

**UNIVERSIDAD DE EL SALVADOR
FACULTAD MULTIDISCIPLINARIA DE OCCIDENTE
FOREIGN LANGUAGE DEPARTMENT**



UNDERGRADUATE WORK

THE INCORPORATION OF METACOGNITIVE INSTRUCTION TO ENHANCE THE
LISTENING SKILL OF THE STUDENTS OF BACHILLERATO TÉCNICO
ADMINISTRATIVO CONTABLE, 10TH YEAR, SECCIÓN A, AT COMPLEJO
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ABSTRACT

In this investigation, “The Incorporation of Metacognitive Instruction to enhance the Listening Skill of the Students of Bachillerato Técnico Administrativo Contable, 10th Year, Sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, during 2019”, the researchers aimed to improve the students’ listening skill by developing an action research under the qualitative and quantitative paradigms. Along this project, the research team shows in detail the different activities they implemented to improve in some way the scholars’ listening skill by the application of the metacognitive instruction.

To achieve the objectives presented in this study, the researchers carried out a plan of action which included some of the most suitable metacognitive strategies and principles to develop the students’ listening skill through a range of audiolingual activities. Accordingly, the research team analyzed, compared and contrasted the findings obtained from the plan of action and the baseline to certify the accomplishment of the objectives. This comparison and contrast displayed to what extent students boosted their listening skill, and consequently, led the researchers to state the conclusions and some recommendations.

INTRODUCTION

In this research project, “The Incorporation of Metacognitive Instruction to enhance the Listening Skill of the Students of Bachillerato Técnico Administrativo Contable, 10th Year, Sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, during 2019”, the investigators carried out a diagnostic study, established the description of the problem, brought about a plan of action, and developed an analysis and comparison of the data gotten during the whole intervention process. In this way, the researchers could get a suitable answer to the question: To what extent does metacognitive instruction enhance the listening skill of the students of Bachillerato Técnico Administrativo Contable, 10th year, Sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, during 2019?

The first chapter introduces the statement of the problem with the description of all the events that 10th graders students underwent when they were demanded to work with listening activities. This part, also, describes how these events affected the development of the students’ listening skill and sets the origin of this investigation by presenting the baseline.

The second chapter details the state of art that includes relevant information based on different theories and writers to back up this investigation.

In chapter III, the researchers present the operationalization of the dependent and independent variables with their indicators, the objectives and the hypothesis. In chapter IV, the investigators present all the steps followed to carry out the research project, and the activities performed in the intervention phase. In chapter V, the research team reports the analysis and interpretation of the data collected during the entire intervention process as well as an argument of the results obtained.

In chapter VI, the researchers provide conclusions and recommendations for this study. Finally, the investigators include all the appendixes used to carry out this action research project out.

CHAPTER I

STATEMENT OF THE PROBLEM

1.1 Description of the Problem

Lately, English as a foreign language has taken a fundamental role since it is considered as a lingua franca as well as the language for business and for political matters; for instance, nowadays, people can communicate with people from different cultures no matter their native language or their political preferences, and in the business world, English is a necessity to get in contact with the international marketing field. From the four macro skills needed to communicate in English accurately, listening is the skill that presents a huge challenge for people to comprehend the spoken language primarily due to the diversity of English accents.

Teachers have employed many approaches and methods: the grammar translation, the audiolingualism, the communicative approach, and the natural approach, among others, to improve students' listening skill; some of these have proved to be useful in the teaching learning process. To enhance this skill, teachers, neuroscientists and psychologists initiated the idea of metacognition in the learning process in the late 70's to obtain better results in English language classrooms. Some researchers claim that the incorporation of metacognitive instruction in schools shows remarkable progress in the students' learning process. A teacher who teaches English as a second language in elementary school credits explicit instruction to the application of metacognitive strategies: "I was able to be more consistent about how and when to use strategies and recognize what works for different kids, and this shows up in [test] scores" (Germuth, 2012, p. 17).

Taking as a basis the previous studies on metacognition, the researchers decided to implement it at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, Bachillerato Técnico Administrativo Contable, sección A, especially to improve the students' English listening skill. The research team observed the students for two weeks, and they noticed that the English classes did not include metacognitive instruction, particularly when students carried out listening activities (Appendix A).

The researchers also administered a semi-structured interview (Appendix B) both to gather information about students' point of view and to have a holistic insight on how students saw listening activities. In this interview, 80% of students expressed that they got nervous and anxious when exposed to listening activities because they could not grasp the main idea from what they just listened to; however, there were some students that claimed they kept listening to the audio until they understood. The majority of students manifested that they did not know any didactic strategy to comprehend audios, conversations or videos; there were some others who pointed out certain pre-listening activities such as listening to different audios or reading their books to get familiar with the current topic.

Regarding students' vocabulary input, students declared that they had problems related to comprehension since they did not get the correct meaning of words uttered in audios, conversations, and videos. They also stated that they were not able to recognize some words and their pronunciation.

When it comes to talk about listening activities, students said that their English level did not fit to what it was expected from a high school student since they did not have the capability to adapt themselves to the listening speed. This made them feel frustrated as they were not able to follow the sequence of the speech, and the main idea of the speech was lost. Alluding to students' readiness before a listening activity, students said that they usually prepared themselves by listening to English music, reviewing what they had learned in previous classes about vocabulary and topics, and checking pronunciation and meaning of words by any means.

Likewise, the investigators with the help of a diagnostic test (Appendix D) figured out the present state of the students' listening skill. For instance, students did not recognize English tenses when listening to American and British audios; similarly, students showed some deficiency in identifying different English accents (included in the diagnostic listening test). It was noticeable that students possessed a low word-recognition when they were submitted to the listening test.

Since this research is focused not only on improving the listening skill but also on applying metacognitive strategies, the research team designed a diagnostic questionnaire

(Appendix A) directed to students to gather information about students' knowledge and behavior towards metacognition principles. The findings showed that neither did the students know about the existence of metacognition nor were they ever exposed to metacognition strategies to enhance their listening skill. The diagnostic test (Appendix D) also stated that students felt nervous and frustrated when performing listening activities as they did not have any practice of these activities. In this way, the research team discovered that students presented difficulties to decode the context of a speech in audios, conversations and videos, and they were not able to distinguish English tenses. It is also important to point out that students showed huge problems to employ grammatical inflections properly.

The instruments (Appendix A, B, C, D, E and F) carried out in the diagnostic stage of the investigation provided the research team fundamental information to understand the main problems that students faced when learning English as a second language. To go deeply on the investigation, the researchers will attempt to answer the question below:

To what extent does metacognitive instruction enhance the listening skill of the students of Bachillerato Técnico Administrativo Contable, 10th year, Sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, during 2019?

1.2 Baseline

In the first days of March, 2019, the research team had the first interaction with students of Bachillerato Técnico Administrativo Contable, 10th year, Sección A, in which the investigators realized that they showed a poor development of the listening skill in the activities carried out during the observation stage (Appendix E and Appendix F).

The investigators addressed some questions to students (Appendix B) about their performance in listening activities and tests. In the answers, they explained that they did not have too much practice on listening as they were assigned to do crosswords and other written exercises most of the time. To have a wide view of the panorama of this skill, the research team interviewed the teacher in charge of the 10th year students of Bachillerato Técnico Administrativo Contable, Sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez (Appendix C). According to the teacher, students had a poor development of the English listening skill because they did not receive classes that pushed

them to meet the English subject requirements to improve the four English macro skills previously.

After observing the teaching English process for two weeks, the research team had a meeting with the students to let them know the importance and the impact this project would have in the academic development of English. Since students will be exposed to a different methodology (metacognitive instruction), the researchers hope to help students become effective listeners, solving-problem and self-directed learners, and to make them aware of their own metacognitive processes, so they may apply all the metacognitive strategies and principles to everyday conversations and produce a successful communication.

To carry out this research project accurately and to deal with the problematic situation professionally, the investigators administered a diagnostic questionnaire (Appendix A) and a diagnostic exam (Appendix D) in the first days of March, 2019 to Técnico Administrativo Contable students, sección A from Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez. Here, it was observable the poor level the students had when dealing with listening activities. In the diagnostic test (Appendix D) directed to students, the researchers found out that students had problems at identifying accents, tenses, vocabulary, and at selecting relevant information from audios.

By observing students during two weeks (Appendix E), the research team noticed that more than a half of students had problems when answering the teacher's questions because they spoke Spanish in the class, and they avoided participating in the activities the teacher assigned them. It was evident that they did not feel comfortable speaking English, and that they did not understand what the teacher said completely. This was reflected in most of the activities carried out in class. During this period of observation, some students approached the research team and expressed that some of them thought they were going to fail the subject. In spite of this thinking, they showed they had the willingness to learn and work hard.

During the observations, students had problems specifically with listening activities during the English classes. According to the answers analyzed from the interview addressed to the teacher (Appendix F) and the questionnaire directed to students (Appendix B), the students did not have the opportunity to practice this skill in previous years. This phenomenon still

remains since English does not have a big importance in the program of Bachillerato Técnico Administrativo Contable because it is not a subject related to the accounting matter. According to the program that MINED provides to schools, English is just a filling subject. In addition, at the school, there are some extracurricular activities which, unfortunately, interfered with English classes: dance group practices, marching band practices, and soccer tournaments. These activities are scheduled at the same time that students should be attending classes, affecting somehow students' learning.

In a semi-structured interview (Appendix F) administered to the teacher in charge of the 10th high school students, the teacher assured that students do not show interest upon learning English. He mentioned that students are not eager to participate in activities that could boost their macro skills development. Besides, the teacher expressed that the English language process in which students are summited is meaningless since there is not continuity that supports the background knowledge that students have gained in previous years (Interview to the teacher in charge of 10th year, Bachillerato Técnico Administrativo Contable students, sección A from Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, February 28th 2019).

The teacher advised students to look for some extra practice by their own such as to watch tutorials in YouTube or to watch movies in English with subtitles (in English) to recognize words and learn their pronunciation, but they did not show any interest in these activities.

One of the most crucial answers the teacher expressed during the interview (Appendix F) was that having around 40 students in the class was not adequate for the teaching learning process since not all the students have the opportunity to participate.

The teacher added that he is not able to check every student's understanding because students do not progress at the same speed; in other words, he does not have a homogenous class. The teacher also stated that students do not have a good learning environment as they do not feel comfortable when giving their opinions, for they are afraid of their classmates' criticism.

1.3. Scope of the Work

The action research “The Incorporation of Metacognitive Instruction to enhance the listening skill of the students of Bachillerato Técnico Administrativo Contable, 10th year, sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, during 2019” is based on two fundamental aspects.

First, the researchers based the investigation on enhancing the English language listening skill through the implementation of metacognitive instruction in 10th graders from Bachillerato Técnico Administrativo Contable. Through the application of this instruction, the research team’s target is to foster the students’ listening skill in a sense in which they are able to understand and comprehend what they listen to by providing them a metacognitive environment where they have the opportunity to be conscious about their mental process and become problem-solving learners.

The research study, by a set of instruments (Appendix A, B, C, D, E and F), determined the main factors that hinder students from listening comprehension during listening activities or exams. The findings taken from the instruments mentioned before revealed the main problems that students encounter at the time to develop the listening skill: frustration, nervousness, English deficiencies, lack of fluency, a poor vocabulary input, and poor background knowledge.

Second, the researchers focused this investigation on explaining to students from 10th year at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez what metacognition instruction stands for through different interventions the investigators set. During these interventions, the researchers will primarily develop listening activities through metacognition instruction; they will also explain the three principles of metacognition: planning, monitoring and evaluating because these are valuable for students to understand how metacognition works in their learning process. For example, planning involves selecting the appropriate strategies and searching for resources that influence the students’ performance while completing a listening task. Monitoring refers to the students’ awareness during the realization of a task. Evaluating includes the assessment that learners make of their learning; it also involves refining goals to reach conclusions. Certainly, teaching metacognitive principles

and strategies may help students obtain the desired results, especially in the listening-skill developing process.

1.4 Justification

The main purpose of this action research project is to enhance the English language listening skill through metacognitive instruction in tenth graders from Técnico Administrativo Contable Sección A. When carrying out this project, the researchers will involve 10th year students in metacognitive activities that will make them ponder upon their learning process to become self-directed learners.

Besides, this research incorporates a plan of action in which students are to be taught under the metacognitive and cognitive principles in order to make them aware of their own learning process and become effective listeners. As a result, the implementation of metacognitive and cognitive principles will be profitable to students since they will be able to differentiate accents and comprehend what they have just heard (audios, conversation or videos), and to realize how their mental process works to enrich their listening skill.

Consequently, this research project is useful to both teachers and future teachers who want to develop the listening skill in 10th year students because it makes the learning process much meaningful through the use of metacognitive strategies. Thus, this research benefits specifically 10th year students since they will not only ameliorate misunderstandings in oral communication but also they will give appropriate and reasoned answers.

1.4. Objectives

1.4.1 General Objective

To enhance the English language listening skill through metacognitive instruction in tenth graders from Bachillerato Técnico Administrativo Contable, sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, during Semester I, 2019

1.4.2 Specific Objectives

To make students potentialize the listening skill through the application of metacognitive principles

To guide students to become self-directed and self-reflective by using metacognitive and cognitive strategies

To help students extract relevant information from audios through metacognitive activities

CHAPTER II

STATE OF ART

2.1. Listening: One of the Crucial Macro Skills to learn English

“Listening is recognized as a multidimensional construct that consists of complex (a) affective processes, such as being motivated to attend to others; (b) behavioral processes, such as responding with verbal and nonverbal feedback; and (c) cognitive processes, such as attending to, understanding, receiving, and interpreting content and relational message” (Worthington & Bodie, 2017, p. 22). This skill is fundamental to learn English as a Second Language since students have to listen to what others say about a topic to process the information in different ways that help them pay attention, understand and communicate effectively.

Listening demands decoding messages from speakers to achieve an effective communication so, students go through the different stages of hearing, listening, auding and cognizing to develop their listening skill to have an effective conversation in different environments in which they need to be active listeners to express their ideas depending on the context.

During the process of learning English, students learn and complete different tasks to become active listeners, which mean students are able to catch and understand the message. As explained by Asemota (2015), students are involved in the process of not only hearing but also identifying, understanding, interpreting and evaluating the spoken language.

Listening in a conversation and listening to videos and audios have two different procedures to follow: when students have a conversation face to face, they can ask if they have not caught some words, or have a back to back conversation in case they do not understand the message. But at the time to listen to audios, students cannot stop listening to them, and they cannot replay them. Therefore, students need to follow different stages of listening activities to acquire this skill gradually and effectively.

A macro skill in English is a complex process that comprises the understanding of spoken data and receptive, interpretative, or constructive cognitive processes (Rost, 2005).

Second language listening has three sub processes: decoding, comprehension, and interpretation. Decoding refers to attending, perceiving speech, recognizing words, and parsing grammar. Comprehension deals with activation of schema, representing propositions, and logical inferencing. Interpretation refers to matching the meaning to previous expectations and evaluating discourse meanings. To develop the listening macro skill, it is necessary to take into account the following:

2.1.1 Identifying the Main Idea

To identify the main idea is a fundamental part of listening comprehension; it helps listeners comprehend what the audio is about and remember important details from it.

Besides, it is important to take notes while listening to comprehend and recall the information of listening after some hours. Brownell (2002) suggests some reasons to take notes, during listening activities:

- The act of writing makes the material easier to remember.
- The act of writing forces learner to focus on and identify the main ideas and important details.
- Learners can identify the areas that they do and do not understand.
- Instructors often give assignment and exams based on lectures as well as reading assignments.

Brownell (2002) also recommends some strategies that can help learners to listen better:

- They have to concentrate and focus on the listening.
- They should listen with a purpose and grasp the gist of the text.
- They should not try to understand every word the speaker is saying to understand the general message the speaker intends to get across.
- They need to guess the meaning of unfamiliar words by paying attention to the context in which they occur.

When listening to audios or conversations, learners need to listen in a general way to guess what the audios are about. During the audios or conversations, a lot of specific information is given, but learners should ignore some details as these details are not necessary to understand the general message. It can be considerable to recognize the main idea without paying particular attention to specific information contained in the text.

2.1.2 Identifying Specific Information

Listeners are able to respond questions from audios, and if they are able to do it, they can identify specific information. Specific information includes details: dates, names, addresses, numbers, etc. that listeners catch.

While learners are listening to audios or conversations, they have to listen for particular information; for example, when students listen to an audio about a biography, they have to pay attention to the date of birth, date of death, age, complete name, if the author has children, or the name of the wife or husband. This specific information from audios helps learners understand and interpret the message from the previous audios and participate during classes.

2.1.3 Identifying Inference

Inference is a knowledgeable prediction about something which is based on the information and facts. To get the inference of the text, students have to draw conclusions and to refer to information that is implied or not stated. Using the clues of information to give a deeper understanding and go beyond the surface details to see other meanings that the details suggest and imply, listeners are able to give a response to the information that it is in the audios, and come to their conclusions about the details that can be predicted with clues that are mentioned.

2.1.4 Identifying Reference

Identifying reference refers to the relation of words that provide necessary information to understand others.

Learners are able to know what the audio is about through the situations presented on it, and to guess the meaning of some unknown words to increase their knowledge and to practice the words that they already know. Using the knowledge gotten from previous

listening activities can help learners relate the unknown words by giving them meaning and by relating them to the context of the audio they already know to obtain a clear message from it.

Brown (2007) enlisted the following skills for conversational discourse for academic purposes:

- To recognize cohesive devices in spoken discourse
- To recognize the communicative functions of utterances, according to situations, participants, goals
- To infer situations, participants, goals using real-world knowledge (pragmatic competence)
- To describe and predict outcomes, to infer links and connections between events, to deduce causes and effects, and to detect such relations such as the main idea, the supporting idea, new information, given information, generalization, and exemplification from events, ideas, etc. from events, ideas, etc.
- To distinguish between literal and implied meanings
- To use facial, kinetic, body language, and other nonverbal cues to decipher meanings
- To develop and use a battery of listening strategies, such as detecting key words, guessing the meaning of words from context, appealing for help, and signaling comprehension or lack thereof
- To retain chunks of language of different lengths in short-term memory
- To discriminate among the distinctive sounds of English
- To recognize English stress patterns, words in stressed and unstressed positions: rhythmic structure, intonational contours, and their role in signaling information
- To recognize reduced forms of words
- To distinguish word boundaries, recognize a core of words, and interpret word order patterns and their significance
- To process speech containing pauses, errors, corrections, and other performance variables

- To process speech at different rates of delivery
- To recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms
- To detect sentence constituents and distinguish between major and minor constituents
- To recognize that a particular meaning may be expressed in different grammatical forms.

2.2 Listening Principles

As it has been said before, listening is an essential skill that needs to be well-oriented to carry out listening activities; if there is not a clear path to teach this skill, students are not going to become effective listeners. According to Morley (2001), there are three principles to follow:

2.2.1 Relevance

Relevance is one principle that needs to be included in the choosing stage in which teachers aim to catch students' attention and interest to the audio. The information in the audio must be relevant or entertaining; otherwise, they will not pay attention to it and the learning process does not take place (Morley 2001). Morley claims that if the lesson to be studied is more oriented to the real-life relevance, students will be more interested in listening to the audio. If teachers accomplish the goal of catching students' interest, they have achieved at some degree what Morley (2001) defines as "encouraging the intention to learn."

2.2.2 Transferability/Applicability

It is necessary to let students know or infer the content of audios and its importance since they will be able to apply in real life the knowledge gotten from any kind of topic in audios (Morley 2001). Listening to the radio or television news broadcast gives students an opportunity to comprehend speeches which can be found in real life since these speeches relate themselves to different topics, providing them with relevant knowledge applicable to the real life. This principle is about being able to apply what it is learned in classes to any kind of situation.

2.2.3 Task-oriented

Task-oriented is focus on language, but it goes further since, by the usage of this principle, students are involved in an environment in which they have the opportunity to combine both the actual input they have and additional information they are exposed to. Students are able to experience the language and its components: vocabulary, grammar, pronunciation; on the other hand, they are able to enrich their vocabulary and their knowledge about different topics of real situations in which they may be involved in the future (Morley 2001).

All in all, these three principles need to be incorporated in the listening activities attempted to enhance the students' listening skill as they will notice the importance of the speech and its transferability to real-life situation. So, students will find the listening skill meaningful to their learning process.

2.3. Listening Procedure

Listeners can find difficulties to understand and decode audios; consequently, some authors propose three stages to facilitate the understanding of audios. Thus, the listening stages to follow in a listening activity are well-known for teachers who are conscious about the importance of these stages as they are going to successfully introduce knowledge to students without confusing them. These stages are: pre-listening, during listening, post listening.

2.3.1 Pre- Listening

It may seem that it is not necessary to preexplain the topic or the purpose about the listening which is going to be played; therefore, the pre-listening stage creates readiness in students' minds, letting them know and infer the possible topic that they are to study in that session (Jonhs& Kimbrough, 1987). It is important to allow students to share thoughts in a pre-listening stage in which they, as a matter of discussion, can ponder upon the possible topic from the audio.

Moreover, it is notable that the uses of pre-listening exercises call students' attention, vocabulary input and prior or background knowledge (Yagang,1994). This introductory

explanation of the topic helps teachers foster students' confidence and motivation. The possible exercises (called warm-up-activities) for the pre-explanation are:

- Starting a discussion about the topic (possibly based on visuals and titles); where the students infer from the title what the topic of a conversation may be and the teacher encourages them to exchange ideas and opinions about the topic;
- Brainstorming: where the teacher asks the students to predict the words and expressions which are likely to appear in the listening passage;
- Using Games: e.g. miming the words or expressions;
- Guiding questions, asked or written by the teacher.

2.3.2 During-listening

During-listening activities can be summarized as the stage in which students answer what is demanded. This stage is about comprehension and capability. Here, students need to transmit or state the essence of the speech avoiding overloading and irrelevant information. Rixon (1986) suggests that, at the during-listening stage, students should not care of interpreting long questions, giving complete answers or looking for the textual questions in the speech. They should focus on comprehending what they listen to. In other words, students' target should be catching the whole idea to have a holistic insight with relevant information rather than worrying about memorizing the full-text question. Hence, students should not care about writing grammatical problems and spelling, but they should be aware of the importance of comprehending the whole speech. The during-listening exercises do challenge students, and guide them to look for the more accurate way to grasp the information or message. Yagang (1994) suggests the following activities for this stage:

- Showing the purpose of the pre-listening activities;
- Filling blanks with specific information or vocabulary from the speech;
- Asking students to establish the sequence of the speech through pictures;
- Filling free spaces from songs or dialogues with specific words;

- Comparing meaning: students need to correlate meaning of words with its real or opposite meaning.

2.3.3 Post-listening

In the post-listening phase, teachers involve each thought and purpose from the two previous sections to ponder up everything learned throughout the listening activity. This phase can be summarized as a wrap-up stage in which students can read, write, spell and acquire vocabulary (Pierce, 1989). There are some activities teachers should incorporate in each post-listening activity as students are going to ponder upon their thoughts creating their own way of thinking; in this way, this will shape students to become self-reflective. These activities are:

- Knowing students' reactions from the listening by retelling a discussion environment
- Designing questions that provoke students share what they think
- Asking students to make pairs and create their own version of the speech

It is important to notice that these stages are included in the audio-lingual method which emphasizes the improvement of listening through drills, set phrases, grammatical explanations, audio-visual aids, pronunciation and correct response. "In its purest form, audio-lingual aims to promote mechanical habit formation through repetition of basic patterns" (Bowen, 2015).

2.4 Listening Activities according to the Audiolingual Method

The audiolingual method is a well-structured method employed in language teaching that focuses mainly on repetition drills to enhance listening and speaking skills. This method was proposed by linguists at the University of Michigan in the 1950 and 60s. Dianne Larsen-Freeman stated that, in this method, the teacher has an active role since the teacher aims to help students use the target language naturally. So, the teachers have students repeat over and over the target content through the employment of drills. In other words, the teacher is the main character and the students are the ones who need to imitate what the teacher says. To achieve this, the teacher needs to be a good role model to the students by using English grammar and pronouncing the words correctly. This method allows teachers to introduce

vocabulary and structural partners since students need to imitate and to repeat what they listen to. Some of the most important audiolingual activities for the purpose of this investigation are described below (Brooks, 1964:156-61).

2.4.1 Repetition

The students repeat a word or phrase pronounced by the teacher as soon as the teacher said it. This interaction is done orally without reading any paper. The phrase should be short, so the students should not have problems to memorize it, and the teachers need to pronounce the words clearly so that students can learn the right pronunciation; for example, the teacher says: “I live in London”, and the students repeat the same, “I live in London.”

When the students have repeated the phrase or sentence, the teacher should make students repeat it and when necessary he/she can add some words. This can be done the times the teacher considers necessary.

Examples:

- Teacher: He was my friend.
Students: He was my friend.
- Teacher: He was my friend in high school.
Students: He was my friend in high school.

2.4.2 Inflection

Inflection is related to change one word into a different one which, in essence, maintains the same word. For example, the teacher says to the students “I will pick my child up from the school this afternoon,” and the students change the noun “I will pick my children up this afternoon.” One word pronounced before occurs in different form when it is uttered again.

Examples:

- Teacher: He plays the guitar. (She)
Students: She plays the guitar.
- Teacher: He plays the guitar. (Present progressive)
Students: He is playing the guitar.

2.4.3 Replacement

This kind of activities is about changing specific words that have the same grammatical function. So, teachers have students practice their grammar skills by making them change words with any equivalent. To carry out this activity, teachers give students a sentence. For example, “I will buy a red pair of shoes to my mother,” and then, the teacher will ask students to change either the subject, the tense or the object.

Examples:

- Teacher: I sold *my red car* in 2000 dollars.
Students: I sold *it* in 2000 dollars.
- Teacher: *Christine* did not go to the university today.
Students: *She* did not go to the university today.

2.4.4 Restatement

Here, students redirect something said before to another classmate. Students have the opportunity to reformulate any statement or sentence regarding the situation. For instance, the teacher says to the student “Tell him to wait for me.” In this situation, the student is asked to reformulate the statement by giving as a result the following sentence said by another student “Wait for him.” In essence, the students should reformulate a phrase or sentence and redirect it to another student.

Examples:

- Teacher: Ask Susan to give you her email.
Student: Give me your email.
- Teacher: Tell him to pay the bill.
Student: Pay the bill.
- Teacher: Ask him where he lives.
Student: Where do you live?

2.4.5 Completion

Students listen to an incomplete sentence or statement in which they need to complete it coherently. Completion is about having students be creative while writing sentences using any background provided by the teacher. It helps students practice the language to communicate. For example, if the teacher says to students “I really like to...” the students will add something to complete the sentence “I really like to go hiking on Saturday mornings.” So, the student listens to a phrase or sentence that is partially complete except for one slot, and then the student completes the sentence with new information from his/her own.

Examples:

- Teacher: I like my new cellphone and you like...
Students: I like my new cellphone and you like yours.
- Teacher: I bought these new shoes because...
Students: I bought these new shoes because they were on sale.

2.4.6 Transposition

This activity is focused on shorter responses which include the main idea of the original statement; for example, the teacher tells the students “When I get sick, I do not really want to come to the school because I am tired.” And the students may reply, “Neither do I.” So, the students formulate the statement in fewer words by reestablishing a new word order when another part of speech is added.

Examples:

- Teacher: I do not like vegetable. (Neither)
Student: Neither do I.
- Teacher: I study French on weekends. (So)
Student: So do I.

2.4.7 Transformation

Students have to change a sentence into different forms regarding tense, mood, voice, aspect, or modality. In this this activity, the teacher gives students a sentence “He knows my

address.” When writing or uttering the sentence, the teacher will ask students to say the negative form, or the interrogative form, and/or to formulate a polite statement or question regarding the sentence said before.

Examples:

- Teacher: He listens to music. (Negative)
- Students: He does not listen to music.

2.4.8 Integration

This activity provides the students with the opportunity to create more complex, comprehensible and smooth sentences in which they avoid formulating simple and flat sentences that do not express complete ideas and do not link an engagement in the communication process. Instead of saying two simple sentences, these sentences can be transformed into one.

Examples:

- Teacher: They should study. It is their responsibility.
Students: They should study because it is their responsibility.
- Teacher: It is true. Students are not interested in practicing what the teacher taught.
Students: It is true that students are not interested in practicing what the teacher taught.

2.4.9 Dialogue

Students have to listen to, repeat, and memorize the words uttered by the teacher regarding pronunciation, intonation, stress, enunciation and rhythm. Here, the teacher reads a dialogue with emphasis on rhythm so that students can analyze the pronunciation and intonation. After listening to the teacher, the students repeat the dialogue the same way the teacher just uttered the dialogue. In this way, students will be able to transmit the message clearly.

2.4.10 Dictogloss

This sort of activity is about memorizing and summarizing since students are asked to first listen to some sentences twice or thrice times. After that, the teacher asks students to summarize what they heard. This activity helps teachers shape the students' listening skill to store the information, and to write down a summary by analyzing what is was uttered (Sahr, 2011).

2.5. Teaching Listening to Young Learners

To teach young English learners (YELS), teachers need to be meticulous when shaping students listening skills as Nunan (1999, p. 3) explains “an educational program oriented to YELS should be carefully planned, adequately supported and resourced, and closely monitored and evaluated.” It is important to be careful when teachers are to play a CD since it is not a matter of listening to a bunch of CDs’, but a matter of comprehending what it is uttered. So, at the beginning, it is more meaningful if teachers talk first; for instance, Diyanti (2006) states that teachers should modulate pronounce and enounce the words clearly; on the contrary, students will get the wrong pronunciation input, and obviously, this will cause them to lose interest in the activity as they will not understand what they will do. This author also suggests that teachers can introduce new vocabulary to students through questions related to the topic they will listen to.

Young English learners possess a disruptive behavior because they search for identity and self-esteem to be accepted by their peers; moreover, learners may feel boring when attending classes or facing personal problems they have outside the classroom. Young learners tend to be reluctant, but if the teachers succeed to engage students to the learning process, learners will be eager to learn. Harmer (1998) declared, “Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and passionate commitment to things which interest them (p. 39).”

2.5.1 Activities to teach Listening to Young Learners

2.5.1.1 Games

This sort of activity aims to find a funny way to teach young learners since learners usually do not see the purpose toward learning a topic. Generally, young learners do not feel excited about learning. Phillips (2001) states that “games in foreign language teaching help students to see learning English enjoyable and rewarding. Playing games in the classroom develops the ability to cooperate, to compete without being aggressive, and to be a good loser (p,79).” Some educational games can be categorized as: structure games, vocabulary games and spelling games. The kind of games to be used in the classroom will depend on the academic purpose the teacher is looking for, for example, Yes/No games, vocabulary squares, information gap, crosswords, musical chairs, silent film, and so on.

2.5.1.2 Story-telling

This kind of interactive activity is well-oriented to develop the listening skill in young learners as students can be interested in listening to fantastic stories which may include fairy characters. Thus, students will be eager to learn everything about the story and its characters. Diyanti (2006) stated that, with this type of activity, teachers have the opportunity to interact with students by changing the utterance of words regarding the intention of the writer, and modulating the voice according to each character.

2.5.1.3 Songs

The integration of songs is a dynamic form to practice the listening skill since students are more into it, and since there are some songs connected to their backgrounds that make them feel identified and interested. Paul (2003) states that a great deal of songs are related to the learners’ life, and these pupils have fun singing these songs as most of them love singing. They will store in their minds the correct pronunciation of the words as well as enrich their vocabulary through each song, and instantly learn the pronunciation of the words.

2.6. The Importance of Listening versus Learning

Listening is one of the four macro skills that are always involved in an English learning classroom, and it is perhaps one of the most important skills to learn English. Vandergrift (2007) establishes that “Listening comprehension lies at the heart of language learning, but it

is the least understood and least researched skill.” In other words, the listening skill is viewed as passive since it is wrongly thought that listening is the skill which can be learned and shaped in the road to become a successful speaker of the English language. Nevertheless, this statement cannot be supported by itself since it is noticed that listening is positioned at the top among other macro skills since it is the first skill learners need to train to have an effective communication. Dean Brenner (2018) assured that “Before we speak, we need to listen. And when we do speak, we need to make sure that our audience is listening to us.” He also said that listening gives people the opportunity to comprehend their audience, and to accommodate their response according to what they are looking for. If people do not comprehend what they listen to, they are not going to be able to communicate because the message will be lost. Epictetus, the Greek (c. AD 55-135), said “We have two ears and one mouth so that we can listen twice as much as we speak”—it is absolutely true when it comes to talk about learning a new language.

Regarding these thoughts, “learning how to listen” consists on applying different approaches and strategies to train the ears to subtract accurate and comprehensible information through the application of different strategies input. This process possesses characteristics from metacognition in which the listener looks for the techniques stored to solve a problem. On the other hand, “listening to learn” is quite different since, at this stage, the listener effectively comprehends what he/she listens to and makes the knowledge his/hers. In addition, Vandergrift (2004) suggests that in the learning process of listening, students first have to learn to listen, and after they will be able to “listen to learn.”

2.7 Effective Listening

The effectiveness of a communication remains in the ability of the listener to decode the message to comprehend what it was said by the speaker, and this will be perceived when the listener gives an accurate response that fulfills the speaker’s expectation. So, the listener needs to listen carefully, and then to give a response to let the speaker know that the listener is listening to his speech. Fagan (2019) suggests three characteristics of an effective listener.

2.7.1 Probing

The listener provides some further information questions to get into the idea. This helps the listener to know more about the topic the speaker is talking about, but this question

does not have the purpose to argue with the speaker. The information questions serve the listener to clarify any doubt about the subject.

2.7.2 Paraphrasing

Retelling what it was said from the listener's words lets the speaker know both if the listener is actually listening to him/her and if he/she comprehends his/her speech. This is generally done by the listener when the speaker says something relevant to him. But, paraphrasing everything may send the speaker the wrong message, making the speaker think that the listener is not actually comprehending, but miming. So, it is important to retell what it was said before by adding some other information or information questions.

2.7.3 Summarizing

The listener gathers the main idea in fewer words when summarizing. Summarizing helps the listener to let the speaker notice that he/she has caught the message of his/her speech, and at same time, the speaker gives a response according to what he/she has said. For instance, the speaker may expect some pieces of advice about any problem he/she is going through so that it is important to the listener to have a clear idea of the message to give some accurate advice which fits the speaker's needs.

An effective listener, then, is not someone who listens to something and gets a vague idea about the speech without gathering a holistic insight. An effective listener is the one who can respond to the speaker without misunderstanding the purpose of the speech.

2.8 Morley's Listening Models

To have a well development of the listening skill, Morley (2001) postulates four listening models which have a good perspective of the steps that need to be followed by teachers when shaping the students' listening skill. At the beginning, the teacher involves students in a controlled environment and gradually brings students to a free environment where students are able to put into practice their listening skill.

2.8.1 Model 1: Listening and Repeating

It can be inferred by the title that this type of instruction is about making students repeat what the teacher has just said to provide them the utterance input of words so that they will reproduce words and sentences accurately, and will be able to participate in speaking

activities without mispronouncing some sounds. This activity is further linked to listening comprehension, but it is important to clarify that having a successful conversation involves two factors: a) comprehension of the speech and b) effective utterance and intonation of words by avoiding misunderstanding. Morley (2001) argued that listening and repeating make students be exposed to pronunciation, and its entire components: sounds, stress, intonation and rhythms.

2.8.2 Model 2: Listening and Answering Comprehension Questions

The second model consists of having the students listen to any kind of speech from tape recordings, radios, videos, podcasts and conversations that will provide students with the opportunity to listen to a speech, and then to answer some comprehension questions to test if they have caught the whole idea of the speech. In other words, students need to listen to the speech and to analyze it to be able to respond to questions whose aim is to measure students' comprehension rather than their memorization skill. Moreover, Morley holds the position that asking and answering comprehension questions helps students to enrich their vocabulary input and grammatical forms.

2.8.3 Model 3: Task Listening

In this model, students are asked to have two behaviors to accomplish this model: to be passive by paying attention to what it is been said, and then change to a more active mode in which they should put into practice everything learned from the passive mode. For instance, the teachers tell students that they will be involved in the listening activity, and that it is necessary that they pay careful attention to the speech in the audio device by grasping all the important information and by storing it in their minds; in other words, students need to keep the more relevant information. Afterwards, students need to change from this passive mode (only paying attention to the audio and saving information in their minds) to an active mode in which they have to communicate with their classmates by using the stored information and wondering upon it. Morley (2001) establishes that students need a two-way listening competence which includes the normal experiences gained in the classroom, and the experience that enrolls students in real-life situations.

2.8.4 Model 4: Interactive Listening

At this stage, the activities employed in the classroom are dynamic and do not carry out mechanical information in which students are to listen to speeches and to answer full-text questions. This phase is about having students interact with the whole class in activities such as: presentations, dialogues, impromptu speeches, role plays, and dramas. Morley (2001) explains that, in this stage, three processes are involved: instant decoding, critical thinking, and response (whether in spoken or written form in the students' mind). Thus, in the interactive learning, students are able to comprehend what has been said, to highlight from the speech expressing thoughts, and to react upon.

Morley's models prove to be a well-instruction path to be followed by teachers to shape the students' listening skill because the models are designed to enrol students in interactive activities where students can share thoughts and point of views according to what was comprehended. In general, these models present teachers a tool to be employed in the classroom and attempt to enhance the students' listening skill.

2.9 Listening Comprehension Problems

Since listening provides input for learners and it also has an important role in the development of learners' language knowledge, it is then a key factor in language learning (Rost, 1994).

In the classroom, students are exposed to different listening tasks in which, obviously, they are demanded to fulfill certain activities, for instance, to fill in the blanks or to answer questions related to audios. Also, listeners are asked to record or repeat the most important details they have heard or to explain to their classmates the meaning of a passage they have heard. Here, students have to demonstrate their capacity to analyze, and it is, in this process, where students face listening comprehension problems because they do not have the adequate bases for developing their listening comprehension properly.

According to Margareth (1988, p.19)" Listening Comprehension is an active process in which the listener plays a very active part in constricting the overall message that is eventually exchanged between the listener and the speaker." This means that in the process of acquiring a second language, the listening skill requires to be more feasible than the other language skills.

In the words of Stephen (1998, p.58) “Comprehensive listening is devoted for understanding the message of a speaker, as when we attend a classroom lecture”. That is to say that students need to be concentrated all the time while listening; they have to pay careful attention to every single detail of the audio to get the main idea.

Cross (1998) states that without listening no communication can be achieved. Therefore, the listening skill needs to have extra time for practicing in the classroom. Students face very common listening comprehension problems, and sometimes they are frustrated because they are not able to overcome those problems. Descriptions of these problems are explained below:

2.9.1 Lack of Motivation and Attention

The human being has been endowed with great mental capacities. Each person has the ability to produce an average of 120 or 150 words per minute, and the human brain is able to process at least 400 or 800 words per minute (American Psychological Association, 2017). From that point of view, it may be seen that listening could be very easy, but it is not the case. Rahayu (2005) theorizes that student’s achievement in listening is low because student’s motivation in listening classes is highly poor. It is really important that students feel comfortable in the class, and that the activities should be appealing for them. Also, the instruction for any activity must be very clear and short so that students can comprehend what they have to do and get involved in the classes.

Anderson and Lynch (1988) signal the meaningful role of attention in the listening performance. They think that a well listening performance is affected by the level of student’s attention towards the input. So, they declare that students in the listening activities tend to switch their attention consciously or unconsciously. When learners experience listening, they attempt to perceive speech word by word instead of focusing their attention on the correct meaning of the audio, video or conversation. Consequently, students misunderstand what the speaker is saying because they do not pay special attention to the listening activity or they do not know the context or the situation of the speech.

2.9.2 Anxiety

Another factor that influences students listening comprehension is anxiety. Anxiety is an emotion characterized by feeling tension, worries and physical changes like increased blood pressure or nervousness (American Psychological Association, 2018). In the field of learning, students feel anxious about listening because they are not able to dominate the problems mentioned above (feeling tension, worries, and physical changes); for example, when students are subjected to a listening exam, they become frustrated because they experience different changes like: excessive sweating, nervousness, lost of voice and confusing ideas—all these take them to fail this type of exams. This problem increases when students not only have to understand what the person is saying in the audio but also to give an adequate response when necessary.

Vogely (1999) establishes that listening comprehension is considered to be the most complex skill that causes the highest levels of anxiety in the English learning atmosphere. Therefore, English learners increase their levels of stress and anxiety when performing their listening comprehension skill.

2.9.3 The Necessity of Vocabulary

Vocabulary affects listening comprehension because sometimes students are not able to decode what the person is saying due to the complex vocabulary implied in the audio. This causes terrible consequences in the students learning process because even though they try to understand what the audio refers to, they are not able to do so because the vocabulary used in the audio, video or conversation hinders the capacity of understanding the correct message of it. Lehr (2004) declares that “Vocabulary is the knowledge of words and the meaning of words in both oral and print language, and in productive and receptive forms used in listening, speaking, reading and writing” (p.5). Hence, vocabulary is an essential part of students’ comprehension because if students know the correct meaning of words, they will be able to do listening tasks accurately, and this will increase the capacity of students’ listening comprehension.

2.9.4 Teachers’ Ineffective Role in Enhancing the Listening Comprehension Skill

Teachers should have a clear idea of the cognitive process involved in listening activities, and they should guide students to master their listening skill so that they are able to

communicate and to give an accurate response. Students face a variety of learning problems in the classroom. This might be due to different factors such as the type of listening activities, the techniques used by the teacher or perhaps, the poor systematic attention from the teacher to enhance the listening skill. Sometimes, teachers teach in an unmeaningful manner that does not fit all students' needs. Teachers have an important role in the classroom as they are the original source of the information taught, and at the same time, the ones who evaluate the information when it is received by students. Harmer (1998, p. 33) says "The teacher creates a social environment in the classroom that could be described as a learning community featuring discourse or dialogue designed to promote understanding". This means that it is mandatory that teachers catch student's attention while the class takes place by creating an interactive environment in which students can learn the topic easily. When teachers do not play an effective role in helping their students to improve their listening skill, students are affected hugely, and this slows down the learning process.

An adequate environment in the classroom is considered highly important for interactional function of second language learners. Teachers should organize the classroom mainly by building up a sociable environment so that the language learning process takes place in an atmosphere where students could be exclusively exposed to comprehensible topics (Rost, 1994). This idea summarizes what should teachers do to make classroom situations more interactive and less formal and to provide some rapport in the language classroom.

2.9.5 Obsolete Educational Materials Oriented to the Listening Comprehension Skill

Other limitations that students face in the classroom are the obsolete materials used to develop their listening comprehension skill. Obsolete materials are all those materials no longer used for developing all students' capacities. In regards to the listening skill, particularly, teachers should use adequate educational materials in the classroom because these materials constitute fundamental tools for the development and enrichment of the teaching process. Effective educational materials are one of the key components of the correct form of enhancing the listening comprehension skill. From the general didactic aspect, educational materials are any kind of aid that assist those actors to achieve their objectives during the entire learning process (Koper, 2000).

Educational materials are therefore all the specially prepared materials intended to be used during the processes of teaching and learning; in other words, these materials can help the teacher talk about specific educational contents and achieve the educational goal defined in the program. In this way, the materials must be appropriately and didactically adapted. Educational materials consist of books, encyclopedias, atlases, dictionaries, textbooks, etc.; that is, mostly written materials, which can be either printed or available in electronic form (on digital media or online). Both printed and electronic educational materials are indispensable in the teaching process since they are, in addition to the teacher's direct explanation and other learning activities, an important source for students.

There are two types of didactic materials according to Koper (2000); teaching materials and learning materials. Learning materials are those assets or resources that support learners during the process of learning (e.g., books, games, worksheets, etc.). And, teaching materials provide academic staff with resources to guide and support the learning process of students.

If the teacher makes good use of the educational materials to improve the students' listening comprehension skill, the students will improve greatly because these materials are to support the teacher and the students to achieve the correct development of the learning process in the classroom. Also, teachers must be very careful with the materials they use in each class. They must verify that each material is updated with the necessary standards to help students develop all their abilities. Otherwise, if the materials used in the classes are obsolete, this will affect the students' performance and the correct development of the topics.

2.10 Metacognition

Metacognition refers to the awareness of the knowledge an individual has or does not have and to the ability to control and monitor cognitive activities in the learning process (Flavell, 1979). Also, the term "meta" refers to higher-order and the term "cognition" is related to thinking about one's thinking. Hattie (2009) describes metacognition as "higher-order thinking" which refers to going beyond the rote memorization of facts such as: analyzing, synthesizing, and transferring knowledge to other applications. Therefore, metacognition grants the individual to handle his or her conscious mental activities like: thinking, listening, remembering, and reasoning.

Nelson and Narens (1990) agree with Flavell's ideas (1979) that metacognition describes how learners monitor and control their cognitive processes. The following example is a perfect situation where metacognition takes place in the brain of someone: When someone realizes that the strategy he or she is using to solve a math problem is not working. This person decides to look for another strategy that can help him/her to accomplish the task. Here, the learner has the possibility to control his/her learning process by applying strategies for their own benefit in order to carry out a specific task.

2.10.1 The Importance of Metacognition

Metacognition is a set of metacognitive strategies that are meant to develop learner's thinking about their thinking (Wilson & Conyers, 2016). Metacognition is very helpful in the learning process since it encourages students to develop their thinking about their own learning style. Also, metacognition grants pupils to grow their self-awareness when learning; this self-awareness promotes self-regulation. It is showed that the more students are aware of their thinking processes as they are learning, the more they are able to control many aspects such as personal goals, disposition and attention.

Metacognition has a huge positive impact in the educational system because it regulates some factors that can hinder students' learning; for example, by taking into account metacognition, learners can regulate emotional, social, physical, and no less important, peer pressure aspects (when classmates make fun of any student when he or she commits mistakes) for a better learning. Also, metacognition practices help students to monitor their own progress and take control of their learning as they read, write and solve problems in the classroom. Metacognitive practices have been shown to improve academic achievement across a range of ages, cognitive abilities, and learning domains. This includes reading and text comprehension, writing, mathematics, reasoning and problem solving, and memory (Dignath, Charlotte; Buettner, Gerhard; Langfeldt, Hans Peter, 2008).

Another importance of metacognition is to help students transfer what they have learned from a previous task to a new one. This is meaningful since learners may take a look at how they have done some activities in the past and put into practice that knowledge to succeed in the new task. Indeed, metacognition is a very important tool that helps not only to

self-regulate students' learning but also to self-aware them to have a better performance in their daily academic lives.

2.11 Self-regulation and Self-directed Learning

It is very important to let the reader know that self-regulation and metacognition have a close relationship since sometimes they both are used interchangeably. Whitebread & Pasternak, (2010, p. 693) states that “metacognition refers specifically to the monitoring and control of cognition, while self-regulation refers to the monitoring and control of all aspects of human functioning, including emotional, social, and motivational aspects”. Self-regulation is quite different from metacognition because it covers more such social, emotional and motivational aspects.

“The concept of self-regulation, for example, is used by some scholars to describe an individual's ability to change cognitive processes in response to new or changing task demands” (Vandergrift, Larry; Goh, Christine, 2011, p. 93). Then, it means that when scholars are able to self-regulate themselves, they can learn better since they can overcome their previous problems while learning; this helps students to have self-control in the learning process.

Indeed, self-regulation and metacognition have differences since self-regulation provides a wide point of view of all aspects that participate in the learning process, and metacognition refers to the ability to adjust students' cognition to succeed in different tasks, so students can take advantage of this tool to develop a learning style that helps them to have good results.

Self-regulation plays an important role in learning because when students have family, social or emotional or other types of problems, they might not be focused on learning as these problems affect their learning progress and they may not get the expected results.

It is indispensable that teachers take into consideration students' self-regulation because this aspect can affect students negatively in the learning process especially when listening activities take place in the classroom as they require almost total attention from the students if they want to succeed performing these tasks. Furthermore, by controlling this

important aspect, students are able to self-direct their learning since they are conscious about what factors may interrupt their knowledge.

2.12 Early Ideas about Metacognition for Listening

The word metacognition was not something known until the 1970's when it was introduced by the psychologist John Flavell. He postulated a set of ideas that attempted to describe the concept of metacognition. Referring to these ideas, it is fundamental to highlight that each of them interacts with the others; therefore, they do not occur in isolation. These ideas are explained below.

a) Metacognitive Knowledge

Metacognitive knowledge refers to knowledge or beliefs about oneself and other people as cognitive beings who “interact to affect the outcomes of any sort of intellectual enterprise” (Flavell, 1979, p. 905). This metacognitive process might be activated consciously and unconsciously when the learner is performing a task; this model is stored in the long-term memory. If students use this metacognitive knowledge consciously, they might be able to implement some strategies that allow them to react in different situations; for instance, when students feel they are not well-prepared for an exam, they should follow two steps: a) they need to wonder how they can boost their knowledge to get better results, and b) they should ask themselves some questions about the content that has been studied to analyze their weaknesses and the possible strategies that can be implemented when studying for a test. By doing this, students are able to assess their knowledge before an exam and if they feel they are not ready, they review the information as many times as needed to get the expected results.

b) Metacognitive Experiences

Metacognitive experiences are the sensations, feelings and reactions that learners experience when performing a cognitive task; these experiences may vary in length and complexity. Flavell (1979) considers that these metacognitive experiences are more likely to take place when the task is more complex since it demands a wide critical thinking. By putting into practice metacognitive experiences, the learner has the power to control and manage any task, and this model helps the scholar to change any plan, for example, the way he/she studies for a test, the time invested in such task and the chosen place for studying, if the previous

implemented plan was not working as expected. In fact, metacognitive experiences help learners in a wide sense as they permit the students to set new strategies to succeed.

c) Metacognitive Goals and Strategies

Metacognitive goals and strategies are oriented to the purpose of the task. Here, learners identify the complexity of the activity to be done, and based on this, they may activate the cognitive and metacognitive strategies to achieve their goals and objectives to complete a task successfully. Flavell (1979) states that there are two types of strategies: cognitive and metacognitive strategies. Cognitive strategies are related to the progress of the task, while metacognitive strategies address the monitoring of the process. Consequently, metacognition has been a matter of investigation in different parts of the world based on Flavell's early ideas.

2.13. Approaches of the Listening Skill Oriented to Metacognition

Vandergrift & Goh (2012) described the different kinds of approaches that listeners make during the process of listening: a) bottom-up approach b) top-down approach, c) controlled and automatic processing d) perception, parsing, and utilization.

Here, it is important to remark that listening is a process in which the terms bottom-up and top-down are always mentioned as listening goes to the minimum units (phonemes) until the meaning of the utterance. Unfortunately, this process receives little attention in ELT classrooms; that is why, students have a lot of difficulties developing this skill.

To help students improve their listening skill, the approaches described by Vandergrift & Goh should be taken into account in every English teaching-learning process.

a) Bottom-up Approach

The bottom-up approach is explained as the process of listening to get information from audios, videos or conversations.

The bottom-up process involves segmentation of the language that is heard. The stream of connected language is divided into smaller segments (words, phonemes or individual sounds) and suprasegmentals (intonation, stress, tone and rhythm). These segments and suprasegmentals are then built up to increasingly larger meaningful units: phrases, sentences and chunks of discourse (Vandergrift & Goh 2012, p.18).

Bottom-up starts when listeners try to understand and recognize sounds, phonemes, words, phrases and sentences to comprehend or guess what the speaker is saying to predict meaning or interpret literal meaning based on the context of communication (Field, 2009). Consequently, bottom-up is applied when students focus on understanding each word to get the main idea, content and context from audios.

This approach helps listeners retain information, recognize words, clause divisions, key words and grammatical relationship, intonation and sentence functions.

This approach can be implemented when teachers want to use exercises based on WH-constructions focusing on details so that students can provide a complete and meaningful response identifying key words from audios.

b) Top-down Approach

The top-down approach requires students to apply the context of what they have listened to. Listeners can apply different kinds of knowledge (prior knowledge: the knowledge that stems from previous experience; pragmatic knowledge: the knowledge of different ways in which language is used in different settings and for different purposes; or cultural knowledge: the familiarization with selected cultural characteristics, history, values, belief systems, and behaviors of the members of another ethnic group (Adams, 1995) about the target language) to understand better a text (Vandergrift & Goh, 2012).

The top-down approach is based on the schemata of the audios. Input knowledge is used to predict what the audio will be about. This knowledge is used randomly to infer the role of participants, causes and consequences, and details of a situation (Scrib, 2010).

Learners may be exposed to this approach when listening to audios and when predicting what the audios will be about through previous knowledge of the topic; that means learners are able to listen to a part of the audio and predict or complete the audio ending.

Learners can apply their knowledge about something related with their lives, their family and topics that they have studied previously when listening to audios.

To develop the learners' listening skill, the following exercises taken from the top-down approach may be helpful.

- Use key words to construct the schema of a discourse
- Infer the setting for a text
- Infer the role of the participants and their goals
- Infer causes or effects
- Infer unstated details of a situation
- Anticipate questions related to the topic or situation

The following activities develop top-down listening skills:

- Students generate a set of questions they expect to hear about a topic, then listen to see if they are answered.
- Students generate a list of things they already know about a topic and things they would like to learn more about, then listen and compare.
- Students read one speaker's part in a conversation, predict the other speaker's part, then listen and compare.
- Students read a list of key points to be covered in a talk, then listen to see which ones are mentioned.
- Students listen to a part of a story, complete the story ending, then listen and compare endings.
- Students read news headlines, guess what happened, then listen to the full news items and compare.

Bottom-up and top-down cannot be separated because they complement each other. "Because listening is online, we cannot assume that there is an easy 'bottom-up' progression from sounds to syllables to words to phrases. And the 'top-down' uses of context can serve two very different purposes: to compensate for gaps in understanding or to enrich a fully decoded message" (Field, 2009). So, listeners have to decode different sounds to discover the

message of the audios, and through the top-down approach they can get a better context of the audio to figure out the message effectively.

Some activities that can be applied by teachers when they use this approach are:

- Showing some relevant pictures from audios
- Giving the meaning of some key words before the listening activities
- Giving students a sequence of events from audios
- Predicting the relationship between people from audios
- Asking questions related to audios in which listeners can predict what would happen or what the audios are about.

During listening activities, teachers usually do not teach bottom-up and top-down together because there are different kinds of students, it is recommendable that teachers implement both approaches as it would be helpful to learners to catch both main ideas and specific details.

c) Controlled and Automatic Processing

“Controlled processing and automatic processing are identified to be the two principal processing modes: a controlled process 'utilizes a temporary sequence of nodes activated under the control of and through attention by the subject'. An automatic process is 'a sequence of nodes that nearly always becomes active in response to a particular input configuration' and is 'activated without the necessity of active control or attention by the subject' (Shiffrin and Schneider, 1977, p. 155-156).

To learn a mother tongue is an unconscious process; in other words, people do not work to interpret what they hear; on the other hand, second language learners (L2) do not process everything they hear. That is why, learning a new language is not 100 % effective for L2 students because they generally translate what they hear so that they can lose some relevant information.

d) Perception, Parsing, and Utilization

This model is suggested by Anderson (2009). He divided it into three phases. In the perception phase, teachers use bottom-up and top-down approaches in order for students to understand the sequence of audios, and to identify stress and intonation to get the message from these audios. In the parsing phase, learners try to get relevant information and specific details that can be used with the previous knowledge they have to get a better idea about the audios. And, after they get content words and specific details from the audio, the utilization phase takes place; in this phase, learners are ready to interpret what they have heard. They can form schemata from audios or associate meaning with words from audios.

2.14 Mindfulness

Wilson and Conyers (2016) establish that “Mindfulness refers to a conscious state of awareness of your current thoughts, actions, and surroundings” (p. 87). By being mindful of their emotional state, teachers and students can steer more effectively their feelings and thoughts in a more positive direction. For example, students may have many problems related to family, self-esteem, peer pressure, and so on, but they may overcome these problematic situations through the application of mindfulness to get in control of their own learning without external interference.

The day-to-day in the learning process can be something very complex since there are many distractions that may hinder development in the academic area. Academic pressure might affect students in their performance when learning. All these factors can be impediments for the proper learning process and they can have a negative impact in pupils' attention, motivation, and attitude. However, mindfulness can contribute to set a better development for students, and it can foster students' attention when bad times arrive; for example, when students face different kinds of problems, they might be strong enough to overcome any situation in the academic field because they are aware of what is happening; in this way, they can redirect their objectives and act positively. Putting into practice what this term means, people have the ability to keep their thoughts on the present moment while learning instead of wandering and worrying. Moreover, it is said that mindfulness improves selective attention, enhances positive feelings of well-being, and increases memory capacity.

There is no doubt that mindfulness can be important because it rises awareness in students' brains to accomplish all the activities that they need to succeed during their learning.

2.15. Thinking about Thinking

Certainly, thinking about thinking is one of the most helpful tools that students can take into consideration during their learning process because it provides an introspective way of seeing their development. By thinking about thinking, students can have better results since they are conscious of their own mistakes, and at the same time, they are conscious about their strengths. Thinking about thinking, also known as an awareness of one's thinking, is one of the two areas that compose metacognition; the other one is called: metacognitive regulation. The latter is related to the ability to manage one's own thinking processes. Thinking about thinking and metacognitive regulation are used together to inform the learning theory (Hammond, Darling, Austin, Cheung & Martin, 2003).

Effective learning is not just a matter of innate intelligence. Students cannot fall in what is known as "Intelligence trap" (De Bono, 1992). This intelligence trap does not allow people to go beyond what they already know since they assume that they know all about any topic previously seen; for example, a smart person might fix up his/her mind defending his/her own point of view through perception or premises. This phenomenon makes this person not to explore the subject and get trapped in this intelligence trap. Without any doubt, when scholars are conscious about what they know and what they do not, they are ready for new information and they get ready to adopt the new knowledge (Fisher, 2019).

2.16 Creating a Metacognitive Culture in the Classroom

Creating a metacognitive culture in the classroom is not that easy as it may seem at first glance since it requires some conditions which support a metacognitive classroom environment; in other words, the classrooms should be knowledge-centered and learner-centered. This may improve the students' learning progress because this environment sets the bases to achieve this goal. Metacognitive culture in the classroom lays the foundation for a reflective classroom (Bransford, Brown, & Cocking, 2019). Knowledge-centered classrooms focus on meaningful, powerful, nontrivial activities that contribute to students' development in their learning process. These activities, which are designed with interesting and defiant contents, are aimed to challenge students' current knowledge. It is mandatory that students

show interest in the new subject of study to create an excellent mindset for them to learn meaningfully. This is what experts call learner-centered classrooms since this atmosphere stimulates students' enthusiasm about certain topic (known or unknown), so educators can train learners' behavior for a better learning destination. When teachers prepare classes or activities which do not have an impact in their students' brains, in other words, these activities are not centered on the students, teachers are just wasting class time.

When propitiating a learner-centered classroom, educators take into account students' current knowledge, skills, attitudes and beliefs. If teaching is conceived as constructing a bridge between the subject matter and the student, learner-centered teachers keep a constant eye on both ends of the bridge. The teachers attempt to get a sense of what students know, are able to do, care about, want to do as well as to take into account their interests and passions (Bransford et al, 2019).

It is crucial that educators provide students opportunities to reflect on their own learning since it is very difficult for them to realize what they have done well and what they have done wrong. Teachers are assistants who are caring about pupil's knowledge; without assistance, students will not know how to improve their performance for future events or situations in their daily academic lives.

Developing a metacognitive culture in the classroom, therefore, implies to take into account the role of assessment. Assessment is one way to help students learn from their own learning and from their own mistakes. Assessment is not only feedback that teachers give students after an activity or an exam but also the feedback that students can get by self-assessment or peer assessment. It is transcendental to establish some rubrics when teachers give assessment since it is a good way to measure learners' performance; assessment helps pupils direct their own learning as they can get consciousness of their understanding, and at the same time, it provides students revision after an activity so that they are aware of their mistakes and may improve through them.

2.17 Metacognitive Principles

There are three metacognitive principles: planning approaches to tasks, monitoring activities during learning and checking or evaluating outcomes. Those metacognitive

principles help learners to achieve their goals when encountering any situation during the learning process. These three principles are connected and work together as a unit (Hammond et al, 2003). To clarify this, before facing any task, teachers may lead students to the first metacognitive principle called planning approaches to tasks; this principle allows learners to prepare their knowledge for a new content. Students may use some previous knowledge or context to get ready for this new subject. Then, teachers guide scholars to the principle known monitoring activities during learning. In this phase, learners revise and evaluate if the strategies are working as expected; if they are not working as wanted, this principle suggests that it is possible to make some adjustments to get the desired results. The third principle requires evaluation as its most important quality; students have the chance to evaluate their outcomes about certain activity and test the efficiency and effectiveness of the strategies used. In this principle, learners can formulate some conclusions about their results which can predict how these strategies they have used can be improved in coming activities. The three metacognitive principles may be summarized as follows:

- Planning approaches to tasks—identifying the problem, choosing strategies, organizing thoughts, and predicting outcomes
- Monitoring activities during learning—testing, revising, and evaluating the effectiveness of the strategies
- Checking or evaluating outcomes—evaluating the outcomes against specific criteria of efficiency and effectiveness.

To have a deep view of these three principles, they are explained in detail below.

2.17.1 Planning Approaches to task

When learners apply this principle, they have to take into account some characteristics that this phase involves; for example, they have to be capable of identifying the problem that has been presented. Later, they must choose the best strategies to solve the problem, and thus, they may predict outcomes beforehand (Vandergrift & Goh, 2011).

Going deeper, when students are in the planning phase for a listening activity, for example, they prepare themselves for what they will hear and what they are expected to do. Scholars can predict words or ideas that they might hear before the listening activity takes

places. Another important characteristic is that learners can prepare the conditions for the listening activity by clearing out their minds for distractions. As a result, when they overpass the distractions, they set their minds up and create an accepted environment; they are able to focus their attention on what they will hear in the activity, showing a better comprehension from the listening activity and giving appropriate answers (Vandergrift & Goh, 2011).

In this phase, the teacher may open a listening activity by providing context for the learners based on information about topics, text genres, and any important information. The teacher may use statements such as:

1. You will listen to an interview with a mason about his job in Norway.
2. You will listen to a business man talking about his last experience about his last company.
3. You will listen to a conversation between two friends at school talking about their last vacations, and so on.

In such events, students may use previous information about these topics; for instance, they may use text knowledge about the work life of a mason, the work life of a business man, and some text knowledge about teens' lives at school. This is necessary since learners have to obtain the needed background knowledge about the topic to help them make logical predictions. After students have been informed about the topic and text type, they may predict the types of information and possible words or vocabulary that they may hear in the listening activity.

2.17.2 Monitoring Activities during Learning

Similarly, to the planning phase, pupils usually have an opportunity to revise what they are doing at the moment in which events are taking place by monitoring their activities during learning-testing; this provides a chance to change their previous strategies and thoughts to succeed in what they are doing.

When performing a listening activity, students can control many aspects. One of these aspects can be the monitoring act that they carry out to comprehend what they listen to—this may give them the opportunity to make some adjustments if necessary to achieve the desired results. While monitoring, scholars can also assess their level of comprehension; in other

words, they can analyze if they understand what they are listening to. In this phase, students can verify if their predictions of the listening activity are accurate or not and, at the same time, they can determine if their approach is working or not. If the approach is not working during the activity, pupils can adjust their strategies for a better listening comprehension.

Putting this in context, during this phase, it is time that students listen to the audio for the first time. When the audio is first played, students may verify their initial hypothesis, make some corrections if necessary, and add additional information if required; they have the chance to compare what they have understood based on the audio. Also, during the first time exposed to the audio, students may decide the details that they have to pay special attention to for a better understanding of the topic. Then, students listen to the audio a second time. Here, they may make more detailed corrections, and write down additional details which have been understood during this second time. In this stage, the teacher may create a space for class discussion in which all the students can contribute to the reconstruction of the text by giving the most relevant details. Then, students may listen to the audio the last time. This time, they may listen to the information that was revealed during the class discussion and that they were not able to get during the other two times. This last time may also be accompanied by transcription of the text if demanded.

2.17.3 Checking or Evaluating Outcomes

After planning and monitoring, individuals have arrived to the last metacognitive principle called checking or evaluating outcomes. This principle permits learners to be conscious about the results that they have gotten during the whole metacognitive process. This phase aids students to check what have gone right and what have gone wrong. Learners can evaluate if their strategies used in this process were the correct ones. They are also able to analyze if their results were as good as they expected when predicting outcomes in the first principle. Similarly, they may assess if their monitoring phase worked as it was thought.

Scholars have the opportunity to reflect upon the problems that they encountered. Evaluating creates a good environment for learners to introspect about their success or failure (Vandergrift & Goh, 2011). Moreover, individuals may confirm comprehension by assessing themselves about what they have understood from the listening activity. This can be accomplished by recalling meaningful details, information and important data from the activity. Learners can have a wide point of view about their learning process when they take

into consideration this phase; in general, individuals might have a better performance in future situations or events when completing this phase successfully.

If teachers want to obtain the best results from this phase, they may ask students to write down a reflection in a piece of paper, and then engage them in a class discussion based on the difficulties that they faced during the listening activity to approach similar tasks in the future. This reflective sheet may help students reflect upon their experiences during the listening activity that they have just been exposed to, and it may be useful for future tasks they might be asked to perform.

2.18 Metacognitive Awareness

As any other skill, the development of the listening skill needs to be treated in a broad sense. That is why, in the process of applying a cognitive process as a way to foster the listening skill, metacognitive awareness in classes should be seen as an umbrella term that incorporates the following areas.

Metacognitive awareness is mainly seen as being aware of how students think when learning English either as a second language or as a foreign language in the classroom. In the ELT classroom, it means being aware of how pupils learn the language by being exposed to many different situations which make the learners develop a proficient use of the language. Developing metacognitive awareness is a fundamental part to help learners become more effective and more autonomous. If learners become more affective and conscious of how they learn, then they can identify the most effective ways of doing so (British Council, 2008).

An example of metacognitive awareness in the classroom is talking with the learners about the way in which they are learning and performing certain activities that help them develop the language in the classroom. This will encourage students to keep track of new words or to take notes of the classes and new topics seen in the class for a future use and application.

2.18.1 Language Awareness

In research on foreign language learning, language awareness is usually related to cognitive psychology and is associated with the study of the thinking process in learning contexts, i.e. how knowledge is established and how thoughts are organized (Soons, 2008).

In the beginning of the 1980's, language awareness emerged as a movement in the UK founded by the linguist Eric Hawkins, as a reaction of main theories about language learning based on behaviorists' principles of habit formation (Soons, 2008). Language awareness not only involves a focus on language itself, its adherents also stress the cognitive advantage of reflecting upon the language (Carter 2003).

Language awareness covers a wide spectrum of fields. For example, Language Awareness issues include exploring the benefits that can be derived from developing a good knowledge about language, a conscious understanding of how language works and of how people learn and use the language when being exposed to many environments where the language is used in different ways due to the speaker's backgrounds (Association for Language Awareness, n.d.).

The main aim of language awareness in the metacognitive process lies in the consciousness that the English learner develops about the use of the language according to habit formation when learning the language; an example of habit formation in language is the use and recognition of slangs and idioms used by the speaker.

2.18.2 Cognitive Awareness

The main aim of cognitive awareness is to make students understand why they are learning a foreign language like English at a school. Cognitive awareness is also important as it offers the student cultural and social gains.

Cognitive awareness exemplification in English Language Teaching classrooms is shown when students get to the point in which they have to prove if they have what it takes to learn the topic they are exposed to. Here, it is when students gain outcomes and notice what they really know or what they are able to do at the completion of a course or program that leads them a step closer to become proficient learners.

2.18.3 Social Awareness

Social awareness involves students in collaborative activities which, in some contexts, may engage a new understanding of how to behave in class towards the teacher and towards each other to establish a working consensus that will contribute to build class peer, teacher and self-respect and to learn to interact and cooperate with their classmates in some activities

developed by the teacher; that is why, social awareness is viewed as a fundamental key to apply metacognitive instructions at the English teaching classroom.

Social awareness impact in learning process is complex since social factors can guide the students' learning either to get better or get worse; these social factors such as circumstances like familiar disintegration and drugs or aspects that influence and affect the daily life of learners will address the teachers to know how students' social awareness work from student to student.

2.18.4 Cultural Awareness

Cultural Awareness is the foundation of communication, and it involves the ability of standing back and becoming aware of the cultural values, beliefs and perceptions that an individual has over the world. Why do people do things in the way they do? How do people see the world? Why do people react in a particular way to different factors? (Quappe & Cantatore, 2007).

Cultural awareness becomes central when people have to interact with people from other cultures. People see, interpret and evaluate things in a different way. What is considered an appropriate behavior in one culture is frequently inappropriate in another. Misunderstandings arise when someone uses what they know about something to make sense of others reality (Quappe & Cantatore, 2007).

The understanding of cultural awareness will take students "to develop understanding and openness towards others." This would involve students in activities which would enable them to discover similarities and differences between themselves and other people and to see this in a positive sense. The good development of tolerance and positive attitudes to the foreign language culture will draw students away from a mono-cultural perspective and bring them into a broader view of the world.

2.19 Incorporating Metacognition in Foreign Language Classes

If teachers want to develop intelligent behaviors in students as a significant outcome of education, metacognition should be seen as a matter of interest for students to overcome some obstacles in the development of intelligence. That is why, the incorporation of metacognition

should be infused into teaching methods, staff development, and supervisory process (Louca, 2003).

Bringing the idea of the incorporation of metacognition to students of 10th grade who have some problems to develop their listening skill such as: misunderstanding, poor vocabulary, lack of interest and lack of confidence (Appendix H) might be useful in the English class since it is important for learners to overcome their limits when learning a foreign language.

2.19.1 Students' Engagement in Metacognition

Metacognition has been considered a key factor for successful learning across disciplines; therefore, teachers should engage students in cognitive enterprises that produce specific metacognitive ideas and feelings. Teachers should orient their students to apply those ideas and feelings to help them understand the meaning and implication, so that the students are going to be able to identify the cognitive actions that need to be followed to solve a task. Throughout the investigations in metacognition, a range of various strategies have been set by specialists to engage students' metacognition, and to lead them to learn how to learn metacognitive strategies, which in turn help learners "to increase awareness of thinking processes" (Louca, 2003).

2.19.2 Strategies to engage Students into Metacognition

O'Malley, J. M., Chamot, A. U., Stewner-Manzanares, G., Russo, R., & Kupper, L., (1985) argue that the term metacognition indicates a group of strategies which consists of planning for learning, reflection upon the learning process as it happens, self-assessment of production or comprehension, self-correction of mistakes, and evaluating learning after completing an activity. They stated that employing metacognitive principles is essential for learners because they enable them to monitor their progress, accomplishments, and future learning directions. Besides, possessing high levels of metacognitive awareness empowers pupils to become more autonomous language learners (Hauck, 2005).

To train and develop effectively the listening skill, Anderson (1991) suggests three types of strategies: a) metacognitive, b) affective, and c) social. These strategies do have an enormous impact in students when enhancing this skill, and also help teachers shape it.

However, it is highly important to state that among the three strategies proposed by this author, the ones that prove to be well-structured are the metacognitive strategies as they involve important aspects related to psychology, neurology and behavior that need to be taken into account since metacognition aims to help students be conscious and take responsibility in their learning process. This idea is supported by the fact that lately metacognition has been researched in the educational field by several investigators who have the purpose of finding new directions and strategies to help people become effective listeners. This perspective has been reinforced by Hattie (2012): “We need to develop an awareness of what we are doing, where we are going, and how we are going there; we need to know what to do when we do not know what to do. Such metacognitive skills are one of the ultimate goals of all learning.”

a) Metacognitive Strategies

- Centering one’s learning, overviewing and linking, paying attention, just listening
- Arranging and planning one’s learning, meta-linguistics, organizing, setting goals, identifying purposes, planning for a task, seeking times to practice
- Evaluating one’s learning, self-monitoring, self-evaluating

b) Affective Strategies

- Lowering one’s anxiety, relaxation/meditation, music, laughter
- Encouraging oneself, positive statements, wise risk-taking, rewarding oneself
- Taking one’s emotional temperature, body awareness, emotion checklist, diary, sharing feelings

c) Social Strategies

- Asking questions, clarification/Verification, correction
- Cooperating with others, peer support, interaction with native speakers
- Empathizing with others, developing cultural understanding, becoming aware of others’ thoughts and feelings

Table 1. Metacognitive Strategies

Metacognitive strategies	Examples
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Planning and organizing for learning	<ul style="list-style-type: none"> • Previewing the next unit of the course book • Deciding in advance to pay attention to general or specific aspects of language input
Finding ways to make learning more effective	<ul style="list-style-type: none"> • Making word cards • Categorizing words in semantic groups
Self-monitoring while learning	<ul style="list-style-type: none"> • Reviewing one's notes while studying • Monitoring one's production of tenses while speaking
Evaluating one's work on language	<ul style="list-style-type: none"> • Reading the teacher's comments and corrections on a written work • Checking one's writing for accuracy

Source: Rashtchi & Keyvanfar, 2010, p. 181

CHAPTER III

HYPOTHESIS OF CHANGE / VARIABLES AND INDICATORS

General Objective	Specific Objectives	Hypothesis	Unit of Observations	Variables	Indicators
<p>✓ To enhance the English language listening skill through metacognitive instruction in tenth graders from Bachillerato Técnico Administrativo Contable, sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, during 2019</p>	<p>✓ To make students potentialize the listening skill through the application of metacognitive principles</p> <p>✓ To guide students to become self-directed and self-reflective by using metacognitive and cognitive strategies</p> <p>✓ To help students extract relevant information from audios through metacognitive activities</p>	<p>✓ The incorporation of the metacognitive instruction will enhance students' listening skill of 10th year, Bachillerato Técnico Administrativo Contable, Sección A”</p>	<p>✓ 10th graders from Bachillerato Técnico Administrativo Contable, Sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, during 2019</p>	<p>- Independent:</p> <p>✓ The incorporation of metacognitive instruction</p> <p>- Dependent:</p> <p>✓ The students' enhancement of their listening skill</p>	<p>Indicators of the Independent Variable</p> <ul style="list-style-type: none"> ✓ Grasping main ideas from audios ✓ Identifying key words ✓ Processing the information proficiently ✓ Comprehending real-life tasks <p>Indicators of the Dependent Variable</p> <ul style="list-style-type: none"> ✓ Students' application in metacognition during audiolingual activities ✓ Students' identification of the environments in which inflections were involved ✓ Students' recognition of English tenses ✓ Students' competence of identifying key words ✓ Students proficiency in processing the information

CHAPTER IV

METHODOLOGICAL DESIGN

In this section, the research team describes all the steps followed to carry out the project “The Incorporation of Metacognitive Instruction to enhance the listening skill of the students of Bachillerato Técnico Administrativo Contable, 10th year, sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, during 2019”. The researchers, also, included a sort of principles, techniques, and tools to carry out the intervention.

4.1 Paradigm and Design

To carry out the research project, the investigators used the quantitative and qualitative paradigms to gather important data through interviews, questionnaires, and listening tests. By applying the quantitative and qualitative paradigms, the research team aimed to enhance the English language skill through metacognition in tenth graders from Bachillerato Técnico Administrativo Contable, and to make students potentialize their listening skill through the application of metacognitive principles, helping them to become self-directed and self-reflective.

The quantitative paradigm allowed the investigators to measure the results of the improvement of students’ engagement in listening activities, and the qualitative paradigm was used to interpret the data gotten through the instruments.

To study the existing factors that affected tenth year Bachillerato Técnico Administrativo Contable students’ listening skill and to reveal how such factors affected the listening skill in the activities developed in classes, a descriptive and experimental study was conducted. On the other side, to improve the listening skill development of tenth year students by using the metacognitive instruction, the researchers performed an action research project that consisted of carrying out a variety of sessions and applying meaningful strategies based on metacognitive instruction to contribute to students’ enhancement of their English listening skill and to increase their vocabulary. The researchers developed listening and reading activities for students to express their ideas in a very effective way. Consequently, the research team provided students with meaningful vocabulary that later, they were to associate with the

previous vocabulary given in some significant listening activities so that they could strengthen their integrated skills when participating in each session.

To conduct the investigation, the researchers executed some class-sessions during the months of April, May, and June 2019. During this time, the research team carried out the plan of intervention.

4.2 Sampling Procedure

The target population for this investigation was a group of 39, 10th year High School Students of Bachillerato Técnico Administrativo Contable at Centro Educativo Martín Romeo Monterrosa Rodríguez. To take the sample out, no formula was needed since all the population was included.

4.3 Preliminary Phase

In the preliminary phase, the researchers presented a precise explanation of the way they got to know the field of study to conduct a well-structured diagnosis to define and to describe the problematic situation as well as how they pretended to carry out the plan of intervention (Appendix N). In this stage, they also provided a very detailed description of how they immersed themselves in the field of study.

4.3.1 Approaching the Field of Study

In February 2019, the investigators carried out an interview to the English teacher of the tenth grade of Bachillerato Técnico Administrativo Contable, Sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez to gather information of the main factors that hindered scholars from developing their listening skill during their classes. The researchers also administered a questionnaire and a diagnostic test to the students. The information obtained from these instruments allowed the research team to establish the problematic situation and its possible causes. With all this relevant information, the investigators decided to carry out an action research project. The investigators asked permission to the principal of this institution and to the English teacher in charge of the students under investigation to observe the students' performance in the English class for a couple of weeks. These observations helped the researchers gather relevant information about

why most of the students had problems when developing their listening skill inside the classroom.

After having administered the questionnaire and the diagnostic test to the students and the interview to the English teacher managing that course from that institution, the research team realized that the main problems that affected the students' development of their English listening skill were: the low level of knowledge the students had about the English language, the deficiencies they presented in the English vocabulary, the scarcity of time dedicated to listening-activities in the classes, and the problems they had to recognize key grammar points such as the inflections of the English language in the listening activities carried out by the teacher.

4.3.2 Diagnostic Study

To describe the scope of the problem and to know how notable the problem at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez was, the research team administered a diagnostic questionnaire (Appendix A), a semi-structured interview to the students (Appendix B), a diagnostic test (Appendix D), an observation checklist addressed to the students (Appendix E), an observation checklist directed to the teacher (Appendix F), and an interview to the teacher (Appendix C) of Bachillerato Técnico Administrativo Contable, 10th year, sección A.

The questionnaire administered to the students consisted of nine questions. With the first question, the research team aimed to know if students previously knew the concept of metacognition. With the second question, the research team targeted to know whether students felt comfortable when being exposed to a test or a listening activity. The third question helped to know if nervousness was a factor that affects students' results. The fourth question objected to find out if students knew how to employ the grammatical English inflections. The fifth question aided the research team to identify if students recognized the grammatical tenses being used in audios, conversations and videos. The sixth question had the purpose to know if it was frustrated for students not to get the main idea from audios or conversations. The seventh permitted the research team figure out how capable were students to recognize the context of the audio, conversation or videos. The eighth question aimed the research team to know if students considered a need to play an audio thrice to comprehend it. Finally, the ninth

question helped the researchers to see how frequently students handled practices to improve their listening skill.

The observation checklist administered to the students involved in ten statements measured in the scale of always, sometimes and never. The first statement identified if students knew the objective of the class. The second pointed out if students were capable to comprehend the teacher's vocabulary. The third stated if students' vocabulary input was enough to comprehend what they heard. The fourth helped the research team to know if students showed anxiety when listening to audios or conversations. The fifth aimed to measure if students demonstrated interest to become effective listeners. The sixth assessed if students were able to adapt themselves to different accents. The seventh served to detect if students were able to share ideas about what they heard with their classmates. The eighth evaluated if activities were designed for students to learn how to listen to or how to communicate. The ninth helped researchers realize if students noticed what the purpose of each audio or conversation was. And the last one aimed to find out if students had willingness to enrich their listening skill. This observation checklist attempted to gather a holistic insight about the students' listening skill.

The semi-structured interview addressed to the English teacher consisted of eight questions. The first question helped to report whether the teacher knew the existence of metacognition to shape the students' listening skill. The second was directed to know if the teacher facilitated students a good problem-solving environment. The third aimed to figure out how the teacher promoted the students to become self-directed learners. The fourth was designed to know how the teacher encouraged the students to look for alternative strategies to foster their English language skill. The fifth helped the research team to find how the teacher shaped students' capacity to choose an accurate way to solve any listening comprehension problem. The sixth led the researchers to discover how the teacher raised students' autonomy during listening activities. The seventh allowed the researchers to discover if the teacher set goals and objectives to be achieved by the students throughout the course. Finally, the eighth question aimed to grasp information on how the teacher supported the students to get a better development of their listening skill. This semi-structured interview was carried out to gather

information about how the English teacher shaped students' listening skill as well as if the teacher employed some characteristics from metacognition.

The semi-structured interview addressed to the English students consisted of five questions. The first question was directed to know how the students reacted when they did not understand audios, conversation or videos. The second helped the research team to find out if the students knew any strategy to foster their listening skill. The third was designed to know if the students considered that the vocabulary employed in audios, conversations, or videos hindered them to understand the message. The fourth helped the investigators to figure out if the English level of the students or their vocabulary input determined a bad grade in any listening activity. Finally, the fifth was aimed to collect information on how the students got ready when they were going to have a listening test. This semi-structured interview was conducted to grasp information and to state the actual situation of the students regarding both metacognition and the listening skill.

The checklist for observing the teacher included eleven questions measured in the scale of Yes and No. The first question was aimed to see the teacher's introduction of audios, conversations or videos to the students; the second one illustrated if the teacher used audio devices in classes. The third one indicated the teacher's repetition of directions before playing the audio, conversation or video; the fourth showed the teacher's necessity to play the audio, conversation or video more than once; the fifth identified if the teacher questioned the students about the audio, conversation or video to check if they have understood. The sixth mentioned if the teacher wrote down new words or expressions about the audio, conversation or video on the board. The seventh remarked if the teacher clarified or answered students' questions about the audio, conversation or video. The eighth indicated whether the teacher employed the metacognitive principles when he worked on a listening activity. The ninth pointed out if the teacher evaluated students through a variety of activities to check their comprehension of the audio, conversation or video. The tenth showed if the teacher spoke full English during his class. Finally, the eleventh question stated the teacher's application of problem-solving activities.

4.3.3 Definition of the Problem

The results of this preliminary diagnosis provide the definition of the problem and its scope. First, the diagnosis showed that most of the students of tenth year from Bachillerato Técnico Administrativo Contable, Sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez did not have the required English level when listening to audios, videos or conversations. Second, students declared that they had a poor vocabulary repertoire in English; and third, students manifested that they had problems with the inflections that the English language has since they were not able to recognize the third person singular, the past tense of the verbs, etc.

In fact, the results of the preliminary diagnosis demonstrated that the biggest problems that students faced stemmed from not having a good English level when exposed to listening activities, not having the necessary English vocabulary, and not recognizing the different English inflections. Therefore, the objectives of this investigation were formulated aiming to improve the tenth year students' English listening skill inside the classroom by the use of metacognitive instruction.

4.4 Planning Phase

After carrying out the diagnosis of the problem, identifying such problem, and describing it, the research team started the planning phase that contained all the needed information to build up a solid state of art. Once the problem was clear, it was necessary to define all the variables to be measured in this project; in this way, the researchers consulted different sources that provided information about the students' listening skill inside the classroom. Then, the investigators critically analyzed all this information. By proposing their own points of view of the theory collected, the research team designed instruments taking into consideration the validity and reliability that measured the extent of the main factors that influence tenth year students' poor listening skill inside the classroom.

4.4.1 Literature Review

After all the events mentioned above, the research team looked for information and findings about the problem in primary sources at the library. Also, the investigators looked for useful information in search engines on the internet, making sure that the data found belonged to reliable organizations, universities, or government websites. Among the documents

gathered from the sources above were thesis works, research projects, journals, magazines and articles. All the information included in the state of art was reviewed, analyzed, organized, and strictly selected to bring specific and detailed information about the problematic situation.

4.4.2 Operationalization of Variables

To operationalize the variables, the researchers designed the hypothesis. Then, the investigators selected the variables carefully so that they could be observed and measured.

This meticulous analysis of the variables permitted the research team to discard information that was not relevant for the advancement of this work. Having ending up with that procedure, the investigators operationalized each variable by coming up with different indicators that were really important to operate the tools to collect the data.

The researchers focused the study on two variables: the independent variable which suggests the incorporation of metacognitive instruction, and in which the indicators chosen were to enable students to learn English through metacognition during listening activities, grasp main ideas from audios, identify key words, process the information proficiently, and comprehend real-life tasks; and the dependent variable that determines the students' enhancement of their listening skill and whose indicators are associated with how students work with problem-solving tasks, and how they become self-directed and self-reflective. This was helpful to state the parameters to follow to integrate metacognition in an EFL classroom to foster the students' listening skill. In this way, the investigators narrowed the study into a target aimed to adapt the approach employed by the teachers so that the students may shape their listening skill by experiencing different tools or strategies to learn how to listen to.

4.4.3 Data Collection Instruments

The researchers used ten data gathering tools, which were divided into two groups: a) the diagnostic phase that included a diagnostic questionnaire (Appendix A), a semi-structured interview to students (Appendix B), a semi-structured interview to the teacher (Appendix C), a diagnostic test (Appendix D), an observation checklist to students (Appendix E), and an observation checklist to the teacher (Appendix F), and b) the execution phase that involved a checklist to evaluate metacognition (Appendix G), a checklist to evaluate the students' listening skill (Appendix H), and two written tests (Appendix I, J).

The diagnostic questionnaire (Appendix A) consisted of nine items with the purpose of gathering information about the difficulties that the 10th year students had when performing the listening skill. The items were rated with a rubric of Yes or No. Some examples were: “Have you ever heard about metacognition?”, “Do you feel comfortable when having an exam or listening activity?”, “Do you consider that your nervousness affect your results on the exam?”.

The semi-structured interview addressed to students (Appendix B) was administered to determine the factors that affected the students’ application of metacognition in their English classes. This interview involved five questions which were: “How do you react when you do not understand an audio, conversation or video?”, “Do you know any strategy to improve your listening skill?”, “Do you consider the vocabulary used in the audio, conversation or video difficult to comprehend?”

The semi-structure interview to the teacher (Appendix C) consisted of eight questions; this instrument had the objective to figure out if the teacher had included metacognition in his class. Some questions were: “What is metacognition?”, “How do you shape students’ capacity to choose an accurate way to solve any listening comprehension problem?”, “Do you promote students’ autonomy in listening activities?”.

The diagnostic test (Appendix D) was prepared to gather relevant information to design the baseline. This test was divided in three parts. The first part consisted of ten questions in which students had to write the verbs in simple past tense in the blanks according to what they heard in the audio. The second part was a reading section; after reading the paragraph, students had to answer five questions according to the paragraph. Finally, in the third part, students had to listen to two audios—each audio had one question with three options—and the students had to choose the correct.

The observation checklist directed to students (Appendix E) consisted of ten items rated with a scale of always, sometimes or never. This observation checklist was used to assess the students’ listening skill. Some items were: “Students demonstrate interest to become effective listeners.”, “Students vocabulary input is enough to comprehend what they heard.” “Activities are designed for students to learn how to listen to or how to communicate.” The

observation checklist to the teacher (Appendix F) consisted of eleven items and were rated with the rubric Yes or No. This checklist contained a section that was aimed to write comments to gather information about metacognitive principles through observing the teacher's classes. Some indicators were: "The teacher employs the metacognitive principles when he works on a listening activity.", "The teacher speaks full English during his class.", "The teacher clarifies or answers the students' questions about the audio, conversation or video".

The observation checklist (Appendix G) was used to evaluate the students' improvement of metacognition during listening activities. This instrument was structured with eight statements rated with the following scale: 0-1 (Poor), 3-4 (Need improvement), 5-6 (Adequate), 7-8 (Good), 9-10 (Excellent). Some examples of the statements are: "The implementation of metacognition instruction helps students during the learning process.", "Metacognitive principles fulfil students' needs.", "The use of metacognition fosters students' listening skill.", and "Students handle the English language accurately."

The research team used a second observation checklist (Appendix H) to assess the students' listening skill during the interventions in order to observe whether some of the students had problems when listening to an audio or conversation. This instrument contained eight statements rated: 0-1 (Poor), 3-4 (Need improvement), 5-6 (Adequate), 7-8 (Good), 9-10 (Excellent). These statements were rated by means of observations that researchers carried out in the interventions. Some of the statements are: "Students can complete the activities related to the audio assigned by the teacher.", "Students are able to identify the tense used in the audio." "Students identify the inflections: /ɪd/ /t/ /d/ /s/ /z/ / ɪz/.", "Students are able to recognize the context of the audio."

The second written test (Appendix I) was administered in the second period of the interventions. This test was applied to see whether students could apply metacognition during listening activities and to measure the progress they had when performing listening activities. Finally, a third written test (Appendix J) was carried out to finish the interventions.

4.4.4. Validation of Data Collection Instruments

After designing the data collection instruments based on the indicators stated in the operationalization of variables gathered from the objectives, the researchers focused on how to enhance the listening skill through metacognitive instruction in 10th year Técnico Administrativo Contable students. The investigators looked for some experts of the Language Department at the Western Multidisciplinary Campus of the University of El Salvador to validate the research instruments. The research team provided the experts a validation sheet (Appendix M) which contained the aspects that were taken into account to make necessary changes to the instruments. The observations suggested by the experts were crucial to make the instruments valid and reliable for the purpose of this investigation.

4.4.5 Validity and Reliability

For the validation of instruments, the research team integrated two validity aspects. First, they employed “content validity” to give a holistic insight upon the importance or relevance of the items being measured. This helped the researchers assess if the instruments were well-designed and well-oriented according to the target of study. In this way, the research team was able to modify the instruments to make them suitable to the study. Second, they used “construct validity,” which refers to what extent the expected outcomes regarding the operationalization of variables designed from the state of art predicts a change between the results gotten in the pre-test and the results in the post-test.

To make the results reliable, the investigators implemented a test-retest reliability which makes notable the correlation that exists between the results or findings from the intervention during the execution phase. This statistics helps the researchers to obtain general results, and these results let the investigators know if the activities implemented regarding metacognition worked accurately to enhance the students’ listening comprehension skill, and to promote the importance of teaching students how to become self-reflective and self-directed in order to boost not only their learning process but also their problem-solving skill.

4.4.6 Ethical Aspects

The investigators were respectful of the ethical principles throughout the research project. For instance, they appreciated and praised students’ opinions in class and remained their personal opinions in confidentiality.

During the intervention process that lasted two months, the researchers never mentioned the students' names or grades, and every time correction was needed, it was done individually. Besides, students were never forced to attend the intervention process; they were persuaded to attend the sessions so that they could improve their listening skill and their grades in the English subject.

4.5 Execution Phase

In this stage, the investigators incorporated a description of the intervention process. They taught 30 hours in a month and a half, 5 classes each week. They also taught two forty-minute classes on Mondays and Tuesdays, and one forty-minute class on Thursdays. They began the interventions on April 29 and finished on June 4. They also described in detail the procedures followed to collect the most reliable data during each class, and the approach employed to analyze and interpret the data.

4.5.1 Data Collection Procedures

The research team used different tools such as observation checklists and questionnaires to collect data in the execution phase. Besides, during each intervention, each observer took notes about the development of the class and situations that took place in the classes. The following day after each intervention, the investigators gathered together to discuss and meditate about the previous class and to determine the weaknesses of the class. After that, the researchers redesigned the lesson plan so that they could change activities that were not suitable for the development of this project and include effective ones. In this way, they could gather the most relevant data to evaluate each indicator stated in this project. The investigators carried out observations by using a checklist in every class to collect data and measure the indicators for the independent variable "incorporation of metacognitive instruction." To gather data for the dependent variable "the enhancement of listening skill," the researchers employed an observation checklist to assess the students' progress from each class.

4.5.2 Execution of Plan of Action

Before executing the plan of action, the investigators had a meeting with the students. During this meeting, the researchers established the rules of the sessions and students agreed to participate in the investigation.

To carry out this plan of action, the investigators directed the interventions for six weeks. In each week, they used a lesson plan according to the assigned class (Appendix K).

The classes set during the six weeks at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez with tenth graders students from Técnico Administrativo Contable, Sección A, are described below:

The first week of classes, from April 29th to May 2nd, all the researchers were in charge. The investigator Luis Rodríguez introduced the students the topic of metacognition and all its principles (planning, monitoring and evaluating) by giving them a paper containing information about the topic (Appendix L); meanwhile, Mario Cabrera and Nancy Galindo were taking notes using two observation checklists (Appendix G, H). Then, Mario Cabrera asked students to put into practice the theory explained before by doing some practices based on the principles to verify the level of acceptance that the students had toward the topic. It was observable that during this activity a number of students showed anxiety to participate and to provide their own ideas about what they understood from the topic. The researchers could also observe that some of the students had poor interest towards the English subject.

During the same week, the research team continued teaching the metacognitive principles and its benefits in the development of a listening activity. The investigator Nelson Evora explained an activity based on the metacognitive strategy: planning and arranging students' learning, organizing, setting goals, identifying purposes, planning for a task, and seeking times to practice. To develop this activity, the investigator in charge of the class made use of some pieces of paper, markers, and tape to have the students design a mind map in which they organized their ideas about the process to follow to develop their listening skill. This mind map had a great importance to carry out activities in the coming classes.

According to the notes made by the researchers Nancy Galindo and Jonathan Rodríguez, it was highlighted that some students felt afraid of participating in the activities, sharing thoughts, and interacting with their classmates. They also observe that, in some instance, the one-hour class was no enough to clarify all the doubts students could have. For the investigators, these were some elements that hindered students' listening skill development since they were neither prepare to speak nor to participate.

During the second week of classes, from May 6th to May 9th, the researchers taught the simple present tense and the simple past tense; in this week, the investigators explained the grammar structure of the two tenses, the different uses of them in real life situations, some examples and practices for students to grasp the topic. This was aimed to enable students to be more competitive and capable to use the English language in and out of the classes. To do so, the researcher Nancy Galindo presented the students a chart containing the grammar notes; she explained the usages of the tenses by applying the following metacognitive strategy: “centering students’ learning, overviewing and linking, paying attention, and just listening” to learn how to use the given tenses accurately. Jonathan Rodríguez, the other researcher in charge of the class, developed some practices for students to be involved in the usages of the tenses taught, and the rest of the researchers, Luis Rodríguez, Mario Cabrera and Nelson Evora, observed how the classes were being developed. It was perceived that the topic was a challenge for students since they did not possess a strong background knowledge about these tenses. All the researchers taught and used the instrument explained in the first week.

In the third week (from May 14th to May 20th), the topics developed by the researchers were: the simple past tense (language notes review) and regular and irregular verbs (ending pronunciation and distinction of them). During this week of classes, the researchers in charge of the classes were Nelson Evora and Jonathan Rodríguez, and Nancy Galindo, Mario Cabrera and Luis Rodríguez took notes during each class. This week required more practices since the topics were new for the students; some written practices like fill in the blanks (Appendix O), and listening activities (Appendix P) based on the simple past tense were used. Through all the activities carried out by the investigators, the students were demanded to practice their speaking skill by taking the chance to read the script of the audios. To develop these activities, the researchers made use of the metacognitive strategies that consist of asking questions, clarification/verification and correction; this helped the investigators not only to measure the level of students’ participation but also to make students practice their listening skill.

Based on the notes made by the researchers, it was noticed that students were not able to pronounce the correct simple past endings of the regular verbs, and they were not able to write the endings correctly either. It was also observed that some students had several problems to catch what the audios were about; this could be associated to the fact that during

the diagnostic phase, the students expressed that they needed more practices to develop their listening skill.

The following week (from May 21st to May 27th), the research team taught “yes/no questions” in the simple past (language notes). This was achieved by teaching students the two ways of answering: short and long answers. To make students cogitate about the process to redesign the way they were employing the strategies to master any kind of new input, Nelson Evora and Luis Rodríguez put into context the monitoring principle as follow: the investigators asked students to write questions on affirmative statements; this was quite difficult for them since they showed to have grammar problems when structuring yes/no questions. However, the students adapted the knowledge gotten on the monitoring principle to analyze what was wrong and to determine how this could be fixed. By doing so, the students were experienced on how the problems can be solved through the application of the metacognitive principles since they were able to see these principles in real life situations. Through all this week, students were submitted to different listening activities to recognize questions in the simple past. For example, Mario Cabrera had the students practice their speaking skill by reading the scripts taken from the audios played during the classes; they showed to be capable to perform this activity as they made use of the monitoring principle that helped them analyze how knowledgeable they were to understand what they were reading. It was noted that the students thought in advance before the reading time came since they had already looked for the correct utterance and meaning of words before; this demonstrated that they started to become self-reflective and self-directed regarding their learning process. The students were capable to predict what came next and what was needed to understand the reading. Throughout this week, the investigators provided feedback about pronunciation and vocabulary. Nancy Galindo and Jonathan Rodríguez observed the classes and how these were perceived by the students in order to have a better insight on the things needed to have the students learn the topics successfully and help them to apply the knowledge gotten.

During the fifth week (from May 28th to June 3rd), the researchers taught students the present progressive tense. In this week, the investigators explained the grammar structure of the tense, the different uses it has in real contexts and some examples for students to get familiar with it. The objective was to empower students to be more active and spontaneous at

the moment of expressing the current activities that they were developing. Moreover, students were able to use the English language properly at the time to talk about what was happening or what was not happening. To accomplish this, Luis Rodriguez introduced the topic by giving them a page containing the grammar notes and examples as well. Mario Cabrera developed some exercises to have students practice the usage of the tense. He also explained the changes that the verbs suffer in the present progressive by writing the different rules on the board.

The researchers involved the students in some listening activities to help them shape their listening skill and get acquaintance with the tense taught. In this activity, the students were demanded to listen to the audio carefully and to take out the main idea of it. Students were asked to be analytical by looking at some pictures in which they had to describe the different actions that the characters were performing.

Nancy Galindo, Nelson Evora and Jonathan Rodriguez observed the class and took notes about its development. It was noticed that the students applied metacognitive principles: planning, monitoring and evaluating to develop the tasks because they planned the way in which they were going to find the main ideas of the audios during the activities carried out by the investigators; also it was observed that they were capable to monitor and evaluate the effectiveness of the way they were working on the activities. The researchers taught and used the same instruments mentioned in the previous weeks. According to the notes, the present progressive tense was the topic that did not cause too many problems to them.

During the last week of intervention, from June 4th to June 10th, students were taught about the present progressive tense for future plans. The objectives of this week of classes were focused on students' participation by putting into practice what they have studied previously about the present progressive tense. Students were asked to perform some activities to practice and manage the topic in an adequate manner; for example, students worked on creating sentences in the present progressive tense for future events, changing verbs that were in simple present into the present progressive, creating sentences that described current events, identifying and underlining present progressive sentences in a text as well as filling up the blanks with verbs in present progressive. It is important to highlight that students were also taught about the topic "have to" and "has to" in affirmative, negative and interrogative forms and they were asked to practice these structures by performing some activities such as writing

down the correct form depending on the subject in the sentence and reading some conversations that included the present progressive tense. All these practices were carried out by the investigators Luis Rodríguez and Jonathan Rodríguez. They used some materials such as charts, markers, eraser, sheets of papers, speakers, etc. The other members of the research team (Nelson Evora, Mario Cabrera and Nancy Galindo) were taking notes by using some instruments previously mentioned in the first weeks. It was noticeable that students showed some problems during such activities since some of them were not able to understand the different contents that were being taught during this week; however, some other students showed certain ease to comprehend the theory taught by the investigators. Most students did their best to get involved in every single activity; this was noticed in the notes from this week.

To wrap up all the knowledge and contents, students were involved in a general review; this was meant to help students not only to refresh everything about the 18 classes that were taught during the interventions, but also to succeed in the evaluated activities they had in their academic English program.

4.5.3 Data Processing

The research team used Microsoft Excel 2017 to interpret, classify, process and compare the final data. Also, Microsoft word could be needed in case the researchers wanted to show the information in charts to represent the data in a better way. With the application of these programs, the research team got distinct graphs that allowed them to compare, analyze, and interpret the result gathered from the tools applied during the intervention process.

4.5.4 Data Analysis and Interpretation

Since the research team worked on the mixed method paradigm, they collected qualitative and quantitative data. They used the graphs made in the data processing part to interpret and analyze the final result and to verify if students demonstrated some progress while the intervention process took place.

4.6 Expected Results

By conducting the research study “The Incorporation of Metacognitive Instruction to enhance the Listening Skill of the Students of Bachillerato Técnico Administrativo Contable, 10th Year, Sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez,

during 2019”,the research team expected to reinforce the listening skill of the students of Bachillerato Técnico Administrativo Contable.

CHAPTER V

ANALYSIS AND INTERPRETATION OF DATA

In this section, the researchers evaluated the analysis and interpretation of data that were gathered through an observation checklist addressed to the students (Appendix E), an observation checklist addressed to the teacher (Appendix F), and two written tests (Appendix I and J). Also, it was needed a checklist to evaluate metacognition (Appendix G) and a checklist to evaluate the students’ listening skill (Appendix H). The investigators also analyzed the data collected to obtain the baseline results; these data were collected based on a diagnostic questionnaire (Appendix A), a semi-structured interview to the students (Appendix B), a diagnostic test (Appendix D) addressed to the students, and a diagnostic interview addressed to the teacher (Appendix C). First, these instruments (Appendix A, B, C, D, E and F) helped the researchers analyze the results based on the indicators during the observation phase. Then, they included the analysis of the results of the observation tools that measured the application of metacognition carried out in the classes. Besides, in the process of interpreting the data, they took into account the results of the observation checklists employed to assess the students’ current situation in regards to their listening skill before the intervention process.

Second, the researchers collected data on how the students applied metacognition in each class to evaluate what they listened to (Appendix G), and analyzed the improvement students had in their listening skill during the intervention phase (Appendix H). Finally, the researchers compared the results of the diagnostic test with the final exam to picture if the students were assimilating the contents efficiently through metacognition and if they were showing a progress in their listening skill.

5.1 Teacher's Implementation of Metacognitive Principles

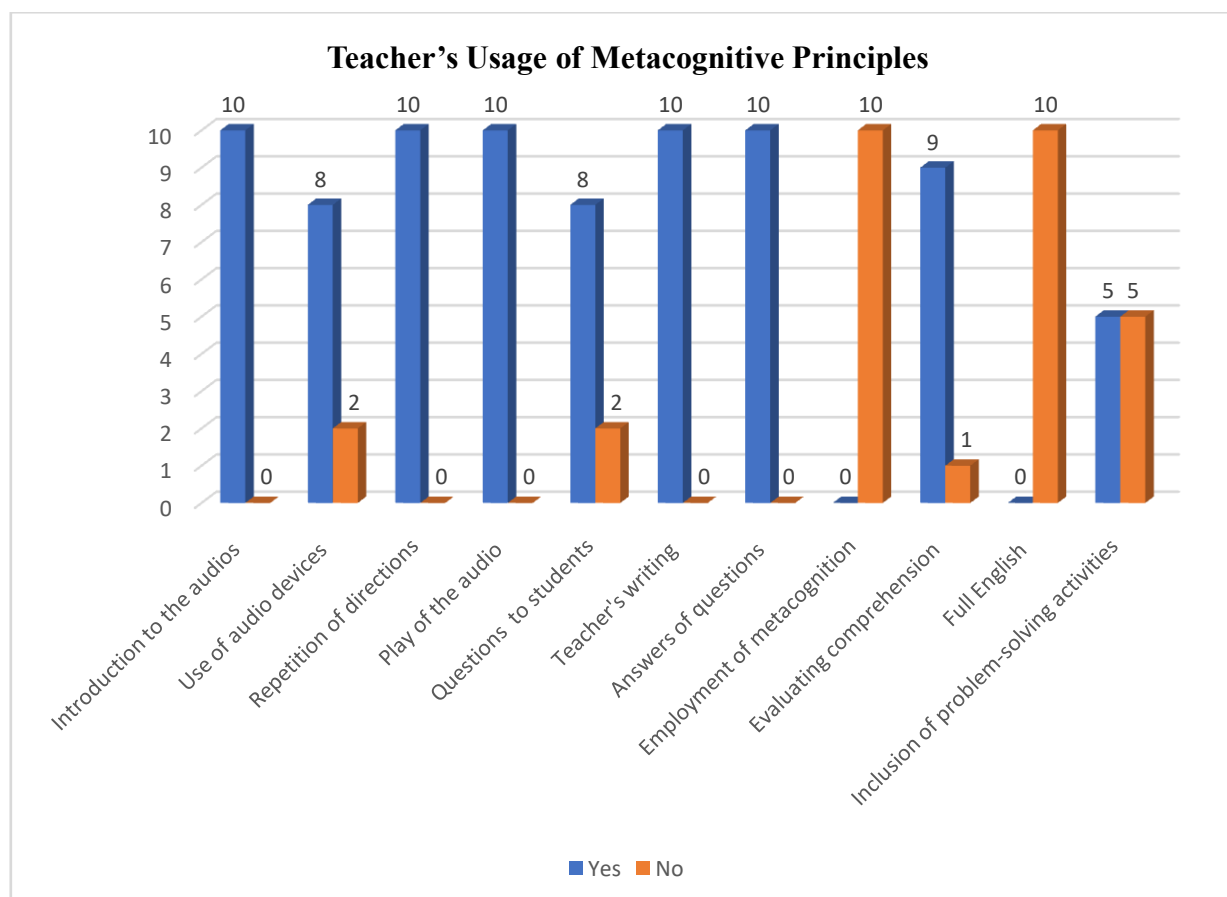
Before starting with the incorporation of metacognitive instruction done during the intervention process, the researchers evaluated if the teacher employed explicitly some characteristics of metacognition without being aware of the existence of this strategy. By means of a semi-structured interview (Appendix C) and an observation checklist (Appendix F) addressed to the teacher, the researchers could notice that there were some factors that hindered the students' comprehension during listening activities: the students were exposed to metacognition without knowing they were applying this strategy since they were asked every now and then to answer questions related to the audio, to express their ideas, to think about the main idea of what they listened to, and to state what they would do differently in regards to the audios; nevertheless, the students were not trained to comprehend the listening in order to be able to deliver a clear message according to what they were asked to say. This helped the researchers set the baseline of the study before the intervention process that would make students conscious about metacognition and how it works. Though the teacher applied some principles of metacognition, the researchers considered that students needed to be aware of the strategies of metacognition to improve their listening skill to become self-directed and self-reflective in their learning process.

Remarkably, the students were partially taught on how to comprehend an audio since the teacher did not coach the students on how to access their cognitive knowledge in order to be able to analyze and criticize their own understanding. Pintrich (2002) states that the awareness of our own thinking enables us to be adaptable, flexible, and efficient when handling new real life situations different to the ones studied in the classes. This helps people evolve into a major capability to accommodate themselves to diversified scenarios which guide them to a successful learning. This author also says that this process cannot be spontaneously done since teachers need to teach students how to reach their metacognitive knowledge through direct and explicit instruction.

The investigators took these elements observed during the first weeks of observation as the starting point to outline the way metacognition would be presented to students. They also paid attention to the methodology employed by the teacher so that during the intervention process, the students would notice their progress when applying some characteristics of

metacognition unconsciously. The researchers took into account the most highlighted elements that were strongly related to metacognition: introducing audios, repeating directions, questioning students, evaluating comprehension, and integrating problem-solving activities as seen in graph 2. The research team realized that the teacher tended to ask students some comprehension questions to make sure they got the gist of the speech, but the scholars struggled when answering those questions. In essence, that’s why, the investigators aimed to provide a solid metacognitive environment in which the students would think about their thinking. Schraw’s (1994) agrees to this way of thinking since this author claims that it is important to involve students in an environment in which students are asked to share and contrast their reasoning process with their classmates.

Graph 2



Source: Observation Checklist Addressed to the Teacher (AppendixF)

5.2 The Implementation of Metacognition through Listening Activities

After the first 2 weeks of the intervention, the investigators observed that the students were getting a significant improvement on their listening skill through the implementation of metacognition. During these two weeks, the researchers implemented a sort of activities that were oriented to boost the students' listening skill. At the beginning, students presented some problems to get involved in the activities; it was noticed by the research team that the students did not know too much about metacognition, but when they were exposed to this new metacognitive environment, they adapted themselves to it. Through the implementation of metacognition, the students showed a meaningful progress of 19%. They recognized the activities to be essential to their learning process. Herrington (2002) agrees with the students' way of thinking in that he expresses that the listening activities are no longer considered as a way of practicing the students listening skill but the path to enhance this skill with the help of a collaborative atmosphere and the encouragement of the teacher and peers inside the classroom. So, the activities should not be seen as auxiliary forms to shape the listening skill, but the procedure itself to foster it.

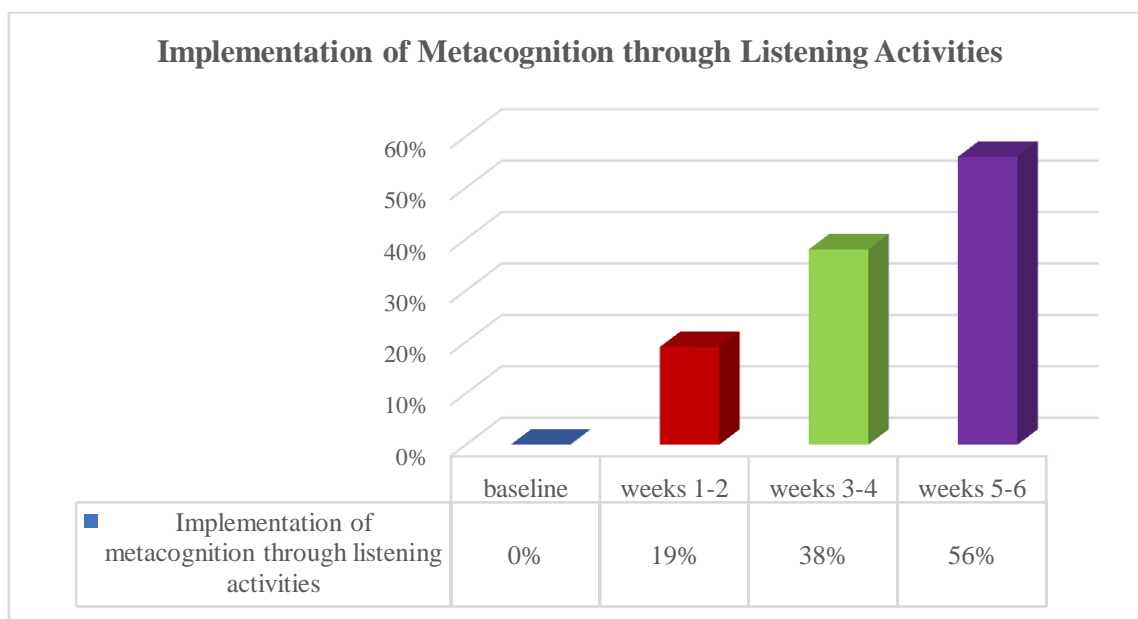
From weeks 3 and 4, the investigators continued working with listening activities and metacognition. It is important to highlight that the students started to show more interest in participating during each activity; they were capable to recognize when metacognition was necessary to be used and how to apply it in the activities. In this way, the researchers identified that the students kept enhancing their comprehension skills up to 38%.

During weeks 5 and 6, the students overcame the majority of adversities that they had presented at the beginning of the interventions related to misunderstanding, vocabulary, poor background knowledge, identifying the different English accents and inflections, and so on. The students showed they were not feeling nervous when having listening activities, and also they were more mature at the moment of getting feedback from the investigators. Through the application of some listening activities, the investigators realized that the students, at to that point, were able to follow the sequence of the audios because they did not need to listen several times to understand what the audio was about. The students improved the way they worked in each activity by learning and using the principles of metacognition, so it is evident

that “Metacognition describes the processes involved when learners plan, monitor, evaluate and make changes to their own learning behaviors” (Davis, 2019).

Regarding these thoughts, the researchers could determine with the final results showed in graph 3 that the students fostered their listening skill in a 56% since they knew, at the end of the intervention process, how to plan their work during a listening activity and how to monitor and evaluate their performance in the activities. The researchers realized that the students were more eager to have practices, so that the research team continued applying activities oriented to enhance the listening skill through metacognition.

Graph 3



Source: Diagnostic questionnaire (AppendixA)

5.3 Student’s Improvement through Metacognition

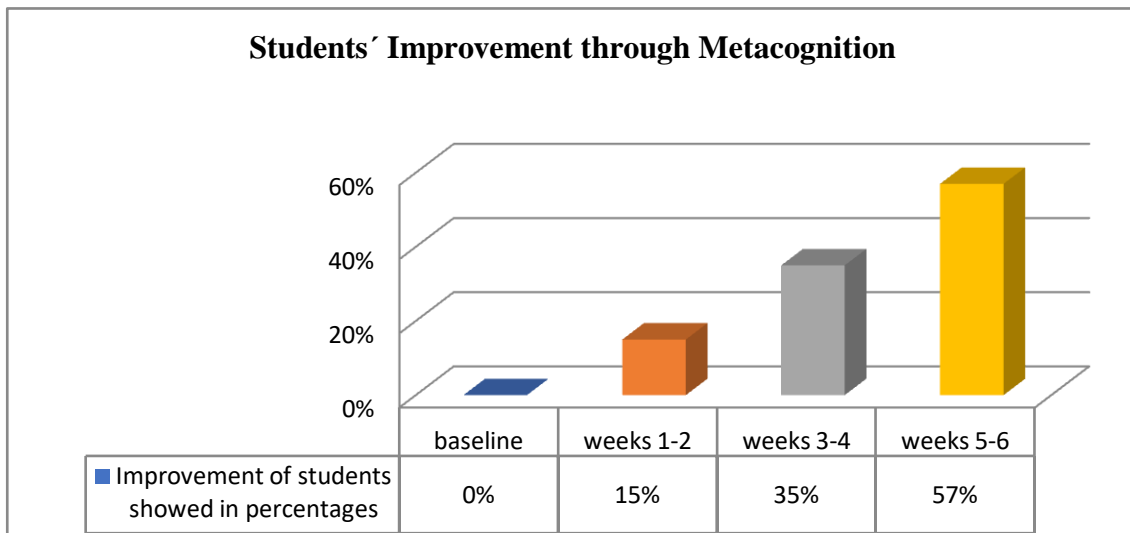
After administering a questionnaire (Appendix A), and a semi-structured interview (Appendix B) addressed to the students, the investigators got reliable information that backed the importance of incorporating metacognition to improve the students’ listening skill. During the first two weeks, the researchers realized that students were not able to employ

metacognitive principles accurately since they were not that familiar with them and the way this could help them when performing a listening activity. After the three weeks of intervention, the students progressed in 15% in terms of the utilization of metacognition to develop their listening skill.

In weeks 3 and 4, the investigators continued applying metacognition in each intervention along with audiolingual activities such as: repetition, restatement, transformation and replacement to boost the students' knowledge. Through carrying out all these activities, the research team perceived that students were getting better results since they started to participate and to give opinions about what they understood from the audios. This made the students feel motivated to get involved in the activities and become more confident to solve different tasks provided by the researchers. The students showed an improvement of 35% in their listening skill. Chamot (2009) describes this behavior as procedural knowledge which is strongly related to metacognition since this knowledge helps students adjust their reasoning in the learning process. Thus, students who employ metacognition and decide which strategy can be used to solve problems and to strengthen their way of developing any activity may be applying in their learning the procedural knowledge that can lead them to have better comprehension results.

During weeks 5 and 6, the investigators found that, for the students, planning, monitoring and evaluating proved to be important to develop a listening task by demonstrating some progress when performing listening activities. They showed interest in their learning in each intervention session and most of them participated in the activities carried out by the investigators. The researchers observed that in contrast to what they found out at the beginning of the intervention, the students now were able to work by themselves and use metacognition. This reflects an improvement of 57% in their learning development as seen in graph 4.

Graph 4



Source :
Observation
Checklist

(Appendix G) administered during the intervention process

5.5 Students' Listening Skill Development

In the preliminary phase, the research team noticed that the pupils showed a low development on their listening skill. Though the students had received English classes the previous years, they were not able to use the English language during the classes. So the first two weeks of the intervention were difficult for the students because they were not accustomed to listening activities. The investigators realized that even though students showed anxiety during the activities, they did not demonstrate willingness neither to get involved in the activities nor to share ideas among themselves. The researchers also perceived that a number of the students were afraid of participating due to their low vocabulary input and vocabulary comprehension (Appendix E). To deal with this scenario, the research team decided to search some effective listening activities in order to make students evoke their interest on listening to audios. Afterwards, the research team noticed that the students' engagement improved in a 17%.

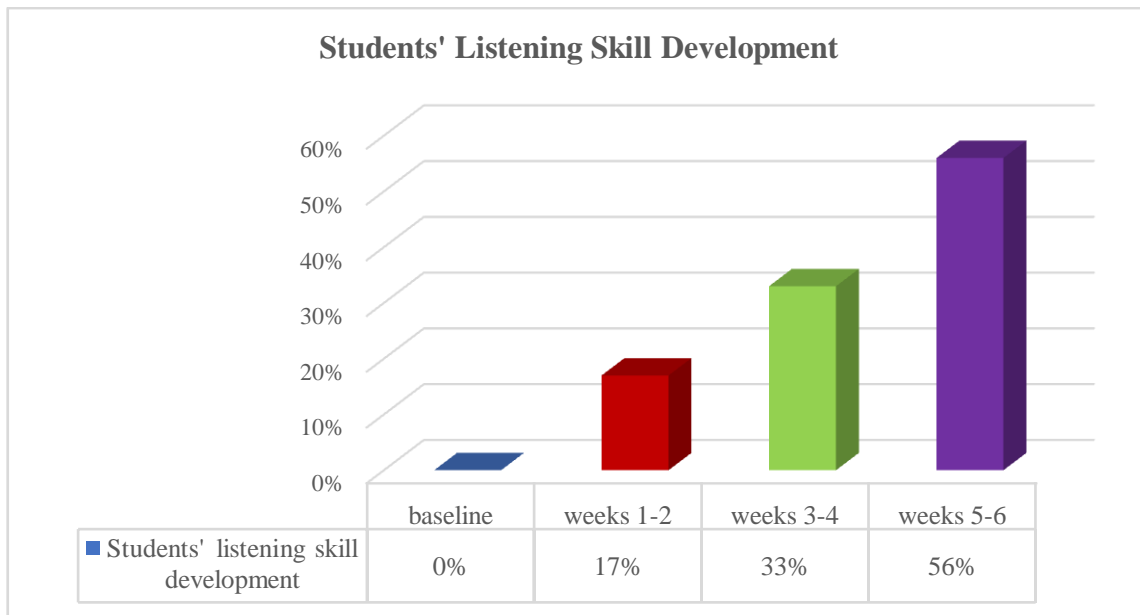
During weeks 3 and 4, the investigators continued working with the students by teaching them the simple present, simple past and present continuous tenses. The investigators observed that when students were learning these tenses, they did not show too much interest, and when they were asked to work on a listening activity, they were reluctant to do it because it was really difficult for them to comprehend the audios. The students also claimed that they did not have enough vocabulary and they got easily distracted in one sentence because

meanwhile they were trying to decode the message, they were not able to pay attention to the whole audio and to complete the whole activity.

Morley's models and principles refer to how teachers need to teach the students the new words regarding the pronunciation and meaning of those words. These models and principles also suggest how to interest or motivate students to be responsible for their own learning process by having them interact with their classmates and the teacher when carrying out listening activities. It is remarkable that after these two weeks, a 33% of the students showed some improvement as seen in graph 5.

In the last part of the intervention, weeks 5 and 6, the researchers developed a set of listening activities based on metacognitive instruction in which the scholars demonstrated a better proficiency in their listening skill by identifying the sounds: /ɪd/ /t/ /d/ /s/ /z/ /ɪz/. The investigators found out that the students' attitude towards listening activities switched in a 56% since the students were confident to share their ideas about what they listened to and they also took an active role to enhance their listening competence by their own. (See graph 5)

Graph 5



Source: Observation Checklist (Appendix H) administered during the intervention process

5.6 Students' Understanding of the Listening Components

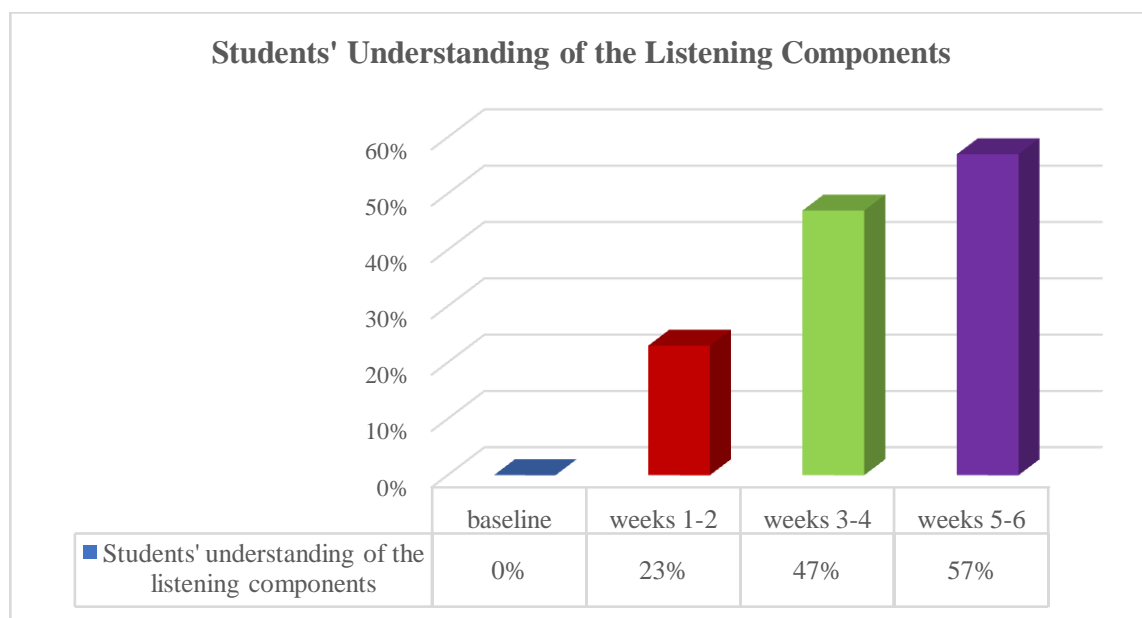
During the first part of the intervention, specifically weeks 1 and 2, the researchers perceived that a number of students presented some deficiencies when having a listening activity. The students also had problems to get the main ideas of the audios or to recognize the context of those. For the investigators, it was so important to overemphasize the need of having the students be exposed to listening practices. During this time, the researchers pushed the students to work among themselves. The researchers discovered that the students were not able to follow the sequence of the audios or to provide a response on what they have listened to most of the time. The researchers discovered that the students' listening comprehension was fostered in a 23%.

In weeks 3 and 4, the researchers used dictations that helped them find out that some students did present some problems to understand the speech of the listening since they were not able to identify the tense or the inflection of the verbs employed in the activities. This forced the researchers to provide students extra practices on word recognition such as dictogloss so that the students could be able to deduce the most relevant information and to give a response related to the audios. The research team found out that the students enhanced their English proficiency in regards to the listening skill in a 47%.

The researchers consider that understanding the components of the listening comprehension enable students to be good speakers since they need to recognize the words uttered to transmit the correct information of the main idea of the speech. These findings are well supported by Rost (2002) who claims that being able to comprehend perfectly what it is being said leads people become effective speakers.

In the last part of the intervention, weeks 5 and 6, students proved that they have reached a proficient level of understanding by providing meaningful answers and identifying the tense and their inflections in the listening activities. Following the sequence of the audios continued being a hard task for the students as they were not used to focusing on the audios; however, they showed some improvement. This supported the importance of applying metacognition during the development of listening activities. The final results showed a development of students' comprehension of the components of a listening activity in a 57% as shown in graph 6.

Graph 6



Source: Students' Observation Checklist (Appendix H)

5.7 Listening Results

In this stage, the investigators explained the findings gathered through the administration of the diagnostic test, the first written test carried out after three weeks of

classes and the final exam that was done at the end of the intervention process. In this way, the researchers compared these data to assess to what extent the students improved their listening skill.

5.7.1. Baseline

At the beginning of the investigation, the researchers administered the following diagnostic tools: two observation checklists (Appendix E, F), a diagnostic semi-structured interview (Appendix B), a diagnostic test (Appendix D) addressed to students of Bachillerato Técnico Administrativo Contable, and a diagnostic semi-structured interview (Appendix C) conducted to the teacher in charge of the class to have a clear idea about the results that could be reached through the implementation of metacognitive principles to enhance the listening skill. The results gotten from the diagnostic test showed that only 31% passed the test, and the rest failed it as they did not know how to understand audios to give accurate responses.

5.7.2. Preliminary Results

After three weeks of intervention, the research team evaluated students to check if the implementation of metacognitive instruction had improved students' knowledge. To gather reliable results, the researchers made use of a listening test (Appendix I) composed of three parts.

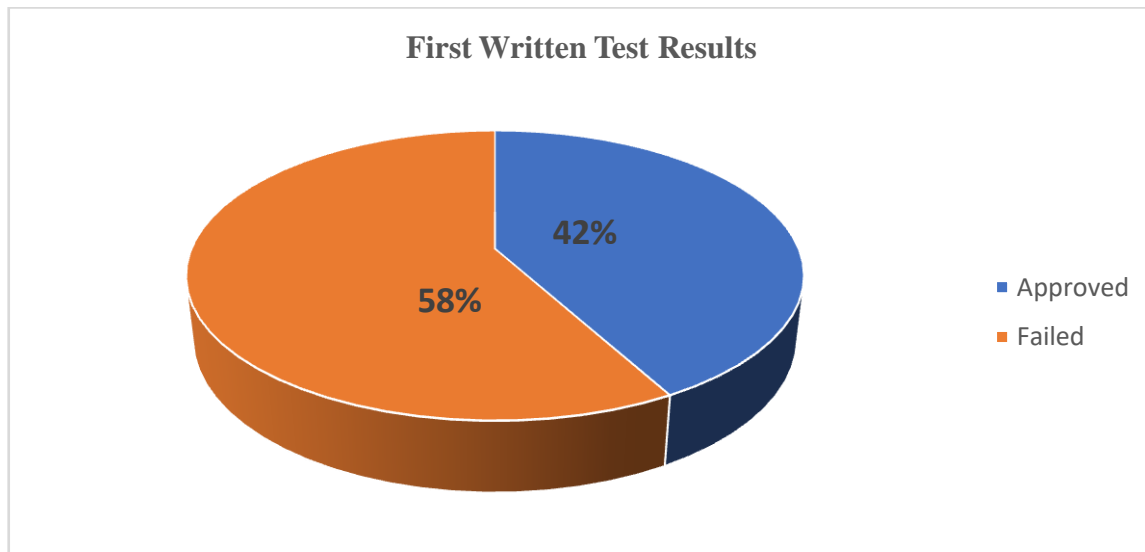
In the written test (Appendix I), the researchers evaluated the students' correct use of the simple present and simple past tenses. In the first part, the students had a list of verbs they had to match with their corresponding form in the simple past; they also had to work with the 3rd person singular of the simple present tense, and in the last part, they had to distinguish between the simple present or the simple past tense of the verbs. The results showed that 58% of the students failed the test. Students demonstrated they had difficulties with the inflections of the simple present verbs in the third person singular and with the simple past verb forms. The investigators noticed that the highest problems that affected the students were the forms of regular and irregular verbs in the simple past since they rarely recognized the ending sounds of the different regular verbs or the spelling of irregular ones.

On the other hand, sixteen students out of thirty-nine passed the test. This pointed that just 42% of the students was able to hardly give correct answers to succeed in the listening

test. These results were improved in comparison to the data gathered on the diagnostic test in which 24% of the students passed the test. This showed that the implementation of metacognition was suitable to enhance not only the students' English knowledge but also the listening skill as seen in graph 7.

Regarding the first data obtained with the diagnostic test and the ones gathered in the preliminary phase, there was a clear improvement in the students' development of their knowledge. The students' average grade, from a score from 1 to 10, was 6.46 (only the third part of all the students passed it). Concerning this result, the researchers deduced that students needed English elemental bases to better their English knowledge. Pavlov (1926) noted that human or any creature gave response due to stimuli, so it was possible to relate his theory to the implementation of metacognitive instruction in this intervention process since students were exposed to a series of elemental tasks that involved response–stimulus activities. In other words, the students were able to produce the expected response when they obtained the necessary stimulus as they easily conditioned their response. (See graph 7.)

Graph 7



Source: First Written Test (Appendix I)

5.7.3 Final Tests' Results

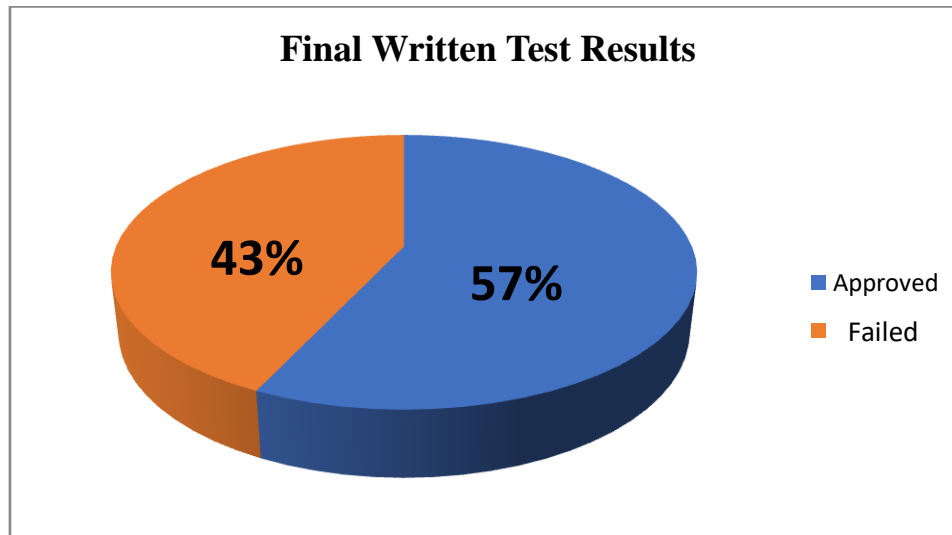
At the end of the intervention process, the research team used a test that contained listening and written tasks (Appendix J). The results of this test were completely different from the ones obtained at the very beginning; this time, the 57% of students passed the test.

The listening part of the test was composed of four short conversations in which the students had to listen carefully to a set of scenarios, to fill out some spaces with the information they got from the conversation, to conjugate a list of verbs to their corresponding form in the asked tense. In the written part, the students had to work on the simple present, simple past, present progressive and have/has to, which were the topics taught by the researchers during the interventions.

The results showed that twenty-two students out of thirty-nine passed the test. This demonstrated that students continued having difficulties with the inflections of some verbs in the third person singular of the simple present tense, and they also had the same kind of problems when making sentences. The investigators noticed that the highest problems that affected the students were the regular and irregular forms of the verbs of the simple past either in the oral or written way.

On the other hand, seventeen students out of thirty-nine failed the test. This pointed that the 43% of the students was not able to give correct answers to succeed in the listening test. These results were improved in comparison to the data gathered on the diagnostic test in which 76% of the students failed the test. This, again, showed that the implementation of metacognition was suitable to enhance both the students' English knowledge and their listening skill as seen in graph 8.

Graph 8



Source: Final Written Test Results (Appendix J)

5.8 Comparison of the Results

The investigators analyzed the results gotten from the diagnostic test (Appendix D) carried out before the intervention process with the results from the final test (Appendix J) administered after the intervention process. In the diagnostic test, the investigators found out that Técnico Administrativo Contable students got a low development of their listening skill since just 31% of the population passed the test and the other 69% failed it. Based on the results of this diagnostic test, the researchers decided to implement a set of listening activities to improve their listening skill through the application of metacognitive instruction. After the intervention process, the investigators administered a final test (Appendix J) in which students were evaluated by taking into account what they had learned during the intervention period. By this time, the results gotten showed some meaningful progress as 57% of the population passed the test as it is shown in graph 9 below. This percentage of students gained certain knowledge about metacognitive instruction and at the same time they got a significant improvement on their listening skill.

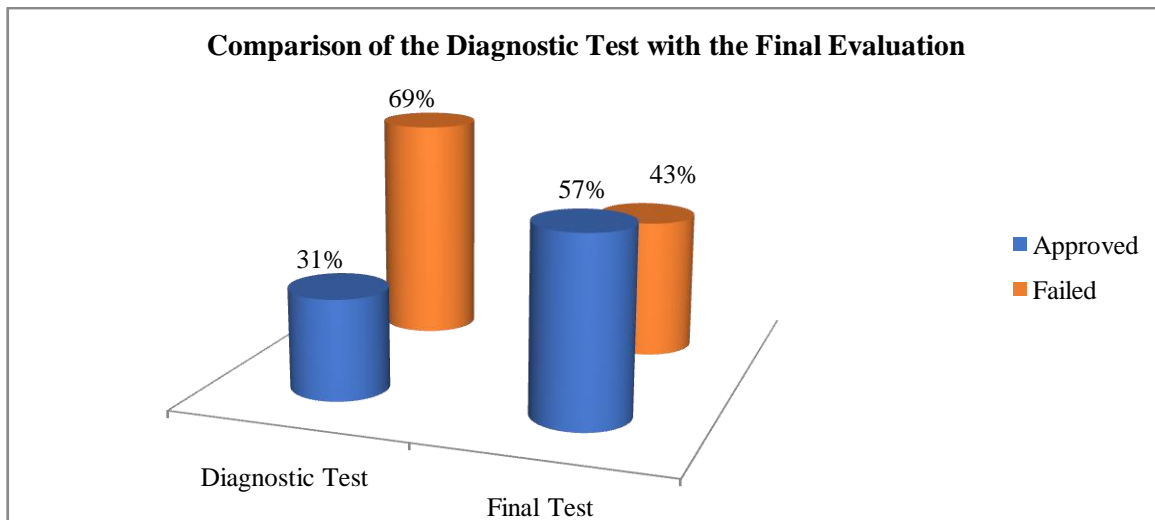
The students were more motivated and comfortable to participate in listening activities since they were able to give their opinions and to communicate with their classmates. They realized how to solve tasks related to listening comprehension by following the input gotten

along the intervention process. This performance is endorsed by Livingston (1997) who indicates that to be a metacognitive learner cannot be only taught and then to wait to happen since it will lay on students' willingness to examine if a method or strategy will function. So, the teachers' responsibility is to provide students different opportunities to apply metacognitive strategies and principles and to encourage them to take an active role in their learning process. These thoughts are supported by Bransford, Brown & Cocking (2000) who say that it is important for teachers to create a balance between complicated and easy tasks, and to combine boring with entertaining activities since students' eagerness may decline due to low motivation.

Notwithstanding, students' enhancement of their listening was 57%, the rest of the population showed, at the end of the intervention, the same deficiencies they presented at the beginning.

To sum up, talking about the first results obtained through the diagnostic test and the ones gathered in the first written test, there was a gradual improvement in the development of the students' listening skill, and the final test showed an advance of great importance since the students' average grade, from a score from 1 to 10, was 7.75. Based on these results, the researcher team discovered that the implementation of metacognitive instruction along with the intervention had a positive impact on the development of the students' listening skill, as showed in graph 9.

Graph 9



Source: Diagnostic Test and Final Test (Appendix D and J)

5.8 Discussion of Results

Based on the results gotten from the diagnostic test that was used to establish the baseline at the beginning of the investigation, the researchers realized that before the intervention process, Técnico Administrativo Contable tenth graders demonstrated that they had a limited knowledge about metacognition and about how this strategy could help them sharp their listening skill. Thus, after the intervention process, the investigators carried out a final test to know whether the students had improved their listening skill and their knowledge about metacognition.

Through the comparison of both tests: the diagnostic test about the listening skill (Appendix D) and the final test (Appendix J), the researchers could establish that, at the end of the investigation, there was an improvement of 33% in the students' listening skill. Through the intervention process, the researchers implemented activities to boost the students' listening skill so that they could foster their understanding when listening to audios, conversations, or videos. The students were also encouraged to make use of metacognitive principles to develop their skill more accurately. Nevertheless, the use of metacognitive principles was only a stepping stone to improve their listening skill as they also need to make a correct use of the language to have their ideas well-expressed.

5.9 Hypothesis

After comparing and contrasting the findings that were obtained from the baseline and the instruments carried out during the intervention process, the researchers proved that the incorporation of metacognitive instruction had a significant impact on the enhancement of the listening skill of the students of Bachillerato Técnico Administrativo Contable.

Graph 9 shows a comparison of the results gathered from the diagnostic instruments where it is observed that at the beginning, the students presented some deficiencies on their listening skill development since 69% of them failed this diagnostic test. Similarly, it is observable that in the final test (Appendix J), there was a meaningful progress because 57% of the students went through it. The results gotten in this research project showed that the hypothesis “The incorporation of the metacognitive instruction will enhance the students' listening skill of 10th year, Bachillerato Técnico Administrativo Contable, Sección A” was substantially proved. Besides, the incorporation of metacognitive instruction motivated the students to participate in the listening activities. It is important to cite that even though there was a clear improvement in the students' English listening skill, as observed in graph 9, such improvement was not as good as the researchers expected to be. Not having accomplished the objectives in a hundred percent was due to the poor engagement students had with their own learning (reflected in the activities carried out through the intervention process), the large number of students in the class, the poor students' interest towards the English subject and the insufficient time to carry out the interventions since the English listening skill takes a lot of time to be developed.

5.10 Research Question

This research led the investigators to figure out a suitable answer for the research question: To what extent does metacognitive instruction enhance the listening skill of the students of Bachillerato Técnico Administrativo Contable, 10th year, during 2019?

First, after carrying out the diagnosis of this research, the investigators determined the main factors that hindered the students' listening skill development inside the classroom; however, with the incorporation of the metacognitive instruction, some of these factors were decreased partially. Second, the investigators inferred that the application of the metacognitive instruction during listening activities enhanced the students' listening skill to a significant

extent. This metacognitive instruction and activities helped students overcome problems related to the listening skill and, in this way, this aided the students to gain certain self-confidence and motivation when students are exposed to listening activities.

Third, when analyzing the gathered data, the research team could state that the incorporation of the metacognitive instruction implemented during listening activities was very significant as it helped students develop their capability to organize, summarize and select the most meaningful information when performing any listening activity. Besides, the investigators consider that metacognitive instruction in listening activities helped students succeed more effectively during their learning process in high school.

CHAPTER VI

CONCLUSIONS AND RECOMMENDATIONS

After the project “The Incorporation of Metacognitive Instruction to Enhance the Listening Skill of the Students of Bachillerato Técnico Administrativo Contable, 10th Year, Sección A, at Complejo Educativo Profesor Martín Romeo Monterrosa Rodríguez, during 2019” was conducted, the investigators came up with some conclusions and recommendations oriented to the final findings.

6.1 Conclusions

- ✓ According to the gathered data, from the instruments employed along this investigation process, the researchers concluded that, in fact, the metacognitive instruction incorporated in the classes enabled 10th-grader students from Bachillerato Técnico Administrativo Contable, Sección A to have to what extent what it takes to be effective listeners. The majority of the students were able to understand any conversational listening activity at the end of the interventions, and they were conscious when answering questions about audios, conversations or videos; however, sometimes, some of them were not able to express their ideas effectively, and their

lack of interest in learning English at the beginning of the intervention and their reluctance to participate actively in the activities hindered their listening skill.

- ✓ After collecting and scrutinizing the data presented, the research team discerned that the activities presented difficulties to the students since at the beginning, they were neither able to understand the topic nor capable to do the activities asked. It was noticed through the students' comments and behavior that they seemed afraid of performing the activities since they had no idea about the application of metacognition in their learning process, but as the investigators monitored and re-explained, the students were able to recognize the characteristics of metacognition. This proved to be efficient since the students started to comprehend the principles and to apply them in real life tasks. Therefore, it was determined that along the intervention process, 10th graders could extract important information from audios, conversations, and videos by using the three metacognitive principles: planning approaches to task, monitoring activities during learning, checking or evaluating outcomes. At the same time, by means of these principles, it was evident that they could enhance their English listening skill because they were able to give their opinions, accurate responses to questions, follow the sequence of a conversation during listening practices, and share the gist gathered from what they listened to. So, students learned how to become self-directed and self-reflective because they demonstrated that they could work without the help of the investigators and they were aware of the steps that needed to be followed to solve any comprehension problem.
- ✓ After evaluating the final results gathered from the intervention process, an improvement was seen in 10th-grader students' listening skill through the implementation of audiolingual activities. When assessing the diagnostic test (Appendix D), the investigators were worried because the students could not get the main idea of the conversations or identify the tenses involved in the test; however, after the researchers' classes took place, the students' listening skill was improved in a 26%. Thus, the investigators observed how motivated 10th-grader students were every time they had to perform some activities as they felt comfortable and confident when participating in class because they understood the inflection of the tenses and their sounds, the vocabulary and the central ideas of the listening activities.

6.2. Recommendations

After analyzing, interpreting and drawing conclusions, the research team was able to provide some recommendations for students, teachers, and future investigators.

TO STUDENTS

- ✓ The researchers suggest that 10th-grader students of Bachillerato Técnico Administrativo Contable sección Aat Complejo Educativo Profesor Martin Romeo Monterrosa Rodríguez be more active when having listening activities.
- ✓ The investigators recommend 10th-grader students not feel afraid of participating in any kind of activities as they should keep in mind that to improve their listening skill, they must be involved in all the activities in a hundred percent.
- ✓ The research team firmly proposes that 10th-grader students take an active role inside and outside the classroom by following the teacher's instructions when listening to an audio, having a test or a discussion with their classmates, paying attention and taking into account the teacher's feedback to boost their listening skill.
- ✓ The investigators advise students to have a strong commitment with their own learning so that they can improve gradually their listening skill.
- ✓ The researchers suggest that 10th-grader students should avoid any type of distraction in the classroom that may affect their performance and development of their listening skill.

TO TEACHERS

- ✓ The researchers advise teachers to motivate students by applying metacognition inside and outside the classroom to enhance their listening comprehension and to help them become effective learners.
- ✓ The investigators suggest teachers keep track of the students' learning needs so that they may be certain about what they have to reinforce or correct.
- ✓ The research team advises teachers to watch out the classroom management when developing listening activities to be sure that students are doing what they must do.

- ✓ The researchers suggest that teachers must include a variety of audiolingual activities according to the students' level to develop their listening skill.

TO FUTURE RESEARCHERS

- ✓ The research team suggest that future researchers design an attractive plan of investigation to obtain accurate information that involves each indicator of the variables.
- ✓ The research team advises future investigators to carefully select the tools to be used during the research project so they can get effective and relevant data.
- ✓ The investigators strongly recommend future investigators review all the concepts, techniques and theories studied in Seminar I and Seminar II, so they have a clear and solid idea of what to do in every part of the project.

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APPENDIXES

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APPENDIX A

**DIAGNOSTIC QUESTIONNAIRE TO THE STUDENTS OF TENTH GRADE OF
TÉCNICO ADMINISTRATIVO CONTABLE, SECCIÓN A**

OBJECTIVE: To gather information about the current situation of the application of metacognition in Bachillerato Técnico Administrativo Contable, sección A to develop the listening skill

DIRECTIONS: Mark YES or NO with an **X** according to your answer.

	Item	SI	NO
1.	Have you ever heard about metacognition?		
2.	Do you feel comfortable when taking an exam or a listening activity?		
3.	Do you consider that your nervousness affect your results on the exam?		
4.	Do you know how to use the different grammatical inflexions of the English correctly?		
5.	Are you able to identify the grammatical tense that is being used in an audio, conversation or video?		
6.	Is it frustrating for you when you do not understand the main idea of an audio or conversation?		
7.	Are you able to recognize the context of an audio, conversation or video?		
8.	Do you consider necessary to listen to an audio thrice to comprehend it?		
9.	Do you frequently have practices to improve your listening skill?		

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APPENDIX B

**DIAGNOSTIC SEMI-STRUCTURED INTERVIEW ADDRESSED TO THE
STUDENTS OF TENTH GRADE OF TÉCNICO ADMINISTRATIVO CONTABLE,
SECCIÓN A**

OBJECTIVE: To determine the factors that hinder students' application of metacognition

DIRECTIONS: Answer the following questions according to your case.

1. How do you react when you do not understand an audio, conversation or video?

2. Do you know any strategy to improve your listening skill?

3. Do you consider the vocabulary used in the audio, conversation or video difficult to comprehend?

4. When you get a low grade in a listening activity, do you think that it is due to either your English vocabulary or the vocabulary used on the audio?

5. How do you train yourself when you are having a listening test?

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APPENDIX C

**SEMI-STRUCTURED DIAGNOSTIC INTERVIEW TO THE TEACHER OF PRIMER
AÑO TÉCNICO ADMINISTRATIVO CONTABLE, SECCIÓN A**

OBJECTIVE: To address the teacher from Primer Año Técnico Administrativo Contable, Sección A

DIRECTIONS: Ask the teacher the following questions.

1. What is metacognition?
2. Do you facilitate students a good problem solving environment?
3. How do you promote students to become self-directed learner?
4. How do you encourage students to look for alternatives strategies to foster their English Language skill?
5. How do you shape students' capacity to choose an accurately way to any listening comprehension problem?
6. Do you promote students' autonomy in listening activities?
7. Do you set goals and objectives to be achieved by the students throughout the course?
8. How do you support students for a better development of their listening skill?

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APPENDIX D
DIAGNOSTIC TEST

PART I

OBJECTIVE: To assess students' listening skill

DIRECTIONS: Write down the verbs in past tense in the blanks according to the audio.

1. How _____ your class today?
2. Mike _____ a new cell phone.
3. The bell just _____.
4. I _____ the dishes earlier this morning.
5. Janice _____ the door.
6. The kids _____ the box.
7. Someone _____ my car.
8. Everyone _____ a good time at the party.
9. They _____ all the way from Rio de Janeiro.
10. A handyman _____ Bill's window.

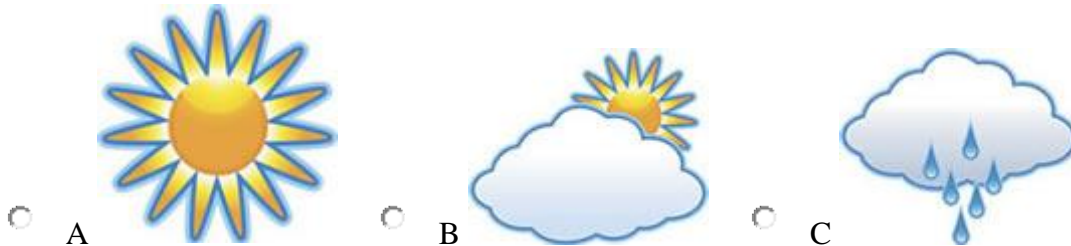
Audio retrieved from:

https://www.learnamericanenglishonline.com/Listening_Lab/Listening_Lab_Exercise_13_past_tense_verbs.html

PART II

DIRECTIONS: Select the best option according to the audios.

1. What will the weather be like at the weekend?



2. Where does she live



Audios retrieved from

https://www.examenglish.com/PET/pet_listening_part1.htm

https://www.examenglish.com/PET/pet_listening_test2_part1.htm

PART III

OBJECTIVE: To evaluate to what extent students understand the audio

DIRECTIONS: Read the following passage. Then, answer the statement by selecting true or false depending on the answer.

On Sunday, Tom gets up at 10 o'clock. Then he reads his newspaper in the kitchen. He has breakfast at 11.30 and then he telephones his mother in Scotland. In the afternoon, at 1.00, Tom plays tennis with his sister and after that, they eat dinner in a restaurant. At 6.00 pm, Tom swims for one hour and then he goes by bike to his brother's house. They talk and listen to music. Finally, Tom watches television in the evening and drinks a glass of warm milk. He goes to bed at 11.30.

1. Tom gets up at 10 am on Sundays.

- True False

2. Tom reads the newspaper in the lounge.

- True False

3. His father lives in Scotland.

- True False

4. Tom goes swimming at five o'clock.

- True False

5. Tom drinks a glass of wine in the evening.

- True False

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APPENDIX E

DIAGNOSTIC OBSERVATION CHECKLIST

OBJECTIVE: To assess students' listening skill

DIRECTIONS: Mark with an "X" each item if the students' behavior occurs always, sometimes or never.

	Item	Scale		
		Always	Sometimes	Never
1.	Students know the objective of the class.			
2.	Students are capable to comprehend teacher's vocabulary.			
3.	Students vocabulary input is enough to comprehend what they heard in connected speech.			
4.	Students show anxiety at the time to listen to audios or conversations.			
5.	Students demonstrate interest to become effective listeners.			
6.	Students are able to adapt themselves to different accents.			
7.	Students are able to share ideas about what they heard with their classmates.			
8.	Activities are designed for students to learn how to listen or how to communicate.			
9.	Students notice what the purpose of each audio or conversation is.			
10.	Students have willingness to enrich their listening skill.			

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APPENDIX F

**SEMI-STRUCTURED DIAGNOSTIC INTERVIEW TO THE TEACHER OF PRIMER
AÑO TÉCNICO ADMINISTRATIVO CONTABLE, SECCIÓN A**

OBJECTIVE: To figure out if the teacher has included metacognition in his class

DIRECTIONS: Ask the teacher the following questions.

1. What is metacognition?
2. Do you facilitate students a good problem-solving environment?
3. How do you motivate students to become self-directed learners?
4. How do you encourage students to look for alternative strategies to foster their English Language skill?
5. How do you shape students' capacity to choose an accurate way to solve any listening comprehension problem?
6. Do you promote students' autonomy in listening activities?
7. What are the goals and objectives you set to make students self-reflective in their English Learning through the course?
8. How do you support students to get a better development of their listening skill?

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APPENDIX G

CHECKLIST TO EVALUATE METACOGNITION

OBJECTIVE: To evaluate students' improvement about metacognition

Items		Po or	Need improvement	Adequ ate	Good	Excellent
		(0- 1)	(3-4)	(5-6)	(7-8)	(9-10)
1.	The implementation of metacognition instruction helps students during the learning process.					
2.	Metacognitive principles fulfil students' needs.					
3.	Students recognize metacognitive principles: planning, monitoring, evaluating, and its characteristics.					
4.	The use of metacognition fosters students' listening skill.					
5.	Students implement metacognitive principles to develop a task.					
6.	Students handle the English language accurately.					
7.	Students recognize the environment in which they have to apply metacognitive principles.					
8.	Students show interest in learning through the application of metacognition.					
TOTAL						

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APPENDIX H

CHECKLIST TO EVALUATE STUDENTS' LISTENING SKILL

OBJECTIVE: To assess students' listening skill

Items		Poor	Need improvement	Adequate	Good	Excellent
		(0-1)	(3-4)	(5-6)	(7-8)	(9-10)
1.	Students understand what they heard from the audio.					
2.	Students are able to catch the main idea from audios.					
3.	Students can complete the activities related to the audio assigned by the teacher.					
4.	Students are able to identify the tense used in the audio.					
5.	Students identify the inflections: /ɪd/ /t/ /d/ /s/ /z/ / ɪz/."					
6.	Students are able to recognize the context of the audio.					
7.	Students are able to follow the sequence of the audio.					
8.	Students are able to give a response based on what they listen to.					
TOTAL						

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APPENDIX I

FIRST WRITTEN TEST

Date: _____

Student's name: _____ **No.** _____

OBJECTIVE: To assess the improvement of simple present and simple past tense in English classes

GENERAL DIRECTIONS: Answer with blue or black ink. The use of liquid paper invalid your answers.

PART I

DIRECTIONS: Link with a line the verbs in simple present according to its correct conjugation in simple past.

- | | |
|--------------|---------|
| 1. tell | went |
| 2. go | cried |
| 3. stay | added |
| 4. visit | arrived |
| 5. cook | told |
| 6. buy _____ | bought |
| 7. arrive | begged |
| 8. act | stayed |
| 9. add | visited |
| 10. beg | cooked |
| 11. cry | acted |

PART II

DIRECTIONS: Conjugate the following verbs in third person singular

Example:

I swim → she _____

Answer: I swim → she swims

1. I sing → he
2. I play → she
3. I read → he
4. I go → she
5. I ask → he
6. I carry → she
7. I enjoy → he
8. I wash → she
9. I call → he
10. I cry → she

PART III

DIRECTIONS: Conjugate the following verbs in parenthesis in the correct form (simple present or simple past).

1. She (go) to Australia in 1994 and she liked it very much.
2. My father usually (like) his steak well-done.
3. The dog (eat) its toy last night.
4. The policeman (talk) to the burglar yesterday.
5. (you /have) a test last week?
6. I often see her mother but she never (speak) to me.
7. The gentleman (speak) to his servant 2 hours ago.
8. The kangaroo always (carry) its baby.

9. My friend (talk) a lot every day.
10. The man (drive) to the supermarket last weekend.
11. My brothers (leave) for England last week.
12. My sisters (leave) for England every year in June.
13. I don't like that man because he often (laugh) at me.
14. Her sister never (smoke).
15. The cat usually (leave) its basket when it is hungry.

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APPENDIX J

FINAL WRITTEN TEST

Date: _____

Student's name: _____ **No.** _____

OBJECTIVE: To assess the improvement of simple present, simple past and present progressive tense in English classes

GENERAL DIRECTIONS: Answer with blue or black ink. *The use of liquid paper invalids your answers*

PART I

DIRECTIONS: Conjugate the following verbs in simple present, present progressive and simple past.

Base form	Simple present	Present progressive	Simple past
think	(she)	(she)	(she)
enjoy	(he)	(he)	(he)
die	(they)	(they)	(they)
cut	(we)	(we)	(we)
talk	(you)	(you)	(you)
sing	(I)	(I)	(I)
prepare	(you)	(you)	(you)
listen to	(she)	(she)	(she)
practice	(he)	(he)	(he)
swim	(she)	(she)	(she)

PART II:

DIRECTIONS: Identify the mistake in each sentence below and rewrite correctly. If you consider that the sentence is right, write "CORRECT" aside.

1. Julia and Maria speaks Spanish. _____
2. Julia talks with her boyfriend yesterday. _____
3. Does he works the all mornings? _____
4. They was in the beach the last summer. _____
5. They were not late yesterday. _____
6. She washes the dishes every day. _____

7. We is in the classroom. _____
8. Did she took the bus yesterday? _____
9. She speaks with her grandmother yesterday. _____
10. Does we ate tomatoes? _____

PART III

DIRECTIONS: Write the verbs in the blanks below in the progressive tense according with the audio. Use the verbs below.

List of verbs: work, tell, use, get, cook, make, read, give, listen, play

Conversation 1

Todd: Where are you?

Katie: I _____ inside. I am writing a letter to my friend. I _____ him about my life and my new job.

Todd: Are you _____ the computer?

Katie: I _____ not _____ the computer because I like to hand write letters. My hand _____ tired though.

Conversation 2

Todd: Where is Mary?

Katie: Mary _____ in the kitchen. She is chopping up some vegetables because she _____ a vegetable soup.

Todd: How is she making it?

Katie: She _____ a recipe and following the instructions inside. She is enjoying herself.

Conversation 3

Todd: What is Bob doing?

Katie: Bob _____ on his car. He _____ is a tune up. He is changing the oil and checking all the parts of the cars.

Todd: But, he is not working? He is just standing there!

Katie: He _____ his time because he wants to do the job right. He _____ to the radio as he works.

Conversation 4

Todd: Where are the twins?

Katie: They _____ outside. They are playing soccer with their friends. They _____ the front lawn as a soccer pitch.

Todd: Are they having fun?

Katie: They are having a lot of fun. They are exercising so they are burning lots of energy. I think they are trying to lose weight.

PART IV

DIRECTIONS: Choose 10 verbs and write sentences (affirmative, negative or interrogative) with the chosen verbs.

- | | | | |
|-----------|-----------|-----------|------------|
| 1. lie | 2. go | 3. read | 4. walk |
| 5. enjoy | 6. write | 7. think | 8. wash |
| 9. watch | 10. drink | 11. eat | 12. is/are |
| 13. do | 14. study | 15. dress | 16. teach |
| 17. learn | 18. build | 19. cook | 20. see |

- 1. _____
- 2. _____
- 3. _____
- 4. _____
- 5. _____
- 6. _____
- 7. _____
- 8. _____
- 9. _____
- 10. _____

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CONTABLE, SECCIÓN A



APPENDIX K

Lesson Unit: 1
Topic: Metacognition: Part I
Target Content: Definition / Importance / Metacognition knowledge / metacognitive regulation
Target Structure: Simple Present

<p>Objectives: By engaging in different communicative tasks, SWBAT:</p> <ul style="list-style-type: none"> • Get familiar with the metacognitive concept • Understand the importance of metacognition

Materials: markers, eraser, charts, photocopies
--

Time: 10 min	<p style="text-align: center;">Warm-up: Name Game</p> <p>Procedure:</p> <ul style="list-style-type: none"> - Form a circle. - After forming the circle, the teacher is going to say his/her name. - Then, the teacher is going to throw ball to a student. - After, the student is going to say the teacher's name and his/her name, and then he or she is going to throw the ball. - If the next student commits a mistake. When saying the names, she or he will get a penalty. <p>Penalties:</p> <ul style="list-style-type: none"> - Sing a song - Dance (While dancing, students have to say his\ her everyday routine.)
Time: 10 min	<p style="text-align: center;">PRESENTATION</p> <p>The teacher is going to provide some information about metacognition</p> <p>Definition of metacognition: Metacognition refers to the awareness of the knowledge an individual has or does not have and to the ability to monitor and control cognitive activities in learning processes.</p>

	<p>After providing students with the definition of metacognition, have students say what they get for metacognition.</p>
<p>20 min</p>	<p style="text-align: center;">Importance of metacognition</p> <ul style="list-style-type: none"> • The teacher will present the theory about metacognition by giving to each student a sheet of paper with the following information. • After explaining the importance of metacognition, have students mention the importance of metacognition for them at school. • The teacher is going to choose three students randomly to give their opinion. <p>Metacognition is very helpful in the learning process since it fosters students to develop their thinking about their own learning style. Also, metacognition contributes pupils to grow their self-awareness when learning; this self-awareness promotes self-regulation. It is showed that the more students are aware of their thinking processes as they are learning, the more they are able to control many aspects such as personal goals, disposition and attention.</p> <p>Metacognition has a huge positive impact in the educational system because it regulates some factors that can hinder students' learning; for example, by taking into account metacognition, learners can regulate emotional aspects for a better learning. Indeed, metacognition is a very important tool that helps not only to self-regulate students' learning but also to self-aware them to have a better performance in their daily academic lives.</p>
<p>25 min</p>	<p style="text-align: center;">Principles of metacognition</p> <ul style="list-style-type: none"> • The teacher will present the theory by giving to each student a sheet of paper with the following information. • After explaining the principles of metacognition, have students discuss the principles of metacognition for them at school. • Have students describe the principles by they own. • The teacher is going to choose three students randomly to give their opinion. <p>There are three metacognitive principles: planning, monitoring and checking or evaluating. Those metacognitive principles help learners to achieve their goals when encountering any situation during the learning process. It is important to highlight that these three principles are connected and they work together as a unit since it is a process to take into account.</p> <p>1. Planning</p> <p>When planning, learners have to take into account some characteristics that this phase has; for example, they have to be capable to identify the problem that has been presented. Later, they choose the best strategies to solve the problem; and thus, learners can predict outcomes beforehand.</p>

	<p>2. Monitoring To the planning phase, by monitoring their activities during learning-testing, pupils usually have an opportunity to revise what they are doing at the moment in which events are taking place; this provides a chance to change their previous strategies and thoughts to succeed at what they are doing.</p> <p>3. Evaluating individuals have arrived to the last metacognitive principle called checking or evaluating. This principle permits learners to be conscious about the results that they have gotten during the whole metacognitive process. This phase contributes students to check what have gone right and what have gone wrong. Learners can evaluate if their strategies used in this process were the correct ones. They are able to analyze if their results were as good as they expected when predicting outcomes in the first principle. And similarly, they can assess if their monitoring phase worked as it was thought.</p>
15 min	<p style="text-align: center;">Metacognitive regulation</p> <p>Have students get to know how metacognitive regulation works in a class.</p> <p>It describes how learners monitor and control their cognitive processes giving an example of it realizing that the strategy they are using to solve math's problems is not working and decides to try another approach.</p> <div style="text-align: center;"> <pre> graph TD A[Metacognition] --- B[Metacognition Regulation] A --- C[Importance of Metacognition] C --- D[Principles of Metacognition] D --- E[Planning] D --- F[Monitoring] D --- G[Evaluating] </pre> </div> <p>Have students provide a short summary of the seen topic.</p>

APPENDIX L

WORKSHEET: METACOGNITION

➤ **Importance of metacognition**

Metacognition is very helpful in the learning process since it fosters students to develop their thinking about their own learning style. Also, metacognition contributes pupils to grow their self-awareness when learning; this self-awareness promotes self-regulation. It is showed that the more students are aware of their thinking processes as they are learning, the more they are able to control many aspects such as personal goals, disposition and attention.

Metacognition has a huge positive impact in the educational system because it regulates some factors that can hinder students' learning; for example, by taking into account metacognition, learners can regulate emotional aspects for a better learning. Indeed, metacognition is a very important tool that helps not only to self-regulate students' learning but also to self-aware them to have a better performance in their daily academic lives.

➤ **Principles of metacognition**

There are three metacognitive principles: planning, monitoring and checking or evaluating. Those metacognitive principles help learners to achieve their goals when encountering any situation during the learning process. It is important to highlight that these three principles are connected and they work together as a unit since it is a process to take into account.

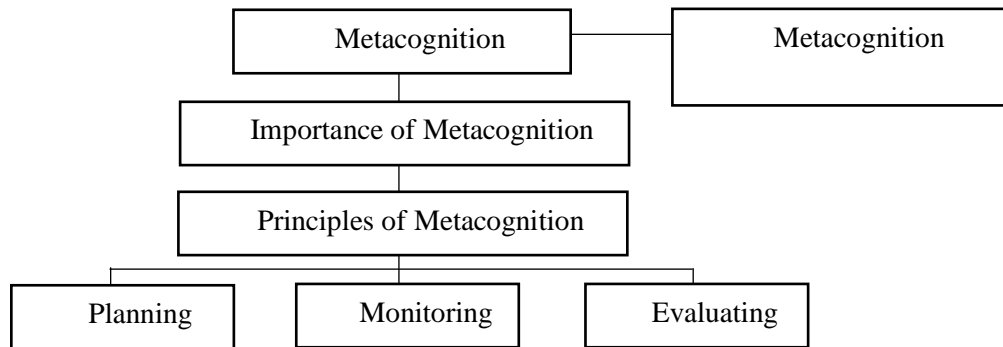
Planning: When planning, learners have to take into account some characteristics that this phase has; for example, they have to be capable to identify the problem that has been presented. Later, they choose the best strategies to solve the problem; and thus, learners can predict outcomes beforehand.

Monitoring: To the planning phase, by monitoring their activities during learning-testing, pupils usually have an opportunity to revise what they are doing at the moment in which events are taking place; this provides a chance to change their previous strategies and thoughts to succeed at what they are doing.

Evaluating: individuals have arrived to the last metacognitive principle called checking or evaluating. This principle permits learners to be conscious about the results that they have gotten during the whole metacognitive process. This phase contributes students to check what have gone right and what have gone wrong. Learners can evaluate if their strategies used in this process were the correct ones. They are able to analyze if their results were as good as they expected when predicting outcomes in the first principle. And similarly, they can assess if their monitoring phase worked as it was thought.

➤ **Metacognitive regulation**

It describes how learners monitor and control their cognitive processes giving an example of it realizing that the strategy they are using to solve math's problems is not working and decides to try another approach.



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APPENDIX M

VALIDATION SHEET FOR THE TOOLS TO BE EVALUATED

Validator's Name: _____ **Date:** _____

Degree: _____

Number of years in teaching: _____

Directions: Please check the appropriate box for your ratings.

Scale: 1. Poor 2. Needs Improvement 3. Good 4. Very Good 5. Excellent

Scale / Aspects to validate	1	2	3	4	5
1. Clarity and directions of items The vocabulary level, language, structure and concepts are in accord to the participants' level. The test' directions and the items are written in a clear and understandable manner.					
2. Presentation and Organization of items The items are presented and organized in logical manner.					
3. Suitability of items The items appropriately presented the substance of the research.					
4. Adequateness of the Content The number of the items per area is representative enough of all the items needed for the research.					
5. Attainment of Purpose The instrument fulfills the objectives needed for the research.					

Remarks: _____

Signature: _____

WEEK 2

IMPLEMENTATI

DATA

RESEARC

RESPONSIBL

TIMELINE

APPENDIX N

PLAN OF INTERVENTION

WEEK 1

PURPOSE	IMPLEMENTATIO N ACTIVITY	RESOURCE S	INSTRUCTOR S	DATA GATHERING ACTIVITY	RESEARC H TOOL	RESPONSIBL E PERSONS	TIMELINE BEGINNIN G/ ENDING
Students have an introduction class of metacognition and all its principles: planning, monitoring and evaluating.	Theoretical Class (40 minutes)	Whiteboard, markers, photocopies, eraser, camera, audio recording	Mario Cabrera, Nelson Evora, and Luis Rodríguez	<ul style="list-style-type: none"> • Observation • Taking pictures • Recordings 	Students´ Observation Checklist (Appendix E)	Nancy Galindo and Jonathan Rodríguez	Classes #1-3 From April 29 th to May 2 nd at Complejo Educativo Profesor Martin Romeo Monterrosa Rodriguez
Students practice about the metacognitive principles.	Speaking Activity Game (Repetition) (10 minutes)						
Students review all the theory given by the teachers about metacognition.	Written Activity (Restatement): (15 minutes)						
Students continue reviewing the topic “metacognition”.	Speaking Activity (Mini-presentations) (20 minutes)						
Students are introduced to the simple present.	Language Notes (30 minutes)						

PURPOSE	ON ACTIVITY	RESOURCES	INSTRUCTOR S	GATHERING ACTIVITY	H TOOL	E PERSONS	BEGINNING/ ENDING
Students have fun about reviewing the content of the last class.	Speaking Activity-Game (Restatement): (15 minutes)	Whiteboard, markers, photocopies, eraser, audio devices	Nancy Galindo and Jonathan Rodríguez	<ul style="list-style-type: none"> • Observation • Taking pictures • Recordings 	Students' Observation Checklist (Appendix E)	Mario Cabrera and Nelson Evora	Classes # 4-6 From May 6 th to May 9 th at Complejo Educativo Profesor Martin Romeo Monterrosa Rodríguez
Students learn about the simple present in a deeper way.	Language Notes (30 minutes)						
Students put into practice their listening skill by listening to an audio in the simple present.	Listening Activity (Repetition) (35 minutes)						
Students put into practice the simple present.	Written activity (Replacement) (15 minutes)						
Students review all the content given about the simple present tense.	Written Activity (Completion) (20 minutes)						
Students have fun and get to know the simple past tense.	Language Notes (30 minutes)						
Students conjugate different verbs and pronounced them in the simple past tense.	Written and Speaking Activity (25 minutes)						
Students learn to formulate Yes/ No questions by using the simple past tense.	Language Notes (20 minutes)						

APPENDIX O

NAME: _____ GRADE: _____

DATE: _____

FILL IN THE BLANK ACTIVITY

DIRECTIONS: Write the missing information by using the simple past tense of each verb.

EXAMPLE: John played (play) soccer.

1. He _____(drink) some milk.
2. He _____(say) goodbye.
3. He _____(have) a test.
4. They _____(draw) in the art lesson.
5. He _____(meet) Daisy.
6. She _____(answer) some emails.
7. He _____some research.
8. He _____(play) basketball.
9. He _____(get) an A.
10. He _____(take) his dog to the park.

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APPENDIX P

LISTENING ACTIVITY

DIRECTIONS: Listen to the song and then complete the spaces with the verbs according with lyrics.

THE MAN WHO SOLD THE WORLD

We _____ upon the stair
We _____ of was and when
Although I wasn't there
He said I was his friend
Which _____ as a surprise
I spoke into his eyes
I thought you died alone
A long long time ago

Oh no, not me
We never lost control
You're face to face
With the man who _____ the world

I laughed and shook his hand
And made my way back home
I _____ for form and land
For years and years I roamed
I gazed a gazeless stare
We walked a million hills
I must have died alone
A long, long time ago

Who knows?
Not me
I never _____ control
You're face to face
With the man who sold the world

Who knows?
Not me

We never lost control
You're face to face
With the man who sold the world
THE MAN WHO SOLD THE WORLD

We passed upon the stair
We spoke of was and when
Although I wasn't there
He said I was his friend
Which came as a surprise
I spoke into his eyes
I thought you died alone
A long long time ago
Oh no, not me
We never lost control
You're face to face
With the man who sold the world

I laughed and shook his hand
And made my way back home
I searched for form and land
For years and years I roamed
I gazed a gazeless stare
We walked a million hills
I must have died alone
A long, long time ago

Who knows?
Not me
I never lost control
You're face to face
With the man who sold the world

Who knows?
Not me
We never lost control
You're face to face
With the man who sold the world