second listening focus on the second part of the question. I need to focus on post activities. Sometimes I show the transcript after the exercise is done so that we can read as we listen. Then the listening makes sense for some students.
2. Predicting, monitoring, discussing approaches with classmates, and evaluating comprehension and strategy use.


4. “Predicting, drawing inferences, listen for main idea, listen for details, recognize word order patterns…”

5. “Read questions, if there are.
*Understand the context and anticipate the kind of vocabulary and ideas that they may find.
*Take notes on key words, if needed or imagine mental pictures of what they understand, if applies.
*Review and listen audios again to go for discrete understanding”.

5. Do you usually raise awareness in terms of the importance of listening strategies before your students do listening exercises? How?

(5 responses)

1. “I don’t call them listening strategies but I do emphasize them”.


3. “Yes. At the beginning of the semester I take some time to show them about the different strategies or techniques they can use so that they try them out and decide which ones they feel more comfortable with”.

4. “yes, give them an exercise without applying them or explaining them, and then doing a much harder one after explaining them, have them see the difference it makes. Yes, I do”.

5. “Letting them know that it is one of the hardest skills to develop and that it needs a lot of dedication and concentration.
*Clarifying that it does not happen magically and that it improves as they have more and more exposition to (listening) the target language. They also are indicated that they do not need to understand every single word to be able to infer meaning from context”.

6. Why do you think most students cannot do well in listening?

(5 responses)
1. “Because they don't listen to the language often. When we go to the lab and only practice listening individually, for example doing the British Council exercises, students feel that after a few exercises, they understand the British accent better and this is just during just one class”.

2. “Because they haven't had appropriate instruction.

3. “Lack of concentration. Lack of exposure to the language and different accents. Mispronunciation”.

4. “Agreed. They don't usually dedicate the time needed to this skill on their own and rely merely on what we do in classes. Big flaw”.

5. “Because it needs time, exposure, practice, and many students tend to not comply with these conditions. Additionally, it is a hard skill to teach and teachers in general could find stronger ways to guide students in the process of developing this skill”.

Chapter 5: DISCUSSIONS

In the previous chapter, we have analyzed the results of the data collect instruments concerning the question “to what extent does the use of metacognitive listening strategies impact the learners’ listening skills?” In this chapter, we will discuss the implications of the results of this study taking into account the theoretical framework that supports this study.

Schemata

According to Barlett (1932) “the term ‘schema’ to refer to an active organisation of past experiences”. A schema can be viewed as a (hypothetical) mental patterns for representing generic concepts which are kept in memory. It can also be defined as the organised background knowledge which can help us make predictions or expectations within our interpretation. In terms of schemata, students’ awareness in this aspect was raised through the planning stage in the Listening Metacognitive Pedagogical Sequence.
(Vandergrift and Goh, 2012). A clear evidence of this was given a number of students. Here are some examples:

“Me gusta la forma en que nos preparan antes de escuchar el listening. Por ejemplo: Predictions”.

“Sí, me ayuda mucho, ya que antes de escuchar el listening ya tengo una idea de lo que va a tratar”.

“si porque me preparo antes para ir con la mente lista y dispuesta a escuchar”.

Alba and Hasher (1983) report that schema is “general knowledge a person processes about a particular domain.” such domain helps students have a better understanding of the context. Zhu’s (1997) simple definition suggests that schema is background knowledge and background information. This information can be applied through all the stages of the listening activities. Here is an example given by a student:

“Es de gran ayudar al realizar una idea mental de lo que se va a tratar el audio, así podemos concentrarnos en entender el contexto de la conversación y no a tratar de adivinar de que se trata”.

Juan and Flor (2006) also point out that “schemata, the relevant packages of prior knowledge and experience that we have in memory, can call on in the process of comprehension.” Finally, Carroll (2008: 176) defines “a schema is a structure in semantic memory that specifies the general or expected arrangement of a body of information”. As teachers, this aspect should always be taken into account when teaching listening skills.
Models of the Listening Process

Concerning Models of the listening process, Vandergrift (1997) argues that “effective listeners use top-down processing. The top-down model differs from the bottom-up model in that listening is seen as an active process that involves seeking necessary information rather than simply analyzing speech as a series of sounds” (Flowerdew & Miller, 2005, p. 26). In this area, the students’ seemed to have relied on both models. However, there are more cases of top-down processing than bottom-up processing. Here is some evidence:

**Bottom-up processing:**

“Me concentraré más en el audio y aprenderé vocabulario y pronunciación.”

**Top-down Processing**

“Yes, because i can associate with the knowledge that i have” (concerning background knowledge)

“sí, es más fácil de responder después las preguntas y te ayuda a ubicarte” (concerning the use of background knowledge)

“Sí, porque estos permiten hacerme una idea de lo que voy a escuchar.”

“si porque se me hace mucho mas facil entender las palabras, y asociarlas para darle un significado a la historia”.

The previous examples are a few among many. Furthermore, a number of researchers argue that training learners to use listening strategies are beneficial to their improvement in listening ability (Field, 2008; Lynch & Mendelsohn, 2002; Rost, 1990, 2011). Including both top-down and bottom-up training (Hinkel, 2006, p. 110;
Vandergrift, 2007; Vandergrift & Goh, 2012). Also, L. Vandergrift (2009) argues that, when listening, people draw on the following knowledge sources: linguistic knowledge, pragmatic knowledge, and prior (experiential) knowledge. An example of experiential knowledge can be seen in the following example:

“Pienso que si me ayuda pues me siento identificada con la chica”

Finally, we have seen how both models help students improve their listening skills for a better comprehension of the oral text.

Pre Listening, While Listening and Post-Listening

A typical listening lesson will usually include a three-part sequence. This means, pre-listening, while listening and post-listening activities that involve bottom-up and top-down listening (Field, 1998). This sequence can be perceived in the Listening Metacognitive Pedagogical Sequence (Vandergrift and Goh, 2012) and it seems to have helped students during the learning process. Here is an example:

“si porque son actividades que ayudan satisfactoriamente al desarrollo de la habilidad auditiva y también ayuda mucho a la concentración mientras se realizan actividades de este tipo”.

The pre-listening applies bottom-up and top-down processing by having the students activate prior knowledge and review key vocabulary. This part of the sequence is related to Planning in the Listening Metacognitive Pedagogical Sequence (Vandergrift and Goh, 2012). Here is an example:

“Porque mas o menos ya sabia de que iba el tema.” (regarding prior knowledge)
The while-listening involves focusing on main ideas, details, sequencing etc. This part of the sequence is related to Monitoring and Problem Solving. It also contributed to the development of the students' listening skills. Here is an example:

“Normalmente la primera vez que escucho no logro una buena concentración, ya la segunda vez cambio un poco mi manera de escuchar y logro entender mejor”

The post-listening usually requires to answer comprehension questions and also requires the learner to give opinions about the topic. This section might also include some characteristics of bottom-up processing such as identification of features of spoken language (phonemes, blendings, reduced words, key words, among others) (Richards, J. C. 2008). This part of the sequence is related to Evaluating and Planning in the Listening Metacognitive Pedagogical Sequence (Vandergrift and Goh, 2012). I consider this part of the sequence key in the improvement of the students’ skills. Here’s are some examples:

“Cuando un compara lo que escucha en el audio con el script del audio”. (concerning the most effective part of the sequence for the students.)

“La de comparar lo que creo que escucho y lo que en realidad es.”

“concentrarne mucho mas y tratar de no quedarme traduciendo palabra por palabra que escucho” (concerning planning for future listening activities)

“la próxima vez que haga un listening voy a tranquilizarme y a identificar las palabras claves para entender el texto más rápido. ya que no tengo un amplio vocabulario”.

Metacognitive Listening strategies
The foundation of this study relies on the pedagogical sequence suggested by Vandergrift and Goh, (2012). The last task of the intervention showed a rise in the
awareness of the use of Metacognitive Listening Strategies. I will give evidence taken from the last task. In terms of planning, here are some examples:

- **Planning**: Before listening learners make decisions about what to listen for and focus their attention on meaning. Learners bring to mind background knowledge of the topic in order to be able to make predictions based on the information thought of.

The authors suggest that in order for learners to plan for successful completion of the activity, they can:

- bring to consciousness their knowledge of the topic and any relevant cultural information;

> “Si me ayuda la predicción pues pude imaginarme más cosas de las que me contaban en la historia”

- anticipate words and/or ideas that they may hear;

> Sí, porque da la oportunidad de tener algunas ideas de lo que puedo escuchar.

- predict what they will hear, based on information brought to consciousness and any relevant contextual information; and,

> “si debido a que las predicciones me ayudan a ubicarme en un contexto”

- prepare the conditions for listening by clearing their minds of distractions and focusing their attention (2012, p. 6).
“Yes, because this permit me focus in the topic of the listening”

In this part of the sequence students seem to have some difficulty

- **Monitoring**: During the listening activity itself, learners become aware of their degree of comprehension of the text. They also check the consistency of their predictions, based on that, they make decisions concerning which strategies to use.

In this stage, learners focus on comparing their predictions with what they understand in the listening activity, and they make any necessary adjustments.

Vandergrift & Goh (2012) suggest that in this stage learners can:

- evaluate continually what they understand;

- check for consistency with their predictions, for appropriateness with world knowledge and for internal consistency: that is, the ongoing interpretation of the co-text;

- verify predictions and accept the fact that they do not need to understand every word;

- assess their level of comprehension;

- verify progress in their comprehension of the desired information and necessary details; and

- determine whether the approach to understanding the text is working or not” (p. 107).
● Solving problem comprehension problems:

Vandergrift and Goh (2012, p.107) believe that at the same time as learners monitor their understanding and encounter difficulties, they can adjust their approach to the text or activate specific listening comprehension strategies. The authors (2012, p.108) maintain that learners can:

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

● Evaluating the Approach and Outcomes

Vandergrift and Goh (2012) assert that learners “need to evaluate the effectiveness of the approach adopted and/or decisions made during the listening process after completion of the activity.” They believe that learners can:

- reflect on difficulties encountered, what went wrong, and why;
- confirm comprehension with a transcription of parts or all of the text; or
- reflect on the success of problem-solving efforts, such as the success of an inference or modification of a particular strategy (if the listening context allows for this).

In the next chapter, I will revisit the research questions/objectives and explaining how the study has responded to them, review the main arguments presented in the paper,
bring out the significance of the study, point out remaining gaps in knowledge and limitations of the study, if any, discuss implications for teaching and research; and suggest issues for further research.

Chapter 6: CONCLUSIONS
In the previous chapter, I have discussed the implications of the results of this study taking into account the theoretical framework that supports this study. In this chapter, I will revisit the research questions/objectives and explaining how the study has responded to them, review the main arguments presented in the paper, bring out the significance of the study, point out remaining gaps in knowledge and limitations of the study, if any, discuss implications for teaching and research; and suggest issues for further research.

The research question goes as follows:

**Research question:**
To what extent does the use of metacognitive listening strategies impact the learners’ listening skills?

**General objective:**
To analyze the effects of using metacognitive listening strategies so as to improve listening skills.

**Specific objectives:**
1. To identify the advantages and disadvantages of using metacognitive listening strategies
2. To explore how metacognitive listening strategies facilitate the development of listening skills.

3. To assess the implementation of metacognitive listening strategies for the improvement of listening skills.

**The impact of the study**

The impact of this study on the students of level 5 at Universidad del Norte was positive in many ways.

- The Listening Metacognitive Pedagogical Sequence raised awareness in terms of listening strategies.
- The students discovered that they were capable of doing better at listening
- The students noticed that they could analyze their own strategies and adjust them in order to improve their skills
- The students overcame difficulties in the listenings skills through the use of Metacognitive Listening strategies
- The students realized that listening exercises have a logical sequence and created a methodology to have a good performance.
- The students were able to self-assess their progress and compare pre-intervention vs post-intervention
- The activities helped the students build a sense of autonomy due to the level of independence given during the intervention

The main arguments of this paper lie in the fact that these strategies are meant to be effective in intermediate and advanced students. The results of Vandergrift’s research
showed that beginners mostly made use of semantic clues, cognates, kinesis and tone of voice also cognitive strategies, such as elaboration and inferencing. However, intermediate level students relied more on metacognitive strategies and similar cognitive strategies. In addition, they managed to decode a considerable number of chunks. According to Vandergrift (1996), the intermediate students were more successful due to the use of metacognitive listening strategies.

The importance of this study can be seen when students' listening skills are improved and this way they can become better language users. Listening is an essential skill which develops faster than speaking and often affects the development of reading and writing abilities in learning a new language (Scarcella and Oxford, 1992; Oxford, 1993). This is because one receives input through listening to instructions or explanations prior to responding orally or in writing (Bidabadi, F. S., & Yamat, H. 2011). Listening is also not an easy skill to be acquired because it requires listeners to make meaning from the oral input by drawing upon their background knowledge of the world and of the second language (Byrnes, 1984; Nagle & Sanders, 1986; Young, 1997) and produce information in their long term memory and make their own interpretations of the spoken passages (Murphy, 1985; Mendelsohn, 1994; Young, 1997).

In this study, there were not that many limitations. however, a few aspects could have been improved. Aspects such as:

- Time constraints did not permit more activities during the intervention process.
- Due to the duties of the peer teachers, and interference of activities, a control group could not be used.
I suggest carrying out this study with advanced students with more challenging activities in order to see the results. I also suggest doing further research with a group for an entire semester so as to see the application in different scenarios.
References


Dammak, A. Research paradigms: methodologies and compatible methods.


Appendixes

Prediagnostic test

Main Ideas

1. What did Richard dream about when he was young? *
   
   3 points
   
   Counting to 100
   
   Having an accident
   
   Flying

2. What happened to Richard when he was young? *
   
   3 points
   
   A truck injured his leg
   
   He had skin problems
   
   A truck hit his arms

3. What was the revelation that Richard had? *
   
   3 points
   
   He could play in a band with Frank Sinatra
   
   Each person has a special talent and has to go through hardships.
   
   He could fly a plane to Italy

4. What lessons has he learned with his experiences? *
   
   3 points
   
   You should discover your talents to succeed in life
   
   You should not overcome obstacles
   
   All hardships are too difficult to overcome
Details

True or false

1. As a kid, Richard would dream about falling on the ground. *

   True

   False

2. Richard would dream about being in a different landscape each time. *

   True

   False

3. Richard had an accident when he was 4. *

   True

   False

4. He was forced to get around in a wheelchair.

   True
5. When he had the revelation, he was praying in a cathedral. *

   True

   False

6. He realized that his talents were imagination and perseverance. *

   True

   False

7. He could overcome his obstacles. *

   True

   False

8. He started dreaming about flying again. *
Inferences

1. What do you think flying symbolized to Richard? *

3 points

Becoming injured or killed

Having freedom and possibilities

Being able to travel easily

2. What would Richard say if someone asked him why he stopped dreaming? *

3 points

"It was boring to repeat the same dream over and over again"
"I realized I couldn't actually fly"

"It's natural for older children to stop dreaming"

3. Why does Richard talk about the rooftop of the cathedral, winged horses and pigeons? *

4 points

To help the listener picture what Venice, Italy looks like.

To remind the listening how important flying is to him.

To show his frustration at not being able to move around freely.

4. What was the meaning of Richard's dream? *

4 points

He knew he would do a lot of traveling in the future.
He felt hopeful about the future.

He realized that his accident was not important

Appendix 2

MALQ

Metacognitive Awareness Listening Questionnaire

1. Antes de comenzar a escuchar, tengo un plan en mente sobre la forma en que voy a hacerlo. *
   - Totalmente en desacuerdo
   - En desacuerdo
   - Algo en desacuerdo
   - Parcialmente de acuerdo
   - De acuerdo
   - Totalmente de acuerdo

2. Me enfoco más en el texto cuando tengo problemas entendiendo. *
   - Totalmente en desacuerdo
   - En desacuerdo
   - Algo en desacuerdo
   - Parcialmente de acuerdo
   - De acuerdo
   - Totalmente de acuerdo
3. Considero que escuchar en inglés es más difícil que leer, hablar o escribir en inglés. *

Totalmente en desacuerdo
En desacuerdo
Algo en desacuerdo
Parcialmente de acuerdo
De acuerdo
Totalmente de acuerdo

4. Traduzco mentalmente mientras escucho. *

Totalmente en desacuerdo
En desacuerdo
Algo en desacuerdo
Parcialmente de acuerdo
De acuerdo
Totalmente de acuerdo

5. Empleo las palabras que entiendo para adivinar el significado de las que no puedo entender. *

Totalmente en desacuerdo
En desacuerdo
Algo en desacuerdo
Parcialmente de acuerdo
De acuerdo
Totalmente de acuerdo
6. Cuando me distraigo, me vuelvo a concentrar inmediatamente.  *
   Totalmente en desacuerdo
   En desacuerdo
   Algo en desacuerdo
   Parcialmente de acuerdo
   De acuerdo
   Totalmente de acuerdo

7. Mientras escucho, comparo lo que entiendo con lo que sé sobre el tema.  *
   Totalmente en desacuerdo
   En desacuerdo
   Algo en desacuerdo
   Parcialmente de acuerdo
   De acuerdo
   Totalmente de acuerdo

8. Siento que la comprensión auditiva en inglés es un desafío para mí.  *
   Totalmente en desacuerdo
   En desacuerdo
   Algo en desacuerdo
   Parcialmente de acuerdo
   De acuerdo
   Totalmente de acuerdo

9. Empleo mi experiencia y conocimientos para intentar entender.  *

10. Antes de escuchar, pienso en textos similares que haya escuchado antes.
   *

11. Traduzco palabras claves mientras escucho.
    *

12. Intento devolver mi atención a la pista cuando pierdo la concentración.
    *
Totalmente en desacuerdo
En desacuerdo
Parcialmente en desacuerdo
Parcialmente de acuerdo
De acuerdo
Totalmente de acuerdo
13. Mientras escucho, modifo rápidamente mi interpretación si me doy cuenta que esta no es correcta. *
Totalmente en desacuerdo
En desacuerdo
Parcialmente en desacuerdo
Parcialmente de acuerdo
De acuerdo
Totalmente de acuerdo
14. Después de escuchar, hago memoria sobre la forma en que escuché y sobre como podría hacerlo diferente la próxima vez. *
Totalmente en desacuerdo
En desacuerdo
Parcialmente en desacuerdo
Parcialmente de acuerdo
De acuerdo
Totalmente de acuerdo
15. No siento nervios cuando escucho en inglés. *
Totalmente en desacuerdo
En desacuerdo
Parcialmente en desacuerdo
Parcialmente de acuerdo
De acuerdo
Totalmente de acuerdo

16. Cuando tengo dificultad entendiendo lo que escucho, me rindo y dejo de escuchar. *
Totalmente en desacuerdo
En desacuerdo
Parcialmente en desacuerdo
Parcialmente de acuerdo
De acuerdo
Totalmente de acuerdo

17. Utilizo la idea general del texto como apoyo para adivinar el significado de las palabras que no entiendo. *
Totalmente en desacuerdo
En desacuerdo
Parcialmente en desacuerdo
Parcialmente de acuerdo
De acuerdo
Totalmente de acuerdo

18. Traduzco palabra por palabra mientras escucho. *
Totalmente en desacuerdo

En desacuerdo

Parcialmente en desacuerdo

Parcialmente de acuerdo

De acuerdo

Totalmente de acuerdo

19. Cuando adivino el significado de una palabra, hago memoria de todo lo demás que escuché para determinar si mi suposición tiene sentido.  

Totalmente en desacuerdo

En desacuerdo

Parcialmente en desacuerdo

Parcialmente de acuerdo

De acuerdo

Totalmente de acuerdo

20. Mientras escucho, regularmente me pregunto a mí mismo(a) si estoy satisfecho(a) con mi nivel de comprensión.  

Totalmente en desacuerdo

En desacuerdo

Parcialmente en desacuerdo

Parcialmente de acuerdo

De acuerdo

Totalmente de acuerdo

21. Tengo un objetivo en mente mientras escucho.  

Totalmente en desacuerdo

En desacuerdo

Parcialmente en desacuerdo

Parcialmente de acuerdo

De acuerdo

Totalmente de acuerdo
Appendix 3

Task 1

I Love Trees

1. What does the girl do when painting pictures of trees?

A. She uses many different colors of paint.
B. She goes to the mountains to be surrounded by trees.
C. She climbs her grandfather's tree to concentrate on her work.

2. What aspect of trees is the girl referring to when she says that "it's" a glass of cool water on a hot day"?

A. the color
B. the feel
C. the smell

3. What is one thing the girl does NOT mention about climbing her grandfather's
tree?
A. She likes to think and relax in the tree.
B. She enjoys eating the apples.
C. She likes to play games in the branches.

4. According to the girl, how do trees make life possible?
A. They produce oxygen so we can breathe.
B. They provide food and shelter for countless animal species.
C. They serve as an important energy source.

5. How does the beauty of trees make the girl feel according to her closing statement?
A. Trees make her feel a greater interest in protecting the environment.
B. The beauty of trees makes her want to study plants in the future.
C. The girl believes that trees help her become a better person.

Listening activity (strategies)
http://www.esl-lab.com/trees/treerd1.htm

1. Write 2 predictions based on the previous questions. *

Your answer
2. Listen to the audio and write the predictions that were correct.

Your answer

3. Listen again and write 2 details about the listening text. *

Your answer

4. Listen again and write 2 new details about the listening text. *

Your answer

Listen read and compare

://www.esl-lab.com/trees/treesc1.htm

4. Listen and read the transcript. Write the corrections of the details. If your details are correct, Do not write anything.

Appendix 4

Task 2

METACOGNITIVE LISTENING SUPPLEMENT 1:

Factores que afectan la comprensión de escucha

Fase de contextualización

En este suplemento para mejorar la habilidad de escucha en inglés, encontrarás información muy útil para entender y aprender tanto acerca de los temas que
discutiremos las próximas semanas en clase, como acerca de ti mismo y cómo has venido abordando los ejercicios de escucha, y cómo puedes abordarlos más eficientemente durante tu proceso de aprendizaje del inglés.

Lo primero que vas a hacer es leer sobre algunas experiencias de otros estudiantes de lenguas extranjeras en distintos lugares del mundo, y vas a analizar con cuáles de estas experiencias te sientes identificado cuando haces ejercicios de escucha en inglés.

¿Con las cuáles te sientes identificado?

Escuché una historia acerca de un elefante. Sonaba familiar, pero entonces escuché la historia una vez, y casi no entendí nada. Yo estaba muy deprimido, pero yo sabía que tenía que escuchar de nuevo, a pesar de que tal vez el segundo intento me impactaría al no comprender nada otra vez. Pero sin embargo, en el segundo intento conseguí una chispa de esperanza. Me alegré de que pude conseguir alrededor de la mitad de la historia. Fue un incentivo para mí. (Mae)

Me pareció que el gran obstáculo para oír es mi memoria, que es ineficiente. Cuando escucho palabras nuevas, me olvido de los contenidos antes mencionados. Así que si oigo una frase larga, rara vez cojo todo sentido la frase, pero a veces puedo oír cada palabra con claridad. Mi memoria de escucha es un gran problema para mí. (Ronald)
Después de la clase me paso mucho tiempo recogiendo vocabulario. Creo que es importante. Hago lo que puedo para coger las palabras cruciales del ejercicio. Después de conseguir estas palabras, puedo comprender el contenido en conjunto. (Yang)

Todos los días escucho la BBC y las noticias. Pero sólo cuando estoy completamente concentrado en la transmisión, puedo entender lo que dice. Hay también algunos intervalos cuando reflexiono sobre el significado específico de una palabra y pierdo las siguientes palabras, lo cual me impide entender coherentemente. La distracción es la barrera más peligrosa y frecuente en mi práctica de escucha. (Wendy)

Escuché las noticias de la BBC. Creo que mi problema es la pronunciación y el acento del presentador. No podía escuchar claramente muchas de las palabras que decían. Aunque podía entender la idea general de lo que estaban hablando. (Boris)

Esta semana, seguí escuchando FM 90.5. Aunque su Inglés no es tan bueno como el de la BBC, sus temas son más interesantes. Muchas de sus conferencias están relacionadas con nuestra vida, así que cuando lo escucho, siento que me puedo concentrar, y también lo entiendo mejor debido a la idea que tengo al respecto.
Creo que la mejora es realmente útil y siempre me hace ser más confiado. (Stuart)


Como pudiste leer en las experiencias anteriores, es común que los estudiantes de lenguas extranjeras muestren distintos tipos de problemas y dificultades a la hora de abordar los ejercicios de escucha, y las mismas actividades cotidianas que implican escuchar en la lengua que están buscando aprender. Así que no te preocupes, sigue adelante. En este suplemento para mejorar la habilidad de escucha, vas a aprender un poco más acerca de los factores que inciden en tu habilidad de escucha y cómo sacar el mejor provecho de ellos.

Factores que afectan la habilidad de escucha

Según Vandergrift & Goh (2012), hay tres factores principales que afectan la habilidad de escucha, y que se interrelacionan. Estos son:

- Factores cognitivos
- Factores afectivos
- Factores contextuales
Vandergrift & Goh (2012) sostienen que los factores cognitivos incluyen conocimientos lingüísticos (vocabulario y conocimiento sintáctico), el conocimiento del discurso, el conocimiento pragmático, el conocimiento metacognitivo, el conocimiento previo, la capacidad de escucha en la lengua materna, la capacidad de discriminación de los sonidos, y la capacidad de memoria de trabajo.

Los factores afectivos incluyen factores tales como la ansiedad, la motivación y la autoeficacia. Los factores contextuales de escucha incluyen escuchar en la vida real informal fuera del aula (escuchar a la televisión o la radio) y escuchar en la vida real formal en el aula, contextos tales como conferencias, prácticas de escucha aula formal, escucha interactiva, y la evaluación de la habilidad de escucha. Cada uno de estos contextos presenta diferentes demandas cognitivas y afectivas en el oyente.

Ahora, vamos a explicar estos factores detalladamente y qué partes los componen:

Factores cognitivos

- Conocimiento de vocabulario: son las palabras y expresiones que conoces.

- Conocimiento sintáctico: es tu conocimiento del orden de las palabras en una oración: S + V + O.
METACOGNITIVE LISTENING STRATEGIES

- Conocimiento del discurso: es tu conocimiento sobre lo que vas a escuchar (una narración, una descripción, una conversación, una presentación, un programa, etc).

- Conocimiento pragmático: es tu conocimiento de las convenciones y señales que utilizan los hablantes para comunicar ideas sin palabras. Ejemplos son sonidos como “Ajá”, Ah, Ehhh, Huh!

- Conocimiento metacognitivo: es tu conocimiento sobre los factores cognitivos anteriormente mencionados y tu conocimiento sobre tu habilidad de monitorear y controlar el uso de tus habilidades cognitivas para comprender mejor.

- Conocimiento previo: es tu conocimiento del mundo y del tema en cuestión durante la escucha.

- Habilidad de escucha en la lengua materna: es tu habilidad de escuchar y comprender en español.

- Habilidad de discriminación de sonidos: es tu capacidad de distinguir sonidos, como vocales, consonantes, sílabas, altos y bajos de entonación.

- Capacidad de memoria de trabajo: es parte de los recursos neurológicos que utilizas para desempeñar la función de recordar partes de información y crear
significado a partir de éstas.

Factores afectivos

- Ansiedad: es una emoción negativa que se genera frente a la incertidumbre respecto al contenido del material que se va a escuchar e incertidumbre frente a la habilidad propia de entenderlo.

- Motivación: es el factor personal que determina el grado de interés en lo que se escucha. La motivación puede ser propia, tal como la curiosidad que genera el tema o el ejercicio de escucha, o puede ser externa, tal como un reconocimiento o una recompensa al escuchar sobre el tema o al realizar exitosamente el ejercicio de escuchar.

- Autoconcepto de eficacia: es la creencia que se tiene de sí mismo y su propia capacidad de desempeñar una labor exitosamente.

Factores Contextuales

- Escucha informal fuera del aula de clases (televisión o radio).

- Escucha formal de la vida real en el salón de clases, tales como conferencias y ejercicios de escucha formales.
● Escucha interactiva: ocurre cuando estás en una conversación.

● Evaluación y valoración de la escucha: ocurre durante un examen de habilidad de escucha.

Cada uno de estos contextos presenta diferentes demandas cognitivas y afectivas. El propósito de este material es ayudarte a abordar dichas demandas de manera eficiente para que puedas mejorar tu habilidad de escucha, y así mejorar en tu dominio del inglés.

Estrategias de escucha

¿Cómo escuchamos y entendemos?

Escuchar y comprender lo que escuchamos es un proceso que requiere exposición y el trabajo con estrategias puntuales. El propósito de este suplemento es ayudarte a desarrollar tu habilidad de escucha en inglés a través de una serie de pasos y ejercicios para que hagas de forma individual. Por supuesto, siempre cuentas con el apoyo de tu profesor/a para aclarar dudas y mejorar tus habilidades a lo largo de este proceso.

Lo primero que debemos tener en cuenta es que el proceso de escucha y
comprensión va más allá de responder correctamente una pregunta con selección múltiple. Ésto es algo a lo que tal vez estés acostumbrado/a, pero en realidad no es suficiente, incluso es irrelevante, para desarrollar habilidades de comprensión oral.

Cuando tú escuchas un texto, no solamente escuchas la información, sino que también activas la información que tú tienes sobre el tema desde antes. Es decir, tu comprensión del mismo está ligada a tus conocimientos. Estos conocimientos te brindan el contexto que te “ayuda” a comprender lo que escuchas. Te preguntarás por qué el verbo ayudar está entre comillas. Es porque nuestro conocimiento es solamente útil para ayudarnos a identificar el tema, pero no para profundizar en el mensaje. Para profundizar en el mensaje debemos entender la mayor cantidad posible de palabras. Con el fin de lograr este objetivo, debemos concentrar nuestros esfuerzos y nuestra práctica en el desarrollo de la habilidad de decodificar, o en otras palabras, darle sentido a todo lo que escuchamos.

Esta guía está diseñada para ayudarte a desarrollar tu habilidad de decodificar mensajes en inglés en un contexto académico y a utilizar algunas estrategias de manera efectiva.

Macro estrategias

Tony Lynch (2009 y otras publicaciones), un reconocido experto en el área de desarrollo de habilidades de escucha, establece cinco macro estrategias que son
muy útiles para ayudarte a enfrentar las tareas de escucha tanto en la clase de inglés, como fuera de ella.

1. Predecir
2. Monitorear
3. Responder
4. Aclarar
5. Evaluar

Sin embargo, las estrategias no funcionarán si, de manera simultánea, no realizas un trabajo de familiarización y reconocimiento de vocabulario en inglés, es decir de Decodificación, que es el proceso de identificar los sonidos de las palabras y sílabas en cualquier situación.

Macro estrategia 1. Predecir

Como sugiere Lynch (2009), la predicción es una estrategia que usamos todo el tiempo. Predecimos cómo reaccionarán las personas ante ciertas noticias, la duración de una actividad, lo que saldrá publicado en las noticias, lo que dirán nuestros amigos sobre nuestro nuevo celular. En español, en inglés, o en cualquier otro idioma extranjero, podemos usar dos tipos básicos de información para ayudarnos a predecir lo que se va a decir:
METACOGNITIVE LISTENING STRATEGIES

- El conocimiento previo
- conocimiento del mundo
- conocimiento de la cultura extranjera
- conocimiento del tema en cuestión

- El Contexto
- La situación (quién habla, dónde y cuándo)
- Lo que se ha dicho hasta el momento o co-texto

Jiang (2009) define la predicción como una estrategia básica que consiste en usar el conocimiento previo para entender un texto. La función del aprendiz consiste en generar una hipótesis o una idea acerca del tipo de texto que va a escuchar, su propósito y/o su alcance en términos de contenido, con el fin de generar un marco de referencia para abordar el texto, y así confirmar la comprensión de la escucha. Así mismo, Jiang (2009) asegura que nuestra interpretación de lo que escuchamos depende en gran medida de lo que esperamos escuchar. Si lo que oímos no cumple con nuestras expectativas, se pueden generar confusiones o malentendidos. Por otra parte, afirma el mismo investigador, si podemos predecir acertadamente lo que vamos a oír, nuestra escucha será mucho más eficiente. En la vida real, hay realmente muy pocas ocasiones en que las personas escuchan sin tener idea de lo que esperan oír. La habilidad de predecir depende, por consiguiente, de nuestro conocimiento del mundo y del lenguaje, lo que se
conoce o se sabe de quien habla, y lo que se sabe del propósito de quien habla.

Así, es importante desarrollar esta habilidad y siempre estar atentos a lo que puede venir en el ejercicio de escucha. Debemos prestar atención desde antes de empezar a escuchar.

Con el fin de mejorar nuestras habilidades de predicción, es usual que encontremos ejercicios que nos inviten a reflexionar y cuestionarnos acerca de lo que vamos a escuchar. Entonces es común encontrar en ejercicios de inglés alguna información que nos permita dar respuestas tentativas a preguntas que ayudan a hacer predicciones.

Section 2 of 4

Listening activity (strategies)

1. What does Brad have to do before he eats breakfast?

A. clean his sleeping quarters
B. go down to the stream to get some water
C. feed the rooster and the other animals
2. What happened to Brad when he went fishing?

A. A tree branch fell on him.
B. He lost his fishing pole.
C. He slipped and lost one of his shoes.

3. What did he eat for dinner?

A. steak
B. hot dogs
C. beans

4. What was Brad doing when he got lost in the forest?

A. He was running away from a bear.
B. He was searching for wood.
C. He was wondering around looking for the cabin.

5. How did Brad like summer camp?

A. He had a great time.
B. It was okay.
C. He didn't have fun.
1. Write 2 predictions based on the previous questions.

2. Listen to the audio and write the predictions that were correct. (www.esllab.com/dear/dearrd1.htm)

3. Listen again and write 2 details about the listening text.

4. Listen again and write 2 new details about the listening text.

**Summer Camp**

*Answer these questions and then check your answers with the website.*

1. What does Brad have to do before he eats breakfast?
2. What happened to Brad when he went fishing?
3. What did he eat for dinner?
4. What was Brad doing when he got lost in the forest?
5. How did Brad like summer camp?

*Listen read and compare*
Use this link to read the transcript: http://www.esl-lab.com/dear/dears2c1.htm

4. Listen and read the transcript. Write the corrections of the details. If your details are correct, Do not write anything.

Long-answer text

Appendix 5

Task 3

Listening strategies activity for level 5

Read the following information before doing the listening activity.
This form is automatically collecting email addresses for Fundación Universidad del Norte users. Change settings

METACOGNITIVE LISTENING SUPPLEMENT 2:

Listening strategies

Planning for the Listening Activity (Pre-listening)
According to Vandergrift and Goh (2012), it is important that students are proactive. The authors maintain that proactive listening will permit learners to decide what to focus on while listening, thus establishing “the necessary conditions for successful listening, so they can pay closer attention to meaning while listening” (p.106).

The authors suggest that in order for learners to plan for successful completion of the activity, they can:

- bring to consciousness their knowledge of the topic and any relevant cultural information;
- analyze the text genre and recall how information might be organized in it;
- anticipate words and/or ideas that they may hear;
- determine where to pay attention and decide on how much detail to find, based on their purpose for listening, in order to direct listening efforts;
- predict what they will hear, based on information brought to consciousness and any relevant contextual information; and,
- prepare the conditions for listening by clearing their minds of distractions and focusing their attention (2012, p. 6).

Monitoring Comprehension (While - listening)

In this stage, learners focus on comparing their predictions with what they understand in the listening activity, and they make any necessary adjustments.

Vandergrift & Goh (2012) suggest that in this stage learners can:

- evaluate continually what they understand;
- check for consistency with their predictions, for appropriateness with world knowledge and for internal consistency: that is, the ongoing interpretation of the co-text;
- verify predictions and accept the fact that they do not need to understand every word;
• assess their level of comprehension;
• verify progress in their comprehension of the desired information and necessary
details; and
• determine whether the approach to understanding the text is working or not”
(p. 107).

Solving Comprehension Problems (While - listening)

Vandergrift and Goh (2012, p.107) believe that at the same time as learners
monitor their understanding and encounter difficulties, they can adjust their
approach to the text or activate specific listening comprehension strategies. The
authors (2012, p.108) maintain that learners can:

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

Evaluating the Approach and Outcomes (Post-listening)

Vandergrift and Goh (2012) assert that learners “need to evaluate the
effectiveness of the approach adopted and/or decisions made during the listening
process after completion of the activity.” They believe that learners can:
• reflect on difficulties encountered, what went wrong, and why;
• confirm comprehension with a transcription of parts or all of the text; or
• reflect on the success of problem-solving efforts, such as the success of an
inference or modification of a particular strategy (if the listening context allows
for this).

After section 1

Continue to next section

Section 2 of 5
Listening activity (strategies)

1. Based on the girl's statements, how would you describe her English teacher?
   A. irritable
   B. fascinating
   C. considerate

2. How does she feel about her Spanish class?
   A. She finds that the exams are quite confusing.
   B. She says that the assignments require too much time.
   C. She feels the teacher doesn't spend enough time explaining verbs.

3. How is she doing in her algebra class?
   A. She is getting excellent grades.
   B. She is doing average work.
   C. She is failing the class.

4. Why does the girl like her history class?
   A. The teacher gives easy questions on tests.
   B. The teacher rewards students who can handle his questions.
   C. The teacher gives candy to all of the students.

5. What does the girl have to do after she returns from the movie?
   A. She has to finish her algebra homework.
   B. She must read her history book.
C. She needs to practice her instrument.

1. Write 2 predictions based on the previous questions.

2. Listen to the audio and write the predictions that were correct. (http://www.esl-lab.com/grades/gradesrd1.htm)

3. Listen again and write 2 details about the listening text.
   *

4. Listen again and write 2 new details about the listening text.

School Report

Listen to the audio and answer these questions then check your answers with the website.

1. Based on the girl's statements, how would you describe her English teacher?
   *

2. How does she feel about her Spanish class?
   *
3. How is she doing in her algebra class?
   *

4. Why does the girl like her history class?
   *

5. What does the girl have to do after she returns from the movie?
   *

4. Listen and read the transcript. Write the corrections of the details. If your
details are correct, Do not write anything.

Reflection about your metacognitive listening strategies

You can answer in English or Spanish

1. Does predicting help me in some way to understand better? Why? Why not?
2. Does my background knowledge about the topic help me understand better?
   Why? Why not?
3. Can I make adjustments to my approach to listening during the exercises? Why?
   Why not?

4. Which part of the strategies helped me the most? Why?
5. Which part of the strategies didn't help me that much? Why
6. What will I do next time in order to improve my listening skills?
Question type
Appendix 6

Post-diagnostic listening test

Post-diagnostic listening activity (Level 5)

1. Chimpanzee:       A   B   C

2. Parrot :                A   B   C

3. Killer Whale:       A   B   C

Details

Listen one more time to the audio and answer true or false

1. The older chimp, Sara, helped the new, disabled chimp by giving her some food.

   True

   False
2. Sara’s behavior is remarkable to Dr. Boysen because Sara has not been socialized with other chimps.

True

False

3. Alex, the parrot, uses a computer to communicate.

True

False

4. Alex can answer questions about where he wants to go.

True

False

5. Dr. Kuczaj’s killer whale used fish to attract seagulls.

True

False

6. Dr. Pepperberg says that talking to Alex is like talking to a very young human.

True

False

7. Dr. Pepperberg doesn’t call Alex’s talk “language;” she calls it “two-way communication.”
8. When Alex answers questions, he doesn’t seem to understand the questions; instead, he is answering in a rote manner.

True

False

Inferences

Listen to the excerpts and answer the questions

1. How does Dr. Boysen feel about the chimpanzee’s behavior? (Excerpt 1)

a. She’s impressed by it.

b. She’s confused by it.

c. She’s saddened by it

2. What might Dr. Boysen say about what Sara, the chimp, did? (Excerpt 1)

a. “This shows that animals have emotions and feelings.”

b. “This shows that animals can teach each other.”

1. What is Goodwin’s attitude about the parrot’s behavior? (Excerpt 2)

a. He is impressed by what the bird did.
b. He can’t believe the behavior really happened.

c. He doesn’t think the behavior shows intelligence.

2. What might Goodwin say about what Alex, the parrot, did? (Excerpt 2)

a. “He is easily confused by new situations.”

b. “He understood that we were trying to trick him.”

Appendix 7

Teachers and coordinators' questionnaire about listening strategies

1. What are the learning needs of your students?

2. What do you suggest your students do before, while and after listening exercises?

3. Do you think listening strategies have an impact on students’ performance? In what way?

4. What listening strategies do you have your students apply before, while and after they do a listening exercise?

5. Do you usually raise awareness in terms of the importance of listening strategies before your students do listening exercises? How?
6. Why do you think most students cannot do well in listening?

Appendix 8

Perception of the listening strategies activities (students)

1. What did you like about these activities?

2. What did you dislike about these activities?

3. Do you think these strategies helped you improve your listening skills? Why? Why not?

4. What’s the hardest part about listening? Main ideas, details or inferences? Why?

5. Which part/parts of the listening strategies activities helped you the most? (making predictions, comparing the predictions, taking notes about details, comparing audio with the transcript, reflecting about your methodology to listen, other) Why?

6. Do you think you will apply these strategies in the future? Why, Why not?