Fostering Metacognitive Listening Strategies in an EFL classroom at Luigi Pirandello School

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Abstract

The project was developed at Luigi Pirandello School, arose from the listening comprehension problems that the students from eighth grade had in English due to the listening skill was not practiced inside the classroom. As a consequence, they did not understand the main ideas or specific information in conversations generating lack of motivation to work this one. Therefore, the researchers designed and put into practice an action plan that could help the participants to improve the listening skill in English.

As far the methodology concerned, this study was mixed and carried out with nineteen students from eighth grade who participated in six implementations where the Metacognitive Pedagogical Sequence approach was applied by the researchers using the Vandergrift and Goh (2012) work as well as pre-while and post listening activities with the aim to identify if the Metacognitive strategies contributed to the improvement of the listening skill.

In brief, the data collected through the pre and posttest, focus groups and reflective journals made by the researchers which indicated that the participants definitely improved their listening skill by making predictions taking into account what they have learnt from the language and the experiences developing a reflective process in which they noticed their weakness and strengths as listeners. Hence, they could work on those ones in each section or at home to identify their progress on the listening comprehension.

Key words: *Listening skill, Metacognition, Metacognitive strategies, Metacognitive Pedagogical Sequence approach.*

Resumen

El proyecto fue llevado a cabo en el colegio Luigi Pirandello, surgió de los problemas de comprensión auditiva que los estudiantes de octavo grado tenían en Inglés debido a que la habilidad de escucha no eran practicadas dentro del salón de clase. Como consecuencia, ellos no entendían las ideas principales e información específica en conversaciones generando falta de motivación para trabajar dicha habilidad. Por lo tanto, las investigadoras diseñaron y pusieron en práctica un plan de acción que ayudara a los participantes a mejorar la habilidad de escucha en Inglés.

En cuanto a la metodología, este estudio fue mixto y llevado a cabo con diecinueve estudiantes de octavo grado quienes participaron en seis implementaciones donde el enfoque pedagógico Metacognitivo fue aplicado por las investigadoras usando el trabajo de Vandergrift y Goh (2012) como también actividades de escucha (antes, durante y después) con el objetivo de identificar si las estrategias Metacognitivas contribuyeron en el mejoramiento de la habilidad de escucha.

En resumen, los datos recolectados a través del pre y post test, grupos focales y diarios de reflexión realizados por las investigadoras indicaron que los participantes mejoraron definitivamente su habilidad de escucha haciendo predicciones tomando en cuenta lo que ellos han aprendido del idioma y experiencias desarrollando un proceso reflexivo en el que ellos se dieron cuenta sobre sus debilidades y fortalezas como oyentes. De este modo, ellos pudieron trabajar estas en cada sección o en casa para identificar su progreso en la comprensión auditiva.

Palabras claves: *Habilidad de escucha, Metacognición, Estrategias Metacognitivas, Enfoque pedagógico Metacognitivo.*

Introduction

Teaching a foreign language has been focused on reading and writing but rarely on listening skill. The students might have developed some competences such as critical thinking, reading comprehension and recognition of the words in their written form, however, when they carry out other kind of activities which involve decoding sounds, words and messages in several common texts as interviews, podcast or conversations in the foreign language, they do not apply any learning strategy to improve their listening comprehension; it is a factor that generates a huge frustration and lower confidence.

In order to tackle that problem, it is necessary to prompt a new approach that helps the students to be aware of what they are listening to and different strategies such as activating prior knowledge and taking notes establishing a goal that could allow them to be concentrated on new set of sounds accents and, in general, to be successful listeners.

The purpose of this research is to improve the listening skill following the Metacognitive Strategies (planning, monitoring and evaluating) which are developed through the Metacognitive Pedagogical Sequence (contextualization, first, second and third verification and reflection stage) to be adapted in the pedagogical implementation. The results gathered from the pre and posttest, focus group (before, during and after the intervention) and reflective journals will reveal whether the training in Metacognitive Strategies helped eighth graders at Luigi Pirandello School to improve the listening skill.

First of all, in this research was necessary to determine the problem which was stated taking into account the teaching practicum one of two researchers and   the   KET exam (listening section) to confirm if the problem existed or not. The results gathered showed that it was dominant. In the first chapter, those ones were presented in detail in order to justify the research problem. Then the question and the objectives were presented in order to answer it and know the procedure of the research.

After determining the problem, the research question and objectives, it was essential to include the literature review pointing out the importance of international and national studies in the development of the current research, giving new perspectives about the topic in question. Additionally, the theoretical framework summarizes the main constructs which consist of learning strategies, metacognition, and listening skill. All this information can be read in the second chapter.

The third chapter refers to the research paradigm (Mixed), the approach (action research), the setting, the population involved in the study, data instruments used, and the ethical considerations will be explained in detail to know the methodology of this research .

In the fourth chapter, the researchers will describe how the pedagogical implementation took place as well as the researchers' conceptions about learning, classroom, and language which had influenced on the development of the lesson plans.

In the fifth and sixth chapters, it will be shown how the data was analyzed after the application of the instruments (pre-test, focus group, reflective journal, and post-test) as well as the conclusions of the research about the impact of Metacognitive strategies in the improvement of listening skill.

Chapter 1: Justification

Nowadays, learning English has been an important aspect of the society due to the globalization and the influence it has on the educational field. In the first place, it generates that people want to learn the universal language to be interconnected around the world and to have opportunities in different fields of cultural, economic, and social. In relation to the educational part, the schools have focused on the development of new alternatives to teach the language in a didactic, creative and communicative way. For example, the ICTs (Information and Communication Technology) has been a practical tool to practice English inside and outside the classroom with the purpose of improving the students' skills (reading, writing, speaking, and listening).

In spite of the tools proposed to enhance the skills, for Spanish speakers, one of the most difficult skill to be developed is listening because there are some phonemes and variations of the language (British, American, and Scottish) that are not easy to identify by them which is an obstacle to recognize what the speakers say depending on the context they are. Also, the lack of vocabulary and the speed of the recordings affect the listening comprehension which causes lack of interest on the students to practice and improve the listening skill.

This situation can be found out at Luigi Pirandello School where the main goal is to be bilingual next year and get a higher score in an international exam named (Greenwich). Nevertheless, the students had lower proficiency in listening skill because this one is not integrated into the curriculum as well as they do not have the opportunity to be exposed to the spoken language. In order to solve the issue, the current study pretends to incorporate the listening skill in the English classes and work on the Metacognitive strategies (planning, monitoring and evaluating) with the aim of enhancing this skill and student's' level to enrich the learning experiences but also help the institution to achieve its own goals.

Research Problem

During the first teaching practicum, the researchers realized that at the Luigi Pirandello School just emphasized on reading, writing, and speaking skills. The students attended around seven to twelve English classes per week, but the listening skill was omitted so that they were not motivated to develop listening activities inside the classroom which had provoked listening comprehension problems when they listened to real life conversations, recordings, and postcards getting lower proficiency in this skill.

Subsequently, the population involved in this research was nineteen participants from eighth grade who showed listening comprehension problems when the researchers applied the KET exam (listening section) with the purpose to identify the real level of comprehension and based on the results determine which Metacognitive strategies will be developed during the pedagogical implementation. After carrying out the exam, the researchers confirmed that the vast majority of the students did not apply any learning strategy which generated difficulties in the development of some exercises as fill in gaps and pictures with multiple choice questions because they neither distinguish nor understand the pronunciation of the words. In order to know more about the population, the researchers did a focus group in Spanish in which most of them considered that listening is one of the most difficult skill and produces boredom.

In order to look for alternatives to solve the problem, the researchers decided to apply the Metacognitive Strategies proposed by Vandergrift & Goh (2012) as a tool to improve the listening skill. Those authors affirmed that "Strategies help learners to control their thinking and learning while listening, as well as manage their overall learning process, to become skillful L2 listeners" (p.90). The objective of the Metacognitive strategies is that learners guide their own learning process being able to monitor and evaluate what they do during the

listening activities in order to be successful listeners by understanding the foreign language in real contexts and communicating in an effective way with others.

Based on the aforementioned, the researchers designed six pedagogical implementations in which the participants will use the Metacognitive Strategies (planning, monitoring and evaluating) to improve the listening skill and confirm whether those ones had the expected impact.

Research Question

To what extend the Metacognitive Strategies help nineteen eighth graders at Luigi Pirandello School to improve their listening skill?

Research Objectives

General objective:

1. To identify the impact of the Metacognitive Strategies to improve the listening skill of eighth graders at Luigi Pirandello school.

Specific Objectives:

1. To compare students' listening comprehension level before and after the intervention through the KET exam (listening section).

2. To design six pedagogical implementations by using the Metacognitive Sequence and the Strategies.

3. To train eighth graders in Metacognitive Strategies to become better listeners in English.

Chapter 2: Theoretical framework

The purpose of this section is to review some international and national studies about Metacognitive Strategies applied in different contexts to improve the listening skill and examine the contribution of each study in order to support the current one. In addition, the key concepts emphasized on the abstract will be summarized in depth taking into account different authors to understand the topic in question.

Literature review

The first study is named "The Effect of Metacognitive Strategy Instruction on the Listening Performance of EFL students"; it was carried out by Parviz Birjandi in 2012 at the Shahid Beheshti University with eighty-two students of English translation and Literature who were divided into two groups. The first group was composed by sixty-two participants who were trained in Metacognitive Strategies following the model proposed by Vandergrift and Tafaghodtari (2010) and another one discussed by O'Malley & Chamot. The other nineteen were part of a control group who did not receive any training. In order to compare the effectiveness of those strategies the author used the listening section of the TOEFL exam and oral texts which were about daily topics.

In relation to the methodology, the researcher interacted with both groups, explained the Metacognitive strategies, and the participants did a pretest in order to know the listening comprehension. The researcher worked six sessions of training with a length of forty-five minutes with the first group who listened to a variety of oral texts and developed the Metacognitive sequence (contextualization, first, second, third verification, and the reflection stage).

Finally, both groups did a posttest to compare the results before and after the training and the results of the pretest revealed that both groups had the same level of language proficiency at the beginning. After implementing the training sessions, the first group

improved the listening skill because they were aware of their weakness and strengths, and put into practice the Metacognitive strategies (planning, monitoring, and evaluating) and the second group maintained the same level.

Another important study "Metacognitive Instruction Does Improve Listening Comprehension" was conducted by Hossein Bozorgian in 2012. In this study, the population was twenty-four students from seventeen to twenty-four years old who studied in an English Institute. To achieve the general objective which was to know the impact of the Metacognitive instruction on the listening process, the researcher applied a pre and posttest (IELTS listening part).

As far as the methodology concerned, the procedure was divided into two stages. In the first stage, the participants took a pretest IELTS in order to measure their level of comprehension in listening through some exercises such as multiple choice, fill in gaps. In the second stage, the researcher applied the Strategy approach (advance organization, directed attention, selective attention, and self-management) worked by Vandergrift and Goh (2012) and did four listening lessons with a length of seventy minutes per session. It includes, listening without taking notes "first recording ", listening the recording more than once, verifying notes in small groups, and comparing similarities and differences between them. At the end of the research, the posttest was carried out to identify the benefits of the training on the participants.

Thus, the results showed that most of the participants improved their listening comprehension through Strategy Based Approach because they learnt to plan the content of the recording, make inferences, and evaluate their listening performance which helped them to be more successful listeners.

Turning to another study "Developing Students' Listening Metacognitive Strategies using online video-texts Self-dictation -generation Learning Activity" was developed by

Ching Chang and Chih-Kai in 2014. The aim of this study was to analyze the use of a videotext based on announcements from YouTube and Self-Dictation-Generation learning activity. It was implemented in a technical college in Taiwan with undergraduate-forty-eight students. With regard to the data analysis, the researchers gathered it through a pretest, a questionnaire (Strategy of Inventory for Language Learning) and a focus group.

Subsequently, the pedagogical implementation took eighteen weeks divided into two parts. The first eight weeks, the participants identified and practiced listening strategies as bottom-up and top- down. In the following weeks, they developed online videos by implementing the Metacognitive strategies and created Self-dictation Generation exercises. Those ones had the purpose of developing critical thinking and improving the learning process by exchanging opinions and perceptions, monitoring and evaluating the performance through questions that they generated and answered during the video.

The researchers concluded that video online SDG activities and Student question-generation approach enhanced the listening skill because students became conscious about their own difficulties through the Metacognitive strategies (monitoring and evaluating) as well as they learnt the usages of the strategies and evaluated those ones which permitted them to know which ones could be used in other listening exercises and learning process.

The last international study "The use of Metacognitive strategies to improve listening comprehension for ESL in students from 7th grade" was led by Paulina Mora Rodriguez (2015) at Universidad Andres Bello in Chile. In this study, the main objective was to determine the effects of the Metacognitive strategies in the listening comprehension of eighty-four students from twelve to thirteen years old. They were divided into one experimental group (7B) and a control group (7A). In this case, the first group received the Metacognitive strategies instruction and put it into practice, but the others did not do it.

Consequently, the implementation took three weeks with a length of two hours. The researcher used the Model two and three described by Celce-Murcia (2001) and the book giving by Ministry of Education. For this project, she applied a pretest designed by (MINEDUC, 2013) with the purpose to identify the listening comprehension of the participants, she implemented the Metacognitive strategies instruction, and finally it was applied a posttest in order to compare the results and evaluate the effect of the strategies mentioned above.

Ultimately, the results stated that the listening is not usually developed in the classroom because it is thought as a passive skill which caused lower level and performance in the participants. Therefore, the Metacognitive strategies allowed learners to improve their listening comprehension and guide their own learning process.

In brief, the international studies were significant for the present study because those ones showed that the Metacognitive strategies had a great impact in the improvement of the listening skill because those ones helped the participants to recognize their difficulties by checking their comprehension and reflect about their learning process which encourage the researchers to apply those strategies in a different context to enhance the listening comprehension and the learning of the foreign language.

In Colombia, the use of the Metacognitive strategies in learning a foreign language has taken an important role in the improvement of the listening skill which fosters some studies related to this field.

The first national study "Instrucción en estrategias Meta cognitivas para el desarrollo de la comprensión auditiva en el nivel universitario" was worked by Marilyn Molano in 2016 at la Universidad del Valle. The purpose of this study was to develop the listening comprehension on twenty participants from first semester of a Bachelor program in foreign

languages. The instruments were the KET exam (listening section), a questionnaire taken from Mendelson (1994), and a reflective one.

According to the methodology, the study was worked on three stages. In the first one, learners were interviewed by the researcher, answered the questionnaires, and developed the KET exam. In the second stage, the Metacognitive training was implemented. In the last stage, the results were analyzed to know the impact of the Metacognitive strategies on the listening skill. To conclude, it showed that learners increased the listening comprehension by using Metacognitive strategies as well as they were conscious about the decision or methods that they used during the exercises which enable them to be more critical about their learning process and be motivated to improve by themselves.

The second study "Applying a Metacognitive Model of Strategic Learning for Listening Comprehension, by Means of Online-based Activities, in a College Course" was carried out in 2012 by Sandra Patricia Barbosa Hernández. The aim of this project was to reinforce the Metacognitive strategies to develop the listening comprehension on six English language students from twenty to twenty-seven years old who enrolled in Administration and Economics undergraduate program at Universidad de la Sabana. They showed lower proficiency in the listening skill based on the results of the first and second term exams and the needs analysis carried out by the author. The instruments worked on this study were learning styles questionnaires, journals, (teacher and learners), students´ artifacts, interviews, and pre and posttest.

In order to explain the methodology of this research, the training lasted five weeks with a length of six hours by using online-based activities and face to face sessions of two hours developed in two cycles. In the first cycle, the researcher applied the need analysis and learning styles questionnaires in order to know whether the students followed any kind of learning process or not. On the second week, the participants carried out the first online

activities with the aim of explaining the Metacognitive strategies through a template, they answered some forums which were part of the learner´s journals instrument. After six sessions, the teacher journal and a questionnaire were developed in order to know comments and reflections about the Metacognitive strategies. The last cycle was focused on the revision of the previous one and measure the listening comprehension through the pretest in order to be compared with the post one at the end of the research.

In relation to the third and fourth week, the researcher readjusted the methodology and applied twelve activities and journals. In the last week, the participants presented the posttest which revealed that they could understand better the listening material by establishing what they wanted to get from each recording and predicting the information of the listening material. Those aspects enabled the participants to raise the awareness of the importance of the Metacognitive strategies in their learning as well as they developed the person and strategy knowledge.

In conclusion, by examining national and international studies, the researchers evidenced that the Metacognitive strategies contribute on the improvement of the listening skill because those ones prompt the self- regulation by identifying the mistakes to put into practice alternatives to listen better. In the same way, the strategies can be an excellent tool to develop any skill of the foreign language in a different and critical manner which lead the researchers to take advantage of those ones to foster a change in the way how the students perceive and strengthen the skill.

Theoretical Framework

In this section, the reader can identify the main constructs that support the current research taking into account different point of views about the listening skill and the role of the Metacognition with the purpose of being fostered within EFL classroom. For this reason,

the researchers divided the theoretical into three parts: learning strategies, metacognition, and listening skill which were summarized in detail to get an overall idea about each one.

Learning strategies.

This part defines what learning strategies are and explains the main ones which play a crucial role in the learning process and the way in which how learners process the new information in another language.

Firstly, learning strategies are defined by Scarcella & Oxford (cited by Oxford, 2003) as " a specific actions, behaviors ,steps, or techniques-- such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task -- used by students to enhance their own learning" (p. 2). In other words, the strategies are a key element in the learning process because these ones lead learners to use different sources of knowledge, some clues to overcome language difficulties by changing their actions to improve their learning. To do that, these strategies are classified in two groups: direct and indirect strategies. The first group is composed by memory, cognitive and compensation strategies. The second one has to do with metacognitive and affective strategies. See Table 1

Direct Strategies:	
1. Memory Strategies.	- Create mental linkage. - Applying images and sounds. - Reviewing well. - Employing actions.
2. Cognitive strategies.	- Practicing. - Reviewing and sending messages. - Analysis and reasoning. - Creating structure for input and output.
3. Compensation strategies.	- Guessing intelligently - Overcoming limitations in speaking and writing.

Indirect strategies:	
1. Metacognitive strategies.	- Centring your learning. - Arranging and planning your learning. - Evaluating your learning.
2. Affective strategies.	- Lowering your anxiety. - Encouraging yourself. - Taking your emotional temperature.
3. Social strategies.	- Asking questions. - Coopering with others. - Empathizing with others.

*Table 1.*Oxford's learning strategies classification. (Adapted from Oxford 1990)

Direct learning Strategies. The first group is related to the techniques in which learners use conscious processing to fill gaps related to the language by linking prior knowledge through what they observe and hear as well as asking for clarification or reviewing the input. "The direct strategies are beneficial to the students because they help store and recover information to produce language even when there is gap in knowledge" (Samida, D, 2012. p.2). The most common strategies are memory, cognitive, and compensatory strategies which help learners to face up directly language problems and improve the four skills in the foreign language.

The first ones are concerned with Memory strategies, learners are able to associate new items in the foreign language with their mother tongue through pictures, sounds, body movements or location which enable them to recall information in different ways. The second one is related to Cognitive strategies as note-taking, summarizing, synthesizing or outlining in which learners comprehend better the language material by using their scheme to make sense to the messages that are conveying through spoken or written texts. Finally, the Compensatory strategies, using pauses, asking for clarification or non- verbal language facilitate the comprehension of spoken messages to be understood by the listeners allowing

an effective communication. Oxford and Ehrman (cited by Oxford, 2003) demonstrated that "compensatory strategies are significantly related to L2 proficiency in their study of native-English-speaking learners of foreign languages (p.14)

Indirect learning strategies. The second group is associated with unconscious actions or mental processes that are carried out by learners which regulate and coordinate their own learning process. "Affective, social and metacognitive strategies are called indirect because they support and manage language learning without direct engagement" (Samida, D. p.3).

Firstly, the affective strategies refer to the mood, anxiety level, self-confidence, rewarding oneself for good performance and feelings that can influence the development of a foreign language according to the research by Dreyer and Oxford, 1996 (cited by Oxford 2003). Those strategies have to do with internal factors as emotions, motivations, and beliefs which influence in the learning process.

The next strategies are the social which refers to asking questions to get verification, asking for clarification of a confusing point, asking for help to do a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms that are useful to understand the target cultures (Oxford, 2003).

The last ones are the Metacognitive strategies which are defined by Oxford (2003) "(e.g. Identifying one's own learning style preferences and needs, planning for an L2 task, monitoring mistakes, and evaluating task success of any type of learning strategy) are employed for managing the learning process overall".(p.12). In overall, these kind of strategies lead learners to be aware and active in their own learning by carrying out different actions which allow them to explore their abilities in another language.

This research project will focus on the Metacognitive strategies taking into consideration the perspective of another author to comprehend those ones in detail.

Metacognitive strategies require time, patience, use, collaboration, and determination to be applied and evidenced the expected changes which contribute to the improvement of the own learning process. In concordance with Vandergrift and Goh (2012) "knowledge about and use of strategies can be jointly constructed and managed by learners working together" (p.90)

The main strategies are planning, monitoring, and evaluating. In the first place, planning is focused on how the learners are prepared for the assigned task, thus, they activate their prior knowledge using the following activities brainstorming (ideas), take notes (write down), and mind maps to predict the content of the recording is going to be about. For example, the topic is about Colombian music, so please write some ideas related to it in this little paper (salsa, pop, vallenato, artists, and soundtracks). According to the example, the participant wrote some genres taking into account the topic, therefore, he was planning without receiving an advanced instruction and listening anything.

The second one is monitoring in which the learners are able to verify what they understood of the recording to add more information or remove what were not said as well as they measure the level of comprehension. For example, Alexandra crossed out salsa and pop, but she added new genres and artists because she listened to it first time. In comparison with planning, this strategy must be worked at least three times in order to have ideas which support what it was hearing.

Finally, evaluating has to do with the reflection of the listening performance and previous strategies which is essential to make decisions about strategies which will be applied next time by answering some reflective questions.

After knowing what the learning strategies were and studied the Metacognitive ones in depth, it is relevant to focus the attention on what the Metacognition means and how it could be applied in the teaching field. In this part, the researchers explained and

acknowledged the importance of Metacognition in order to give the reader a general idea about this one and an understanding its use in the Educational field.

Metacognition

The term Metacognition was developed through the first years of the ninety decade in the psychological framework and it was related to the intelligences "thinking about thinking" by Flavell who was the first exponent in the development of two degrees of processing Metacognitive knowledge and Metacognitive regulation. The first one is related to the acquisition of knowledge such as learning and type of processing worked by individuals through the cognitive processes. The second one is about the use of Metacognitive Strategies (planning, monitoring, and evaluating) to understand in depth texts, audios, and movies to reflect about weakness of the process to be improved. Flavell (cited by Livingston, J 1999). It means that, cognition is used to achieve particular objectives and metacognition is worked to ensure that those objectives were reached.

Other authors as Kuhn and Dean who explained that metacognition is the use of a particular strategy already taught to solve a problem (cited by Lai, 2011). Even though, this is one goal, but it is necessary to consider that one strategy cannot support that the problem will be solved because it requires the implementation of the others to reach what it is expected. In words of Vandergrift and Goh (2012) "Metacognition is our ability to think about our own thinking or "cognition," and, by extension, to think about how we process information for a range of purposes and manage the way we do it" (p.84). In sense, the authors summarized briefly that the learners are able to reflect and purpose different alternatives to solve what they consider important for their learning process, also manage the behavior and construct knowledge through themselves. In listening is the use of the strategies to improve the skill and being skilled-listeners.

In conclusion, there was a transition through the decades. It evidenced that, the term metacognition was used in order to study how humans process the information using the psychological framework to do it, but in the educational one had a great impact in the discovery of the strategies to reach weakness and improve the skills (reading and listening) which help learners to plan objectives which will be accomplished in a period of time but also reflect about their own thinking in order to be self-directed learners.

With this in mind, the researchers explain how the Metacognition will be practiced through the Metacognitive Pedagogical Sequence proposed by Vandergrift and Goh (2012) at the moment to create the listening activities.

The Metacognitive Sequence consists of four stages (contextualization, first, second, and third verification and reflection stage) which increase the Metacognitive knowledge about themselves, task and strategies. Vandergrift and Goh (2012) pointed out "It develops richer metacognitive knowledge about the nature and demands of listening and strategies for listening" (p.105). See the four stages in the figure 1:
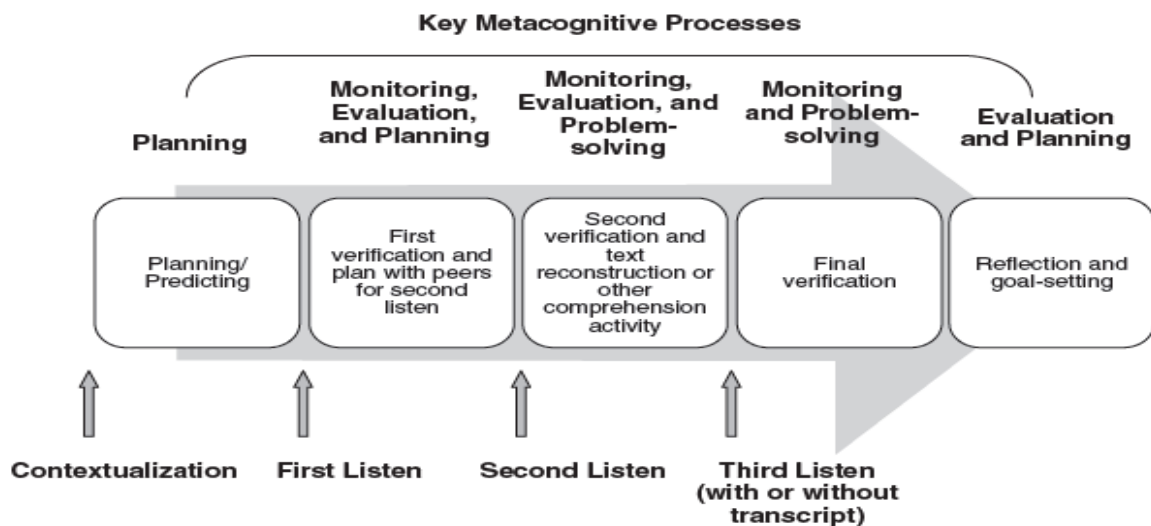
Figure 1. Diagram of the stages of the Metacognitive Pedagogical Sequence taken from (Vandergrift & Goh, p.109)

In order to start explaining the sequence, it is necessary to bear in mind that the contextualization is the first part of the process. In there, learners are able to recognize the topic and write the first predictions to be monitored during the first recording. In addition, the first verification consists of making sure about what it was written in order to be corrected and compared. The second verification, they listen to the recording twice to comprehend the text or the listening activity, so they rewrite the predictions and make corrections using the monitoring strategy. The third verification, it determines all the process, they are able to do identify specific information and verify words or sentences that were not clear before through the transcript. Finally, the reflection stage involves the reflection and evaluation about their own listening comprehension to plan actions which will be implemented next time, so they set up goals to be accomplished.

To sum up, the researchers evidence that the role of metacognition in listening is important because the process, the activities, and the strategies are feasible to reduce the difficulties that each learner has when they are learning to listen to through the monitoring and evaluating of the understanding and usages of the strategies to enhance the listening skill.

The last construct is referred to the listening skill due to those ones will be improved through the approach mentioned before.

Listening skill

The current study draws its attention on raising awareness on the listening skill as well as the improvement of this one. To understand this one is essential to identify what the listening is, what the core listening skills are, the listening process, and the listening activities.

To begin with, the listening has to do with hearing and interpreting the spoken messages as well as examining the sounds to create meanings and representation of those

ones. "Listening is a skill in a sense that it's a related but distinct process than hearing which involves merely perceiving sound in a passive way while listening occupies an active and immediate analysis of the streams of sounds" (Saha, M & Talukdar, M, 2008, p 2) . This means that the message goes through two simultaneous processes such as the perception of the information, and the examination of the sounds in order to get a representation and meaning about what is said.

In contrast, the listening is the ability to interpret what is said, build up meanings, and exchange the previous meaning with other speakers in order to establish a communication with a purpose. Rost (cited by Vandergrift, 2003) claimed "listening 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)". To put it more simply, this skill requires that listener interprets what is said, selects what is relevant for him, and gives a response showing interest.

In a different position, Purdy & Borisoff (1997) explained that "listening is comprised of seven essential components: volition, focused attention, perception, interpretation, remembering, response, human element" (p.3). This means that several components play a crucial role to understand messages in the listening material starting with the volition which is the willingness of a person to listen to others. The second one is the concentration which is used to catch the whole message without losing meaningful information. The third one concerns to the analysis of context, speakers, and some elements of the message based on the interpretation. The last one deals with remembering what was said before and the last time as well as giving a response among them. In other words, listening is an active process in which people must have the willingness to listen to others, they must maintain the concentration on

information as well as the non- verbal actions, and they must analyze some cues in order to comprehend the messages that are conveyed in the interaction.

Finally, listening requires recalling the previous knowledge of language. When people are listening to, they recognize several words and infer the intention of the message. Therefore, the listening skill not only involves understanding the ideas or opinions that the other says, but also associate them with the reality.

After going through different perspectives that some authors had about the listening skills, it is necessary to mention the process of listening. For that reason, in the next section, it will be explained in depth.

There are four cognitive processes proposed by Vandergrift &Goh (2012) that take place during the L2 listening comprehension. The first is top-down and bottom-up processing, the second one is control and automatic processing, and the third one is perception, parsing and utilization.

As was mentioned before, the first one has to do with top- down which involves the activation of the prior knowledge (worldview) to understand the message. "Listeners employ their background knowledge of the context and situation to interpret what they hear (Chang P & Cynthia L, 2012, p.3). This means that, the learners anticipate the content of material using their experiences and worldview to get an idea about what is listening to.

On the contrary, bottom- up is when learners take into account the segmental (phonemes), suprasegmental (intonation, rhythm, and word stress) building meanings of words. Bottom-up processing involves segmentation of the sound stream into meaningful units to interpret the message (Vandergrift and Goh, 2012). For example, they draw their attention to words, accent, and stream of sounds to understand the meaning of message and construct mental representation of it.

The second one is related to the linguistic proficiency of learners which influence the fluency of the listening act. When they do not have enough linguistic resources or they are not able to recognize word is named a control processing. The automatic process is the opposite; it means that learner does not need to pay enough attention to do something because he knows how to do it and are exposed enough to the target language which have enabled them to be familiarized with the sounds.

Finally, perception, parsing, and utilization are the last phases of listening comprehension which comprised a whole process. During the perception phase, listeners use bottom-up processing to recognize sound categories (phonemes) of the language. Parsing is a word which is retained in the brain which helps learners to identify difficulties (Vandergrift & Goh, 2012). In the last stage, they reconsider the input during the activity to make inferences of what they have retained.

Having defined what the process of listening is, it is important to bear in mind the six listening core skills that are used at the moment to receive the spoken information.

The first skill is *listening for details.* In concordance to Wilson (2008) "this refers to the occasions when we don't need to understand everything, but also specific parts. (p.10).We sometimes do not listen to the whole message because we are not interested in understanding it, but also we need just to get specific information such as numbers, dates, and so on.

The second one is *listening for global understanding.* It refers to listen to someone in order to catch an idea about what it is being said to understand the message. According to Vandergrift & Goh (2012) "It is when we want to know the general idea of what is being said, as well as who is speaking to whom and why" (p.10)

In contrast, *listening for main idea* is when the person goes beyond the basic points of the texts mentioned before in order to understand the main arguments of the texts, so a person

is concentrated more on it to understand the propositions or the explanation that the other one is saying.

The next one is *listening and infer.* This kind of listening occurs when the person uses the prior knowledge to understand the messages that are not conveying during the interaction. This type of knowledge allows the person to anticipate what the speaker is going to say before and during listening process utilizing some elements such as the context, sounds, people, which enable him to deduce the intention that the speaker could have.

As was mentioned earlier, people do not listen in the same way all the time because they use different skills for collecting the information that is relevant for them. Not all the time, people pay attention to all things that they are hearing around them because they get the information that is necessary for them which leads them to ignore other type of information.

After analyzing the cognitive process that are involved in the listening process taken into account the Vandergrift & Goh (2012), it is important to explore various types of listening activities in order to select the most suitable for the pedagogical implementation.

Listening activities .In this section will be reviewed a plenty of activities that help students to come into contact with the language and improve the listening skills.

To understand different kinds of listening activities, the students should always follow three types of activities (pre-listening, while-listening and post- listening), which help them to carry out mental processes and build up meanings about what the listening activity is. These sort of activities facilitate the comprehension of the listening material in a progressive way because they take advantage of some elements of the language such as the vocabulary, structures and the background in order to get the message from speaker and be successful in the comprehension of the listening material

The first set of pre-listening activities prompt the activation of the prior knowledge and schemata about events which enable learners to process the listening input easier. In these ones, they are encouraged to use the top-down processing in order to facilitate the interpretation of the listening recording as well as the strategy use. Some of these activities are brainstorming, mind-mapping, pictures, games and so on. "Pre-listening activities retrieve existing knowledge and create new knowledge to help learners to process listening input more effectively" (Vandergrift & Goh, 2012, p 182).In other words, the pre-listening lead the learners to use what they know about the world as well as words or phrases that they have learnt in the foreign language which is very useful to get an information about what will be listened to.

The post-listening activities are the last set which focus on specific items of the language prompting communicative listening outcomes as well as the reflection and evaluation of the listening performance. Those ones have the purpose to summary and synthesize what was learnt through the listening to foster the use of others skills in the foreign language in an authentic way and the reflection on their listening process in the activities. Writing, oral presentation, vocabulary building are some activities presented by Vandergrift & Goh (2012).

After getting to know the principal constructs and relevant theory that contribute to comprehend deeper the topic in question, it will show the pedagogical perspective for the present research and how the implementation will be carried out.

Chapter 3: Research design

The goal of this chapter is to explain the methodological features related to the study. Firstly, the paradigm of this research is defined in detail as well as the approach. Secondly, the setting and the participants are described in depth .Thirdly, the data instruments are described in detail in order to give the reader a clear idea about how those ones were applied during the research. Finally, a brief part of the ethical considerations which were taken into account before the implementation in order to do the data analysis stage.

Research Paradigm

To reach the objectives established in this project it is necessary to use the mixed method in which quantitative and qualitative data are analyzed with the purpose of understanding deeper the phenomenon (Creswell, 2014). Based on that author, this paradigm is key in a research in which were gathered statistical and observable data because it enables the researchers to process the results in a suitable manner and enrich the comprehension of the topic in question giving a meaningful explanation about it. This method is appropriate for this study because the data obtained were taken from participants' perceptions, researchers' reflections as well as the listening comprehension test which provided a broad view about the impact of the Metacognitive strategies on the development of listening skill.

As was mentioned before, this method is related to this study is because "the mixed method is a way to integrate the quantitative and qualitative data, such as one database could be used to check the accuracy (validity) of the other database" (Creswell, 2014, p 15). This means that, the processing and the analysis of the results are more precise when data are taken from different sources and instruments because the researchers may compare it to determine which are similar in order to validate the conclusions. In this research, it was used the triangulation of two qualitative instruments and one quantitative which were useful to measure the listening comprehension and contrast the participants´ perceptions and

reflections made by the researchers about the use of the Metacognitive strategies with the purpose of establishing the codes and categories.

Finally, the mixed paradigm is important for this study because " for doing mixed research are to complement one set of results with another to expand a set of results or to discover something that would have been missed if only a quantitative or a qualitative approach had been used" (MacMillan & Schumacher, 2014). In essence, this method allows the researchers to analyze the results in a complete way to corroborate the findings that were got from one type of data by integrating different sources of information.

An equally significant aspect of the research design is the approach that will be applied, the stages and how those ones will be developed in order to answer the question.

Research approach

As far the approach concerned, the action research will be carried out during this study. This type of research is "a process of concurrently inquiring about problems and taking action to solve them" (Pine, 2009, p 30). In other words, the action research is the process in which the teacher is the researcher and his purpose is to identify an educational issue in order to design a plan to be developed in the context and being assessed at the end.

The relation between this research and the definition above is that the researchers implemented actions and procedures during the training with the aim of reflecting about participants' learning and the application of the Metacognitive strategies which facilitated the improvement of the lessons to achieve the main goals of the research. Hence, the researchers connected the theory made by Vandergrift about Metacognition in listening with the practice of it in a particular context, in this case, Luigi Pirandello School as well as attempt to understand the influence of the topic by interpreting multiple perspectives from the participants. To put it more simply, the researchers planned, implemented, and reflected about the whole process taking in consideration the three stages of an action research.

The action research is divided into two huge cycles (core action cycle) and (thesis cycle) in which researchers draw their attention on the issue and carry out a reflective process with the aim of changing their actions for future action plans. To understand those cycles, Zuber-Skerritt and Perry (2002) described those ones completely in figure 2.
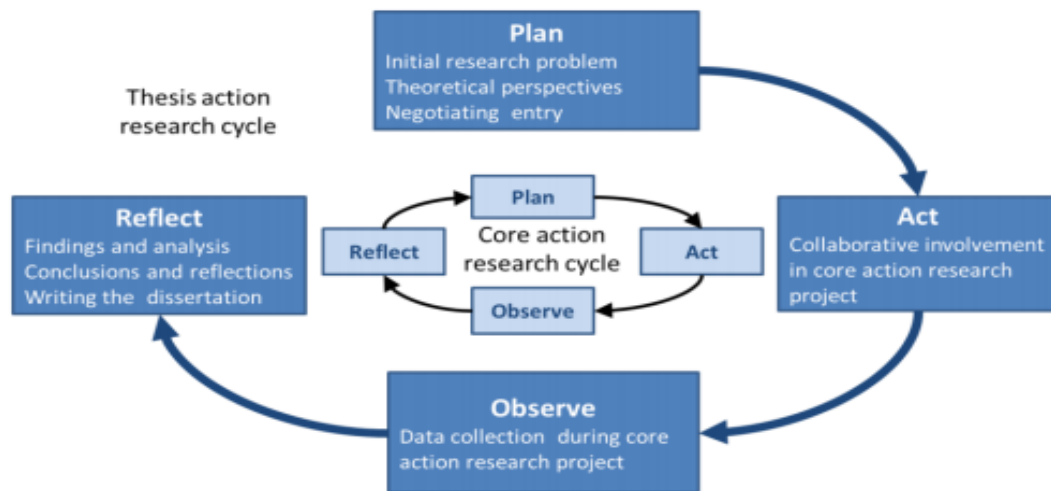
Figure 2: Action research cycle adapted from Zuber-Skerritt and Perry (2002)

In the aforementioned figure, Zuber-Skerritt and Perry (2002)explained that in the core action stage, it is identified the research problem in a real context as well as it is examined relevant literature or researches with the aim of establishing the importance of the topic in the academic community and enriching the knowledge of the researchers from different theoretical perspectives. After, an action plan is developed in order to provide alternatives or solutions, it is supervised with the aim of making changes and generates results which are gathered by using a set of data collection instruments such as observations, questionnaires, and interviews and so on. In the final stage, the researchers analyze, interpret and explain the data as well as they reveal the conclusions of the study. At the end, the reflection process is carried out by them considering what happened during the action plan, procedures and strategies used, and what was learnt in the study.

To put into practice, the researchers identified the problem based on the teaching

practicum one and a pretest made by Cambridge University (KET) taking the listening section to evidence participants' proficiency in listening for comprehension. After, the researchers designed an action plan which consisted of the implementation of Metacognitive strategies and the Metacognitive Pedagogical Sequence with the purpose of encouraging the participants to learn what the strategies are and how to use them before, during, and after the listening activities. In the same way, they modified each lesson plan. In the last step, the researchers collected the data from the focus group, reflective journals and pre and posttest as well as they evaluated the impact of the Metacognitive strategies through the instruments mentioned previously.

Setting

This study took place at Luigi Pirandello School located in Villas de Granada neighborhood in Bogota. This private institution focuses on formal education, languages and the human development with the aim of educating leaders in values to transform the society by taking ethic decisions to solve problems and be competent in the globalized context.

Another point is that, the bilingualism is essential for the school because some of its goals are to develop the communicative skills to get an effective and more spontaneous learning process by the implementation of experiential teaching strategies. To do so, the students receive twelve English hours of instruction per week which are divided into three skills: speaking, writing and reading. That distribution allows them to use the foreign language as a mean of communication inside the classroom and to take mock exams in order to measure the level of achievement of the English competences in a standardized way.

In terms of infrastructure, the school has four buildings with three different branches: kindergarten, primary, and high school where 900 students are studying. Teachers have available resources as video-beam, CPU and books to teach in a meaningful way.

Population

In the present research, the population was nineteen eighth graders who belonged to 8B and studied in a private school. The participants' age is from thirteen to fifteen years old. There are eight females and eleven males who took the role as volunteers during the research project and the English level is A2.

Sampling

This kind of sampling is convenience because the researchers worked with a group of participants who were available and had the parents' approval. Convenience sampling is a type of nonprobability or nonrandom sampling where members of the target population that meet certain practical criteria, such as easy accessibility, geographical proximity, availability at a given time, or the willingness to participate are included for the purpose of the study (Etikan, Musa, and Alkassim , 2016,p 2). In order to determine the sample, the researchers must consider if the participants meet the criteria to be members of the research, also the social stratum is important because the researchers can know which resources can be used by the researchers in order to develop the objectives of the research and the willingness are necessary at the moment to develop what is expected to have satisfactory results which seek to support it.

In this case, the researchers did not include thirteen participants in the final analysis because their parents did not agree to the procedures of the research and most of them did not participate in some activities and the focus group.

Data collection instruments

In this section, the data instruments will be explained in order to give the reader an overall view about the importance of each one in this study. Firstly, it was necessary to use the KET exam listening section to identify the participants´ level before the intervention

which helped the researchers to establish which parts of the exam were necessary to be trained. Secondly, the focus group was important to know the participants' perception about the training which showed whether it was meaningful or not for them. Thirdly, the reflective journals were worked by the researchers with the objective of recognizing which Metacognitive strategies were most used by the students and reflected about it to improve each session. Finally, the post-test was essential to determine the impact of the Metacognitive strategies on the improvement of the listening skill.

     3.1 **Pre and post-test.** The researchers decided to choose this exam because this one is used when the candidates are beginners due to the grammar is not difficult, the listening exercises are not advanced in comparison with the others , and it establishes a predetermined score for each section, so it is easier to grade. In addition, the five parts of the exam could be intertwined with the listening core skills and the Metacognitive strategies which were worked on through the training. **(Appendix A)**

     In the first place, the researchers used the KET exam listening section in order to compare the participants' listening comprehension before and after the training. This is an English Language Examination developed by Cambridge English Language Assessment which seeks to measure the participants' level and give a proficiency score. In general terms, the listening part has twenty-five questions and is divided into five parts. The first part, it consists of listening to some conversations between people and choosing the best answer depending on the picture, so the candidates must look for specific information such as characteristics, numbers, places, times, locations, and so on. The second part, it has a longer conversation in which they match the questions with the corresponding letter by making inferences about what the speaker says. In the third part, this one is a short conversation between two people and the candidates must answer (A, B, C) depending on what they

understand. The fourth and fifth parts are the same, so they must listen to specific information complete the missing information about the monologue.

3.2 Focus Group .This is the second instrument of the research which was used to know the perceptions of the participants before, during, and after the implementation in order to be compared. "The group is 'focused' on the sense that it involves some kind of collective activities – such as viewing a film or simply debating a particular set of questions" (Kitzinger, 1994). Based on the author, for this study was useful to integrate three focus groups where the participants were recorded and divided into two groups by the researchers in which they answered a set of questions related to the Metacognitive strategies and the training using their mother tongue with the aim of generating confidence to express their opinions in a freeway. **(Appendix B).**

In the first focus group, the participants answered four questions about the Metacognitive strategies, the expectations of the training, and the listening perceptions with the purpose to know whether they had previous knowledge about those strategies, and their likes and dislikes to design the activities for the six implementations.

In the second focus group, the researchers reformulated the questions in order to identify the usefulness of the strategies and contrast whether it was an improvement on the listening skill after the participants were trained during the first month.

In the third focus group, the researchers developed the final questions related to the perceptions about listening skills before and after the application of the Metacognitive strategies, and the participants' favorite strategy with the objective to recognize the impact of the those ones.

3.3 **Reflective Journal** .The reflective journal is a hand writing in which experiences, assumptions and reflections are written about what happened over a process enabling the researchers to comprehend better the phenomenon and make changes. To start," A reflective

journal writing is utilized for providing crispness of description and meaning organizing

one's thoughts and feelings, and for eventually achieving understanding"(Leavy ,2014,

p.307). In other words, it is a journal in which researchers describe what is observed, their

perceptions, emotions and the behavior as well as they begin a reflective process about their

actions to understand the phenomenon and make adjustments.

Particularly, this type of journal plays a crucial role in the data collection because it

enabled the researcher to reflect about the procedures made during the Metacognitive

process, the participants' performance and the influence that the strategies had in the listening

activities. To sum "reflective journal writing is one device that assists in developing a record

of how a study was designed, why certain techniques were selected and subsequent ethical

issues involved in the study "(Leavy ,2014,p. 306).

Finally, the reflective journal consisted of five questions related to the listening

activities and the use of the Metacognitive strategies in each lesson. These journals were

developed by one of researchers per session with the purpose to evidence the participants'

willingness, reactions, and the procedures to be improved next time. (**Appendix C)**

Ethical Issues

The present section seeks to explain how the research was developed taking into

account the ethical part. As Sharma, A (2015) indicated "when conducting research on human

subjects, minimize harms and risks and maximize benefits; respect human dignity, privacy,

and autonomy (p.43). The researcher must take into account that each human thinks and

behaves differently as well as he must respect people in order to avoid any harm and accept

that privacy is the most important part at the moment to conduct any research where he is

able to guarantee dignity and autonomy at the time.

At the first place, the researchers sent the consents forms which were used to inform

the directors of the school about the relevant aspects of the research such as the names of the

researches, the purpose of the study, time of the intervention, and participants role with the aim of getting the approval and starting the research following the parameters to minimize any difficulty during the intervention. Additionally, the researchers sent a consent form to the parents which included the same information mentioned below (**see Appendix D** and **Appendix E)**

At the second place, the participants were informed about the procedure of the research such as the number of sessions, the procedure, time, and the gathered information in order to do the data analysis. In addition, they were named as participant one, two, three, and so on to protect their identity and work the confidential part.

Finally, the results of the research were used for academic purposes in which the participants did not present any difficulty during the implementation and their rights were respected not only in the ethical part but also in their privacy.

Chapter 4 Pedagogical intervention

This chapter points out how the theory was applied through a set of listening activities focused on the development of   Metacognitive strategies such as planning, monitoring and evaluating and the four stages of the Metacognitive Pedagogical Sequence: contextualization, first, second and third verification and reflection stage proposed by Vandergrift & Goh (2012). In there, the reader can identify the vision of learning, classroom, and language of this research as well as how the instructional design was carried out, the activities assigned and the objectives of each one in order to improve the listening skill.

The pedagogical intervention was designed to help learners to direct their own learning process and work the weakness that they might   present in the listening skill in order to be improved. The activities were implemented during the first semester of the year 2017 and each section was divided into three phases: pre, while, and post listening and took approximately one hour and half. With regarding to the content, the researchers took into account the following topics: inviting someone to the cinema, new clothing, hobbies, my first date, how to be a member of a band, and my first party. See the following table 2

Time	Stages	Metacognitive strategies	Topics
The implementation will take two months: at the end of April and the beginning of June of 2017.

The number of sessions will be six with a length of one hour and a half. | Pre-listening (Contextualization)

While-listening   First, second   and   three verification)

Reflective stage | Planning Prediction Monitoring Evaluating

Metacognitive awareness. Goal-setting for future listening | The topics were designed based on the participants´ interests taken from the first focus group and the appropriateness according to the participant's ages. •Inviting someone to the cinema. •New clothing •Hobbies •My first date |

			•How to be a member of a band •My first part

Table 2. Methodology of the pedagogical intervention

Vision of learning

The vision of learning will be experiential because the topics are familiar and contemporary which seek to prompt the motivation and interaction generating a meaningful experience in the foreign language. Through this approach "students exchange ideas on a subject which is of personal relevance to them, they are more likely to experience a personal motivation to use the language and communicate ideas" (Tudor, 2001, p 80). In this research, learners will be able to develop their listening skill in a noteworthy way through interesting topics that help them to use the language as a mean of communication expressing their own opinions in some moments of the lesson.

Vision of classroom

During the research, "a communicative classroom is one in which students can connect what they learn in class and what they live in the "real world." Tudor (cited by Pinzon, 2016, p.38). In other words, a classroom where learners can associate their personal experiences with what was studied is a place that generates the interest in learning new things every day. For the current study, the classroom was a place where learners could be able to use the foreign language in real situations in which they were involved such as expressing their likes or dislikes to another person, but also interacted in groups or pairs which will be guided by the researchers.

Vision of language

The vision of language established in this instructional design is language as doing thing. "Language learners are social actors whose learning goals are defined by the contexts in which they will be required to use the language and the messages they will wish to convey

in these contexts "(Tudor, 2001). To put it on other way,   teaching a foreign language cannot be isolated from the learners´ context because they interact with others in which the language goes beyond a set of patterns or regularities to become as an essential mean of communication. Bearing this in mind, the pedagogical instruction enables the learners to supply their needs and prepare them for using it with a purpose outside and inside the classroom.

Likewise, the learners´ needs and the reality are essential to teach the foreign language in a relevant manner for learners. In most of the cases, learners learn the foreign language because it is mandatory due to the social changes such as the globalization, However, they cannot merge their own experiences with the topics as well as the needs are not sometimes take into account according to the social context which is an obstacle to learn the foreign language in a pleasant manner. Therefore, when learners can link the probable uses of the language in real situations and they participate in activities about actual and noteworthy topics for them, the learning process will be more practical and powerful.

To conclude this section, the functional perspective of the language draws its attention on what language means for learners and the most relevant uses in their reality. In this implementation, the researchers took into account some topics that were considered relevant for the participants as well as they used listening recordings that contains daily expressions which helped them to learn input that could be used outside the classroom and in common settings.

In the next part, the reader can found how the lesson plans were divided into different stages and what the process was to follow in each session of the training according to the Metacognitive Pedagogical Sequence proposed by Vandergrift and Goh (2012)

Lesson planning

To begin with the pedagogical intervention, it was developed six lesson plans in

which were worked the Metacognitive Pedagogical Sequence mentioned in the second chapter through pre, while and post- listening and the Metacognitive strategies (Planning, monitoring, and evaluating). Next to is the way in which the lesson plans were organized, the overall schedule of the implementations, and a sample of the lesson plan which facilitates the comprehension of how the pedagogical intervention was carried out. (**Appendix F)**

Pre-listening (contextualization). In the first step, the researchers carried out the following activities making mind maps and brainstorming with the purpose of activating the participants´ prior knowledge in order to predict the topic of the recording. In addition, the researchers worked on pictures, realia and questions to help learners to infer what they are going to listen to and put them into context.

While-listening. In the second step, they will listen to different conversations three times in which they verify their predictions, monitor the listening comprehension and evaluate their process during the listening activity. To do so, the participants follow the following procedure:

First verification. The participants listened to the recording first time in order to confirm if their predictions were right or wrong, also they rewrote new ideas or words in the worksheet or in piece of papers.

Second verification. They listened again the recording to add new information in the worksheet and compare their answers with their classmates, in that way, they could monitor their listening. Then, the researcher guided a class discussion in which she socialize the questions with them.

Third verification. The participants listened to the recording last time to develop listening exercises such as multiple choice and fill in gaps exercises. Also, they received the transcript of the recording to check their answers and listening comprehension.

Reflection stage. The last one, they reflected about their own progress taking into consideration what they did in the previous stages by answering some questions such as how did you feel during the listening activity?   Do you consider that the metacognitive strategies were appropriate to understand the recording? Why? What would you change of your listening performance if you had the opportunity to listen to next time? In order to know their point of view and gather valuable information for the research. Also, they proposed some alternatives to overcome the listening difficulties for future exercises allowing them to be aware of their weakness and strengths to do the exercise wisely and the researchers improve the lesson plans and reinforce the parts in which the participants felt upset or confused with the ambition of accomplishing the objectives and knowing whether the Metacognitive strategies change the participants´ performance and answer the research question.

Table of activities

Nº of sessions	Date	Core Skill	Topic	Objectives
1	May 04th 2017	Listening for global understanding and details	Inviting someone to the cinema	*To use the Metacognitive strategies (planning, monitoring and evaluating)
2	May 5th 2017	Listening for details	New Clothing	*To learn how to plan listening by using Metacognitive strategies. *To make predictions about the content of the recording. *To analyze their own listening performance.

3	May 15 2017	Listening for global understanding and details	Hobbies	*To use metacognitive strategies as planning, monitoring and evaluating. *To make some predictions about the content of the recording. *To evaluate their listening performance comparing their answers in each group.
4	May 22th 2017	Listen and predict Listen for main idea	My First Date	*To check the listening progress through the listening activity. *To assess their listening performance through the final reflection.
5	May 23th 2017	Listening for details and global understanding	How to be a member of a band	To use the metacognitive listening strategies such as planning, monitoring, and evaluating. *To develop the listening activities. *To know their weakness and strength during the listening activity.
6	June 07th 2017	Listening for details	My first Party	*To use the metacognitive listening strategies through the activities. *To identify relevant information about both recordings. *To reflect about their listening performance.

Table 3. Overall schedule of the current study's implementation.

Chapter 5. Results and Data analysis

In this chapter, it will be explained the processing of the data, the description of the findings from each instrument, and the categories and subcategories which emerged from the results obtained after the pedagogical intervention with the aim of identifying the impact of the Metacognitive strategies on the improvement of the listening skill.

In order to analyze the data of the current study, the researchers used the grounded theory which consisted of establishing a theory based on the data extracted from the instruments (Strauss & Corbin, 1994). The authors argued that the approach through the data gathered is developed a theory by taking into account the main three phases of the grounded theory (open, axial and selective coding) which will be summarized in the next paragraph.

The first phase is open-coding as a way to extract meaningful information from the instruments and answer the research question. Thus, it is defined as "the part of the analysis concerned with identifying, naming, categorizing and describing phenomena found in the text" (Borgatti S, 2005, p. 01). This means that, open-coding is a method that comprises a serie of steps in which the codes are assigned from portions of data which will be named and classified into categories with the purpose to give an explanation of the findings of the study.

The second phase is axial coding. Borgatti (2005) claimed that "axial coding is the process of relating codes (categories and properties) to each other, via a combination of inductive and deductive thinking" (p 1). In other words, axial coding is the step in which the codes are grouping according to their similarities in order to generate the main categories.

The last phase is selective coding described by Bohm (2004) as the process of reviewing the code list, outlining the interpretation of the participants to be represented into categories to determine the main one.

Validation

Based on the above, the researchers carried out the three phases to determine the main

categories of the study. To do so, researchers started by determining the codes from the reflective journal and the focus groups, they were defined having in mind the information gathered where researchers underlined key words and the frequency of them. See the figure 3 and 4

	¿Antes del entrenamiento tú conocías algo sobre estrategias metacognitivas en escucha?	¿ Que expectativas tienes acerca del entrenamiento en estrategias metacognitivas en escucha?	¿ Que te gustaria aprender durante el entrenamiento de las estrategias metacognitivas en escucha?	¿ Cúal es tu percepcion sobre la habilidad de escucha?
Focus Group 1: Before the training	Codes	Codes	Codes	Codes
	Lack of knowledge 12	To listen better 7	To learn about cultural aspects 8	Listening as a mean of communication 8
	knowledge 4	To speak better 5	To learn vocabulary and pronunciation 5	Listening as a difficulty 6
	Minimum knowledge 3	To improve the English´s level 5	To learn grammar 1	Listening is necessary 2
		To have a good comprehension 2	To talk about experiences and likes 1	Listening fosters vocabulary 2
Focus group 2: During the training	¿ Como te has sentido durante el entrenamiento? ¿ Has entendido mejor las actividades de escucha?	¿ El entrenamiento ha sido significativo para ti? ¿Por qué?	¿ Este te ha enseñado a crear hábitos de aprendizaje en casa? ¿ Has practicado la habilidad de escucha en casa? ¿has notado alguna diferencia?	¿ Las actividades propuestas por las investigadoras fueron de gran ayuda para tu aprendizaje de una lengua extranjera- Inglés?
	Codes	Codes	Codes	Codes
	Improvement in the listening skill 14	It helped to understand the activities 4	It is practiced at home 13	The listening activities fostered learning 10
		It helped to improve the performance 1	It is practiced at the school 2	The recordings were understood 2
	Learning during the activities 2			The context was explicit 1
	Improvement of the language 1	¿ Las estrategias fueron realmente útiles, si, no, por qué?		

Figure 3. Sample of open coding phase-Focus group

	Did the topic of the lesson encourage students to use the Metacognitive listening strategies?	Which were the Metacognitive strategies most used by the students?	Which was the Metacognitive strategy that students need to reinforce
First journal Inviting someone to the cinema	Interest in the topic Familiarity of the topic Use known words in English Motivation for doing listening activities	Use of planning and monitoring	Lack of evaluating the listening performance
Second journal New clothing	Motivation for doing listening exercises Participation in the planning stage Use of personal experiences	Use of planning and monitoring	Lack of evaluating the listening perfomance
Third journal Hobbies	Use of personal experiences Participation during the activities Activate prior knowledge Motivation for doing the activities	Planning and monitoring strategy use	Lack of evaluating the listening performance

*Figure 4.*Sample of open coding phase for the Reflective Journal.

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In regards of the pre and posttests, the codes emerged from each section (pictures with multiple choice, matching, multiple choice, and section 4 and 5 fill in a form). The researchers analyzed what core skills belong to each section as well as they assigned the Metacognitive strategies for each one which influenced at all the exam. See the table 4

KET exam listening section	Metacognitive strategy and listening core skills
Part 1: Multiple choice with picture	Planning for listening and inferring. Monitoring for listening selectively.
Part 2: Matching	Planning for matching information
Part 3:Multiple choice	Monitoring to verify the understanding
Part 4 and 5: Fill in a form	Planning for listening details.

Table 4. Sample of open coding phase of pre and posttest

After the determination of codes for each instrument, the researchers grouped those ones and established the relationships among them in order to choose the most appropriate which were related to the research objectives and question. For example, in the focus group and reflective journal, the researchers organized the codes, assigned the colors of each code, and proposed the name of the initial categories. Shown in figure 5 and 6

Codes		Categories
To listen better	7	Purposes to improve the listening skill
To speak better	5	
To improve the English´s level	5	Purposes to improve the listening skill
To have a good comprehension	2	
To learn about cultural aspects	8	Purposes to improve the listening skill
To learn vocabulary and pronunciation	5	
To learn grammar	1	Purposes to improve the listening skill
To talk about experiences and likes	1	
Listening as a mean of communication	8	
Listening as a difficulty	6	Sub- category: Perceptions about listening skill
Listening is necessary	2	
Listening fosters vocabulary	2	
Improvement in the listening skill	14	The impact of the training in the listening skill
Improvement of the language	1	
It helped to understand the activities	4	The impact of the training in the listening skill
It helped to improve the performance	1	
The comprehension improved	7	The impact of the training in the listening skill
It helped to improve the vocabulay	1	
It was practiced at home	13	The impact of the training in the listening skill
It was practiced at the school	2	
The listening activities fostered learning	10	Listening activities
The recordings were understood	2	Listening activities

Figure 5: Sample of axial coding phase- Focus group

Codes		Categories
To use known words		The benefits of the Metacognitive strategies
Activate the prior knowledge		The benefits of the Metacognitive strategies
The use of personal experience		The benefits of the Metacognitive strategies
Predict to choose words		The benefits of the Metacognitive strategies
Recognize new words		The benefits of the Metacognitive strategies
Meaningful topic		Motivation for doing the listening exercises
Enjoyment of the activitities		Motivation for doing the listening exercises
Interest in the topic		Motivation for doing the listening exercises
Participation in the activities		Motivation for doing the listening exercises
Predict strategy use		The favorite Metacognitive strategy
To reinforce evaluating		The Metacognitive less used
Better comprehension		The impact of these strategies
Improvement in the listening skills		The impact of these strategies

Figure 6. Sample of axial coding phase-Reflective journals

After, the researchers reviewed the codes to select the final ones per instrument. To do that, they assigned a color for each instrument (pre and posttest- green, focus group- orange, and reflective journal-blue) in order to group and triangulate them to create the final categories. See on the figure 7, 8 and 9

Figure 7: Image of colors for each instrument

Figure 8. Selective coding phase of the first category, subcategories, and codes

51
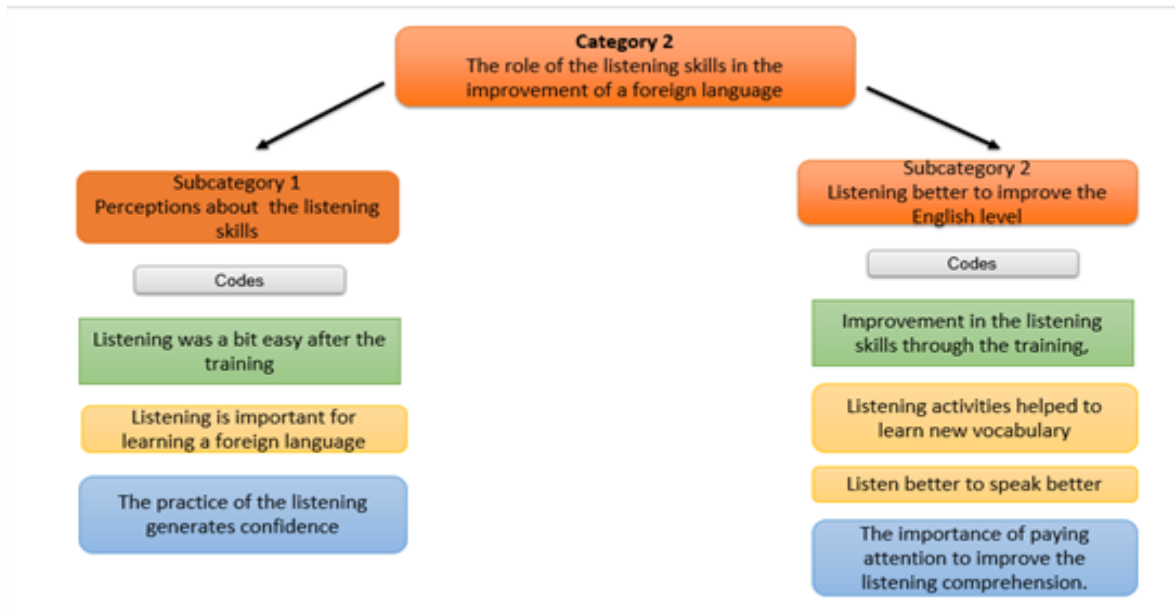
Figure 9: Selective coding phase of the second category, subcategories and codes.

Having known how the open-coding was applied during the research. In the next section, it will be presented how the instruments were analyzed and supported by graphics and charts to facilitate the organization of the information and the comprehension of each one.

Data analysis

First Instrument. Pre and posttest analysis.

The results of the pre and posttest were processed in the following way.

Pretest Luigi Pirandello							
# Participants	Part 1 Pictures with multiple choice	Part 2 Matching	Part 3 Multiple choice	Part 4 Fill in a form	Part 5 Fill in a form	Total right answers	% Results
	5	5	5	5	5	25	
Average							**%**

Table 5. Sample of the table of the results of pretest

As can be observed in the table 5, each part of the listening section corresponds to five points giving a total of twenty-five ones. The first column showed the number of participants. From the second to the sixth column the five parts of the exam are presented with the corresponding report of correct answers; the same procedure was done with each one of the participants.

In the seventh column was registered the total right answers and, the last column revealed the results in percentage. The section identified in color blue represented the average of each part of the test and the yellow color showed the overall score. The information was gathered in the same way with each participant.

After considering how the pre and posttest were analyzed, it is relevant to show the results before and after the training in order to contrast the participants' listening comprehension and the effectiveness of the Metacognitive strategies. See table 6 and 7

Pretest Luigui Pirandello							
# Participants	Part 1 Pictures with multiple choice 5	Part 2 Matching 5	Part 3 Multiple choice 5	Part 4 Fill in a form 5	Part 5 Fill in a form 5	Total right answers 25	% Results
1	2	5	4	2	3	16	64%
2	3	2	2	3	2	12	48%
3	1	0	2	1	2	6	24%
4	2	3	2	1	3	11	44%
5	1	4	4	2	2	13	52%
6	2	5	4	0	3	14	56%
7	1	3	2	1	1	8	32%
8	2	3	3	2	4	14	56%
9	1	4	4	1	4	14	56%
10	2	4	2	3	2	13	52%
11	2	5	2	1	2	12	48%
12	1	3	2	0	1	7	28%
13	2	3	2	1	2	10	40%
14	1	4	1	1	3	10	40%
15	2	3	1	2	0	8	32%
16	2	3	2	2	3	12	48%
17	3	5	3	3	3	17	68%
18	2	5	2	0	3	12	48%
19	1	1	3	2	3	10	40%
Average	1,7	3,4	2,5	1,5	2,4	11,5	46%

Table 6. Results of the pretest

As can be observed in this table, the global score of the pre-test was 46 % which revealed that most of the participants had from one to three correct answers in each section of

the exam by giving a maximum of twelve right answers over twenty-five. This might be explained by the fact that they did not develop listening exercises in the classroom which did not enable them to identify the written words in real contexts and enrich the vocabulary to understand the messages in real contexts which produced a huge obstacle to comprehend the questions and the topic of the different sections of the exam so that the participants got lower results as researchers expected.

To illustrate the findings of the post-test, it will be presented the results of it in the following section.

	Posttest Luigui Pirandello						
# Participants	Part 1 Pictures with multiple choice 5	Part 2 Matching 5	Part 3 Multiple choice 5	Part 4 Fill in a form 5	Part 5 Fill in a form 5	Total right answers 25	% Results
1	3	5	4	1	1	14	56%
2	4	4	2	2	3	15	60%
3	3	5	2	2	3	15	60%
4	4	4	3	2	4	17	68%
5	4	3	4	3	4	18	72%
6	3	5	3	2	4	17	68%
7	5	5	3	3	4	20	80%
8	4	5	5	2	4	20	80%
9	4	4	4	2	4	18	72%
10	4	5	5	3	4	21	84%
11	3	5	4	1	2	15	60%
12	2	5	4	3	4	18	72%
13	4	3	2	2	4	15	60%
14	1	3	4	2	3	13	52%
15	4	5	3	2	3	17	68%
16	3	4	3	3	4	17	68%
17	4	5	3	3	3	18	72%
18	5	3	3	1	4	16	64%
19	3	1	2	3	3	12	48%
Average	3,5	4,2	3,3	2,2	3,4	16,6	67%

Table 7. Results of the posttest

As shown in the table 7, the global score was higher because the vast majority of the participants had from three to five correct answers in most of the section of the exam which showed that listening comprehension improved through the Metacognitive Strategies training. If the individual results are examined, it can be seen that eighteen participants raised significantly their listening performance, and one participant presented lower result. The

eighteen participants increased their listening comprehension which demonstrated that the Metacognitive strategies are useful to understand the recordings and enhance the listening skill. Finally, the last participant had a poor result in comparison to the pre-test because he did not solve the listening comprehension problems easier than the first time.

In fact, the researchers used the figure 10 to show the comparison between the pre and posttest to evidence the impact of the Metacognitive strategies after the training.
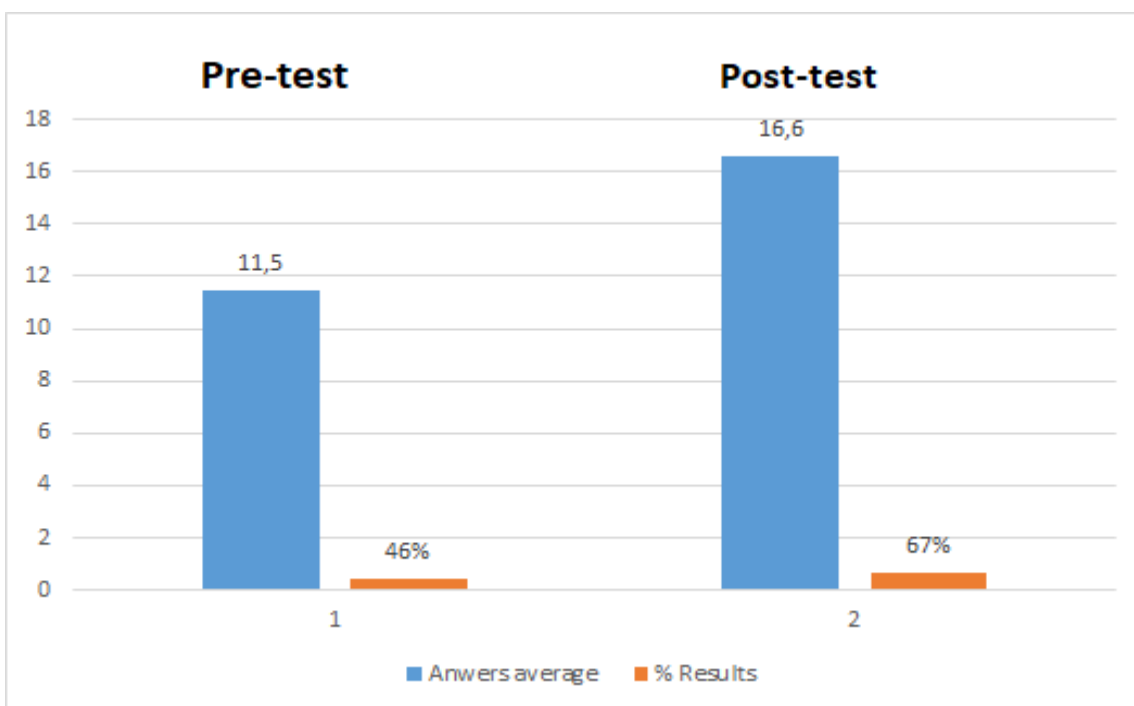

Figure 10. Graph of comparison between the pre and post test

	Pre-test Luigui Pirandello	Post-test Luigui Pirandello
Anwers average	11,5	16,6
% Results	46%	67%

As compared to the pre and posttest, the listening comprehension rose from 46 % to 67 % because the participants increased their right answers due to the fact they activated their prior knowledge before listening to the recording by observing pictures, highlighting main words which helped them to deduce information about the content, make predictions about the situations, and anticipate the possible words or expressions that they could listen to.

Additionally, they were able to be concentrated during the exam which was essential to check out assumptions and mistakes by making changes to correct the answers and improve the comprehension.

Thereafter, it is important to explain how the comments from the students were processed during the intervention.

The second instrument. Focus group

The focus group was applied and analyzed before, during, and after the intervention. The researchers downloaded the recordings of the three moments to give the participants a number and write the transcript of each one in order to underline the most relevant words to be transformed in codes. After, they counted the codes by frequency and those ones were organized in a table to propose the initial categories. In this way, this data was used to organize the battery of codes for each category and support the explanation of each one to be triangulated with the other instruments. See the figure 11

Codes	Category	Subcategory
Planning strategy was essential to listen better	The advantages of the Metacognitive listening strategies	The usefulness of planning and predicting strategy
Monitoring to verify the mistakes	The advantages of the Metacognitive listening strategies	The usefulness of Monitoring and Evaluating estrategies
Listening is important for learning a foreing language	The role of the listening skills in the improvement of a foreing language	Perceptions about listening skills
Listen better to speak better	The role of the listening skills in the improvement of a foreing language	Listening better to improve the English level
Listening activities helped to learn new vocabulary	The role of the listening skills in the improvement of a foreing language	Listening better to improve the English level

Figure 11. Processing data of Focus Group

Continuing with the explanation of the processing data taken of each instrument, it is necessary to point out how the reflections from the researchers were analyzed as it will be mentioned in the following section.

The third instrument. Reflective journals analysis

In each implementation of the training, the researchers developed six reflective journals which were named by topic and the date. It consisted of five questions related to the use of the Metacognitive strategies with the purpose to observe whether those ones helped to improve their listening skill or the training was significant for them.

The first step to process the information, the researchers analyzed the answers of each question of the reflective journal by highlighting the relevant word or phrases in order to assign the codes. In the next step, those codes were organized in a table by the number of implementation and the questions. After, the researchers checked out the codes to determine the frequency of those ones. Finally, they did a chart which included the final codes and the categories that were proposed by the researchers.

On the other hand, some reflective questions were made by the participants at the end of each section with the aim of evaluating their listening comprehension and the application of the Metacognitive strategies in the activities. The researchers transcribed the participants´ answers to each reflective questions made by themselves in each section in order to underline the keywords and assign the codes which were used to support the observations of the researchers.

Finally, the data collected from the research journal were vital to triangulate the information and create the categories.

After determining what the open-coding process was and its relevance for analyzing the results obtained from the instruments mentioned before and knowing how each instrument was processed, it is necessary to explain the two categories which emerged from the triangulation of data analysis. Beneath, it is showed the analysis of these ones.
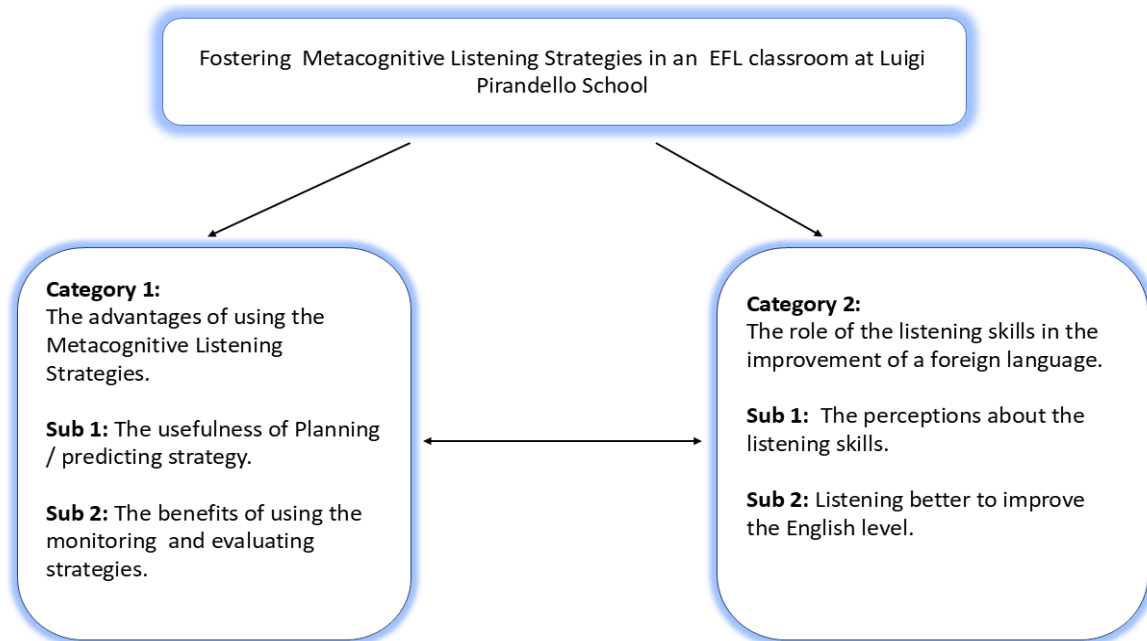
Figure 12: Final categories and subcategories

Category 1 - The advantages of using the Metacognitive strategies.

The first category accounts for the advantages of Metacognitive strategies to improve the listening skill. The work of Vandergrift and Goh (2012) indicated that "learners also learn to plan, monitor, and evaluate their comprehension efforts and the progress of their overall listening development" (p.99). In other words, the Metacognitive strategies promote the reflection of the listening performance through anticipation of difficulties, also the confirmation of the predictions and evaluation of the progress.

In this category, it will be pointed out the usefulness of planning/ predicting strategy as well as the benefits of using the monitoring strategy. Hence, it will be mentioned the importance of the evaluating strategy in the training taking into account the data from the focus group and the reflective journal instruments.

Subcategory 1. The usefulness of planning and predict strategy.

This subcategory emerged from the importance that Metacognitive strategies had for the participants during the training and how these ones facilitated the listening comprehension of oral texts after the pedagogical intervention. At the beginning of the

implementation, the participants looked like confused with the recordings because they did not recognize key words and they were not contextualized with the content of them. In contrast, during the pedagogical implementation the participants activated the prior knowledge through different type of pre-listening activities such as written exercises, realia, looking at pictures, mind -maps, and questions which encouraged them to identify the context of the recording and make predictions about the content and the possible vocabulary found out to raise confidence and understanding.

Thus, the planning strategy was essential to listening better. The vast majority of participants gave their opinion about the importance of this strategy to comprehend better the activities. Based on the third focus group, they expressed that they were able to contrast the predictions made before, during, and after the recording to identify which information could belong to the recording by helping the participants develop the comprehension as well. For example:

"Me llamó mucho la atención la predicción porque ya sabía de lo que iba a tratar el tema y sobre de lo que me iban hablar". Taken from the third focus group, participant 18. June 12nd 2017

On the other hand, the planning strategy was an alternative to enhance the listening for details, inferring, and matching information. In the implementation, the participants tended to underline the significant words such as hours, verbs, places, and people to cross out the less important ones leading them to focus their attention on the information that they needed to answer correctly.

Excerpts:

1. **" Using planning and predict strategy, they could use words that they knew about cinema and verified if those ones were right or not which helped them to improve the listening comprehension"** Taken from: Reflective Journal, May 04th 2017 Lesson 1.

2. **"Predecir porque pienso que es la mejor manera para lograr comprender el listening y entenderlo".** Taken from: Reflective questions. Third implementation from the Participant number 3 May 15th 2017.

3. **"Yo creo que la estrategia más importante es predecir ya que podemos tratar de adivinar ahora cuales son los temas que vamos a trabajar en los audios"** Taken from: the focus group number 3 from the participant 08.June 12th, 2017.

As Vandergrift & Goh (2012) claimed "listeners prepare themselves for what they will hear and what they are expected to do" (p.106). Its central premise is that, planning and predicting strategy is essential to contextualize the learners about the content of the recording to do assumptions and being prepared for the listening input. To put in simple words, this strategy was the most used by the participants because they could take advantage of their personal experiences and prior knowledge to infer the listening content contributing to the improvement of the listening skills.

In the next subcategory, it has to do with the benefits of using the other strategies which influence in the listening comprehension process.

Subcategory 2. The benefit of using the monitoring and evaluating strategies.

During the training, the participants worked on their listening problems through the verification of the mistakes by doing activities such as fill in gaps, restore the text, multiple choice, and matching which allowed them to comprehend better the recording and develop the activities easier. For example, after finishing the listening exercises of the third implementation, one participants reported in the reflective questions the following:

1." **Monitoring porque verifique en que había fallado para así en la siguiente actividad hacerla bien"** Taken from: Reflective questions. Third implementation from the Participant 09. May 15th 2017

2. "**Para mí la mejor estrategia es monitorear porque hay uno se da cuenta que errores**

cometió y podemos reflexionar sobre qué estamos haciendo mal para hacerlo mejor cada día más". Taken from the focus group number 3 participant 09, June 12nd, 2017

Another benefit of this strategy is the recognition of the words which were not heard at the first time. The participants claimed that through the three stages of the Metacognitive Sequence mentioned in the second chapter, they could distinguish the words that they had not listened to and add new information helping them to comprehend better the recording.

In the same way, in the pretest the participants demonstrated that they did not know how to apply the monitoring strategy to verify the understanding and listening selectively which provoked that they answered the first that they listened to and did not take time to confirm their answers. As an illustration of this argument, during the first implementation related to the cinema, the researchers noticed:

4. "The participants improved their listening comprehension during the exercise because they caught more words" Taken from the Reflective Journal. First implementation. March 04th, 2017.

On the other hand, the evaluating strategy was very useful for the participants because they could assess their listening performance and the use of the Metacognitive strategies to verify whether the goals were achieved and make adjustments for not being repeated during the process. The researchers realized that fact in the third focus group question 3 and after the implementation number fifth.

Excerpts:

1. **"Para mí la mejor estrategia es evaluar ya que de ella después de realizar todo pues puedo rectificar que me quedo bien o mal y corregir mis errores para que en el futuro no los vuelva a cometer".**Taken from the third focus group from the participant 01. June 12th 2017.

2. **"The participants evaluated the listening performance"** Taken from: Reflective Journal,

fifth implementation. 23 th May, 2017

In order to support those arguments "listeners can verify progress in their comprehension of the desired information and necessary details" (Vandergrift & Goh, 2012. p.107). As the authors indicated the participants must be concentrated on the desired information of the listening activity in order to make comparisons between what it was heard and the predictions made before by checking constantly the listening comprehension.

As it has seen, the metacognitive strategies contributed to improve the listening skill because the participants could oversee the mistakes and evaluate their listening performance working on the reflective questions. Next to, it will be seen how the participants raised the awareness of the listening skills in the following category.

Category 2 - The role of the listening skills in the improvement of a foreign language.

The second category has to do with the role of the listening skills in the improvement of a foreign language. By promoting the Metacognitive strategies the participants started to be conscious about the importance of the listening skill in the learning and the perceptions about themselves as listeners changed giving them more confidence in the listening activities. " Listening exercises provide teachers with a means for drawing learners' attention to new forms (vocabulary, grammar, new interaction patterns) in the language " Nunan (cited by Yildirim & Yildirim, 2016) .In brief, the listeners can improve the language through different kind of listening exercises which seek to extend their knowledge in specific aspects of the language grammar, communication, and others.

To follow the same line, from this category emerged the two subcategories: the perceptions about listening skill and listening better to improve the English level.

Subcategory 1.The perceptions about listening skills

Before the training, the researchers realized that participants considered the listening as a relevant part for learning English because they might learn how to communicate their

ideas to others, how they identify what speaker says , but also acquire new vocabulary which was necessary to have a better level of proficiency. For instance, in the first focus group, some participants pointed out:

1. **"Yo creo que el listening es muy importante para la segunda lengua del inglés porque es como la parte en la que uno inicia a entender las palabras y el contexto en que se usan"** Taken from the first focus group. Participant 6, 26th April 2017

2. **"El listening me parece un área de vital importancia en el momento de hablar Inglés ya que este influye mucho en la capacidad de comunicarnos con las otras personas en este idioma"**. Taken from the first focus group. Participant 1, 26th April 2017

By the same token, the results of the pre-test was lower because the participants believed in the idea that listening was very difficult because the recordings were faster , the context was not explicit, and the vocabulary was not understandable which generated a negative perception about the skill and poor willingness to participate in the activities. On the opposite, after the implementation the participants could change the perspective about the listening because they were getting used to predict and monitor the vocabulary and the comprehension by making comparisons more than one time which permitted to carry out well the activities and get high results in the post test. In this case, after analyzing the results of the pre and posttest, the researchers noted that one participant improved his listening comprehension through the application of the Metacognitive strategies.

	Pretest Luigi Pirandello						
# Participants	Part 1 Pictures with multiple choice	Part 2 Matching	Part 3 Multiple choice	Part 4 Fill in a form	Part 5 Fill in a form	Total right answers	% Results
	5	5	5	5	5	25	
6	2	5	4	0	3	14	56%

Posttest Luigi Pirandello							
# Participants	Part 1 Pictures with multiple choice 5	Part 2 Matching 5	Part 3 Multiple choice 5	Part 4 Fill in a form 5	Part 5 Fill in a form 5	Total right answers 25	% Results
6	3	5	3	2	4	17	68%

*Table 8.*Taken from the pre and posttest. Participant 6 pretest April 18th, 2017 and posttest June 12th, 2017.

Indeed, to the extent to which the implementations took place, the researchers noticed that the participants felt more confidence at the moment to answer the questions of the worksheets, share the predictions with the whole class, and participate more in the activities because they had the vocabulary and get an idea about what was going to happen into the recording which fostered the comprehension of this. For instance, during the sixth and third implementation, the researchers noticed that the participants were motivated to do the activities by getting a good score in the worksheets as can be seen in the following excerpts

3. "In **this lesson, the students did not feel nervous because they are confident to answer the questions of the activity because they predicted and monitored as wel**l" .Taken from Reflective Journal. Lesson 6th. June 07th, 2017

4. **"I felt very good because I understood the audio and learn new things"** Taken from Reflective questions. Lesson 3th. Participant 19, May 15th, 2017.

Evidently, the listening is one of the most significant skills in learning a foreign language because it provides new information which enabled the participants to understand how the words work in the real context, the pronunciation, and the grammar enhancing their level of comprehension ."Listening skills are also important for learning purposes since through listening students receive information and gain insights" Wallace, Stariha & Walberg (cited by Yildirim, 2016). This means that listening is a way to learn new

sounds, expressions or structures to be used in communication and the exchange of information in another language.

Subcategory 2. Listening better to improve the English level

The second subcategory was focused on the goals proposed by the participants during the training which were categorized as listening better to improve the English level. The listening skill encourages learners to use what they have learnt in the foreign language to communicate with others in order to understand the message as well as these ones enrich the linguistic knowledge and others skills. "Listening helps students develop their vocabulary competence, listening comprehension, and make them feel more comfortable "Ucan (cited by Bozan, 2014, p 4).

At this point, the training produced a great impact in the development of the Metacognitive strategies and the listening skill. The researcher evidenced that the participants through the activities assigned by the researchers could learn new vocabulary because they activated the prior knowledge by using mind maps, interviews, they compared their predictions after listening to the recording, and also they asked the researchers about unknown words to be added in order to understand easier. As a result, the participants really identified new vocabulary because each implementation managed different words which were retained by themselves. Look at the following excerpt taken from the reflection questions made by the participant at the end of the third implementation and the first focus group.

1**"Me sentí bien porque con las estrategias que nos dieron me ayudaron aprender mejor las palabras desconocidas"** Taken from the Reflective Questions. Participant 10, May 15th, 2017.

2. **Me gustaría aprender palabras que aun desconozco para poder hablar mejor el Inglés".** Taken from the first focus group. Participant 10. April 26th, 2017.

Other than the recognition of the vocabulary, the participants assured that they could listen better to speak better. In this case, they gained basis in order to enhance the speaking skill by considering that this one was important at the moment to master a foreign language because they use the vocabulary to express ideas to communicate and process those ones to figure out messages which must be put into context. To support this argument, one participant said in the first group the following:

"Mis expectativas con este proyecto son poder escuchar mejor y hablar mejor el Inglés". Taken from focus group 1. Participant 11, April 26th, 2017

Another key point is about the role of paying attention to improve the listening comprehension. It is necessary to bear in mind that the level of comprehension determines the listening performance of the participants because if they do not pay attention they will not comprehend what they are listening to and the messages are not going to be interpreted by themselves. However, the training was meaningful to overcome this difficulty because the participants learnt to focus their attention on the content of each recording which allowed them to cross out information that was not important to carry out the worksheet. For example, the participants and researchers noticed that they needed to pay more attention to understand better as it showed in those excerpts.

1. "**The participants need to focus their attention on the second verification in order to monitor their comprehension and know if they prediction are right or not**" Taken from the Reflective Journal, June 3rd, 2017.

2. *"***Pay attention and be concentrated to understand better** *"*Taken from the Reflective questions, May 04th 2017.

3. "I will plan and be concentrated on the listening" Taken from the Reflective Questions. Participant 3 .May 15th, 2017

In fact, the results of the post-test really supported what it was mentioned before because the participants got higher scores in which the improvement of the listening skill was evidenced during the training and the Metacognitive strategies were applied in order to answer the questions, thus they could perceive progress in the English level.

On balance, the listening skill is important in the development of a foreign language because learners are able to listen better to communicate whatever they want to as well as the activities and vocabulary contribute to the improvement of the listening performance which allows them to draw up goals to be worked and reached after each section. It means that, they were able to focus their attention on the instructions and the Metacognitive strategies, and process new vocabulary to evidence the changes in great scales about their own listening process and the language by itself. Listening comprehension is the most effective way to facilitate language learning for students and to help them build background knowledge (Ahmed, 2016)

The analysis done above demonstrated that a) the participants could use their prior knowledge to make predictions about the content in order to understand the situation and the topic of the recording b) they were aware about their mistakes and listening performance by monitoring their comprehension c) they not only evaluated their listening comprehension but also the use of the strategies which helped them to identify the advantages or disadvantages of these ones in future exercises d) they enhanced the vocabulary competence and the speaking skills e) most of the participants improved the listening comprehension by applying the Metacognitive strategies which generated satisfaction and positive changes for the participants.

In light of the analysis, it will be discussed the conclusions, the pedagogical implications and the limitation of the present study which must be summarized in the section above.

Chapter 6: Conclusions and Pedagogical Implications

The objective of this study was to identify whether the Metacognitive strategies contributed to the improvement of the listening skill or not after the implementation. In this chapter, the researchers mention the most relevant findings, the limitations to carry out the pedagogical intervention, the pedagogical implications, and further research.

Relevant findings

To start with, it is essential to remark that the participants had a great improvement in the listening comprehension and listening exercises because they learnt how to use the Metacognitive strategies during the training which helped them to take into account their prior knowledge and familiar words to infer the content of the recording as well as they could monitor and evaluate constantly their comprehension in order to answer correctly the listening exercises.

Similarly, the results of the post test revealed that the participants got a better score and increased the listening comprehension by applying the Metacognitive strategies because they could make predictions and verify their mistakes through the stages that composed the Metacognitive Sequence mentioned in the second chapter which lead them to comprehend the recording easier than the first time in the pretest.

Equally important, the reflections made by the participants in the last stage of the Metacognitive Sequence about their listening performance enabled them to raise the awareness about their mistakes and plan solutions to be used for future interventions or real situations which generated study habits at home. Considering the reflective questions from the participants, they expressed that the Metacognitive strategies would be practiced more to understand better the recordings and be skilled-listeners. Also, they could analyze what strategies worked or not for them at the moment to carry out the listening exercises which permitted them to take decisions in their learning and become more autonomous.

Another important fact that the researchers did not expect during the training was that the participants reduced their anxiety at the moment to develop the listening exercises because they enjoyed the topics proposed by themselves, they could express their ideas but the most important they could listen to the recording more than two times which encouraged them to participate more actively in the activities and try to answer the questions without feeling under pressure which raised their self-confidence.

Apart from, the improvement of the listening skill enhanced other aspect of the language and modified the perception. In the last focus group, the participants claimed that this skill was important for learning a foreign language by providing different input and new information that allowed them to interact better with others. Also the perceptions about listening changed because they realized that in each implementation they were going to improve the listening comprehension which generated a positive point of view in which listening was not difficult as they thought the first time.

To sum up with the findings of this study, it can be said that most of the participants took advantage of the training because they carried out a complex mental process by planning, monitoring and evaluating their performance which contributed to the discovery of new alternatives to overcome listening comprehension problems in any moment.

Pedagogical Implications

This study contributes to the teaching and learning EFL in the following ways In the first place, the current project encourages the school to integrate the listening skill on the curriculum as a way to teach the foreign language as a whole and being a competitive educational institution by providing higher education where all skills worked to be bilingual in 2018. In relation to the teachers, it seeks to create conscience about the need to develop the listening skill to reach the objectives of the school and generate in the participants motivation and willingness to do the activities in which the learning will be the main objective. With

regard to the participants, the study has the purpose to motivate them to apply Metacognitive listening strategies in the others skills to be conscious about their learning process to improve their proficiency.

Finally, the implications for the researchers as a future teachers is to implement an approach that enables the students to raise their awareness about their weakness in order to be solved by recognizing and developing the Metacognitive Sequence and the strategies in the teaching a foreign language to prompt a meaningful learning process.

Limitations

The limitation of the current study were the changes of the population, the willingness of the participants, and time to develop the sections. Initially, the researchers worked the first stages of the implementation with another population but the principals of the school did not give the researchers the approval to do the project which generated frustrations and delayed the process. After, the second population demonstrated a lack of compromise and attitude to participate in the project, so the researchers decided to change it and work with the current population. Finally, time was shorter than the researchers expected because during the training the participants had extra- activities such as English day and the change of the head teacher which difficult the process, but they could do the research at time.

Further research

The emphasis of this study was fostered the Metacognitive strategies in an EFL classroom where the participants were trained in those ones to improve the listening skill. In order to think about the future further research could be focused on the development of the strategies to improve the Educational field, be worked with young learners and adults, and be adapted in order to improve other skills in the main languages (Spanish, English, France), also it promotes the reflection to overcome difficulties in the learning a language to become a skilled-learner.

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APPENDICE

Appendix A: Pre and posttest sample

PAPER 2   LISTENING (approximately 30 minutes including 8 minutes transfer time)

PART 1

QUESTIONS 1-5

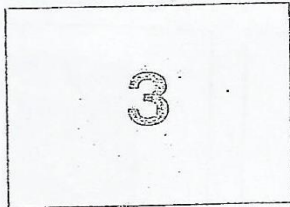You will hear five short conversations.
You will hear each conversation twice.
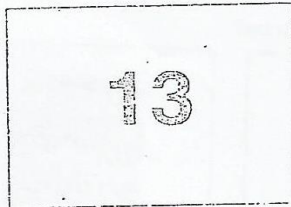There is one question for each conversation.
For questions 1-5, put a tick (✓) under the right answer.
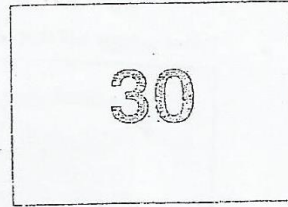
Example:
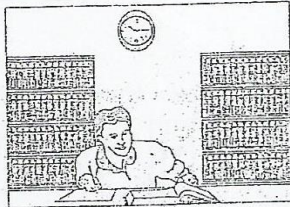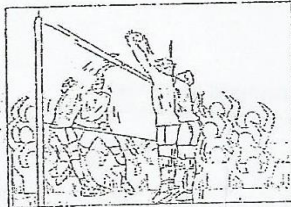
0   How many people were at the meeting?

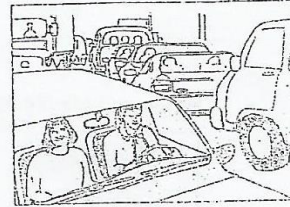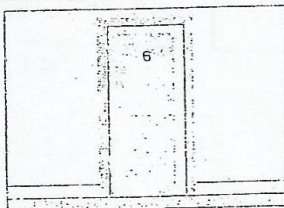A ☐   B ☐   C ☑

1   What's George doing now?

A ☐   B ☐   C ☐

2   Which room will the woman stay in?

6   23   43

A ☐   B ☐   C ☐
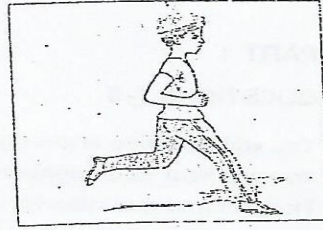
Paper 2   Listening
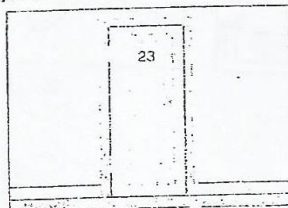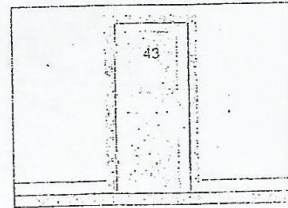
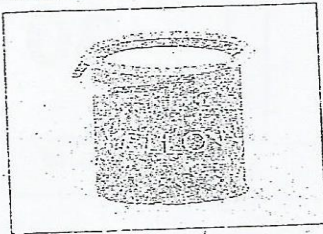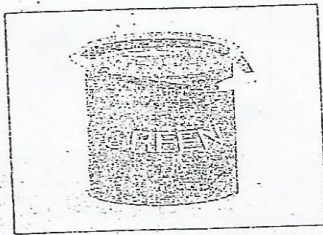3   What will the boy wear in the race?

A ☐   B ☐   C ☐

4   What colour will the room be?
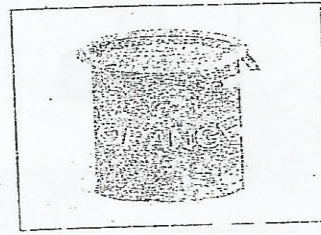
A ☐   B ☐   C ☐

5   Where did Minnie and Richard first meet?
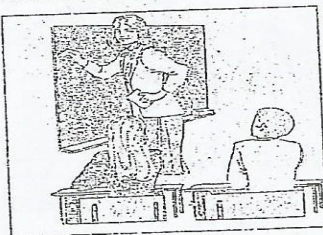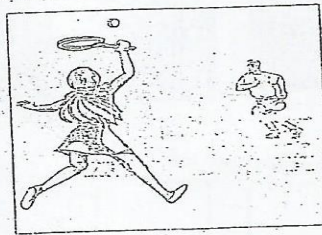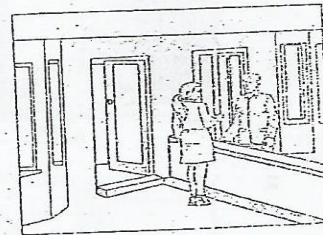
A ☐   B ☐   C ☐

Test 3

PART 2

QUESTIONS 6–10

Listen to Jack and Mark talking about a new sports centre.
Which sport can they do each day at the centre?
For questions 6–10, write a letter A–H next to each day.
You will hear the conversation twice.

Example:

0   Monday   [D]

Days

6   Tuesday   [   ]

7   Wednesday   [   ]

8   Thursday   [   ]

9   Friday   [   ]

10   Saturday   [   ]

Sports

A   badminton

B   basketball

C   football

D   golf

E   hockey

F   swimming

G   tennis

H   volleyball

Paper 2   Listening

PART 3

QUESTIONS 11–15

Listen to Diane talking to a friend about a trip to London.
For questions 11–15, tick (✓) A, B or C.
You will hear the conversation twice.

Example:

0	Diane went to London yesterday	A	morning.	☐
		B	afternoon.	☐
		C	evening.	☑

11	Diane went to London by	A	car.	☐
		B	bus.	☐
		C	underground.	☐

12	Diane and her friends ate	A	Mexican food.	☐
		B	Chinese food.	☐
		C	Spanish food.	☐

13	Diane says the restaurant was	A	full.	☐
		B	expensive.	☐
		C	quiet.	☐

Test 3

14	After the meal, Diane and her friends	A	sat and talked.	☐
		B	saw a film.	☐
		C	walked by the water.	☐

15	During Diane's trip to London,	A	it rained.	☐
		B	it snowed.	☐
		C	it was windy.	☐

Paper 2   Listening

PART 4

QUESTIONS 16–20

You will hear a woman talking to a shop assistant about buying a video film for her daughter.

Listen and complete questions 16–20.

You will hear the conversation twice.

VIDEO

Actor in film:	Brad Smith
Name of film:	16 Blue ....
For people:	17 .... years old or more.
Cost:	18 £
Video shop in:	19 .... Street
Opposite:	20

Test 3

PART 5

QUESTIONS 21–25

You will hear some information about a visitor to a school.
Listen and complete questions 21–25.
You will hear the information twice.

BLACKBURN SCHOOL
Visiting Speaker

Day: Thursday

Name: 21 Dr Robert ....

Subject: 22 Space ....

Place: 23 School ....

Time of talk: 24 .... p.m.

Tickets for parents cost: 25 £ ....

You now have 8 minutes to write your answers on the answer sheet.

Appendix B. Focus group questions.

Corporación Universitaria Minuto de Dios
Grupo Focal
Estudiantes de octavo grado

Presentación:

El propósito de este grupo focal es conocer cuáles son sus opiniones acerca del entrenamiento en estrategias metacognitivas y como estas te han beneficiado en el mejoramiento de la habilidad de escucha (listening). Por otra parte, también ustedes como participantes tienen el derecho de expresarse libremente.

El tiempo aproximado para llevar a cabo el grupo focal es de media hora.

Explicación:
- Tome la palabra cuando el investigador le indique.
- Responda las preguntas tomando en cuenta su proceso.
- Si usted tiene algo que añadir hágaselo saber al investigador levantando la mano
- El investigador tomara apuntes de todo lo que ustedes digan y lo hará por participante.

Rompiendo el hielo:
- Buenos días.
- ¿Cómo están el día de hoy?

Antes del entrenamiento.
1. ¿Antes del entrenamiento tú conocías algo sobre estrategias metacognitivas en escucha?
2. ¿Qué expectativas tienes acerca del entrenamiento de las estrategias meta cognitivas en escucha?
3. ¿Qué te gustaría aprender durante el entrenamiento de las estrategias meta cognitivas en escucha?
4. ¿Cuál es tu percepción sobre la habilidad de escucha?

Durante el entrenamiento:
1. ¿Cómo te has sentido durante el entrenamiento? ¿Has sentido que has entendido mejor las actividades de escucha?
2. ¿El entrenamiento ha sido significativo para ti? ¿Por qué?
3. ¿Este te ha enseñado a crear hábitos de aprendizaje en casa? ¿Has practicado en casa la habilidad de escucha? ¿Has notado alguna diferencia?
4. ¿Las actividades de escucha propuestas por las investigadoras fueron de gran ayuda para tu aprendizaje de una lengua extranjera- inglés?
5. ¿En algún momento te sentiste incómodo durante el entrenamiento? ¿Porque? ¿No entendías que eran las actividades de escucha? ¿Qué propondrías para mejorar las actividades?

Después del entrenamiento:
1. ¿Cuál es tu percepción antes y después del entrenamiento sobre la habilidad de escucha
2. ¿Las estrategias fueron verdaderamente útiles si, no, y porque?

3. ¿Cuál fue la estrategia que te llamó más la atención y porque?

Agradecimientos por la participación

Las investigadoras les agradecen a los participantes su colaboración en el desarrollo del grupo focal del proyecto titulado "Fostering Metacognitive Listening Strategies in an EFL classroom"

Appendix C: Reflective journal sample.

# Training	Topic: Date:
Did the topic of the lesson encourage students to use the metacognitive listening strategies? How were the reactions of students?	
Which were the metacognitive strategies most used by the students?	
Which was the metacognitive strategy that students need to reinforce?	
Does students improve their listening comprehension through the three verifications stages and how the teachers can identify it?	
Which aspects would you include in the next section based on the teaching and learning experience?	

Appendix D Consent letter for the institution (Luigi Pirandello)**.**

UNIMINUTO
Corporación Universitaria Minuto de Dios
Educación de calidad al alcance de todos

Autorizado
Jorge Naranjo
Marzo 29/2017

Bogotá D C, 28 de marzo de 2017

Señor Rector
Jorge Naranjo
COLEGIO LUIGI PIRANDELLO

Estimado Rector,

Reciba un cordial saludo. Somos estudiantes de noveno semestre de Licenciatura en Idioma Extranjero Inglés de la Corporación Universitaria Minuto de Dios (UNIMINUTO). Actualmente estamos desarrollando nuestro trabajo de grado titulado *Fostering Metacognitive Listening Strategies in an EFL Classroom* (Enseñanza de estrategias metacognitivas de escucha) y nos gustaría llevar a cabo este proyecto en su plantel educativo. Por esta razón, a través de la presente comunicación solicitamos a usted su autorización para que Angie Dayana Vargas, Laura Tatiana Alvarado y Johanna Patricia Díaz realicen la implementación del mismo en su institución.

Durante el desarrollo de esta investigación se recolectarán datos a través de un test de diagnóstico, con el fin de identificar la capacidad de escucha en inglés de los estudiantes; un grupo focal con el objetivo de conocer las opiniones de los estudiantes antes durante y después de las implementaciones, seis sesiones de implementación, durante las cuales los investigadores entrenaran a los estudiantes en el desarrollo de estrategias meta cognitivas en escucha; un test de salida, que tiene como objetivo identificar si los estudiantes mejoraron su nivel de escucha después de las sesiones de implementación.

La información que proceda de los estudiantes durante el proceso investigativo será confidencial. Asimismo, las evidencias y resultados serán compartidas con ustedes y serán divulgadas solamente con propósitos educativos.

Sin otro particular, en nombre de UNIMINUTO agradecemos a usted, a su institución, y docentes, su valiosa colaboración.

Atentamente,

Laura Tatiana Alvarado
C.C 1.014.259.406 de Bogotá

Johanna Patricia Díaz
C.C 1.015.458.264 de Bogotá

Angie Dayana Vargas
C.C 1.014.270.233 de Bogotá

Appendix E Consent letter for parents.

CORPORACIÓN UNIVERSITARIA MINUTO DE DIOS- UNIMINUTO

FACULTAD DE EDUCACIÓN

CONSENTIMIENTO INFORMADO

Estimados padres de familia

Reciban un cordial saludo,

La presente es para comunicarles acerca del proyecto de titulado *Fostering Metacognitive Listening Strategies in an EFL classroom at Luigi Pirandello School* (Fortalecimiento de estrategias meta cognitivas en la habilidad de escucha en el colegio Luigi Pirandello.) llevado a cabo por las estudiantes Angie Dayana Vargas Cifuentes, Johanna Patricia Díaz Benavides y Laura Tatiana Alvarado Guacaneme de la Licenciatura en Idioma Extranjero Inglés de la Corporación Universitaria Minuto de Dios.

El objetivo del proyecto es fomentar el desarrollo de las estrategias meta cognitivas las cuales ayudan al estudiante a reconocer sus debilidades y fortalezas monitoreando su propio entendimiento. Por tanto, los beneficios serán académicos tanto para las investigadoras como para el colegio.

A continuación, ustedes podrán encontrar el proceso de recolección de datos a través de los siguientes procedimientos:

1. Pre-test y post-test que dura una sesión de cincuenta minutos cada uno y tiene como objetivo identificar la capacidad de escucha en inglés

2. Tres grupos focales que duraran aproximadamente treinta minutos cada uno los cuales se harán en tres diferentes momentos, antes durante y después de la implementación de las estrategias, con el objetivo de conocer las percepciones y punto de vista de los participantes.

3. Seis sesiones de implementación que duran entre 1 mes y medio en donde los estudiantes recibirán un entrenamiento en base a las estrategias meta cognitivas en escucha.

La participación de su hijo en este proyecto es de carácter voluntario, esto significa que, él o ella podrá retirarse cuando lo desee y su decisión no afectará el desarrollo

de la investigación. Además, el participante no será identificado por su nombre y la información obtenida se manejará confidencialmente para no incurrir en ninguna falta académica y proteger así su identidad.

Si usted considera que tiene alguna duda o pregunta al respecto por favor comuníquese con los investigadores a través de sus correos y números telefónicos ubicados en la parte inferior del documento.

Por el contrario, si considera que no hay dudas, ni preguntas al respecto y desea otorgarnos su permiso para incluir a su hijo en esta investigación, lo invitamos a firmar la carta de consentimiento informado que forma parte del mismo.

Sin otro particular, agradecemos su valiosa colaboración en la participación en este proyecto que contribuirá a la formación de los futuros licenciados en inglés de UNIMINUTO.

CARTA DE CONSENTIMIENTO INFORMADO

Yo, _____ identificado con cédula de ciudadanía _____ manifiesto que he leído y comprendido la información anterior. Por lo tanto autorizo a mi hijo _____ para participar en el proyecto de investigación dirigido por las estudiantes de la licenciatura en Idioma Extranjero Inglés de UNIMINUTO Laura Tatiana Alvarado Guacaneme, Johanna Patricia Díaz Benavides y Angie Dayana Vargas Cifuentes en el colegio Luigi Pirandello.

Atentamente,

Laura Tatiana Alvarado Guacaneme
Lalvaradogu@uniminuto.edu.co - 3196943632
Johanna Patricia Diaz Benavides
Jdiazbenavi@uniminuto.edu.co - 3202270921
Angie Dayana Vargas Cifuentes
avargascifu@uniminuto.edu.co - 3202426924
Estudiantes de licenciatura en idioma extranjero Ingles

Appendix F Lesson plan sample.

Corporación Universitaria Minuto de Dios
Licenciatura en Idioma Extranjero – Inglés

Lesson Plan

Teacher's name		Class length	Date	Nr of session
Laura Alvarado Guacaneme Angie Dayana Vargas Johanna Patricia Diaz		1hour and 40 minutes	May 23th 2017	5 session
Grade	Class Level	Topic		Language Skills
8ʰ grade	A2	How to be a member of a band		Listening for details and global understanding
Previous lesson summary		Next lesson topic		
My first date		My first party		

Learning objective	Personal aim
1. Learners will be able to use the metacognitive listening strategies such as planning, monitoring, and evaluating. 2. Learners will be able to develop the listening activities. 3. Learners will be able to know their weakness and strength during the listening activity.	The teachers hope that students enjoy the listening activities. The teachers expect that students learn to use the metacognitive listening strategies which help them to improve their listening. The teachers want to expose how the process carries out which can be readable for themselves.

Materials and Resources[1]	Bibliography
• The questions related to the topic • A worksheet (multiple choice exercises) • A piece of paper in which students make their predictions (the guitar and colour papers) • A worksheet (a dialogue) matching activity	• Randall´s ESL Cyber Listening Lab. (n.d). Good Old Blues. Taken from: http://www.esl-lab.com/music/musicrd1.htm • British Council. (n.d). Band auditions. Learn English Teens. Taken from: http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/band-auditions

Anticipated problems (linguistic, behavioural, situational)	Planned Solutions
1. Students might be distracted and confused in the development of some listening activities. 2. Students might have problems related to the metacognitive process.	1. The teachers are going to design activities that allow them to be concentrated. Moreover, we are going to give them some instructions which will be used during the lesson in order to tackle possible problems. 2. The teachers show a presentation in which they can see the process with its explanation.

Listening outcome	Listening purpose
1) To answer five questions related to the topic in which it is multiple choice. 2) To restore the text taking into account what the learners listened. So they verify whether the word they have in the bracket is correct or not in order to be changed or deleted.	1) To listen a dialogue in which some words are missing. The students find out those ones in a column which need to be matched according to the speaker. 2) To use the metacognitive listening strategies and recognize their weakness and strengths in each activity.

Stage	Time[2]	Interaction	Detailed description of Activities, Procedures, Teaching techniques, Grouping, Materials, and Instructions script[3]	Metacognitive listening strategies
Opening	5 Minutes	T-Ss	The teachers start the lesson greeting students and the students answer how are they? How do they feel? In addition, they make a review about the rules and instructions to be carried out to develop the listening activities proposed for that day.	
Pre listening Activities	15 Minutes	T-Ss	In this stage, the teachers ask the students stand up. They receive a piece of paper in which they ask some questions to their peers and write down the answers, so they interview at least 1 person for each question. **Questions:** Do you like listening to music? Why? What is your favourite band or artist?	Planning/ Predict strategy
While listening	20 minutes	S-S	**First verification:** The teachers give some instructions about the listening activities. Firstly, the students divide into two columns the guitar´s mold and categorise it as **First listening activity and second listening activity.** In addition, they write down a hypothesis before listening and make a list in which they predict empirically the possible words mentioned in the recording. For example, I think that the topic is about bands or auditions (hypothesis) Words (people, instruments, speaker, and so on) in the first column. After, they listen to the recording for first time and cross the words they did not listen to. (Monitoring strategy). **Second verification:** The teachers play the recording again and the students add new information in the second column. At the end, they share the words with the whole class. **Third verification:** The teachers give the learners a worksheet in which they answer five multiple choice questions and match the missing information according to what the speaker says. (Appendix B)	Monitoring Planning Monitoring Evaluating Monitoring Evaluating
Reflection stage	10 Minutes	S-S	The teacher will elicit some questions about the listening activity in order to do the reflection part (Evaluating strategy) so they answer each one. How did you feel during the listening activity? Do you consider that the metacognitive strategies were appropriate to understand the recording? Why? What would you change of your listening performance if you had the opportunity to listen to next time?	Evaluating Planning

Appendix (A): Questions for the interview

Name: _____ Date: _____

Procedure:

You ask the following questions to your peers. Please select four people

1) **Do you like listening to music? Why?**

Peer´s name: _____

2) **What is your favourite band or artist?**

Peer´s name: _____

3) **Have you ever been in a band? If not imagine the situation**

Peer´s name: _____

4) **Would you like to belong to a band in the future?**

Peer´s name: _____

HAVE FUN!

Name: _____ Date: _____

First part:

You choose the best answer (A, B, C) according to what you listened to.

1. What kinds of music does this radio station play?

A. rhythm and blues   B. heavy metal   C. Latin

2. What is the disk jockey's first name?

A. Harold   B. Harvey   C. Harry

3. Listeners can win _____ by saying the name of the song.

A. music CDs   B. concert tickets   C. money

4. The man's phone number is _____.

A. 693-3019

B. 693-1390

C. .693-1319

5. To win, listeners must know the name of the song and _____ it was recorded.

A. where

B. when

C. how many times

Taken from: http://www.esl-lab.com/music/musicrd1.htm

Second part:

You match the word according to what the speaker said and complete the dialogue. You find out the missing words in the squares

1. I love music	2. I can play the guitar	3. Band audition	4. I love singing	5. I can´t remember	6. Yes, I can

Boy: Ah, band auditions. Great! I'd love to be in a band! ... Hi. Is this the

_____?

Girl: Hello. Yes. So, you'd like to be in our band?

Boy: Yes, _____

Girl: Well, we need a singer, a guitarist and a drummer.

Boy: Oh, _____!

Girl: OK, so you can sing. Let's sing the beginning of this song ... Right, OK, mmm,

maybe not. Can you play an instrument?

Boy: Er, well _____ a little

- -

Girl: OK, let's hear you. What can you play? ... That's it?

Boy: Er, yeah _____ any more.

Girl: Emm, can you play the drums?

Boy: Yeah, sure.

Girl: OK! OK! STOP! That's enough. Erm, what about the maracas? Can you play the

maracas?

Boy: _____

Girl: Great, great! Hmm ... thanks for coming. I'll call you next week.

Appendix B. Students artifacts (Prediction paper)
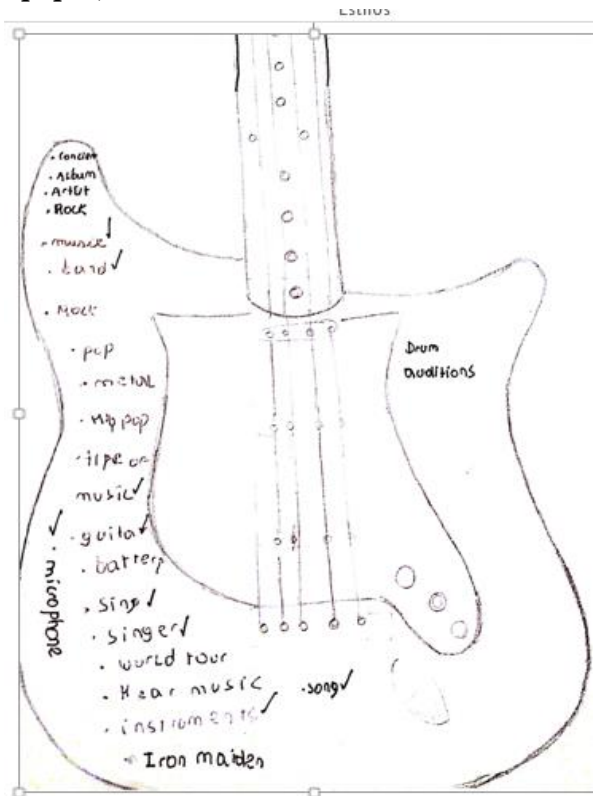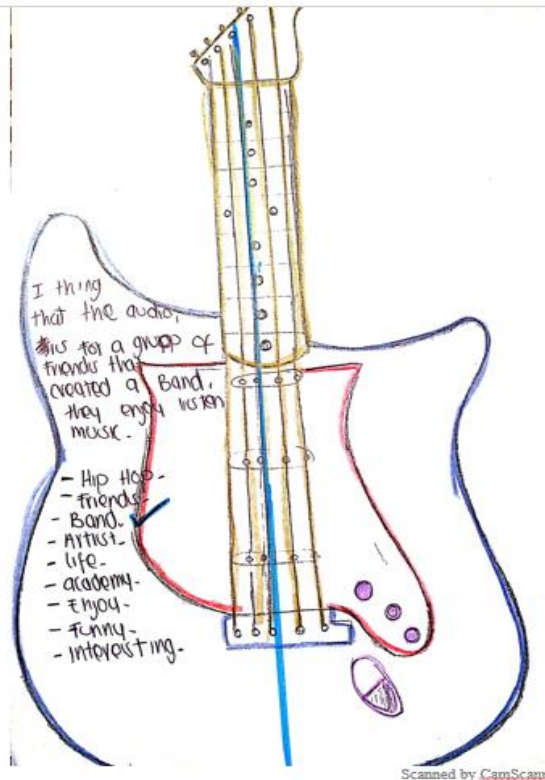
Appendix C. Worksheet of Participant 2

Esthoi

1. What kinds of music does this radio station play?

A. rhythm and blues   B. heavy metal   C. latin

2. What is the disk jockey's first name?

A. Harold   B. Harvey   C. Harry

3. Listeners can win _____ by saying the name of the song.

A. music CDs   B. concert tickets   C. money

ENROLL TODAY!

Taken from: http://www.esl-lab.com/music/musicrd1.htm

Second part:

You match the word according to what the speaker said and complete the dialogue. You find out the missing words in the squares

1. I love music	2. I can play the guitar	3. Band audition	4. I love singing	5. I can't remember	6. Yes, I can

Boy: Ah, band auditions. Great! I'd love to be in a band! ... Hi. Is this the ____3____ ?

Girl: Hello. Yes. So, you'd like to be in our band?

Boy: Yes, ____1____

Girl: Well, we need a singer, a guitarist and a drummer.

Boy: Oh, ____4____ !

Girl: OK, so you can sing. Let's sing the beginning of this song ... Right, OK, mmm, maybe not. Can you play an instrument?

Boy: Er, well ____2____ a little

Girl: OK, let's hear you. What can you play? ... That's it?

Boy: Er, yeah ____5____ any more.

Girl: Emm, can you play the drums?

Boy: Yeah, sure.

Girl: OK! OK! STOP! That's enough. Erm, what about the maracas? Can you play the maracas?

Boy: ____6____

Girl: Great, great! Hmm ... thanks for coming. I'll call you next week.

Taken from: http://learnenglishteens.britishcouncil.org/skills/listening-skills-practice/band-auditions