

**UNIVERSITY OF EL SALVADOR
WESTERN MULTIDISCIPLINARY CAMPUS
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE WORK:

***“THE EMPOWERMENT OF INTENSIVE INTERMEDIATE ENGLISH II
TEACHERS’ DEVELOPMENT OF LISTENING ACTIVITIES USING COGNITIVE,
METACOGNITIVE, AND SOCIAL AFFECTIVE STRATEGIES AT THE WESTERN
MULTIDISCIPLINARY CAMPUS OF THE UNIVERSITY OF EL SALVADOR,
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ABSTRACT

The researchers conducted the research project **“The Empowerment of Intensive Intermediate English II Teachers’ Development of Listening Activities using Cognitive, Metacognitive, and Social Affective Strategies at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2016.”** Through this research work, the researchers intended to empower Intensive Intermediate English II teachers’ listening strategies by making them aware of the usefulness cognitive, metacognitive, and social affective strategies have for students’ listening improvement. That is why, the researchers developed a workshop in which Intensive Intermediate English II teachers were instructed on and provided with a series of cognitive, metacognitive, and social affective strategies for them to apply those strategies when working with listening tasks. This research project involved the three-member research team and the nine Intensive Intermediate English II teachers in charge of Intensive Intermediate English II groups during semester I- 2016 at the Western Multidisciplinary Campus of the University of El Salvador. Since this research work was intended not on bringing Intensive Intermediate English II teachers to a new teaching style but on enriching the teaching style they already have, neither a change result nor a comparison result was going to be done or presented at the end of this research project. That is why, at the end, the researchers describe the process and completion of the workshop, and then, they accordingly provide conclusions.

INTRODUCTION

This research work aims to describe the problematic situation in Intensive Intermediate English II group regarding the strategies Intensive Intermediate English II teachers used when carrying out listening activities since for students, a listening activity may be one of the most difficult tasks during their learning process, and for a teacher, it may be very disappointing to see that students do not obtain the results expected.

In chapter I, the research work contains everything related to the statement of the problem, the description of the phenomenon, and justification of the same with the purpose of showing the reason why the research was carried out and the problematic situation the research is based on. This chapter also contains the target population taken into account as well as the research question and the objectives, the first one originating the research and the second one establishing what the research is aimed at. Chapter II contains scientific background highly related to the phenomenon under study. Throughout this chapter, the importance of cognitive, metacognitive, and social affective strategies is highlighted. In chapter III, the scientific bases to carry out the research are displayed, being the methodological design of the research what chiefly makes up this chapter. Finally, in chapter IV, conclusions and recommendations are given.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 DESCRIPTION OF THE PROBLEM

The learning of a second language, in this case English, requires time, effort, dedication and a continuous practice of the four macro skills, listening, speaking, reading, and writing, among which, listening skill is about a special concern. One of the most common problems learners face when acquiring the English language is listening comprehension since, by nature, they are not exposed to the target language in their daily lives. Listening activities become a burden when they are not devoted appropriate time and space in the lesson plan development. That was revealed in the case of the group III of Intensive Intermediate English I students, to whom researchers administered a diagnostic questionnaire. In the questionnaire results, students stated that the little time to exercise and to develop listening activities influenced their poor listening skill performance. Students considered that another factor that affected them was the improper use of audio content, for it was not appropriate for their level. For instance, the accent, which sometimes was British, and the speed of the tracks became another burden for students' listening skill development; moreover, students pointed out the bad quality of devices, tracks, and facilities.

In order to reconcile both teachers' and students' point of view, the researchers also administered a questionnaire to the teachers in charge of the same Intensive Intermediate English I group. Teachers were asked about the

techniques they used when carrying out listening activities. In the one hand, researchers obtained that the strategy used was inductive (which astonished the researchers since inductive is not a technique but a method), and on the other hand, the researchers obtained nothing; the reasons are unknown.

An observation was also carried out by the research team in one of the Intensive Intermediate English II groups (for ethical reasons, the group number remains incognito). The researchers turned to the help of a checklist in order to learn whether the teacher applied any of the cognitive, metacognitive, and social affective strategies presented in the theoretical framework of this research work in **Table 1.0 Inventory of Listening Strategies**. The results showed that the teacher used strategies that are somehow related to the ones presented in **Table 1.0. Inventory of Listening Strategies**. However, the way the teacher developed the listening task was mainly based in the pre-, during- and post-framework. Besides that, the research team noticed that the audio content could have been worked deeper, that is to say, that the social affective strategy was left aside in its entirety.

Starting off from that fact, the researchers were able to assure that students' listening improvement goes beyond. Teachers always play a key role on that matter, for they have a degree of responsibility as good facilitators for students, who based on the techniques teachers show in the class, may be able to develop listening skills on their own.

As a matter of fact, the poor practice on listening content, and teachers' limited strategies to carry out listening activities productively hinder the listening skill development.

1.2 SCOPE OF THE WORK

The research work "The Empowerment of Intensive Intermediate English II Teachers" Development of Listening Activities Using Cognitive, Metacognitive, and Social Affective Strategies at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2016" was carried out with Intensive Intermediate English II teachers during the first semester of the year 2016 at the Western Multidisciplinary Campus of the University of El Salvador. Concerning the data collection instruments to be used, researcher administered the questionnaire, the interview, and the non-participant observation.

1.3 RESEARCH QUESTION

How would the accurate use of cognitive, metacognitive and social affective strategies help Intensive Intermediate English II teachers enhance students' improvement of the listening skill of the Foreign Language Department at the Western Multidisciplinary Campus of the University of El Salvador?

1.4 JUSTIFICATION

For many years, the development of listening activities has been a problem for students at the Foreign Language Department of the Western Multidisciplinary Campus at the University of El Salvador. The lack of practice in the classrooms and the lack of interest for this type of activities have made students face difficulties when they are exposed to different accents in different EFL or ESL environments. Moreover, the limited strategies and shallowness of teachers' engagement in carrying out listening activities as it corresponds, the bad quality and availability of equipment in the Foreign Language Department, and the bad condition of some facilities in the campus make students face different obstacles during the development of listening activities as explained in the description of the problem.

In addition, some students expressed that the speed of the tracks are too fast for them to understand, so they also said that teachers do not adjust the complexity of the audios to students' English level. Besides, the bad condition of the facilities, the bad quality and availability of equipment in the Foreign Language Department limit students listening skill improvement as it should. That fact was clearer in the results obtained in the diagnostic questionnaire administered to Intensive Intermediate English I students in group III, during semester II, 2015. Students stated the need they have to practice more in the classroom. Besides, students complained about the process in which listening activities are developed in the class because sometimes the vocabulary the

activities contained was too difficult for them to understand and teachers did not work on vocabulary previously to the listening activities.

The researchers concluded that the listening skill is an important macro skill that Intensive Intermediate English II teachers at the Western Multidisciplinary Campus of the University of El Salvador neglected and paid not the attention it demanded. That fact was reflected on the Intensive Intermediate English II lesson planning content, which the researchers were able to check carefully, with a special concern not only in the listening activities but also the strategies to be used to carry out the task.

While checking the few listening activities on the lesson plans as well as the procedures or strategies to follow to perform the task, the researchers realized that the listening activities were designed with no didactic-based procedures to follow to carry out the task. Therefore, the no application of metacognitive, cognitive, and social affective strategies (**table 1.0 Inventory of Listening Strategies**) to develop listening activities causes that the listening comprehension turns more difficult for Intensive Intermediate English students, giving as a result that the main objective of the listening activity, which is that students improve their listening skill, may not be accomplished.

Table A. Lesson planning listening activities for *Intensive Intermediate English*,
semester I,2016

RESPONSIBLE	UNIT	PAGE	Listening activities
Nameless	1	-----	None
Nameless	2	-----	None
Darlene Mata and Alberto Santamaria	3	7	1
David Arevalo and Moises Lopez	4	1-2 ; 3-5 ; 8-9 ; 12-13	4
Nameless	5	13-14 ; 16-17	2
Lisseth Villalobos and David Arevalo	6	7-8 ; 10 ; 15 ; 20- 21	4
Nameless	7	-----	None
Nameless	8	-----	None
Nameless	9	12; 13;15	3

Therefore, after having evaluated the factors affecting students' listening proficiency, the researchers decided to focus the research on the empowerment of English teachers' strategies to carry out listening tasks using cognitive, metacognitive, and social affective strategies.

1.5 RESEARCH OBJECTIVE

A. General Objective

- To make Intermediate English II teachers aware of the usefulness cognitive, metacognitive, and social affective strategies have for their students" listening skill improvement at the Western Multidisciplinary Campus of the foreign language department at the University of El Salvador during Semester I, 2016

B. Specific Objectives

- To instruct Intensive Intermediate English II Teachers on the use of cognitive, metacognitive, and social affective strategies when dealing with listening activities
- To enrich Intensive Intermediate English II Teachers" teaching style through the use of cognitive, metacognitive, and social affective strategies
- To foster the use of cognitive, metacognitive, and social affective strategies on Intensive Intermediate English II Teachers performance

CHAPTER II

THEORETICAL FRAMEWORK

1.1 WHAT IS LISTENING?

1.1.1 Listening and hearing are not the same

We hear all sorts of noises in the world around us, but we do not listen to them all. There are things we do not want to listen to so we “tune out” and do not usually notice them. Hearing refers to the sounds that you hear, whereas listening requires more than that; it requires focus. Listening means paying attention not only to the story, but how it is told, the use of language and voice, and how the other person uses his or her body. In other words, it means being aware of both verbal and non-verbal messages. One’s ability to listen effectively depends on the degree to which someone perceives and understands these messages. (BBC)

1.1.2 Listening Types

Listening serves many purposes, and different situations require different types of listening. The type of listening we engage in affects our communication and how others respond to us. We listen for different reasons:

1. Just for **pleasure**: music, birds singing, the cracking of a log fire.
2. To take part in **conversation**: exchange news with family and friends, make arrangements

3. For **information**: the news or whether forecast on the television or radio, or announcements at a station or airport
4. For **instructions**: so that we know how to carry out a task or operate equipment at work.
5. To **understand**: when someone is explaining what is happening, what we have to do, what someone feels-for example when someone is upset.
6. To **get the gist** of what is being said: we do not always need to hear and understand every word to get the sense of what someone is saying-although we might want to do this if we are listening to a story. (BBC)

1.2 THE LISTENING SKILL

1.2.1 Listening Process

Listening is a form of communication, and it is an active process. Listening may involve linguistic knowledge, background knowledge, meaning construction, and responding. Listening is a complex process which involves not only the auditory nerve but, in this case, the short term memory also makes that the brain be part of the listening process. Moreover, the brain processes what has been listened and then reasons it out. After this process, the message has been created and now it is retained in the long term memory. Finally the principal form in which the message was primary obtained is deleted from the brain. (Richards,1983)

According to Richard (1983), researchers have identified several steps which appear to be involved during the listening process such as that in Clark and Clark's model in which listening is further divided into 4 steps.

- a. The listener takes in the raw speech and holds an image of it in short-term memory.
- b. An attempt is made to organize what was heard into constituents, identifying their content and function.
- c. As constituents are identified, they are used to construct propositions, grouping the propositions together to form a coherent message.
- d. Once the listener has identified and reconstructed the propositional meaning, these are held in long-term memory, and the form in which the message was originally received is deleted.

Listening demands attention, or sticking to the task at hand in spite of distractions. It requires concentration, which is the focusing of your thoughts upon one particular problem. A person who incorporates listening with concentration is actively listening. Active listening is a method of responding to another that encourages communication. Good listening is built on three basic skills attitude, attention, and adjustment.

a) Attitude

A positive attitude paves the way for open-mindedness. Do not let reactive interference prevent the listener from recalling the speaker's key points.

b) Attention

The attention must be focus on what to hear. The words enter your short-term memory, where they have to be swiftly processed into ideas. If they are not processed, then they will be dumped from short-term memory and will be gone forever. Attentive listening makes sure the ideas are processed.

c) Adjustment

What you expect to hear is not always what you hear. You need to adjust both mentally and physically to the variations in topic, depth, and even style.(Richards,1983)

Based on previous research like the one above, we have proof enough to demonstrate that listening is a complex cognitive process. This mental process should be taken seriously in the classroom and given the attention that has being denied to it so far.

1.3 TEACHING LISTENING

Given the importance of listening in language learning and teaching, it is essential for language teachers to help their students become effective listeners. It is urgent to become aware of the importance of learning to listen since students are not even schooled in listening in their own mother tongue. Besides, the way teachers develop listening activities reveals a deficiency in the

strategies teachers apply to carry out listening activities. Goh (2010) clearly gives evidence of that deficiency as follows.

“Picture this scene during a listening lesson: A teacher introduces the topic of a listening text and invites students to say what they know about it. She writes their ideas and unfamiliar words on the board. Next, she tells the students to read the instructions for the listening activity carefully to find out what information in the listening text to pay attention to. After this, the teacher plays the recording and the students listen attentively. They complete the activity by giving appropriate written responses (for example, choosing the correct options, filling in the blanks, sequencing information, drawing a diagram, jotting down notes). The teacher plays the recording again and instructs the students to confirm or change their responses. After that, she tells the class what the correct responses are, and the students find out “where they have gone wrong.

My emphasis was on the product or the outcome of my students’ listening. What mattered most was how accurate or complete their responses were. In retrospect, even though I did many listening exercises, I was not teaching my students how to listen effectively. I was merely testing their comprehension without showing them how they could improve their listening. I found out from my conversations with many language teachers

that their listening lessons had the same features as the product-based lesson I have just described. Moreover, listening instruction in many language courses tends to focus almost exclusively on understanding the content of spoken texts, with little time given to teaching about the process of listening and how to listen.”

Certainly, the example above is an undeniable reality in many classrooms, but what really calls attention is the fact that Goh (2010) so cleverly writes: *“I was not teaching my students how to listen effectively. I was merely testing their comprehension without showing them how they could improve their listening.”*

In fact, along the past years, teaching, generally talking, has been about teaching knowledge when it should be based on both, teaching knowledge and teaching strategies to acquire knowledge. Focusing attention on teaching English, and specially listening activities, teachers should take into account the importance of teaching students strategies that would help them improve their listening skill.

1.4 LISTENING COMPREHENSION

Listening comprehension skill is a challenge for both listeners and instructors. This challenge arising may lead to frustration, poor listeners’ performance, or inadequate attention paid in the classroom. This is because

listening comprehension input is implicit and complex and needs a listening lesson aligning with a strategy-based approach to control the input. The complexity of listening may involve external factors related to speaker, text, and/or content. These factors, new expressions, speech rate, accent, unfamiliar content, and cultural references, increase the difficulty of listening message being understood. To reduce the complexity of listening comprehension for less-skilled listeners, “metacognitive instruction” is used to develop and facilitate the process of listening comprehension. (Wenden, 1991)

1.5 METACOGNITIVE INSTRUCTION IN LISTENING

The term “metacognition” is often simplified as thinking about thinking or cognition about cognition (Wenden, 1991). Flavell (1979), first coined the term metacognition and defined it “knowledge concerning one’s own cognitive processes and products or anything related to them.” Flavell (1997) deconstructed this into three different kinds of metacognitive knowledge: (i) person knowledge (the knowledge a person has about him or herself and others as cognitive processors), (ii) task knowledge (the knowledge a person has about the information and resources they need to undertake a task), (iii) strategy knowledge (knowledge regarding the strategies which are likely to be effective in achieving goals and undertaking tasks).

Wenden (1991) suggests that metacognitive knowledge is a stable body of knowledge, though, of course, it may change over time as one acquires

cognitive maturity and experience. As it is the case with other aspects of socialization, this knowledge may often be acquired unconsciously through observation and imitation or consciously when learners listen to teachers, parents, or peers providing them with advice about how to learn. Wenden (1991) also maintains that metacognitive knowledge allows problem solvers to better encode and represent the assumptions in a problem context and therefore better perform. There has been a growing interest for almost two decades in using metacognitive instruction to facilitate the outcome of listening. Increasing better performance of less-skilled listeners requires following a strategy-based approach, a set of rules and regular opportunities to tackle listening problems strategically. Listeners are to be provided with enough opportunities to act upon the set of rules already devised by the instructor. This regulated procedure helps listeners to plan, monitor, and evaluate their listening. The pedagogical evidence from the study shows that metacognitive instruction assists listeners in (i) what successful listeners choose to select for processing and (ii) improving successful language learning through acquiring metacognitive strategies. One such way is to take the process of listening that involves listeners with a listening lesson consisting advance organization, directed attention, selective attention, and self-management. The sequence of listening tasks helps listeners analyze the listening input further to understand the message.

Goh (2010) also states that listening lessons should include activities that teach learners explicitly how to listen effectively as part of their ongoing language development.

I refer to this type of process-based listening instruction as metacognitive instruction in listening. "Metacognition" is often defined as awareness about one's processes in learning, and the appraisal and regulation of these processes. By "metacognitive instruction in listening," I mean pedagogical procedures that enable learners to increase their awareness about the listening process and at the same time develop effective skills for self-appraising and self-regulating listening comprehension and the progress of their overall listening development.

Developing listening skill is a process that may take time and practice. Language learning depends on listening. Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. Language instructors help students develop a set of listening strategies and match appropriate strategies to each listening situation.

As Bruner (1998) stated, the principles of metacognitive instruction and the design of process-based instruction materials are situated within a broad cognitive framework of learning. This framework has four key characteristics.

- (1) learning is an active, strategic, and constructive process;
- (2) it follows developmental trajectories in subject-matter domains;
- (3) it is guided by learners' introspective awareness and control of their mental processes; and
- (4) it is facilitated by social, collaborative settings that value self-directed student dialogue.

Metacognitive instruction in listening is based on the premise that learning to listen requires learners to be actively engaged in cognitive, affective, and social domains. Such an involvement will prepare learners to act strategically during listening as well as manage their overall listening development. In addition, by actively engaging in thinking and talking about their own listening, learners construct their understanding of what it takes to succeed as a second language listener. Metacognitive instruction also takes into account the trajectories or the developmental paths that language learners follow when learning to listen. Broadly speaking, listeners develop from controlled to automatized processing of spoken information while they build increasingly sophisticated neural networks for faster parallel processing of text and meaning (Hulstijn 2003; Segalowitz 2003).

Metacognitive instruction in listening has produced many encouraging results. Not only is an increase in confidence, motivation, and interest consistently reported among learners who have experienced this process-based approach, recent studies have also provided preliminary evidence of its positive effects on improving listening performance. Clearly, something must be done by way of research to strengthen the current findings. Nevertheless, verbal reports from participants involved in process-based learning of listening demonstrated the enormous benefits they had derived from it. (Goh, 2010)

What is more, informal interviews conducted with teachers showed a high level of interest among them. Before they learned about metacognitive instruction, these teachers had been delivering the lessons in much the same

way as the scenario described above by Goh. Many were encouraged by the way their students had responded to the metacognitive activities they used and were themselves motivated to continue to teach this way, as a result. As one teacher put it, "I never knew there was so much more to teaching listening." (Gho, 2010)

All that information reviewed so far is thought-provoking, and it is also the cornerstone to improving the way to teach not only listening content but any type of knowledge about any subject. What is important to be aware about is that the teaching-learning process depends on both teachers, as facilitators, and students, as the doers.

The following table contains what metacognition is about divided into three main strategies researchers propose. Listening strategies, which are included in learning strategies in general, are defined as special techniques or activities that learners apply to facilitate their acquisition, storage, retrieval, and use of information (Oxford, 1990). These strategies have been proved to be one of the important factors that affect listening comprehension.

Table 1.0 Inventory of Listening Strategies

Adapted from Vandergrift (2003, 1997), Chamot (1993), Young (1997), and Oxford (1990)

STRATEGY TYPE	DEFINITION
METACOGNITIVE STRATEGIES Metacognitive Strategies are executive processes used to plan, monitor, and evaluate a learning task. They are activities learners use to organize, monitor and evaluate how well they are understanding the audio content.	
1. Planning	Developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan or contingency plan to overcome difficulties that may interfere with successful completion of the task
1a. Advance Organization	Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it
1b. Directed Attention	Deciding in advance to attend in general to the listening task and to ignore irrelevant distractors; maintaining attention while listening
1c. Selective Attention	Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion
1d. Self-Management	Understanding the conditions that help one to successfully accomplish listening tasks and arranging for the presence of those conditions
2. Monitoring	Checking, verifying, or correcting one's comprehension or performance in the course of a listening task
2a. Comprehension monitoring	Checking, verifying, or correcting one's understanding at the local level

2b. Double-Check Monitoring	Checking, verifying, or correcting one's understanding across the task or during the second time through the oral text
3. Evaluation	Checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy
4. Problem	Identification Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion
COGNITIVE STRATEGIES	
<p>Cognitive Strategies are mental activities learners use to remember and develop language and enhance comprehension. Interacting with the material to be learned, manipulating the material physically or mentally or applying a specific technique to the language learning task.</p>	
1. Inferencing	Using information within the text or conversational context to guess the meaning of unfamiliar language items associated with a listening task or to fill in missing information
1a. Linguistic Inferencing	Using known words in an utterance to guess the meaning of unknown words
1b. Voice Inferencing	Using tone of voice and /or paralinguistics to guess the meaning of unknown words in an utterance
1c. Extra-linguistic Inferencing	Using background sounds and relationships between speakers in an oral text, material in a response sheet or concrete situational referents to guess the meaning of unknown words
1d. Between-Parts Inferencing	Using information beyond the local sentential level to guess at meaning

2. Elaboration	Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to fill in missing information
2a. Personal Elaboration	Referring to prior experience personally
2b. World Elaboration	Using knowledge gained from experience in the world
2c. Academic Elaboration	Using knowledge gained in academic situation
2d. Questioning Elaboration	Using a combination of questions and world knowledge to brainstorm logical possibilities
2e. Creative Elaboration	Making up a storyline or adopting a clever perspective
3. Imagery	Using mental or actual pictures or visuals to represent information
4. Summarization	Making a mental or written summary of language and information presented in a listening task
5. Translation	Rendering ideas from one language in another in a relatively verbatim manner
6. Transfer	Using knowledge of one language (e.g., cognates) to facilitate listening in another
7. Repetition	Repeating a chunk of language (a word or phrase) in the course of performing a listening task
8. Note-Taking	Writing down key words and concepts while listening
9. Deduction	Reaching a conclusion about the target language because of other information the listener thinks to be true
10. Resourcing	Using available references about the target language, including textbooks or the previous tasks

SOCIAL/ AFFECTIVE STRATEGIES

Socio-affective strategies are activities in which learners interact with other people in order to help their comprehension and encourage themselves to continue listening. This strategy is also about working with another person on a task or controlling one's emotion while listening.

1.Cooperation	Working together with peers to solve a problem, pool information, check a listening task, model a language activity, or get feedback on oral or written performance
1a. Reprising	Showing the speakers that they didn't get the message across
1b. Feedback	Giving comments about the aural text
2. Questioning	Asking for understanding of what has been said to you without committing yourself to a response immediately
2a. Uptaking	Using kinesics and paralinguistics to signal the interlocutor to go on
2b. Clarifying	Asking for explanation, verification, rephrasing, or examples about the language and/or task, or posing questions to the self
2c. Hypothesis Testing	Asking specific questions about facts in the text to verify one's schematic representation of the text
3. Self-Talking	Reducing anxiety by using mental techniques that make one feel competent to complete the learning task

As a summary on the previous table above, the use of Metacognitive Strategies make students aware of the importance to get consciously ready to be able to overcome the difficulties that may arise while listening or to prevent

those difficulties in advance. Moreover, the use of Cognitive Strategies makes students aware of the things they are exposed to, and it also makes teachers promote the critical thinking in their students. Finally, Social Affective Strategies are beneficial because they promote peer and team work making the students aware of how different and easy things are when they face a listening task as a team, and besides that, Social Affective Strategies make things easier for the teacher in charge.

CHAPTER III

METHODOLOGICAL DESIGN

3.1 Paradigm and design

In order to carry out the research project “The Empowerment of Intensive Intermediate English II Teachers” Development of Listening Activities using Cognitive, Metacognitive, and Social Affective Strategies at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2016,” the researchers used **the mixed method paradigm** in order to gather data. This method enabled researchers to find out students and teachers’ standpoints concerning the improvement of the development of the listening activities.

3.2 Sampling Procedure

The researchers took into account as the target population of this research those teachers in charge of the Intensive Intermediate English II during semester I-2016 at the Western Multidisciplinary Campus of the University of El Salvador.

3.3 Preliminary Phase

3.3.1 Approaching the field of the study

After having brainstormed about the main problems that students face on the Intensive Intermediate English II subject at the Western Multidisciplinary Campus of the University of El Salvador, the research team decided to focus on the one that they considered was not given the attention it demands, listening skill. That is why, the researchers designed a questionnaire in order to verify or to reject what was held in mind so far.

3.3.2 Diagnostic Study

On September 11th, 2015, the research team administered a questionnaire to Intensive Intermediate English I students, group 3, and they also administered a questionnaire to the two teachers in charge of that group at the Western Multidisciplinary Campus of the University of El Salvador. The information gathered through the tools was really useful to identify what the problem was. All the gathered information mainly led the researchers to state that the problematic situation was the limited strategies teachers applied to carry out listening activities and the poor listening practice that affects students' proficiency negatively.

3.4. Planning Phase

According to what researchers found out through the use of the questionnaire administered to Intensive Intermediate English I students and in order to achieve the objectives of this research, the research team developed a workshop in which teachers were instructed in what are and how to use

cognitive, metacognitive, and social affective strategies. Besides, after having created a pamphlet that synthesized the workshop content, the research team provided the teachers involved in the workshop with that pamphlet so that they turn to help of it in the future. Moreover, like in any plan each thing works along with the other, the research team provided teachers with Cool Record Edit Pro software for them to be able to modify audio content. That was aimed at enabling teachers to modify audio content as it may be wished so that the teachers adjust the complexity of the speed of the track for students' capacity or level.

3.4.1 Literature Review

As the researchers needed to collect information, the first step to build the theoretical framework was to look for primary resources such as books and articles which contain important and useful information to back up what it was intended to be achieved in this study. The research team searched on the internet, mainly of organizations and universities, and in books related to the teaching field. That information was then reviewed to get important data related to the topic under study. Data that failed to describe or to relate to the topic was discarded. All the above-mentioned aspects were carefully searched in the available literature to build a theoretical framework that described and strongly related to the field of study.

3.4.2 Data Collection Instruments

The researchers used the questionnaire, and the non-participant observation to gather data.

The first technique, questionnaire, served to gather useful information in order to learn about the current situation concerning the development of the listening activities. Moreover, the questionnaire helped the researchers to learn about whether teachers were aware of or whether they used cognitive, metacognitive, and social affective strategies. Besides, it also served to discover about the main factors that affected teachers to develop listening task. Finally, the researchers used the non-participant observation, which served to back up the information that was already gathered, leaving in that way, no doubt that the cognitive, metacognitive, and social affective strategies were not being used.

3.4.3 Validation of Data Collection Instruments

After designing the instruments, the researchers had the research tools validated by experts of the Foreign Language Department. The researchers delivered the experts the checklist for the non-participant observation, and the questionnaires for the experts to read them and give suggestions in order to improve the tools that were going to be used. Then, the researchers took into account all the recommendations and made all the necessary changes to improve the instruments and to make them valid and reliable.

The final phase of the validation of instruments consisted of providing the experts on the field with the research tools including the incorporated suggestions. Once validated, the instruments were administered to the target population.

3.4.4 Validity and Reliability

To make the instruments valid, the researchers designed them considering three main validity criteria: “construct validity,” “content validity,” and “criterion-related validity,” Besides, the researchers designed the instruments in a very detailed and careful manner so that they did not miss any relevant detail.

3.4.5. Ethical Aspects

The researchers respected the basic ethical principles of research. For example, they respected the “non-maleficence norm” because they did not damage anybody’s integrity during the process. They respected the “expectations of confidentiality” to keep participants’ personal information anonymous and did not reveal information that the participants did not want to be revealed. They also respected the participants’ free will to make choices when answering the different questions of the questionnaires administered.

3.5 Budget

Service	Cost	Total
Printed material	\$0.04 / page	\$980.00
Copies	\$ 0.02 / page	\$230.00
Internet	-----	\$130.00
Snacks and prices for teachers	-----	\$200.00
Other expenses (food, transportation, and electricity)	-----	\$600.00
	TOTAL	\$2140

3.6 Timetable

MONTH \ ACTIVITY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER
Selection and Definition of the Problem	█	█														
State of the Problem		█														
Justification and Objectives		█														
State of Art			█													
Hypothesis			█													
Methodology and Design				█	█											
First Presentation								█								
Workshop Development									█	█						
Final Presentation																█

CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

4.1 Conclusions

- Cognitive, metacognitive, and social affective strategies were not used by Intensive Intermediate English II teachers to develop listening activities.
- Intensive Intermediate English II teachers did not know the difference between method and technique.
- All Intensive Intermediate English II teachers were not willing to attend the workshop.
- The Intensive Intermediate English II teachers that attended the workshop were interested to use cognitive, metacognitive, and social affective strategies to carry out listening activities.
- Intensive Intermediate English II teachers did not know about cognitive, metacognitive, and social affective strategies.
- Equipment used during Intensive Intermediate English I classes affected teachers' and students' performance during listening activities.
- Facilities affected the development of listening activities in the Intensive Intermediate English I classes.
- Intensive Intermediate English I in group 3 did not have enough time to practice and empower their listening skill in classes.
- Intensive Intermediate English II teachers did not design lesson plans with appropriate time and space to devote to listening activities during

semester I-2016 at the Western Multidisciplinary Campus of the University of El Salvador.

4.2 Recommendations

- Intensive Intermediate English II teachers should use cognitive, metacognitive, and social affective strategies to carry out listening activities to improve lesson plan content.
- Intensive Intermediate English II teachers should bring more listening practice to the class.
- Intensive Intermediate English II teachers should teach their students strategies to acquire knowledge to improve their listening skill using not only cognitive, metacognitive, and social affective strategies but other strategies that may help them improve it.
- Intensive Intermediate English II teachers should give more time to teaching about the process of listening and how to listen effectively.
- Intensive Intermediate English II teachers should use more content-based instruction activities rather than filling-in-the-blank based activities when carrying out listening tasks.
- Intensive Intermediate English II teachers should promote peer or group work while developing listening activities by using social affective strategies.

- Intensive Intermediate English II teachers should implement metacognitive strategies in order to show the students the importance of getting consciously ready before working on a listening activity.
- Intensive Intermediate English II teachers should promote critical thinking during listening activities by applying cognitive strategies.
- Intensive Intermediate English II teachers should evaluate students' listening skill progress by regularly evaluating them individually.

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APPENDIXES



DIAGNOSTIC QUESTIONNAIRE FOR INTENSIVE INTERMEDIATE ENGLISH II STUDENTS

DzThe Empowerment of Intensive Intermediate English II Teachers' Development of Listening Activities using Cognitive, Metacognitive, and Social Affective Strategies at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 'TT6.dz

Objective: *to know about the Intermediate English I students' listening comprehension during the development of listening activities.*

Direction: *Answer the next questions according to your experiences in class*

1. How do you consider the performance of your listening skill in class?

2. Which are the difficulties that you face when you work in a listening activity?

3. How often does your teacher develop listening activities in the classroom?

4. Are there any factors that affect the performance of your listening skill in class?

5. What are the things that you like of listening activities?

6. How listening activities help you to improve your English Language performance?



DIAGNOSTIC QUESTIONNAIRE FOR INTERMEDIATE TEACHERS

DzThe Empowerment of Intensive Intermediate English II Teachers' Development of Listening Activities using Cognitive, Metacognitive, and Social Affective Strategies at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 'TT6.dz

Objective: *to know about the Intermediate English I students' listening comprehension during the development of listening activities.*

Direction: *Answer the next questions according to your experiences in class.*

1. How do you consider the performance of your students during listening activities?

2. Which are the techniques that you apply when you develop a listening activity?

3. How often do you have listening activities in your classes?

4. Which are the advantages and disadvantages of using listening activities in your classes?

5. How do you motivate your students to improve their listening skill?

6. Which are the distractors that you face when you develop listening skills?



OBSERVATION GUIDE: addressed to Intermediate English teachers of Licenciatura en Idioma Inglés: Opción Enseñanza, during semester I-2016

DzThe Empowerment of Intensive Intermediate English II Teachers' Development of Listening Activities using Cognitive, Metacognitive, and Social Affective Strategies at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2016dz

OBJECTIVE: To find out with the use of a checklist if teachers make use of the Cognitive, Metacognitive, and Social Affective strategies during the developing of listening activities in their classes

Inventory of listening strategies

Adapted from Vandergrift (2003, 1997), chamot (1993),young (1997), and oxford (1990)

METACOGNITIVE STRATEGIES			
Strategy Type	Definition	Yes	No
1. Planning: Developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan or contingency plan to overcome difficulties that may interfere with successful completion of the task	1a. Advance Organization: Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it		
	1b. Directed Attention: Deciding in advance to attend in general to the listening task and to ignore irrelevant distractors; maintaining attention while listening		
	1c. Selective Attention: Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion		
	1d. Self-Management: Understanding the conditions that help one to successfully accomplish listening tasks and arranging for the presence of those conditions		
2. Monitoring: Checking, verifying, or correcting one's comprehension or performance in the course of a listening task	2a. Comprehension monitoring: Checking, verifying, or correcting one's understanding at the local level		
	2b. Double-Check Monitoring: Checking, verifying, or correcting one's understanding across the task or during the second time through the oral text		



3. Evaluation	Checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy		
4. Problem Identification	Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion		
COGNITIVE STRATEGIES			
Strategy Type	Definition	Yes	No
1. Inferencing: Using information within the text or conversational context to guess the meaning of unfamiliar language items associated with a listening task or to fill in missing information	1a. Linguistic Inferencing: Using known words in an utterance to guess the meaning of unknown words		
	1b. Voice Inferencing: Using tone of voice and /or paralinguistics to guess the meaning of unknown words in an utterance		
	1c. Extra-linguistic Inferencing: Using background sounds and relationships between speakers in an oral text, material in a response sheet or concrete situational referents to guess the meaning of unknown words		
2. Elaboration: Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to fill in missing information	2a. Personal Elaboration: Referring to prior experience personally		
	2b. World Elaboration: Using knowledge gained from experience in the world		
	2c. Academic Elaboration: Using knowledge gained in academic situation		
	2d. Questioning Elaboration : Using a combination of questions and world knowledge to brainstorm logical possibilities		
	2e. Creative Elaboration: Making up a storyline or adopting a clever perspective		
3. Imagery	Using mental or actual pictures or visuals to represent information		
4. Summarization	Making a mental or written summary of language and information presented in a listening task.		
5. Translation	Rendering ideas from one language in another in a relatively verbatim manner		
6. Transfer	Using knowledge of one language (e.g., cognates) to facilitate listening in another		
7. Repetition	Repeating a chunk of language (a word or phrase) in the course of performing a listening task		
8. Note-Taking	Writing down key words and concepts while listening		
9. Deduction	Reaching a conclusion about the target language because of other information the listener thinks to be true		

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10. Resourcing	Using available references about the target language, including textbooks or the previous tasks		
SOCIAL AFFECTIVE STRATEGIES			
Strategy Type	Definition	Yes	No
1. Cooperation: Working together with peers to solve a problem, pool information, check a listening task, model a language activity, or get feedback on oral or written performance	1a. Reprising: Showing the speakers that they didn't get the message across		
	1b. Feedback: Giving comments about the aural text		
2. Questioning: Asking for understanding of what has been said to you without committing yourself to a response immediately	2a. Uptaking: Using kinesics and paralinguistics to signal the interlocutor to go on		
	2b. Clarifying: Asking for explanation, verification, rephrasing, or examples about the language and/or task, or posing questions to the self		
	2c. Hypothesis Testing: Asking specific questions about facts in the text to verify one's schematic representation of the text		
3 Self-Talking	Reducing anxiety by using mental techniques that make one feel competent to complete the learning task		

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FOREIGN LANGUAGE DEPARTMENT**



Respectable Teacher in charge of an Intensive Intermediate English II group

The undergraduates, Rodrigo Acosta, Celia Ruano, Adolfo Vicente, carrying out the thesis project **DzThe Empowerment of Intensive Intermediate English II Teachers' Development of Listening Activities using Cognitive, Metacognitive, and Social Affective Strategies at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 'TT6dz** would like to invite you to be part of a workshop in which you are going to learn more about Strategies that you can use in your classes to develop listening activities.

We want all of you to be part of this workshop intended for you; that is why, we are sounding out the best time that fits your schedule.

Teacher: _____

- 1- Would you be willing to participate in a workshop during May 16, 17, 18, 19, and 20 from 11:00 am to 12:00 pm?

- 2- Would you prefer to participate in a workshop developed in two shifts?

- 3- If you have any suggestions to this established schedule, we welcome any recommendations since our purpose is to count on all you.



DzThe Empowerment of Intensive Intermediate English II Teachers' Development of Listening Activities using Cognitive, Metacognitive, and Social Affective Strategies at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2016dz

QUESTIONNAIRE

Objective: to learn and gather teacher's opinion about what they think of the workshop they just attended and how they consider Cognitive, Metacognitive, and Social Affective Strategies as to have them being part of strategies of their own teaching style to work with listening tasks

1. Did you know what Cognitive, Metacognitive, and Social Affective Strategies are?

2. Do you consider you did learn what are and how to use Cognitive, Metacognitive, and Social Strategies through the workshop you were just part of?

3. Do you have any comment on what Cognitive, Metacognitive, and Social Affective Strategies are and their usefulness when dealing with listening activities?

4. Do you think it is convenient to take into account Cognitive, Metacognitive, and Social Affective Strategies to carry out listening activities every time you teach? Why or why not?

5. Do you consider it was worthy having devoted part of your time to attend this workshop? If not, please, explain?



"The Empowerment of Intensive Intermediate English II Teachers' Development of Listening Activities using Cognitive, Metacognitive, and Social Affective Strategies at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2016."

**THE BENEFIT
OF USING
LISTENING
ACTIVITIES**

**DIFFICULTIES
WHILE USING
LISTENING
ACTIVITIES**

**WHAT ARE
COGNITIVE
META-
COGNITIVE
AND
SOCIAL-
AFFECTIVE
STRATEGIES?**

**TIPS
AND
LISTENING
ACTIVITIES
FOR YOUR
CLASSES**



**PRESENTED BY
RODRIGO ACOSTA CELIA RUANO ADOLFO VICENTE**



**“THE EMPOWERMENT OF INTENSIVE INTERMEDIATE ENGLISH II TEACHERS’
DEVELOPMENT OF LISTENING ACTIVITIES USING COGNITIVE, METACOGNITIVE, AND
SOCIAL AFFECTIVE STRATEGIES AT THE WESTERN MULTIDISCIPLINARY CAMPUS OF
THE UNIVERSITY OF EL SALVADOR SEMESTER I. 2016”**

General Objective:

- 📚 To instruct teachers on what are and how to use cognitive, metacognitive and social affective strategies

Specific Objective:

- 📚 To provide teachers with a number of cognitive, metacognitive and social affective strategies with the purpose of strengthen the way they develop listening tasks
- 📚 To instruct teachers in the use of Cool Record Edit Pro software to enable them to modify the speed of the audios they bring to the classroom for listening activities and to provide teachers with Steampocket web link that will enable them to download audio content from any website, no matter no download bottom appears

THE LIFE-LONG MISTAKE

Picture this scene during a listening lesson: A teacher introduces the topic of a listening text and invites students to say what they know about it. She writes their ideas and unfamiliar words on the board. Next, she tells the students to read the instructions for the listening activity carefully to find out what information in the listening text to pay attention to. After this, the teacher plays the recording and the students listen attentively. They complete the activity by giving appropriate written responses (for example, choosing the correct options, filling in the blanks, sequencing information, drawing a diagram, jotting down notes). The teacher plays the recording again and instructs the students to confirm or change their responses. After that, she tells the class what the correct responses are, and the students find out where they have gone wrong.

My emphasis was on the product or the outcome of my students' listening. What mattered most was how accurate or complete their responses were. In retrospect, even though I did many listening exercises, I was not teaching my students how to listen effectively. I was merely testing their comprehension without showing them how they could improve their listening. I found out from my conversations with many language teachers that their listening lessons had the same features as the product-based lesson I have just described. Moreover, listening instruction in many language courses tends to focus almost exclusively on understanding the content of spoken texts, with little time given to teaching about the process of listening and how to listen.

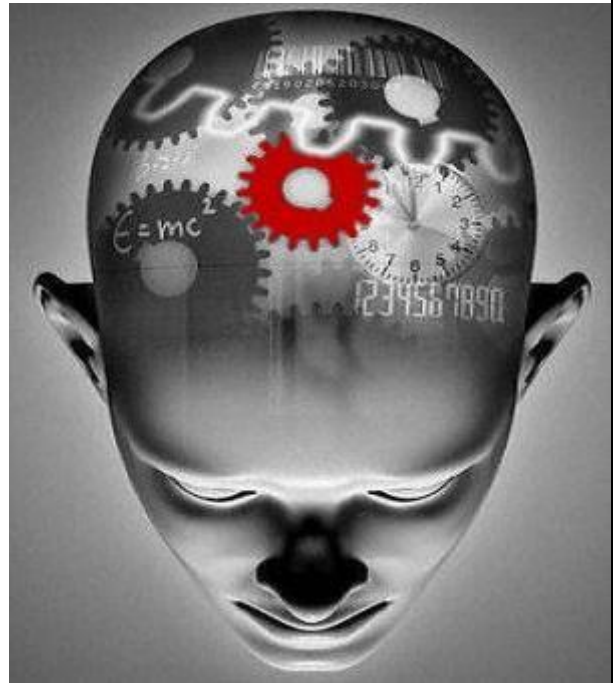
Goh, C. (2010).

Listening as process: Learning activities for self-appraisal and self-regulation. In N. Harwood, *English language teaching materials* (pp. 179–206). Cambridge: Cambridge University Press.

Cognitive Strategy

Cognitive strategies are one type of learning strategy that learners use in order to learn more successfully. These include repetition, organizing new language, summarizing meaning, guessing meaning from context, using imagery for memorization.

All of these strategies involve deliberate manipulation of language to improve learning. Classifications of learning strategies distinguish between cognitive strategies and two other types, metacognitive strategies (learning), and social affective strategies (which enable interaction).



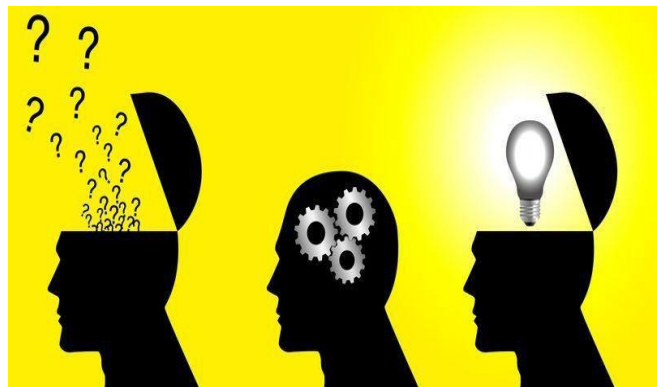
Cognitive Strategies	Interacting with the material to be learned, manipulating the material physically or mentally or applying a specific technique to the language learning task
1. Inferencing	Using information within the text or conversational context to guess the meaning of unfamiliar language items associated with a listening task or to fill in missing information
1a. Linguistic Inferencing	Using known words in an utterance to guess the meaning of unknown words
1b. Voice Inferencing	Using tone of voice and /or paralinguistics to guess the meaning of unknown words in an utterance
1c. Extra-linguistic Inferencing	Using background sounds and relationships between speakers in an oral text, material in a response sheet or concrete situational referents to guess the meaning of unknown words
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2. Elaboration	Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to fill in missing information
2a. Personal Elaboration	Referring to prior experience personally
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6. Transfer	Using knowledge of one language (e.g., cognates) to facilitate listening in another
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8. Note-Taking	Writing down key words and concepts while listening.
9. Deduction	Reaching a conclusion about the target language because of other information the listener thinks to be true
10. Resourcing	Using available references about the target language, including textbooks or the previous tasks

METACOGNITIVE STRATEGY

“Metacognition” is often defined as awareness about one’s processes in learning, and the appraisal and regulation of these processes. By “metacognitive instruction in listening” is meant to pedagogical procedures that enable learners to increase their awareness about the listening process and at the same time develop effective skills for self-appraising and self-regulating listening comprehension and the progress of their overall listening development”.

Developing listening skill is a process that may take time and practice.



Language learning depends on listening. Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. Language instructors help students develop a set of listening strategies and match appropriate strategies to each listening situation.

Developing listening skill is a process that may take time and practice. Language learning depends on listening. Effective language instructors show students how they can adjust their listening behavior to deal with a variety of situations, types of input, and listening purposes. Language instructors help students develop a set of listening strategies and match appropriate strategies to each listening situation.

The principles of metacognitive instruction and the design of process-based instruction materials I propose are situated within a broad cognitive framework of learning. This framework has four key characteristics:

- (1) learning is an active, strategic, and constructive process;
- (2) it follows developmental trajectories in subject-matter domains;
- (3) it is guided by learners' introspective awareness and control of their mental processes; and
- (4) it is facilitated by social, collaborative settings that value self-directed student dialogue (Bruer 1998).

Metacognitive instruction in listening is based on the premise that learning to listen requires learners to be actively engaged in cognitive, affective, and social domains. Such an involvement will prepare learners to act strategically during listening as well as manage their overall listening development. In addition, by actively engaging in thinking and talking about their own listening, learners construct their understanding of what it takes to succeed as a second language listener. Metacognitive instruction also takes into account the trajectories or the developmental paths that language learners follow when learning to listen. Broadly speaking, listeners develop from controlled to automatized processing of spoken information while they build increasingly sophisticated neural networks for faster parallel processing of text and meaning (Hulstijn 2003; Segalowitz 2003).

Strategy type	Definition
Metacognitive strategies	Metacognitive strategies are executive processes used to plan, monitor, and evaluate a learning task
1. Planning	Developing an awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan or contingency plan to overcome difficulties that may interfere with successful completion of the task

1a. Advance Organization	Clarifying the objectives of an anticipated listening task and/or proposing strategies for handling it
1b. Directed Attention	Deciding in advance to attend in general to the listening task and to ignore irrelevant distractors; maintaining attention while listening
1c. Selective Attention	Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion
1d. Self-Management	Understanding the conditions that help one to successfully accomplish listening tasks and arranging for the presence of those conditions
2. Monitoring	CheĐkiŶg, leđifLjiŶg, ođ ĐođđeĐtiŶg oŶe's ĐoŵpđeheŶsioŶ ođ performance in the course of a listening task.
2a. Comprehension monitoring	CheĐkiŶg, leđifLjiŶg, ođ ĐođđeĐtiŶg oŶe's uŶđeđstaŶđiŶg at the loĐal level
2b. Double-Check Monitoring	CheĐkiŶg, leđifLjiŶg, ođ ĐođđeĐtiŶg oŶe's uŶđeđstaŶđiŶg aĐđoss the task or during the second time through the oral text
3. Evaluation	CheĐkiŶg the outĐoŵes of oŶe's listeŶiŶg ĐoŵpđeheŶsioŶ ađaiŶst aŶ internal measure of completeness and accuracy
4. Problem	Identification Explicitly identifying the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion



Listening (Oral comprehension)



1. Pre- listening activities.

Visual aids, miming, written support (for example subtitles) and other context- building tools.

2. While listening activities.

To check if they are following the explanation, dialogue or song: questions, go out to blackboard...

3. Post- listening activities.

All activities should have a specific aim (greeting someone, asking for directions, etc.). We can use role plays.



Social Affective Strategies

While, the role of socio-affective strategies in learning and teaching has highly focused on the primary and secondary levels, our research has shown that they are central to studying mainstream subjects when EFL is the medium of instruction at the university level. The enhancement of socio-affective



strategies permit the student to eventually learn how to learn

themselves utilizing the instructor as a resource for acquiring language and content as they are provided with options obtaining humane support.

Socio-affective strategies are those which are non-academic in nature and involve stimulating learning through establishing a level of empathy between the instructor and student. They include considering factors such as emotions and attitudes. Socio-affective strategies strongly consider the student's relation to society as a whole ranging from family to the global community.

Social/ Affective Strategies	Wođkiŷg ith aŷothead peđsoŷ oŷ a task ođ Đoŷtdolliŷg oŷe's eŷotioŷ while listening
1.Cooperation	Working together with peers to solve a problem, pool information, check a listening task, model a language activity, or get feedback on oral or written performance
1a. Reprising	Showing the speakers that theLJ didŷ't get the ŷessage aĐđoss
1b. Feedback	Giving comments about the aural text
2. Questioning	Asking for understanding of what has been said to you without committing yourself to a response immediately
2a. Uptaking	Using kinesics and paralinguistics to signal the interlocutor to go on
2b. Clarifying	Asking for explanation, verification, rephrasing, or examples about the language and/or task, or posing questions to the self
2c. Hypothesis Testing	Askiŷg speĐifiĐ ŷuestioŷs ad'out faĐts iŷ the tedžt to eđifLJoŷe's schematic representation of the text
3 Self-Talking	Reducing anxiety by using mental techniques that make one feel competent to complete the learning task

THE BENEFIT OF USING LISTENING ACTIVITIES

Being able to listen well is an important part of communication for everyone. For our students, guided practice by a teacher is one of the best ways to improve this skill.

A student with good listening comprehension skills will be able to participate more effectively in communicative situations. What follows is an exploration of areas that language teachers may find useful in their classroom and when preparing listening materials.



Teaching the skill of listening cannot be emphasized enough in a communicative classroom. For second language learners, developing the skill of listening comprehension is extremely important. Students with good listening comprehension skills are better able to participate effectively in class.

When the learning objective of a language class is explained to students, they can better focus on specific vocabulary acquisition, grammar practice, listening for different purposes, and so on. This clear explanation by the teacher of a lesson's pedagogic goals will help learners to further develop specific objectives in a shorter amount of time.

For instance, by informing students that the lesson will be about giving directions, they can consciously focus on remembering the vocabulary used in that activity.

This progression of activities allows the learner to use what they know, to go from being a passive learner, to an active learner.

- warm-up activity
- listening comprehension activity
- controlled practice
- open-ended listening/speaking activity

It is important to maintain an interactive and communicative approach for teaching English as a Foreign or Second Language. However, it is also important to vary the students' learning focus by concentrating on the skills needed to become proficient in a second language. Listening comprehension is such a required skill.

When designing lessons and teaching materials to further develop listening comprehension skills, students need to be motivated and stay motivated. This is best accomplished by determining the suitability of the listening materials, the techniques used in classroom teaching, and the use of authentic materials.

DIFFICULTIES WHILE USING LISTENING ACTIVITIES

- The bad quality of the equipment:

Many of the CD players of the Language Department are not in good conditions, moreover the quality of the audio of these devices is pretty bad.



- The bad quality of the Facilities.

Unfortunately the campus has some difficulties related to the classrooms, many classrooms do not have the necessary things for the proper develop of a listening activity.

- The noise outside the classrooms.

While developing a listening activity, one of the biggest problems is the noise outside the classrooms, this factor affects a lot when the teacher develops a listening activity or any other activity.



- The improper use of certain listening activities.

Many students complained about the level

of the listening activities, most of the times the audios are too fast or too difficult for them.

- **Intermediate English I, group 3, students, whom researchers administered a diagnostic questionnaire, state that one of the factors that affects them is the improper use of audio content, for it is not appropriate for their level. For instance, the accent and the speed of the tracks become an obstacle for their satisfying listening skill development. Besides, they point out the bad quality of devices, tracks, and facilities.**

HOW TO DOWNLOAD ANY AUDIO FROM A WEB PAGE?

Using this tool, you will be able to download any listening from a website, the steps to follow are very simple and it can be really useful for you in the developing of your listening activities.

- Type the direction: www.streampocket.com

Or you can google: [steampocket](https://www.google.com/search?q=steampocket)

STEP # 1

StreamPocket

steampocket.com

You can download any audio from a website. →

type the link

STREAMPOCKET

STEP # 2

EN 07:38 p.m. 21/04/2016

Detailed description: This screenshot shows the StreamPocket website interface. The browser address bar displays 'streampocket.com'. The main content area has a light gray background. On the left, there is a blue text instruction: 'You can download any audio from a website.' with a black arrow pointing to a white rectangular input field. The input field has a red button with four dots in the top right corner and contains the text 'type the link'. Below the input field is a large white area with a dashed border, intended for audio stream content. A vertical red label 'STREAMPOCKET' is positioned to the right of this area. The Windows taskbar at the bottom shows various application icons and the system clock indicating 07:38 p.m. on 21/04/2016.

StreamPocket

streampocket.com/?stream=http%3A%2F%2Fwww.esl-lab.com%2Fhealth%2Fhealthsc1.htm

CLICK HERE WITH YOUR RIGHT BUTTON AND SELECT
SAVE LINK AS ...

Stream goes here

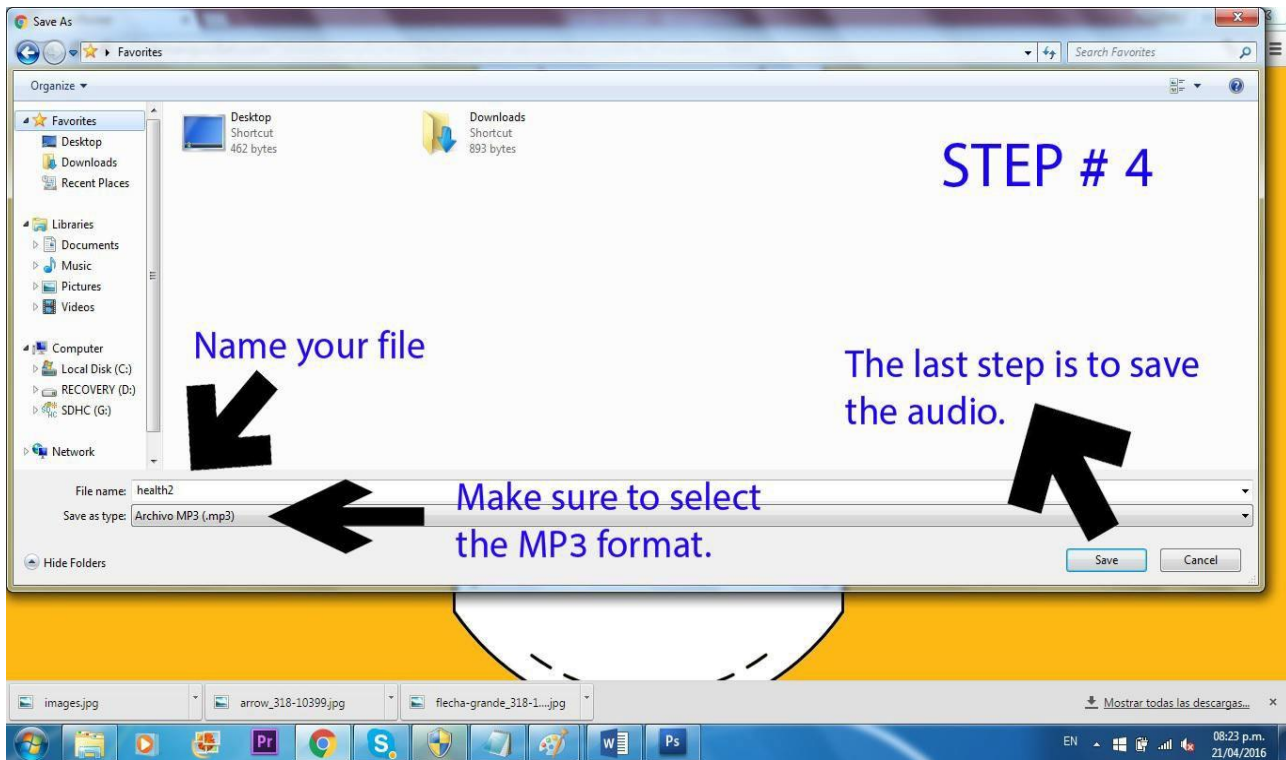
STREAMPOCKET

Step # 3

Now you have to save the link as an audio

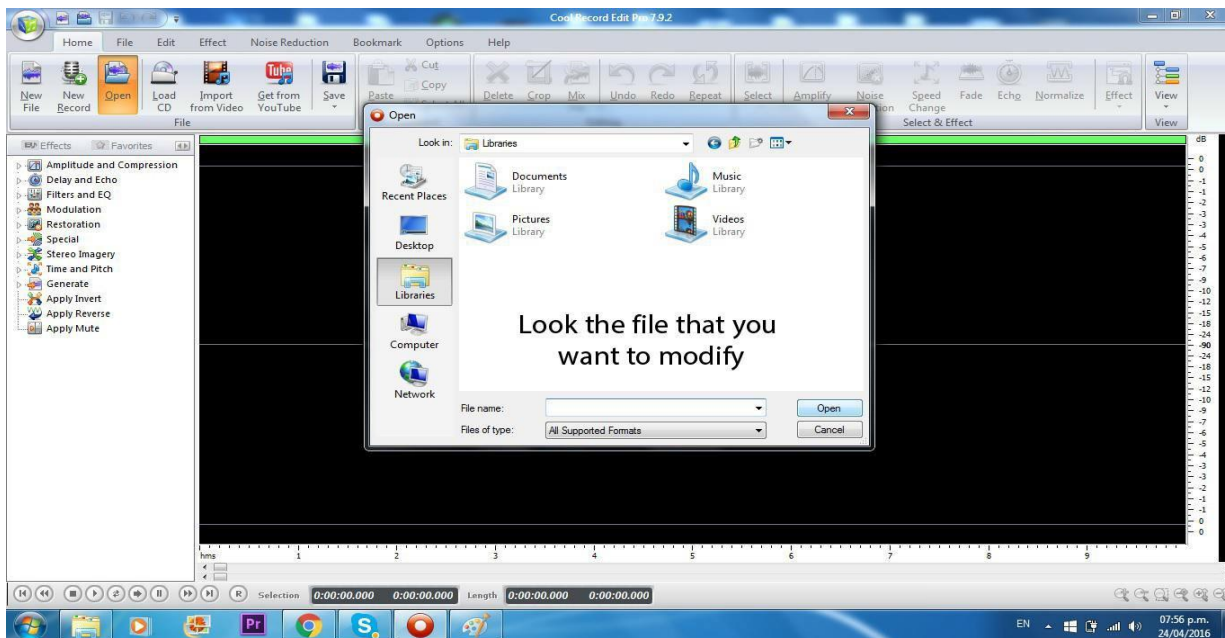
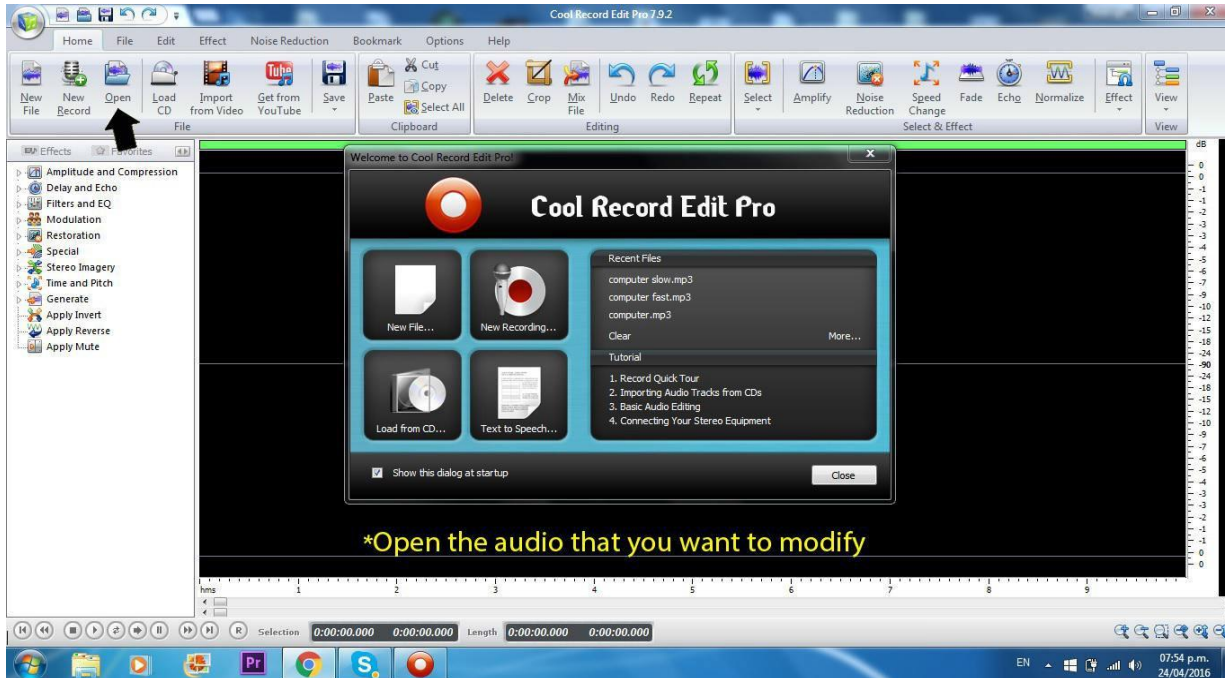
EN 07:40 p.m. 21/04/2016

Detailed description: This screenshot shows the StreamPocket website with a yellow background. The browser address bar shows a long URL: 'streampocket.com/?stream=http%3A%2F%2Fwww.esl-lab.com%2Fhealth%2Fhealthsc1.htm'. In the center, there is a graphic of a cassette tape with a text box below it that says 'CLICK HERE WITH YOUR RIGHT BUTTON AND SELECT SAVE LINK AS ...'. A black arrow points from this text box to the right, towards the text 'Now you have to save the link as an audio'. Below this is another white rectangular input field with a red button, containing the text 'Stream goes here'. Underneath is a large white area with a dashed border. A vertical red label 'STREAMPOCKET' is on the right. The Windows taskbar at the bottom shows the system clock at 07:40 p.m. on 21/04/2016.



HOW TO MODIFY THE SPEED OF AN AUDIO USING COOL RECORD EDIT PRO?

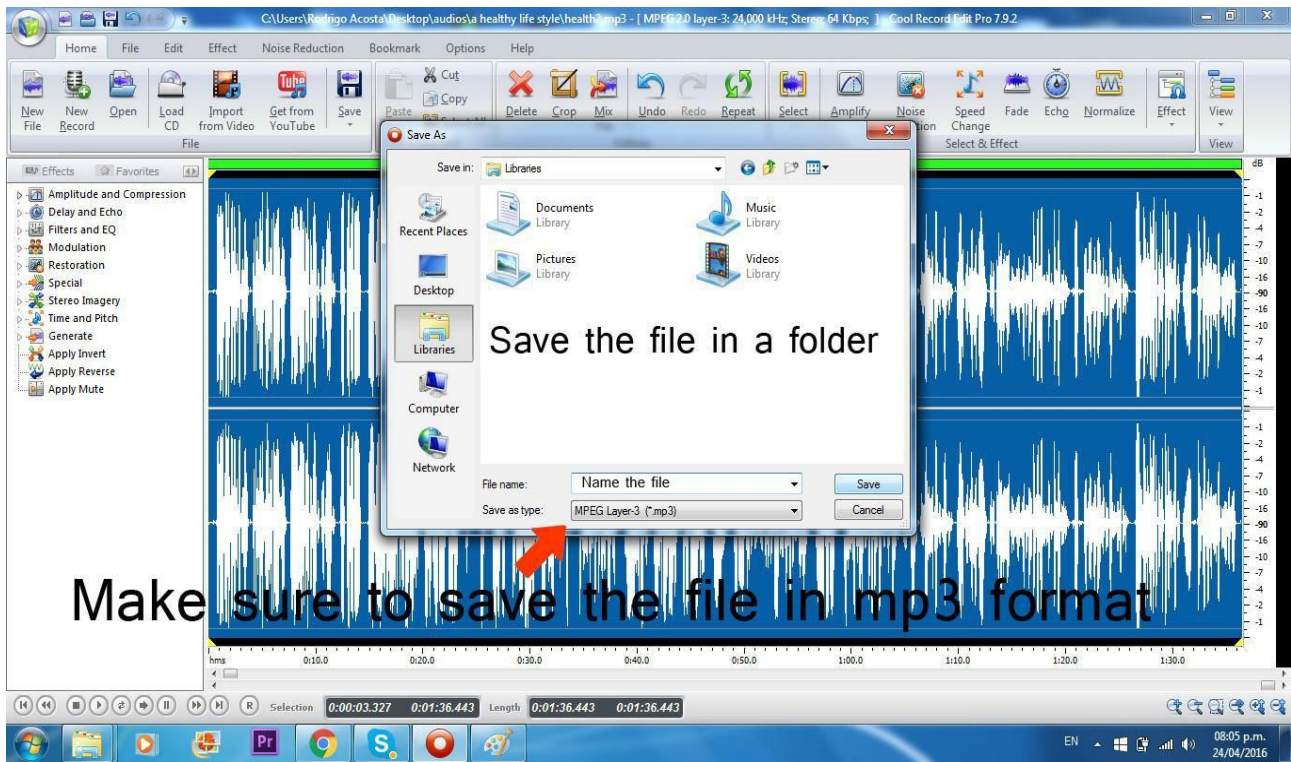
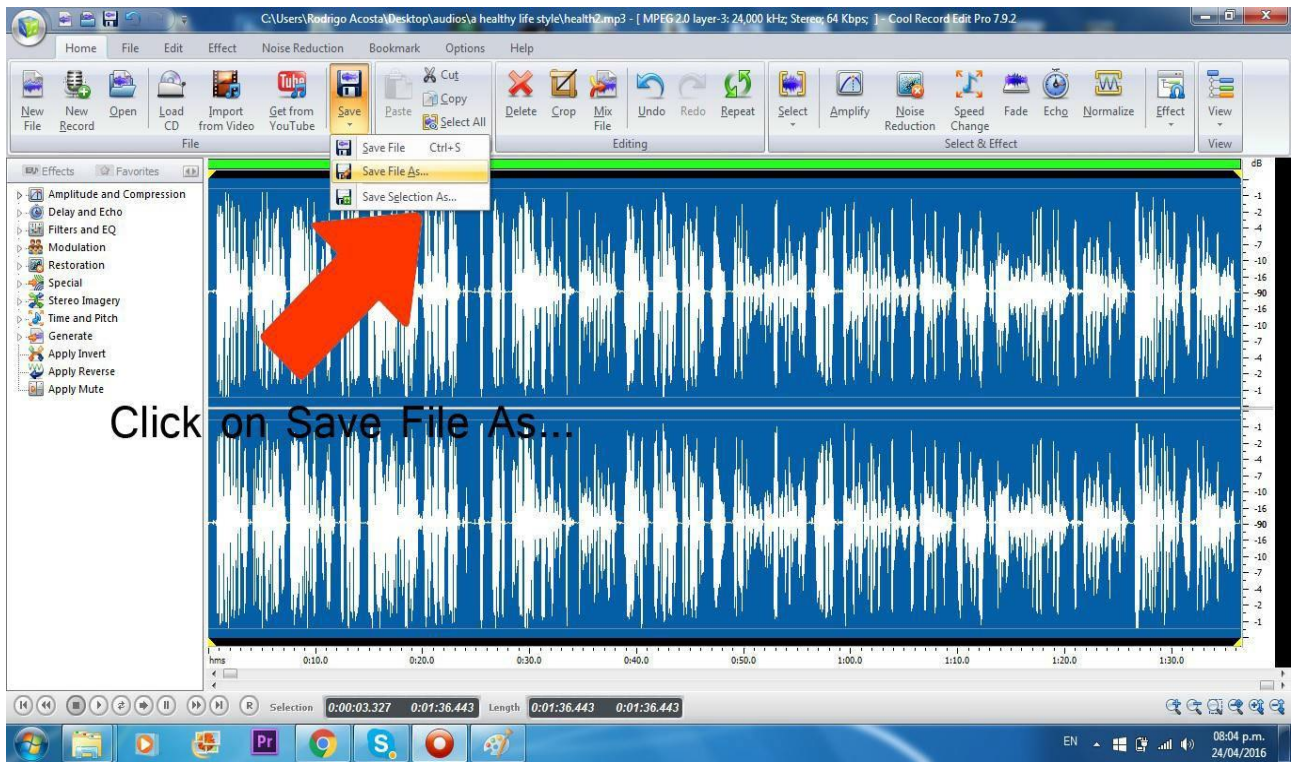
Some students complained about the speed of the tracks in the Listening Activities, they mentioned that sometimes they did not get the message due to the speed of the track that was used in the activity. Using this software you will be able to modify the speed of the tracks making them faster or slower.



WORKSHOP MATERIAL

Cool Record Edit Pro 7.9.2 interface showing the Speed Change effect menu. The menu includes options like Amplify, Noise Reduction, Speed Change, Fade, Echg, and Normalize. A red arrow points to the Speed Change button in the menu, and another red arrow points to the Speed Change effect in the Effects list. Text overlays include "Adjusts speed without changing pitch." and "Click on the Speed Change button".

Cool Record Edit Pro 7.9.2 interface showing the Speed Change dialog box. The dialog box has a "Speed Adjust (%)" field and a "Presets" dropdown menu. Text overlays include "Adjust the speed according to your necessity", "slow 60 to 80", and "fast 115 to 130".



“The Empowerment of Intensive Intermediate English II Teachers’ Development of Listening Activities using Cognitive, Metacognitive, and Social Affective Strategies at the Western Multidisciplinary Campus of the University of El Salvador, Semester I, 2016.”



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