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Metacognitive Strategies to Improve Listening Comprehension in Senior Students at Daniel Reyes High School During the Academic Year 2022-2023

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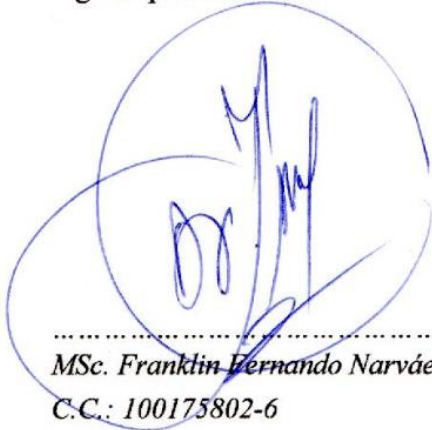Pupiales Chulde Leidy Dayana

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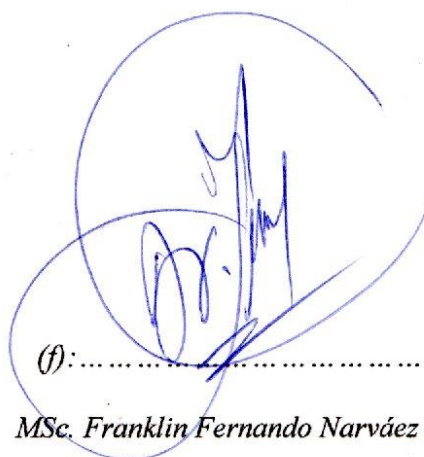
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DEDICATORY

I would like to dedicate this undergraduate work to my beloved family who has been always there for me giving me their unconditional love and support in every step I took. Thank you for believing in me.

Leidy Pupiales

GRATEFULNESS

There may only be one name listed as the author of this research project, but I would not have been able to do it without the following people:

To God. Thank you for giving me the strength to achieve finishing this stage of my life successfully.

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ABSTRACT

The present research project aimed to promote the use of metacognitive strategies to enhance listening comprehension in EFL senior high school students. It was carried out at Daniel Reyes High School, located in the city of Ibarra during the school year 2022-2023, where fifty-nine senior students and two English teachers participated. This research had a mixed approach, incorporating, both quantitative and qualitative, data that helped to obtain a more comprehensive view of the problem. To develop this study, two research instruments were conducted to obtain data. The first one was an interview addressed to English teachers to analyze the methodological strategies used in the development of students' listening comprehension. The second one was a survey for EFL students to collect information about metacognitive strategies applied by themselves in listening activities. The results evidenced that most of the students use metacognitive strategies unconsciously while listening to spoken language which limits their full comprehension of it. Moreover, they pointed out factors such as vocabulary, teaching methods, and practice as responsible of their listening comprehension struggles. In this sense, an academic blog was designed to provide metacognitive strategies related to encouraging topics that enable students to be aware, strategic, and reflective on their listening comprehension process.

Keywords: metacognitive strategies, listening comprehension, EFL students.

RESUMEN

El presente trabajo de investigación tiene como propósito promover el uso de estrategias metacognitivas para mejorar la comprensión auditiva en estudiantes de último año de secundaria. La misma fue llevada a cabo en la Unidad Educativa Daniel Reyes, ubicada en la ciudad de Ibarra durante el año escolar 2022-2023, donde cincuenta y nueve estudiantes y dos docentes de inglés participaron. Esta investigación tuvo un enfoque mixto, incorporando datos tanto cuantitativos como cualitativos que ayudaron a tener una vista más comprensiva del problema. Con la finalidad de desarrollar este estudio, dos instrumentos de investigación fueron realizados para la recopilación de información. La primera es una entrevista dirigida a los profesores de inglés para analizar las estrategias metodológicas usadas en el desarrollo de comprensión auditivas de los estudiantes. La segunda es una encuesta para los estudiantes de inglés como lengua extranjera para recolectar información sobre las estrategias metacognitivas usadas por ellos en actividades de audición. Los resultados indicaron que la mayoría de los estudiantes utilizan estrategias metacognitivas inconscientemente lo cual limita su plena comprensión del lenguaje hablado. Adicionalmente, ellos señalaron factores como vocabulario, metodologías de enseñanza, y práctica como los responsables de sus dificultades de comprensión auditiva. En este sentido, un blog académico fue diseñado para proveer estrategias metacognitivas enfocados en temas motivadores que permiten a los estudiantes ser conscientes, estratégicos y reflexivos en su proceso de comprensión auditiva.

Palabras claves: estrategias metacognitivas, comprensión auditiva, estudiantes de inglés como lengua extranjera.

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ACRONYMS

ESL: English as a Second Language

L2: Second Language ESL: English as a Second Language

EGB: Educación General Básica

BGU: Bachillerato General Unificado

INTRODUCTION

Motivation for the Study

The acquisition of the English language is a process that takes time. The management of the four skills guarantees the full comprehension of the foreign language. In this regard, listening comprehension appears as one of the main complements to achieve it. Once learners can assemble ideas from spoken messages and interpret them, they become independent and confident to interact in class. In this sense, metacognition plays an important role in the development of this communicative skill. This is because it involves critical thinking development in the EFL students' cognitive processes which helps them to comprehend what is being listened. Therefore, this aim becomes in this way the main motivation for this study.

Being aware of one's learning process and being able to convey that since one's own judgment is what learners need to handle. Nonetheless, it is less common to find activities that foster self-reflection in educational centers due to teachers focus on content rather than critical thinking (SUTEP, 2018). For this reason, the second motivation of this research project is to provide metacognitive strategies so that learners enable themselves to learn how to learn and apply that knowledge in different contexts.

Finally, the last reason to highlight starts from the listening skills of the English language. Ghonivita et al. (2021) stated that this receptive skill is present first in students learning even before reading abilities are present. This shows that listening needs to be taught and practiced before other skills. Thus, building a relationship between listening comprehension and determined metacognitive strategies will be fundamental. This is since it will allow learners to become autonomous, critical, aware, and responsible for their own knowledge when they are listening and interpreting spoken language.
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The Research Problem

Learning a foreign language has become one of the most complex problems for Latin American learners despite the number of strategies developed to master it. In Ecuador, this reality is not different. According to a global ranking based on the English proficiency index elaborated by Education First (2022), this country occupied the eighty-second place with a score of 466/1000, which belongs to an A1 English level. Those results placed the Ecuadorians' knowledge of the English language in the low category. The English language needs the presence of the four skills to be acquired. Nevertheless, the results from the global ranking mentioned above allow to have a clear view that Ecuadorian people struggle with the four English skills management. In this sense, listening comprehension emerges as one of the difficulties learners face in their classes. This involves several causes that are going to be described below.

Teaching strategies may influence students' listening skills development either positively or negatively. That is why those strategies need to be in constant innovation as the world keeps developing. Nonetheless, it implies a big goal for some educators that they are not enough prepared to cope with. A study on Listening Strategies Instructed by Teachers and Strategies Used by Students carried out by Bao (2017), found that many scholars are not enough specialized on listening strategies which limits the full comprehension of input language. Furthermore, the author emphasized the importance that listening strategies need to have on both educational actors' sides. When learners are exposed to the common teaching strategies but not considering their own, learning interests tend to be low. Consequently, students will experiment difficulty to comprehend spoken language, and hence, the lack of motivation will be also evident.

Inadequate classroom conditions are another aspect to consider in the acquisition of this receptive skill. A good physical classroom environment benefits learning. However, not all educational centers have adequate infrastructure or even the equipment to develop listening skills of the English language effectively. This situation causes a negative impact on students learning. They will perceive that environment as a sign of disinterest for them, so they will tend to skip classes (UNIVISION, 2016). Thus, the students' outcomes in the learning process are not going to be the expected.

Lately, due to the Covid-19 pandemic, the whole educational system has been disrupted. The educational actors needed to adapt due to this context and the use of technological tools was fundamental. Nevertheless, this crucial aspect disrupted the learning process of about 24,000 Ecuadorian children who were not able to receive online classes because of the bad economic situation of their parents which was caused by the Covid-19 pandemic (Torres, 2020). This leads to an interrupted education process where students need more effort to achieve educational goals now that institutions are re-open again. Regarding these, listening skills development becomes a struggle for students to comprehend as it is an English skill that needs concentration and a lot of constant practice.

The lack of practice of listening comprehension generates insecurities in the students. Richards (2022) indicates that when a class has too many students, the probability that the whole group practices is very low. Hence, the training of this communicative skill is not significant because a considerable number of students cannot check understanding. In addition, it should be noted that this negative impact will affect affective factors such as self-esteem or confidence. Therefore, students with higher insecurities, will tend to have a lower performance during its learning process.

A final aspect to analyze is the pressure of society that originates a learning barrier in EFL learners. Students who feel pressured by the teacher or even by their classmates tend to have a lack of confidence in their listening performance. Once students have experimented with that, the class participation falls sharply because they have idealized that making

mistakes will bring them bad experiences. Lava (2020) indicates that being under constant pressure generates insecurity in students even if they have been prepared before or not.

All those causes mentioned above make it clear that managing listening comprehension can be difficult for students when they are influenced by those factors. Such is the case of the senior students from the Daniel Reyes high school located in the city of Ibarra in the province of Imbabura. Most of them are facing complications in learning this communicative skill because of the unappropriated teaching strategies by the English teachers which include few listening comprehension activities. Furthermore, the classroom conditions limit their practice of this receptive skill. Finally, through the lack of practice, it has been noticed a low student interaction and participation in English listening activities.

Concerning this problem, it is necessary to answer the following questions during the development of this research:

- What is the incidence of the metacognitive strategies use in the development of listening comprehension skills?
- How can Metacognitive strategies improve Listening comprehension in senior students from the Daniel Reyes high school?

Justification

The present research study arises from the need of developing strategies for the improvement of listening comprehension skills. This is because listening activities are not commonly applied in different educational centers. Therefore, EFL learners are limited to productively analyzing, practicing, and internalizing input language. Based on this context, this research study was aimed to understand that metacognitive strategies can be a useful tool for the improvement of listening comprehension in senior students.

The development of listening comprehension through metacognition will be strong support for the rest of the English skills. Williams and Atkins (2009) indicate that metacognition allows people to take charge of their learning. This means that, EFL students will be able to recognize what they learn independently, decide what strategies are appropriate for them, and associate this knowledge learned with other learning situations.

In addition, this research can also be considered as knowledge and practical resource since there are few studies done about metacognitive strategies in the listening comprehension process. Hence, the development of this research study will be a contribution for those who want to try innovative and update ways of teaching and likewise those who are willing to learn in a more conscious way when listening input language.

Learning a foreign language implies a process that involves English teachers and students. That is why they are the direct beneficiaries of this research study. Those educational actors can build a strong and not overly dependent relationship because through metacognition, students can become autonomous and critical. Louca (2003) indicates that learners who apply metacognitive strategies tend to improve their self-awareness and self-monitoring which help them to be more independent. Furthermore, affective factors are influenced optimally because learners increase their self-confidence, enhance their abilities, and autonomy by managing their own learning process (Hussain & Mukhtar, 2018).

On the other hand, for English teachers, those metacognitive strategies are going to be innovative to add to their teaching methodologies. Solheim et al. (2018) stated that if those strategies are accompanied by interactive activities, the students' academic performance will improve and influence their daily life decisions. Hence, this is the manner in which English teachers can increase students' awareness in listening comprehension tasks. Additionally, teachers' lessons will be directed to students' goals, interests, skills, and reflection.

Metacognition goes beyond knowledge; it implies a strong but positive impact on people's lives who apply those strategies. That is why the educational environment around the direct beneficiaries is also beneficiated. That means administrative staff from the educational center, teachers' leaders, educators, and learners from other classes will take advantage indirectly. This is because the selected group (direct beneficiaries) influences in a practical way the people who are around them. The more knowledge individuals share, the more knowledge will grow (Init Group, 2015). Thus, the institution will be beneficiated from having students with appropriate auditory comprehension proficiency that are able to recognize and self-regulate their own knowledge learned. Besides, the number of students taking supplementary tests and doing reinforcement processes will slightly decrease.

As a final aspect, this can influence other educational centers to take these metacognitive strategies into account, which allows more people to learn from them. Finally, the domain levels of listening comprehension in the English language will be improved significantly in different educational institutions.

Significance of the Study

The development of this research project has a meaningful impact on teachers as well as EFL students. Both can learn from these metacognitive strategies and relate them to real-life circumstances. Regarding this, this study highlights two impacts which are academic and affective.

Academic Impact

This present research contributed to senior students at the Daniel Reyes high school because they will develop awareness about their cognitive process which helps their listening

comprehension. Moreover, they will be able to recognize the way how they learn, what strategies are appropriate, and how to use this knowledge into different English listening tasks.

Affective Impact

As teachers can learn from those metacognitive strategies, they can use them in their teaching lessons. Therefore, they can build a good relationship with their EFL students because students will perceive this as a way of show attention to them. Thus, feeling that the teacher is accompanying them during their learning process, will lead to motivation and listening comprehension enhancement.

OBJECTIVES

General Objective

- Promote the use of metacognitive strategies to improve listening comprehension in senior students at Daniel Reyes High School during the academic year 2022-2023.

Specific objectives

- Establish different metacognitive strategies to enhance listening comprehension in senior students.
- Diagnose the methodological strategies used by English teachers in the development of listening comprehension in senior students at Daniel Reyes high school.
- Design an academic blog about metacognitive strategies to improve listening comprehension.

CHAPTER I: THEORETICAL FRAMEWORK

1.1 Learning

When talking about learning, it can be highlighted that is a fundamental part of the education process. Its concept varies from different perspectives that have been proposed over the years. Furthermore, aspects such as fields, realities, and consistency are involved when defining learning (Barron et al., 2015). This means that even though the number of concepts for this acquiring process, most of them tend to keep the main goal of what learning merely intends.

Sequeira (2012) mentioned that learning consists of a long-time shift that can be acquired either intentionally or not. In other words, a change that influences learners' perceptions because it is associated with what they knew and what they pretend to comprehend at that moment.

Cherry (2022) defined learning as "An outgoing process that takes place throughout life and isn't confined to the classroom". This refers to learners can acquire knowledge everywhere depending on the experiences they face. Hence, it becomes an active process due to it implies internal as well as external factors that need to be interpreted.

According to Ministerio de Educación (2016) learning is a permanent structuring process that implies personal discovery and will be produced by social and cultural interactions. Otherwise stated, this active process seeks individual self-discovery where they are aware of their capabilities and knowledge that is applied and generated in different contexts they are exposed.

Regarding these concepts, it makes clear the notion of learning. Individuals are in constant learning that can be obtained anywhere. Once learners interpret new knowledge and decide to keep or modify it with what they knew before acquiring it, they will nurture themselves in a way they are aware of what is meaningful for them.

1.1.1 The Learning Process

Learning is involved in a sequence of steps to be acquired. Its different patterns to learn are a representation of simple aspects that need to be accompanied by measurable goals and efficient behavior (Naeve et al., 2008). In this sense, this acquisition procedure falls into an objective perspective that is complemented by affective factors.

Naeve et al. (2008), stated that there is a relationship between knowledge and learning during the learning process. Both terms receive the names of efficient and inspiring fantasies respectively. Moreover, factors such as context, target group, and purpose are deeply related to this procedure.

Figure 1
Learning Process
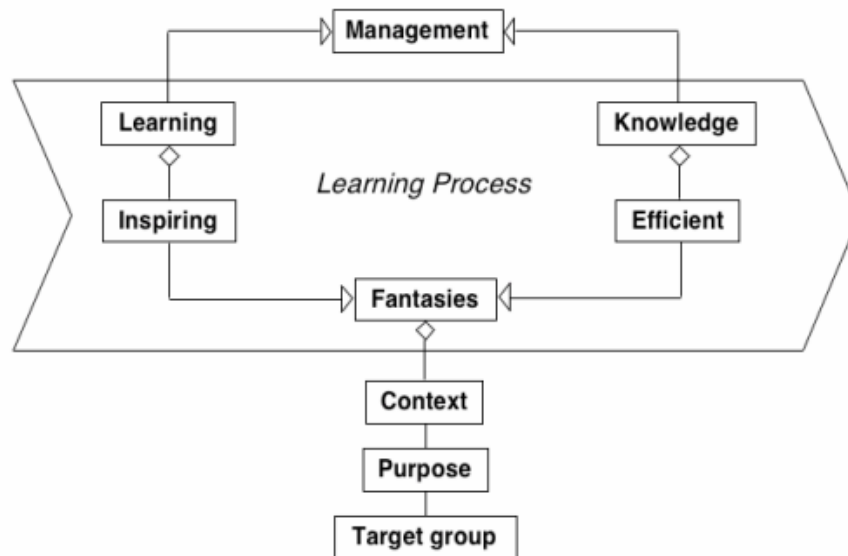
Source: Naeve et al. (2008).

Based on the picture above, it should be highlighted that the learning process implies two main aspects: inspiring fantasies (sense of learning) and efficient fantasies (knowledge). The management of these terms has to deal with a given context, purpose and it is in contrast to a target group where learners evaluate self-judgment (Naeve et al., 2008). Hence, an effective process consists of a change where learning becomes knowledge.

In this regard, learning a foreign language encompasses the way the learning process works. For this study, the development of listening comprehension starts at this point, where students can make their own efficient criteria according to what is being listened. However, in order to this happens, motivational affective factors need to be considered the inspiring fantasies so that they can transform those ones into valuable fantasies.

1.1.2   Learning Theories

Many theories of learning have been developed over the years. These ones have considered different aspects to succeed in the learning process. Indeed, it can be said that each of them has played a crucial role in learning a language as time passed (Solano, 2022). Therefore, three learning theories were correlated in the development of this research study.

➢ **Cognitive Learning Theory**
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Valamis (2022) defined cognition as "The ability of the brain's mental processes to absorb and retain information through experience, senses, and thought". In here, the result of individuals actions is the consequence of their thoughts (Lopez, 2013). Therefore, thinking skills development to boost mental process is primordial. This is because it leads students to

use their brains in an efficient way because they can connect new knowledge with existing information (INCEPTUM, 2021).

This learning theory emerged after the Behaviorist theory in which Jean Piaget is considered one of its main contributors. He stated that individuals' learning is a result of an external behaviorism environment where mental processes are involved (Feder, 2022). Besides, he proposed a theory of cognitive development that pretends to demonstrate the intellectual development in children and is divided in four stages. In here, language in relation to thinking is considered as a development factor that occurs during the child growth (Congo Maldonado et al., 2018).

The cognitive learning theory present different cognitive processes on individuals' thought. According to Art and Creativity with Husnain (2022) within a second language acquisition, these mental processes are attention, language, thoughts, memory, and perception. Thus, if learners are aware of how their brain works with those mental processes, the learning will be better assimilated. This is because "Learning requires cognition and cognition involves learning" (Mccaw & Diamond, 2022). In other words, both complement each other.

In this sense, learning the English language with cognition implies a strong relationship due to its acquisition encompasses behaviors, extrinsic factors such as environment, and intrinsic factors like mental processes. Eventually, this learning theory will allow learners to enhance their thinking skills and find satisfaction in learning (Hernández, 2016). Therefore, as listening is one skill that let students understand spoken language, the way students can analyze, interpret and evaluate it will be fundamental for their comprehension and cognition development.

➢ **Constructivism Learning Theory**

Learners in the constructivism learning theory are in charge of the construction of their own knowledge based on experiences. Gatt & Vella (2003) considered Constructivism "The belief of the necessity for every human being to put together thoughts, interpretations and explanations that are personal to themselves in making sense of his/her experiences and situation". Constructivism has let see a new perspective on the traditional methods the educational institutions have been used to. This learning theory is mainly characterized by the role students and teachers take in the learning process development. In here, the teacher is going to be considered a facilitator that guides learners' outcomes (Ostankowicz-Bazan, 2016).

Piaget was one of the first originators in the development of this learning theory. He highlighted the idea that learners' learning is the result of their constructive interaction with their environment which can be produced at any time (Gatt & Vella, 2003). Furthermore, he proposed two complementary processes pupils apply during their learning experiences:

assimilation and accommodation. On the other hand, George Kelly also contributed to this theory stating that individuals are in a constant process of learning experiences where they construct meaning and interpret it from the world around them (Gatt & Vella, 2003). This shows that learners take an active role in the education process when this learning theory is present. The reason is that they are the only ones selecting what information is significant for them, associating new knowledge with previous experiences, and reflecting on it in a sense of keeping it or leaving it.

Constructivism emphasizes that learners acquire knowledge in different manners but being themselves the main essence of building it. Considering this, the improvement of listening comprehension in English language acquisition through metacognitive strategies is related to the principles and educational roles of this learning theory. This is because both promote active learners who are aware of the world surrounding them and learn from the realities coped.

> **Humanism Learning Theory**

Humanism is a theory that focuses on human beings' needs. In this sense, "Humanists learning is a personal act of the individual to fully utilize his potential" (Behlol & Dad, 2010, p. 1). It underlines the idea that the learning process cannot be successful without the presence of human capabilities such as self-actualization, creativity, and free election (Kiligann, 2022). This theory believes that each person is capable to learn and has a noble nature to show to the world. That is why students become active learners during the whole process developing in this way, affective factors such as self-esteem, autonomy, and motivation.

In the field of learning a foreign language, humanism allows learners to be responsible for their own learning due to teachers links their lesson according to students' needs. It fosters self-direction in learners which means being in charge of their learning efforts and the consequences they involve (Behlol & Dad, 2010). In addition, the teacher's role is a mediator which creates a comfortable classroom environment helping students to feel confident when using a second language either individually or with classmates (Shirkhani & Danesh, 2013). This demonstrates that humanism emphasizes learning and teaching because people from both sides are seeking personal growth. Because of this, it makes it a reflexive process where the importance of achieving learning goals starts from understanding the "self" and others. However, Behlol & Dad (2010) considered that an effective learning process also is involved with the fulfillment of Maslow's hierarchy of needs as humans are beings that have feelings and desires to accomplish.

Concerning this, the humanism learning theory correlates with the acquisition of a second language. EFL learners develop listening comprehension based on topics that encompass affective aspects, interests, and personal development. Moreover, through the appliance of metacognitive strategies, students can understand themselves better in terms of being aware

of the strengths and drawbacks their learning process has and adapting it according to their needs. Finally, it should be noted that the presence of Maslow's hierarchy of needs will be a crucial role for a successful learning acquisition of this receptive English skills.

1.2 Metacognition in English Language Learning

1.2.1 Metacognition

The term metacognition can be defined as the ability to self-control cognitive processes in a way that individuals are aware of those processes while using them in learning circumstances (Livingston, 2003). Furthermore, based on its etymology the morpheme meta- refers to going "beyond" whereas cognition represents the "act of learning", which means a mental process that is above learning (Meilleur, 2019). Metacognition goes beyond learning a predetermined topic, but it also encompasses the whole learning procedure which enables learners to be conscious about how they obtain that knowledge.

Wilson and Conyers (2016) considered metacognition as the reflective process human beings need to do to be able to recognize all the aspects that cover their own learning process, and, in this way, they can drive their brains to become self-directed learners. For instance, being aware to differ the things EFL learners do wrong in a listening activity helps them pay more attention to them to not repeat the same mistakes in similar situations.

Other authors such as Helus and Paverlková (1992) also refer to Metacognition as the ability to take control of self-knowledge and use it to develop, improve or modify different cognitive processes (Doulík et al., 2015). This contributes to the acquiring process because once learning become knowledge, it can be related to the future possible situations they will face.

Regarding this, all the definitions stated above share a particular aspect, metacognition takes a meaningful place in the learning process. It allows learners to be aware of their cognitive processes and how to regulate them. In this sense, it helps EFL learners to learn how to learn and develop critical thinking when learning a second language. This is because EFL students make a kind of learning introspection to realize what they know, what is missing, what is its origins, what are the best ways to help them achieve it, and other types of aspects that guide them to successful learning.

1.2.2 Origins of Metacognition

The term "Metacognition" began to be known at the end of the sixties. From that time, this term has been related to the psychologist field, behavioral sciences, cognitive sciences, and the educational field. This is because the study of the mind allows to know own and others' behavior which facilitates predicting future possible reactions in order to find strategies to regulate them (Ortega, 2018).

John Flavell is considered the main pioneer of the term metacognition. This American physiologist made studies about children's metacognition, where he requested them to make conscious of their memory process (González, 2015). The results of these studies allowed him to establish a model of cognitive monitoring through metacognitive experiences and metacognitive knowledge. Flavell (1979) indicated that "increasing the quantity, and quality of children's metacognitive knowledge and monitoring skills through systematic training may be feasible as well as desirable" (p. 910). Therefore, it was concluded that metacognition is beneficial to developing self-awareness and self-control and can influence in a positive way attitudes and behaviors at the moment scholars are learning.

Since then, Metacognition has prevailed and has been the object of study either from a psychological or educational perspective in order to contribute to its understanding. Nowadays, countless studies have been proving its effectiveness in the students' learning process. Therefore, applying it in the classroom is important because it allows students to improve awareness, strategies, and reflection.

1.2.3 Metacognition Domains

Learners may face difficulties in finding the correct way of using metacognition in their cognition process, due to the lack of self-awareness about their learning process. Based on that, Flavell (1979) determined three domains within metacognition. Those are metacognitive knowledge, metacognitive regulation, and metacognitive experiences. The three of them accomplish different roles in the metacognitive mental process.

➢ **Metacognitive Knowledge**

This refers to all the aspects of what an individual knows of their cognitive process and is able to monitor and reflect on them (Fleur et al., 2021). This involves selecting, evaluating, and correcting the cognitive process in a certain task (Jia et al., 2019). It is also called metacognition awareness or meta-knowledge because beliefs are acceptable. This metacognitive domain is sub-dived into three components.

Table 1

Components of metacognitive knowledge

Person Knowledge (Declarative Knowledge)	Task Knowledge (Procedural Knowledge)	Strategic Knowledge (Conditional Knowledge)
Understanding one's own cognitive processes as a thinker and a learner.	Here, individuals perceive the difficulty of a task (content, length, or type of assignment) including knowledge about strategies a task might have.	It refers to one's own capability for knowing when and why using strategies to learn information.

Source: Atlantic International University (2018).

According to table 2, learners need three components to identify their metacognitive awareness. For example, in a listening activity, EFL students start recognizing the strengths and weaknesses of their own learners' mental processes to develop it. Then, a procedural knowledge takes place at the moment EFL learners identify all the elements to carry out this task involving their degree of difficulty which may imply content, intonation, spelling, etc. Finally, the strategic knowledge component is related to the understanding of means that EFL learners decide to use to execute this task such as understanding key vocabulary or reading the instructions before listening.

> **Metacognitive Monitoring**

As its name mentions, it refers to the ability to monitor one's cognitive processes to achieve a goal. In addition to this, Rivers et al (2020) stated that "Metacognitive monitoring refers to evaluating the process of learning or current state of knowledge". This means individuals can figure out a particular aspect of the learning process and be able to develop in a better way through a set of activities the next time they handle it. Within the metacognitive monitoring domain, individuals can take control of their learning process through "planning activities, awareness of comprehension and task performance, and evaluation of the efficacy of monitoring processes and strategies" (Lai, 2011, p. 2). This means that learners apart from building their learning can be able to adjust it so that it becomes long-term knowledge.

Regarding this, to understand spoken language, EFL learners apart from being aware of the cognitive processes and the strategies they utilize in a listening activity, they also have to assess them so that those mental processes can be deleted, modified, or improved the next time EFL students face a similar learning event. This is the manner in which EFL learners monitor their knowledge.

> **Metacognitive Experiences**

The metacognitive experiences are associated with the affective aspect of the cognitive processes in learners. These are considered the emotional side that each individual experiment in a learning event (Vega, 2021). The principal character of building their metacognitive experiences is the learner, which is favorable to evaluate his learning process as well as the activities developed to claim that objective (Schwarz, 2008). Therefore, this domain covers aspects of metacognitive knowledge and metacognitive monitoring, making it evident that every task accomplished will have different perspectives in terms of feelings, beliefs, strategies, degree of difficulty, and outcomes.

In this sense, EFL learners gain experience from every learning episode they face. Hence, once they relate meta-knowledge and metacognitive monitoring, they obtain a complete and significant learning experience. Consequently, they can relate these learning experiences to the new ones coming.

1.2.4 Phases of Metacognition

Flavell (1979) proposed three phases that comprehend the metacognitive process. Those are planning, monitoring, and evaluating. The importance of these ones is that they will lead learners to understand their learning process, by using different cognitive abilities. Changuán (2022) stated that the appropriate use of metacognitive phases is essential at the moment of learning a second/foreign language.

Figure 2

Phases of Metacognition in Relation to a Listening Activity
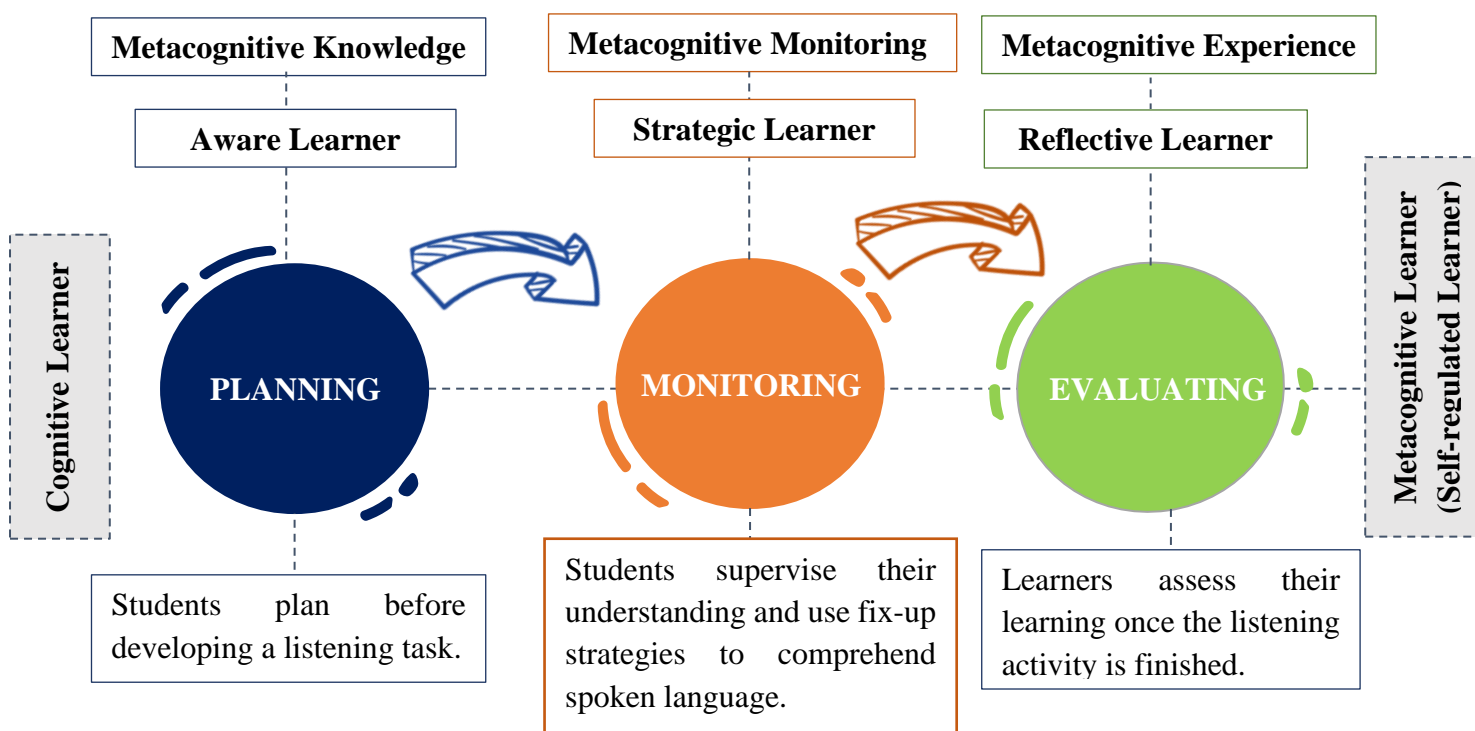
Source: The Teaching Excellence in Adult Literacy (2010), Changuán (2022).

According to the figure above, in the process to become a metacognitive learner, it is necessary to start with the planning phase, where EFL students start a strategic plan to accomplish a goal. This involves starting to think about previous knowledge, and possible strategies to be used. Then in the monitoring phase, learners can supervise their learning process by the application of the strategies chosen, which implies an active role because students can identify mistakes and correct them. The final phase corresponds to evaluating, this means to reflect on the results of students' learning experiences after carrying out the activity to fulfill the activity goal.

Regarding this, the teacher's role presence is essential at developing metacognition in EFL students. The main reason is that they are the ones in guiding students so that they obtain a complete and effective learning experience (Lynch, 2021). Once EFL learners are

aware of how their learning process works for each activity, their learning performance will improve noticeably.

1.2.5 Benefits of Metacognition

➢ **Self-directed Learners**

According to Abdullah (2001), self-directed learners are "responsible owners and managers of their own learning process" (p. 1). This means they are able to self-manage and self-regulate their cognitive process based on the needs involved in a determined activity. It implies strategies, resources, and many other elements that help achieve the purpose. Therefore, it is evident what makes a self-directed learner, and a learner different once metacognition takes part in students' learning process.

➢ **Autonomy**

Through developing metacognition in learners, they can identify their weaknesses and strengths, which let them know themselves better and rise self-sufficiency. Haque (2019) believed that autonomy takes time to be acquired in EFL learners because it implies the interaction of factors where metacognition and cognition need to be involved. Once metacognition is present, learners increase their learning competences and become autonomous (Wong, 2015) , This means that the appliance of metacognition helps students to take wise decisions to learn, and hence, they become aware of the responsibility they have with their learning growth.

➢ **Critical Thinking**

Metacognition complements critical thinking development. Thus, once it is present, learners are going "beyond the rote memorization of facts to skills such as analyzing, synthesizing and transferring knowledge to other applications" (Wilson & Conyers, 2016). In other words, they will be conscious of concepts, importance, and development of their cognitive abilities which enables them to build high-order thinking accompanied by value judgments in every learning event they experiment.

➢ **Students' Motivation**

According to Andrade-Molina et al. (2021) "Motivation influences the students' learning" (p. 742). Therefore, as learners can recognize how their cognitive process from their brains works, the increase in motivation is a fact. This is because students who are taught to use these thinking strategies are more confident about their academic abilities and understand that persistence is sometimes a hard work of learning that will be rewarded (Wilson & Conyers, 2016). Within acquiring a second language, motivation presence is

prominent, however, learners need to be aware of their motivation first, and one way to be obtained is through metacognitive strategies.

1.3   English as a Foreign Language

The English language has become one of the most prominent languages spoken worldwide (Nishanthi, 2018). This well-known language is formed by four language skills: two productive and two receptive skills. On the one hand, speaking and writing belong to the productive ones. They are also called active skills and can be defined as "The transmission of information that a language user produces in either spoken or written form" (Golkova & Hubackova, 2014). Productive skills would not occur without the support of receptive ones. Thanks to these ones, it is possible to active implementation of grammar structures, passive vocabulary lists, and heard and repeated sounds of a foreign language.

On the other hand, English receptive skills are also known as passive skills. These ones are listening and reading in which learners decode meaning from messages they listen and observe (Teanga, 2022). Often in the process of learning a new language, learners begin with a receptive understanding of the new items, then later move on to productive use.

1.4   Listening Skills

Solak (2016) defined listening as "An active and interactional process in which a listener receives speech sounds and tries to attach meaning to the spoken words" (p. 30). This process requires time and must be associated with a lot of practice (Paspuel, 2023). The reason is that learners need to involve context, language, accents, and even the participation of listening subskills to understand spoken language (Aguilera, 2012). In this regard, listening makes evident that it is focused on finding a sense to a language instead of generating it. Therefore, this passive skill plays an essential role because it represents the spoken language received to be interpreted by learners (Gilakjani & Sabouri, 2016). Indeed, the main aim of this English skill is that listeners can make sense of the meaningful sounds of language.

Nor (2014) pointed out that listening is the first aspect learners need to handle when learning the English language. This is because this receptive skill is considered a support for students to produce language either through speaking or writing. Furthermore, it should be emphasized that L2 students get familiarized with the English language by listening to it (Reedy, 2023). Hence, teachers need to accompany the development of this skill with strategies, techniques, methodologies, and resources according to students' needs, interests, and learning purposes.

1.5   Listening Comprehension

The term "listening comprehension" became prominent around the 70s and since then, it has been the object of many research studies (Osada, 2004). Kim and Pilcher (2016) defined it as the listener's capability to understand oral production based on several speech sounds

and oral texts. This high-order skill development involves cognitive skills' presence, affective factors, social aspects, the quality of input, and the use of metacognitive strategies (Wong, 2015). Indeed, when learners are able to build meaning from spoken language and hence interpret it, is what is known as listening comprehension.

Listening comprehension has a crucial significance in the acquisition of learning a second language. In fact, its domain influence positively the performance of speaking English skills. Gilakjani and Sabouri (2016) pointed out that when it is total exposure to oral English production, L2 learners obtain a better vision of the English language pronunciation which enhances their speaking proficiency. Therefore, EFL learners apart from interpreting listening input, become good communicators.

1.5.1   Listening Comprehension Process

For the comprehension process occurs, the presence of metal structures better known as schemata needs to be there (Gilakjani & Sabouri, 2016). Becton (2022) considered schemas as a set of data such as linked memories, definitions, or words stored in memory over the years, and they can be recovered instantly. Schemata allow individuals to associate stored memories with input language. Gilakjani and Ahmadi (2011) identified three basic manners of processing information in which schemata are evoked: bottom-up processing, top-down processing, and interactive processing.

➢ **Bottom-Up Process**

Schemata are activated from specific word features. Chalapú (2021) stated that it is nearly related to linguistic aspects that listeners have already acquired before to understand what is being heard. This is because listeners will require the presence of "Phonological knowledge, morphological knowledge, lexical, and syntactical knowledge" (Gilakjani & Ahmadi, 2011). In other words, during this process, the learner recognizes units of word sounds (phonemes) that will become words, then phrases, and sentences to decodify incoming language.

In this sense, teachers can develop this process in their listening lessons by making activities in which word recognition is involved. This might imply to start learning or remembering words by isolation and then put them in context. Therefore, it is important to manage linguistic concepts from words first so that it does not become difficult for listeners to understand spoken language. In fact, Gilakjani and Ahmadi (2011) highlighted the idea that the individuals' linguistic knowledge needs to be accompanied by other factors in order to have a feasible comprehension.

➢ **Top-Down Process**

Within the top top-down process, listeners use their background knowledge to comprehend meaning of what they are listening to (Chalapú, 2021). In here, L2 learners

predict content based on prior knowledge they stored in their brains and associate it with the context and the situation coped to generate meaning from incoming language. Therefore, the stored data (schemata) in the brain can be influenced due to individuals can build or rebuild their background knowledge about the topic they are hearing (Gilakjani & Ahmadi, 2011). For instance, in a listening activity about food recipes, a listener is particularly familiar with one of those recipes, therefore, he is going to associate and assimilate what he hears with their general schemata. Moreover, he can adjust his general schemata in the case he found something new from the listening.

Nevertheless, Gilakjani and Ahmadi (2011) also considered that if L2 listeners are not familiar with the topic they are listening to, they struggle with its comprehension due to they only rely on their linguistic knowledge. That is why listening comprehension in EFL learners cannot just depend on the top-up process.

➢ **Interactive Process**

The interactive process consists of the presence of the top-down and bottom-up processes. Solak (2016) mentioned that once both processes are combined, the spoken language becomes easier to understand for the listener. This is because L2 listeners complement their schemata knowledge with their linguistic knowledge according to the input language they are listening to. Hence, the teacher's lesson needs to be at an adequate equilibrium between both process and additionally accompanied it with appropriated teaching materials (Newton & Nation, 2020).

1.5.2   Factors that Affect Listening Comprehension

In the development of listening comprehension exists external as well as internal factors that can compromise the students' performance. In this sense, there are six noticeable factors that correlates with the understanding of input language in listeners. These ones are described below.

➢ **Vocabulary**

Lexicon is fundamental when listening to input language. Bloomfield et al. (2010) emphasized that the level of understanding in incoming language varies depending on the vocabulary size EFL learners have. When listeners are exposed to unfamiliar words, they tend to pause and think about the meaning of those words which disconnected them from the rest of the speech (Gilakjani & Ahmadi, 2011). This means that if there is no management of vocabulary knowledge, L2 learners cope with a comprehension struggle from the spoken language they are listening to.

➢ **Motivation**

Motivation is the affective factor that encourages learners to develop a predetermined task in a feasible way. Nevertheless, if L2 learners experience demotivation, their learning outcomes will be affected negatively even if they have good learning abilities and good teaching provided by teachers (Goctu, 2017) . That is why teachers' listening lessons need to be related to students' needs and interests in order to nurture motivation for them.

➢ **Pronunciation**

Assimilating words' spelling is not only what matters in the listening comprehension process. L2 listeners also need to familiarize with words' pronunciation which varies most of the time. In this sense, this may bring some implications in understanding spoken language due to EFL learners are exposed to different accents that are accompanied by speaking rates (Cubalit, 2016). Therefore, L2 learners need to be involved in constant practice which decreases insecurities in the students to become proficient listeners.

➢ **A methodological frame to develop listening skills**

Teachers are the ones guiding students to construct their own knowledge. However, not all educational institutions share the same learning goals (Sumalinog, 2018). This leads EFL teachers to develop teaching methodologies depending on that educational context which might or not consider listening with the importance it should. Despite this, it is essential that educators complement their listening lessons with appropriate listening materials.

➢ **Listening materials**

Listening materials have a significant role in the comprehension process. Thus, they need to be according to the students' level. The reason is that if the appliance of those listening resources results unfamiliar to the listener, he will tend to have difficulty activating his prior knowledge and predicting spoken language (Gilakjani & Ahmadi, 2011). That is why teachers should be careful when choosing the learning tools they are going to use in their lessons because the level of misunderstanding can be influenced either for good or for bad.

➢ **Anxiety**

Listeners may experience nervousness when listening to incoming language. Bloomfield et al (2010) highlighted that "When listeners are concerned that the message is too complex or that they will not be able to understand it, their ability to concentrate falters, and comprehension declines" (p. 17). In this regard, teachers need to accompany their listening lessons with appropriate elements so that L2 learners do not perceive the input language as something impossible to understand which decreases their anxiety levels.

1.6 Metacognitive Strategies in Listening Comprehension

Metacognition allows learners to be aware of their mental processes, self-monitor and self-evaluate them. Therefore, the use of metacognitive strategies within listening comprehension enables listeners to reflect on their though while receiving the input language which help them to encounter effective ways to a feasible comprehension (Bloomfield et al., 2010).

Many studies have proved how metacognition can improve listening comprehension. For instance, Khiewsod (2016) demonstrated that the use of metacognitive strategies in listening comprehension will support teachers to understand learning aspects from students in different listening activities in a better way. Another study belongs to Hurtado Angamarca et al. (2017) who pretended to measure the impact of metacognitive strategies applied in the auditory comprehension in EFL learners from Fernandez Madrid high school. This study concluded that metacognitive strategies contribute in a significant way to listening comprehension. Furthermore, the appropriated use of these strategies implies a process that students need to learn to manage through the teacher's guide and in an experiential way.

Finally, Cao and Lin (2020) carried out a research study about the use of metacognitive strategies in listening comprehension to analyze the relationship between the employment of metacognitive listening strategies and listening comprehension ability. The results obtained from research instruments concluded that college students who tended to use metacognitive strategies have a higher score, thus, a better listening performance. Besides, it was evidenced that a good relationship between metacognitive strategies and English listening comprehension which proves that productive learning can be claimed if both can work together.

On top of that, it is pertinent to mention that within the listening comprehension process, certain metacognitive strategies which are involved on it. According to Vandergrift et al. (2006) there are five factors that accompanied metacognitive strategies for the development of listening comprehension: problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention. The management of the metacognitive strategies mentioned allows leaners to control their listening process and become responsible of their own learning.

Table 2

Metacognitive Strategies in the Listening Process

Metacognitive Strategy	Statement
Problem-Solving	It represents a set of strategies listeners use to infer and to monitor these inferences about the unknow aspects from the spoken language (Vandergrift et al., 2006).

Planning-Evaluating	Strategies listeners apply to prepare for listening tasks and to check the outcomes of their listening endeavors (Richards, 1990).
Mental Translation	Strategies that help listeners to not translate every word that is being heard to become skilled listeners (Vandergrift, 2003).
Person Knowledge	Strategies conducted to identify self-knowledge. In here, it encompasses perceptions and feelings about the difficulty of the listening activity and learners' abilities to listen to a second language (Sparks and Ganschow, 2001; as cited in Bloomfield et al., 2010)
Direct Attention	Strategies that listeners use to be focused on what they are listening to (Rost, 2002).

Table 2 describes in detail metacognitive strategies that are implied during a listening activity. Each of them indistinctly can be placed in any of the listening stages which are pre-listening, while-listening, and post-listening. Solak (2016) stated that pre-listening stage is related to activities to activate the schemata, meanwhile while-listening stage tends to be associated with the listening tasks and students' performance during or rapidly after the listening process and finally, the post-listening stage is to link all the input language to assess the level of comprehension obtained.

Metacognitive strategies help students to be aware of the involved elements they need to use in learning events (Chacua, 2022). In this sense, metacognition's role become adaptable due to their strategies can be placed depending on the listening learning goals every teacher decides to achieve. In fact, teachers have to be the ones in introducing these strategies in their lesson activities. Learners may experiment different metacognitive strategies during a listening learning event. Hence, teachers must be there to clarify doubts but let students reach a conclusion by themselves.

CHAPTER II: METHODOLOGY

2.1 Description of the Study Area

The present study was aimed at senior students from the Daniel Reyes high school. This educational center was founded by Daniel Reyes in 1944, initially as an art school. Nowadays, it offers a basic general education system (EGB), and a Unified General Baccalaureate (BGU). Besides, it is considered a double-shift school due to students attending in the morning or the afternoon depending on the education level they belong. This educational center is located in the San Antonio parish in the city of Ibarra and about 1200 students are part of it.

2.2 Research Approach

2.2.1 Type of Research

For the purpose of this investigation, the mixed method was chosen. That means, this study had a quantitative and a qualitative approach. According to Sukamolson (n.d.), quantitative research consists of explaining phenomena in quantitative data which is analyzed using mathematical methods. Therefore, this type of research allowed verifying if senior students use metacognitive strategies during their listening English classes and the manner about how they perceive understanding spoken language.

On the other hand, the qualitative approach complemented the quantitative approach of this study. Bhandari (2020) stated, "Qualitative research involves collecting and analyzing non-numerical data". In other words, this is the descriptive and interpreting part that allows understanding the social context. In this case, descriptive data were crucial to identify the metacognition concepts and strategies English teachers use in their listening lessons at Daniel Reyes high school.

In addition, regarding its scope, the present study had two certain methods that complement the research type: explanatory, and descriptive. All of them contributed to obtaining a more comprehensive view of all the aspects that conform to the present research.

> ➢ **Explanatory**

Tegan (2021) defined explanatory research as a method that explains the reasons why something is happening. Thus, this method allowed to highlight the main aspects that conformed the problem of this research either from a general or specific perspective of the English language in relationship to listening comprehension. This enabled to find the appropriate metacognitive strategies to apply in senior students at Daniel Reyes high school.

➢ Descriptive

Descriptive research tends to specify and describe the characteristics of the population being studied in a study (Wechsel, 2020). Through this type of investigation, it was possible to collect quantifiable research data to analyze through statistics and evaluate the characteristics of the population in a feasible way.

2.3 Methods

2.3.1 Inductive

According to Ahmad (2021) , "The inductive method is a process used to draw general conclusions from particular facts". In other words, it starts from a specific aspect to obtain a generalization about a particular topic. In this sense, this method took place in the theoretical framework which contributed to identify the main bases for the elaboration of the academic proposal.

2.3.2 Deductive

The deductive method implies generalizing theories with the finality of getting specifics conclusions depending on the research study (Fernandez, 2011). This method made available to identify the problem behind listening comprehension in order to generate appropriate metacognitive strategies for improving senior students' performance of that English skill at Daniel Reyes high school.

Both methods permitted to see this investigation from different perspectives which contributed to having a clear vision of the research and hence, possible solutions for it.

2.4 Research Techniques and Instruments

For this research, two main techniques with their respective instruments were selected and are going to be described below.

2.4.1 Interview (Technique)

An interview is a research technique for orally gathering information about a specific topic, this oral process involves an interviewer and an interviewee, and it can be executed face to face or through online tools (Easwaramoorthy & Zarinpoush, 2006).

➢ Types of Interviews (Instrument)

According to Easwaramoorthy and Zarinpoush (2006), there are three types of interviews:

- ✓ **Structured:** The interviewer asks a set of standards, predetermined questions about particular topics, in a specific order. The respondents need to select their answers from a list of options.
- ✓ **Semi-structured:** The interviewer uses a set of predetermined questions, and the respondents answer in their own words. The interview can ask supplementary questions for clarification.
- ✓ **Unstructured:** The interviewer has no specific guidelines, restrictions, predetermined questions, or list of options. The interviewer asks in an open, informal, and spontaneous discussion.

Based on the definitions below, this research study utilized a semi-structured interview as a research instrument. This one mentioned consisted of eight questions and was aimed at English teachers from the Daniel Reyes high school.

2.4.2 Survey (Technique)

A survey is a method to collect data that can be measured quantitatively and consistently (Nigel et al., 2013). That is to say, through the appliance of this technique, the research obtained a precise analysis due to it is correlated with its numerical part.

- ➢ **Questionnaire (Instrument)**

The questionnaire is one of main research instruments in a research study. Lavrakas (2008) stated, "It is a set of standardized questions, often called items, which follow a fixed scheme in order to collect individual data about one or more specific topics".

In this regard, the use of a questionnaire aiming at senior students of Daniel Reyes was of the utmost importance for the development of this research study. This one constituted nine questions that intended to gather information about students' English perception in relation with listening comprehension, factors that limit students' performance at understanding spoken messages, the knowledge that EFL senior learners have about metacognition and the frequency of metacognitive strategies applied in listening tasks by themselves.

2.5 RESEARCH QUESTIONS

- • What is the incidence of the metacognitive strategies use in the development of listening comprehension skills?
- • How can Metacognitive strategies improve Listening comprehension in senior students from Daniel Reyes high school?

2.6 Operationalization Matrix of Variables

Table 3

Matrix of variables of the present research project

Variables	Indications	Data Collections Techniques	Information Sources
Listening Comprehension (Dependent)	Students' participation Students Interactions English listening activities	Survey	Primary sources • Thesis (Academic Research) • Speeches
Metacognition Strategies (Independent)	Teaching methodologies Learning environment	Interview	**Secondary sources** • Magazine Articles • Histories • Textbooks

Source: The author

2.7 Participants

2.7.1 Population

The Daniel Reyes high school has around 1200 students studying there. Nevertheless, this study merely focused on senior students of this institution. This involved four classes whose parallels are "A", "B", "C", and "D". Each grade comprises eleven to eighteen students whose average ages are between 15 to 17 years. It involved fifty-nine senior students in total.

Table 4

Student's Population

Class	Number of Students
Class "A"	11
Class "B"	13
Class "C"	18
Class "D"	17
TOTAL	**59**

Source: The author.

On the other hand, about fifty-two teachers provide their teaching services within the educational center. Two of them belong to the English Area and were selected for the development of this research study.

2.8 Sample

As it was mentioned before, this research study was aimed specifically at senior students of this educational center. This involved fifty-nine senior students and two English teachers. In this sense, due to it did not exceed a number greater than 100 students, a sample was not chosen. Hence, the entire population was used.

2.9 Investigation Procedure

The investigation procedure of this research was divided into four stages. The first stage referred to the elaboration of the instruments for this research study. One of them was the interview aimed at the English teachers of the institution to know what bases of metacognition they know, and the teaching strategies applied in the development of listening comprehension. The other research instrument was a questionnaire aimed at senior students at the Daniel Reyes high school in order to measure the level of metacognitive awareness into listening comprehension as well as the English role in their academic lives.

The second stage consisted of validating those instruments by the experts, who gave the acceptance and changes were to be made in them if it is necessary. The third stage was based on data collection through using these instruments in the educational center. Finally, the fourth stage consisted of the interpretation and analysis of the collected data through the use of the SPSS program.

CHAPTER III: RESULTS AND DISCUSSION

This chapter presents the results gathered for the development of this mixed study. This involves an interview applied to two English teachers and additionally a survey applied to fifty-nine seniors' students at Daniel Reyes high school located in the city of Ibarra.

3.1   Teacher's Interview Results

In this part, it will be described the first research tool applied to two English teachers. This consists of a semi-structured interview in order to analyze the methodological strategies used by English teachers in developing students' listening comprehension. It is pertinent to mention that a previous question was presented to create a comfortable environment.

3.1.1   Previous Questions

Q1. What is your motivation to teach?

Teacher A: My motivation started since when I was a teenager in high school. I really liked English since that time.

Teacher B: My motivation for being a teacher is because I have seen that English as a language is very necessary nowadays, not just as part of a subject in the school but it is important for our daily lives in order to travel, communicate with foreign people as well as part of our culture.

Analysis:

Data above shows answers about teachers' motivation. According to their answers, both English teachers have a motivation that encourages them to keep teaching. This is related to passion, love, time, and opportunities for everybody. It may be inferred that students are surrounded for inspiring educators which let them they perceive the learning of the English language positively. Kapu (2019) highlighted that a motivated teacher inspires students to enhance their performance in classrooms.

3.1.2   Interview Questions

Q1. How do you consider your students' listening comprehension?

Teacher A: I consider that my students do not like to listen English because they like arts. So, their student's listening performance is not good at all.

Teacher B: Actually, this not only has to be with this school. I can say a general fact that listening skills is the less developed by teachers in most of the students in the majority of

public schools. This does not imply that teachers do not want to work on that but because it is kind of the most difficult skill to be developed on students.

Analysis:

This question intended to identify the students' listening comprehension reality perceived by the English teachers at Daniel Reyes. Noticeably, students do not present an adequate level of understanding when listening input language. This can be associated with factors such as student's interests or practice which are involved in the development of this skill.

Q2. Based on question 2: What do you consider are the causes for your students to be at that level of listening comprehension?

Teacher A: The cause is that the students like arts and English is a second subject for them. Besides, I need different materials to give my classes.

Teacher B: The main part of this is the necessary resources that EFL students need for classes. For instance, they do not have a full equipment in order to practice listening comprehension or any kind of listening activities. As well, it is very difficult to teach a foreign language in an environment which is not the appropriated.

Analysis:

This question was focused on the aspects teachers believe are the reasons of the listening comprehension performance in their students. Apparently, listening resources are the main cause because these influence the comprehension process of input language. Besides, this can also be accompanied by students' interests because as Daniel Reyes high school is specialized in the art field, many students tend to be centered on that aspect.

Q3. Do you think enhancing your students' listening comprehension is important? Explain your answer.

Teacher A: Yes, I think students must enhance listening skills because the students can have the opportunity to travel to another country and speak with foreign people.

Teacher B: Obviously, it is important. I consider from the four English skills, as listening and speaking the two most important because they are the best ways how you communicate with another people through a conversation or listening. So, I believe it is really important to enhance students' listening comprehension.

Analysis:

This question was oriented to identify the significance of the development of listening comprehension in classrooms. Evidently, listening comprehension is considered essential to improve this English skill. This is because it allows learners to communicate effectively due to the spoken message received is clearly understood. Furthermore, enhancing this skill brings opportunities for students in academic as well as personal ambit.

Q4. Have you ever tried to foster self-reflection on your students' listening comprehension?

Teacher A: Yes, I have tried to provide self-reflection activities during this academic period.

Teacher B: Yes, I have done this on the activities I have practiced with them about listening skills. One of the most important things I have noticed is that topics need to interest students so that they care about their listening comprehension process. For instance, if it is a conversation that talks about sports, most of the guys from the class are interested in that while ladies are less interested on that. So maybe, it could be about the conversation topic on that way that they really care about comprehension.

Analysis:

This question was oriented to identify the presence of metacognition in listening activities employed by teachers. According to their answers, both English teachers have made appliance of self-reflective activities while developing listening skills in their students. It can be inferred students have opportunities to reflect on their learning in listening tasks. Likewise, it was suggested that when motivation is present, students care about the evolution of their listening comprehension process.

Q5. What metacognitive strategies do you use the most for your listening comprehension classes?

Teacher A: I use the record in class because the students like listening in all the classes depending on the theme. I explain the strategies and make comprehension questions in short readings about the listening played because there is not a laboratory in the educational institution.

Teacher B: I use many strategies in here, but I think that the most important strategies are not only for listening skills. I really focus on these strategies for all my classes. I really like to work on activating students' prior knowledge because I think that it is the base of everything. When you work with students' prior knowledge, you got an idea about what students know or not. From there, you can start building up the knowledge. I really like to

work on guided as well as independent practice that is accompanied with checking understanding questions.

Analysis:

This question aimed to seek the use of metacognitive strategies by teachers in listening activities. According to the teachers' responses, they use certain metacognitive strategies such as person knowledge, preparation, and assessment of spoken language perceived when listening something. This indicates that students are involved to different listening activities where metacognition is present during the comprehension of the input language.

Q6. Would you like to know a bit more about new metacognitive strategies to improve your students' listening comprehension?

Teacher A: Yes, I do like to know strategies for my students.

Teacher B: Of course, any strategy that comes from the new teachers specially, are very welcome. However, the real problem is about the resources, you specially know how the classes are organized, you have noticed that the classes are basic classrooms because they just have electricity and you know that to teach listening as well as speaking, you need to have adequate classrooms for that. But despite that I really would like to know and have meetings about that.

Analysis:

Data above shows teachers' responses about their interest in new metacognitive strategies to improve listening comprehension. Noticeably, they both consider constant teaching training as an important aspect to enhance their teaching performance in listening classes. Nevertheless, it was conveyed that resources need to be involved in every strategy that is put in action. Despite this, both English teachers are willing to know something new related to improving their students' listening comprehension performance.

Q7. Do you think an academic blog about metacognitive strategies can be a helpful resource to improve students' listening comprehension?

Teacher A: Yes, as we know teachers use many strategies with the students to check comprehension. So, every strategy is welcome.

Teacher B: Yeah, I think is very necessary and I would really like to have access to an academic blog to use it just not for me as teacher but for all English teachers because I think everything that is concern about strategy is useful for all teachers because the skills are the same.

Analysis:

This question was applied to know what English teachers think about the idea of having access to an academic blog about metacognitive strategies. Regarding teachers' answers, an academic blog is considered something innovative for them due to the accessibility it can offer. Likewise, it can be useful for them as well as other teachers when talking about improving listening comprehension in students.

3.2 Students' Survey Results

Fifty-nine senior students were part of the survey applicated at Daniel Reyes high school. This second research instrument consisted of 9 questions in order to collect information about metacognitive strategies applied in the classroom by themselves. This also includes aspects such as the way how they perceive learning English, metacognition concepts, and the importance of listening comprehension.

1. Gender

Figure 3
Students' Gender
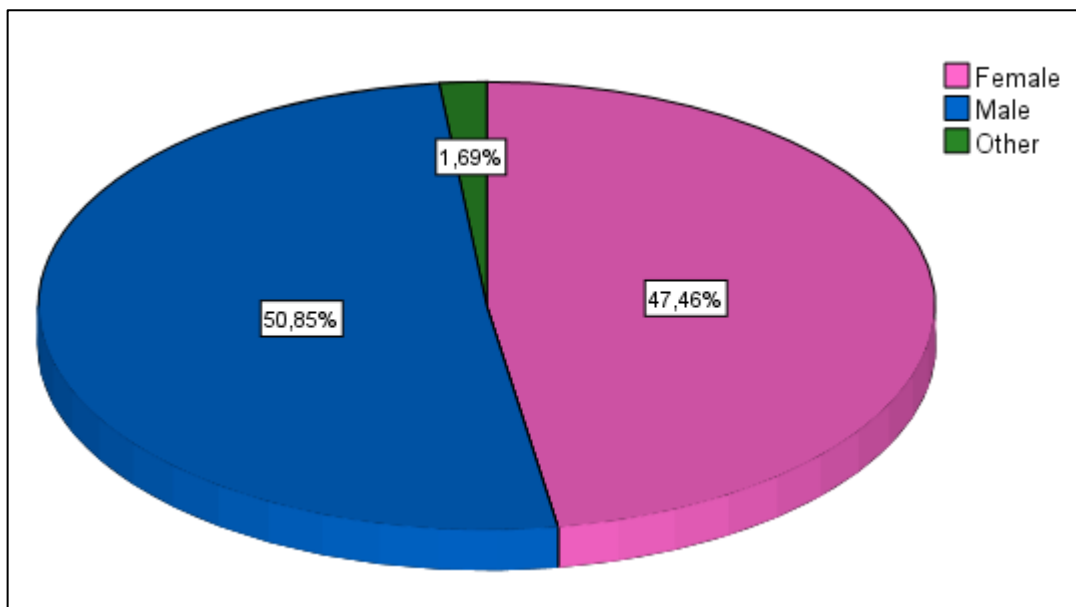
Note: own elaboration. Source: survey applied 2022.

The graph shows the population's gender involved in this study. Most of the participants corresponds to male senior students. Likewise, female population occupied almost the other half of the total participants. Finally, the lowest population belongs to senior students who do not identify with any of those genders.

2. How motivated do you feel at learning English?

Figure 4

English Learning Motivation in senior students
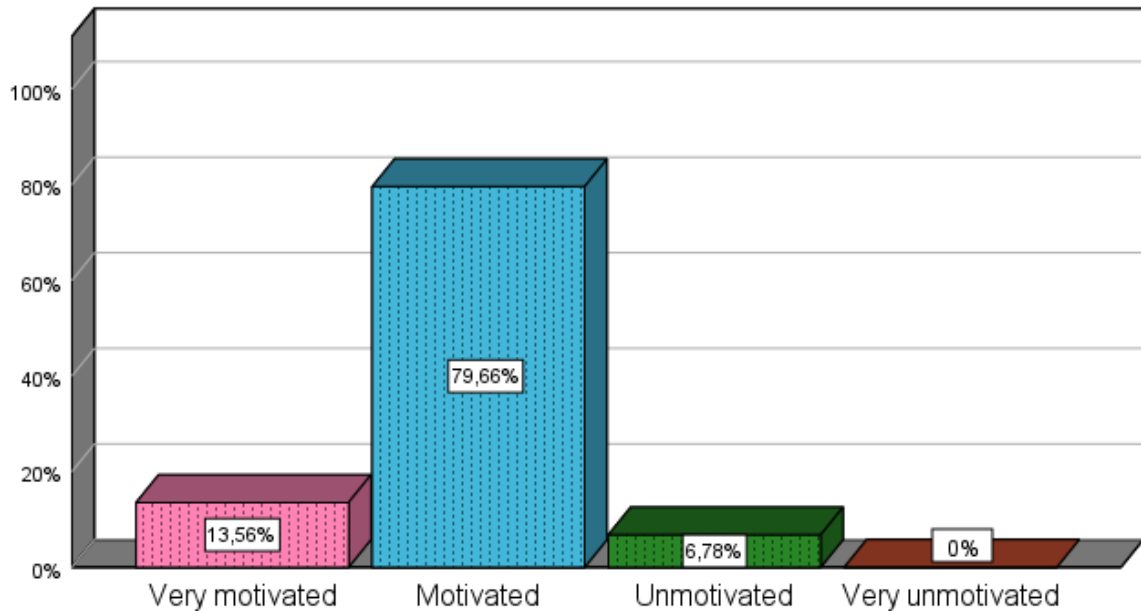
Note: own elaboration. Source: survey applied 2022.

Analysis

The graph above shows senior students' motivation while learning English as a second language. Evidently, most of the total population feel motivated at learning this foreign language. This proves that English is somehow present in student's interests because around ninety percent of the population is encouraged to acquired something that involves it. Filgona et al. (2020) stated that having motivation present in learning events enables learners to achieve their learning purposes. Nonetheless, around six percent of senior students experience demotivation which leads them to perceive English negatively.

3. How difficult is for you to understand spoken messages in English?

Figure 5

Difficulty Level at Understanding Spoken Language
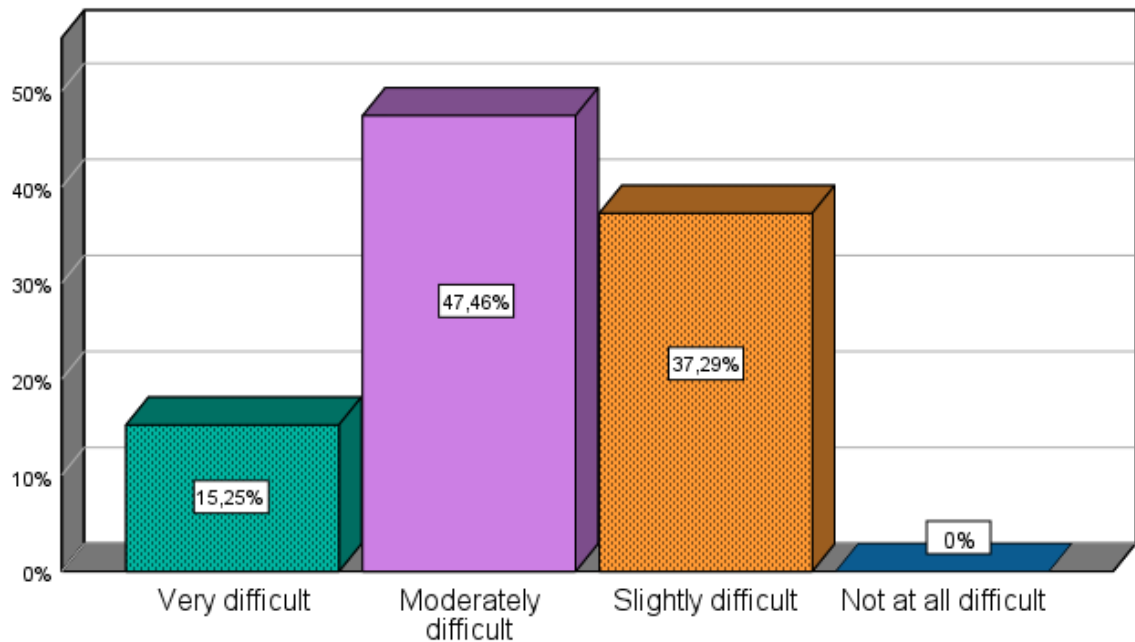
Note: own elaboration. Source: survey applied 2022.

Analysis:

The bar chart illustrates the way how students perceive spoken language understanding. Data showed that all senior students are placed in a certain level of difficulty. The lowest population considers input language very difficult to comprehend whereas the high students' proportion are aware that input language is moderately difficult for them to understand. Apart from that, a considerable number of senior students belong to the slight difficulty level which means that they do not have much trouble decodifying English language. Therefore, this makes evident that all the senior students from Daniel Reyes high school find listening comprehension somehow difficult.

4. Do you consider that the interpretation of spoken language is important in your English language learning?

Figure 6

Importance of Listening comprehension
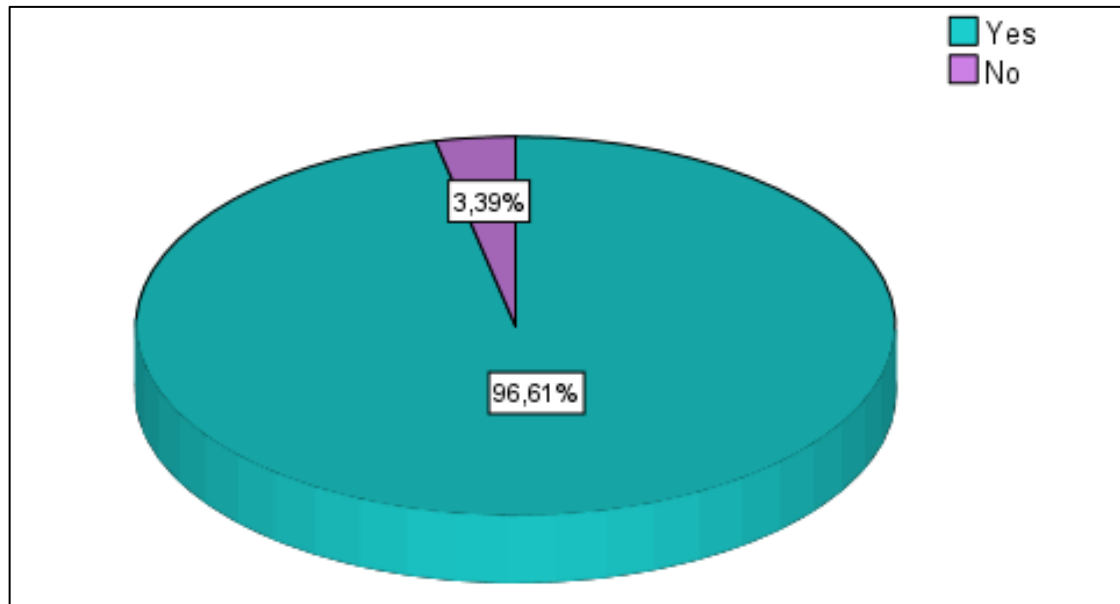
Note: own elaboration. Source: survey applied 2022.

Analysis:

This pie chart shows the results gathered of the question whose objective is to identify the importance of listening comprehension in the English learning process by senior students. It is evidenced that the vast majority believe that being able to interpret spoken messages is essential when learning the English language. However, a small minority do not share the same point of view. Despite this, it is fundamental that listening comprehension takes place when learning a language because it is the key that allows to understand input language (Gilakjani & Ahmadi, 2011).

5. From the list below, where 1 means nothing and 5 means too much: What factors do you think affect your listening comprehension development?

Figure 7

Level of impact on factors that affect Listening Comprehension
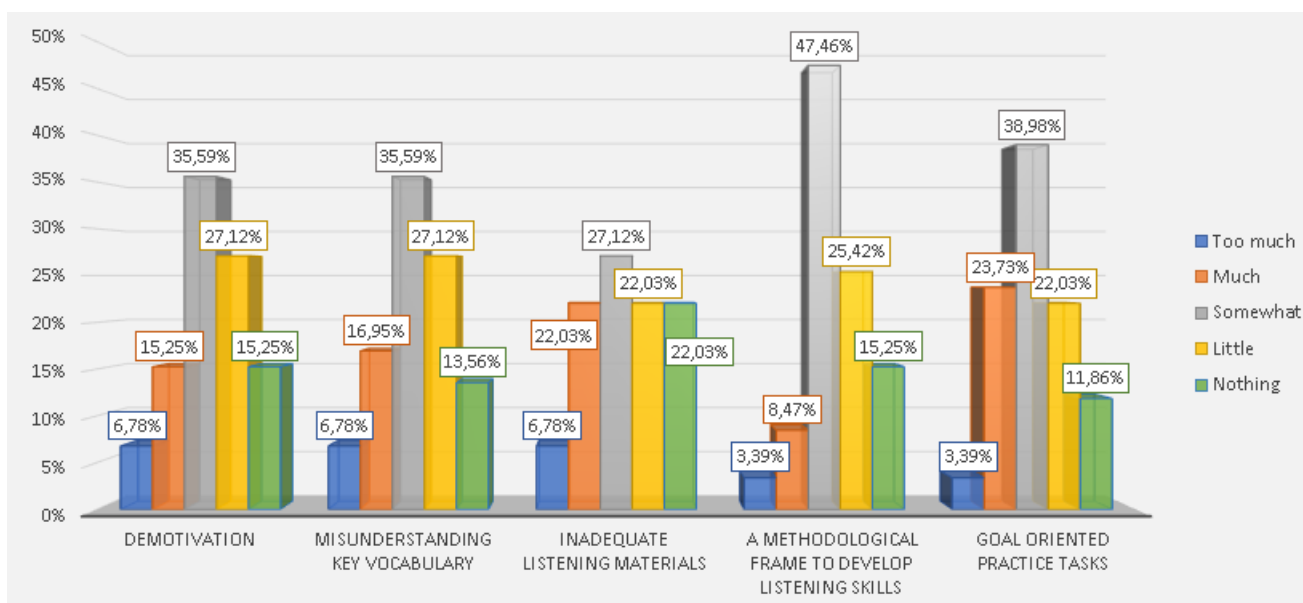
Note: own elaboration. Source: survey applied 2022.

Analysis:

This graph above indicates the level of impact of certain factors that senior students tend to have at the moment they are developing their listening comprehension. In this question, the level of impact of those factors was distributed in this way: number five means "Too much", number four symbolizes "Much", number three represents "Somewhat", number two indicates "Little" and number one means "Nothing". Therefore, according to the data obtained, the vast majority of students placed all the factors presented in the level three of impact which corresponds to a somewhat impact level. This shows that all aspects mentioned have equal level of impact in their listening comprehension performance.

Nonetheless, a methodological frame to develop listening skills is the factor that senior students considered affects the most understanding of spoken language. This means that methods used by teachers is influencing their listening comprehension development. Likewise, another relevant aspect considered by senior learners is a goal oriented practice task. That is to say, students struggle with listening activities that imply identifying what and why they are going to carry out that predetermined task. Hence, it is necessary to take into account those factors to seek for solutions that help students to enhance their listening comprehension.

6. How familiar are you with the term metacognition?

Figure 8

Metacognitive Knowledge in Senior Students
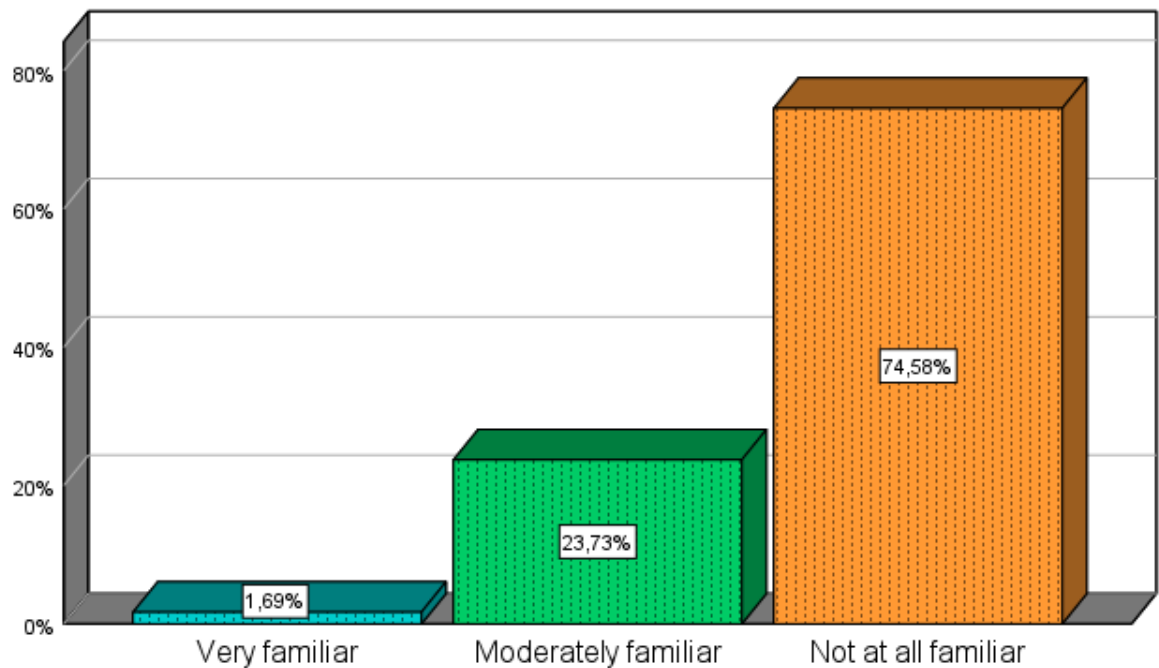
Note: own elaboration. Source: survey applied 2022

Analysis:

It is remarkable how metacognition can contribute students' aspirations for academic professional and personal life. Wilson and Conyers (2014) stated that trough making appliance of metacognition, learners of all ages recognize their background and missing knowledge which helps to achieve their goals. In this sense, the bar chart above illustrates the metacognition knowledge that senior students have. Nevertheless, it is evident that more than half of the population is not clear about the notion of metacognition concepts and all the elements it implies. Therefore, it is something English teachers need to keep in mind because students are not aware of how their mental processes work and how they can make use of them in effective ways.

.

7. **Based on the table below, put a mark (X) on the following items depending on the frequency you do them.**

This question consists of seven items that referred to the appliance of metacognitive strategies. These ones mentioned were stated indirectly so that senior students can answer them without distraction from unknowing words. Besides, it is pertinent to mention that those items were categorized according to the listening stages: Pre-Listening, While-Listening, and Post-Listening. Lastly, in this part of the survey was intended to find the frequency appliance of those metacognitive strategies by senior students at Daniel Reyes High school. Hence, each category will be analyzed distinctly.

Figure 9

Metacognitive Strategies Frequency Before a Listening Task
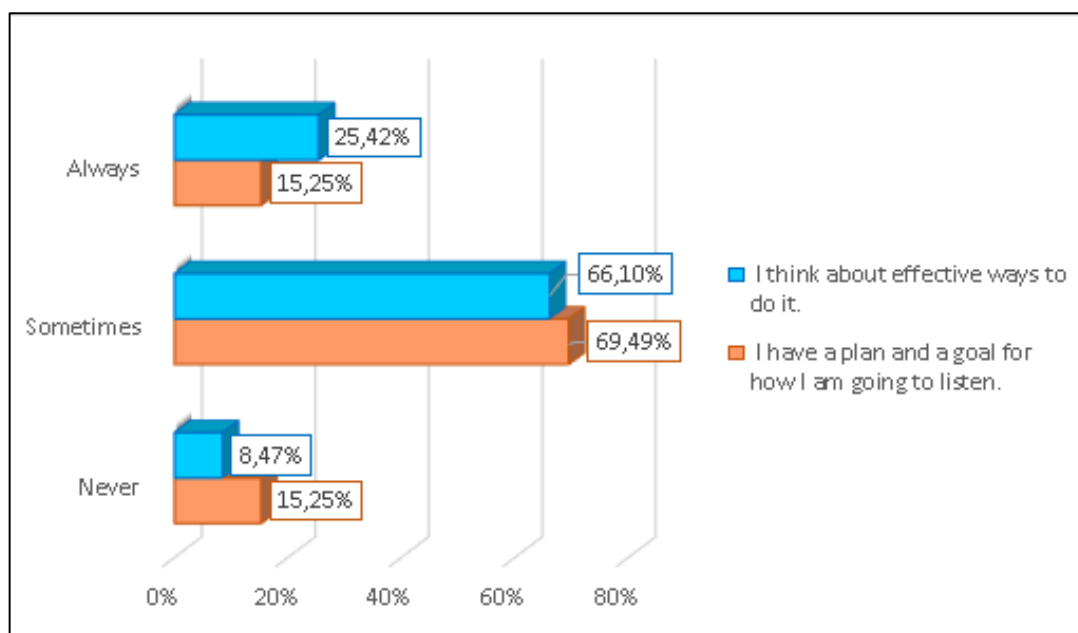
Note: own elaboration. Source: survey applied 2022

Analysis:

The graph shows metacognitive strategies used by senior students before a coming listening task. This section was composed by the level of frequency in the following options: "I think about effective ways to do it" and "I have a plan and a goal for how I am going to listen". According to the students' reality, many of the participants tend to use both strategies in a fifty percent of frequency. That is to say, EFL learners sometimes take into account metacognitive strategies that are associated with planning- evaluating or problem-solving. In contrast, just under a quarter of the population have never used any of those metacognitive strategies.

Figure 10

Metacognitive Strategies Frequency During a Listening Task

ALWAYS
- 33,90%
- 42,37%
- 28,81%
- 18,64%

SOMETIMES
- 59,32%
- 55,93%
- 59,32%
- 67,80%

NEVER
- 6,78%
- 1,69%
- 11,86%
- 13,56%

■ I select relevant information to understand spoken language
■ I try to understand meaning from different perspectives
■ I check my activity progress and apply changes if it is necessary
■ I direct that task into critical thinking
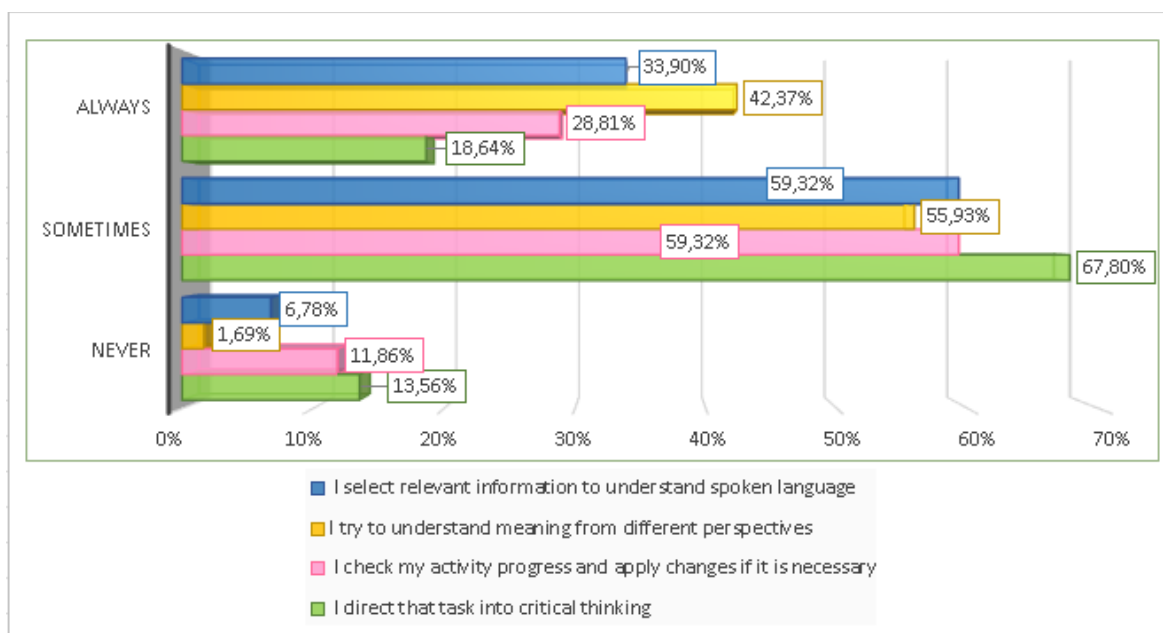
Note: own elaboration. Source: survey applied 2022

Analysis:

According to the results in Figure 10, it illustrates the frequency level from four metacognitive strategies applied during the listening stage by senior students. From a general view, the highest percentages reveal that L2 learners sometimes employ all those strategies while they are listening to spoken English messages. This means that metacognition is present in students' listening performance but not in a totally conscious manner because as it was previously analyzed in question six, a considerable proportion of students are not familiar with what involves metacognition.

Despite this, from a specific view, it is pertinent to mention that from the four strategies mentioned, directing task into critical thinking was the one selected as the one with the most level of frequency associated to "sometimes". In other words, senior students tend to use more problem-solving strategies to decode meaning from the input language during a listening task. Likewise, there is an almost equal quantity of student who sometimes try to understand meaning from different perspectives and monitor the progress of their activity.

Figure 11

Metacognitive Strategy Frequency After a Listening Task: I evaluate what I have learned
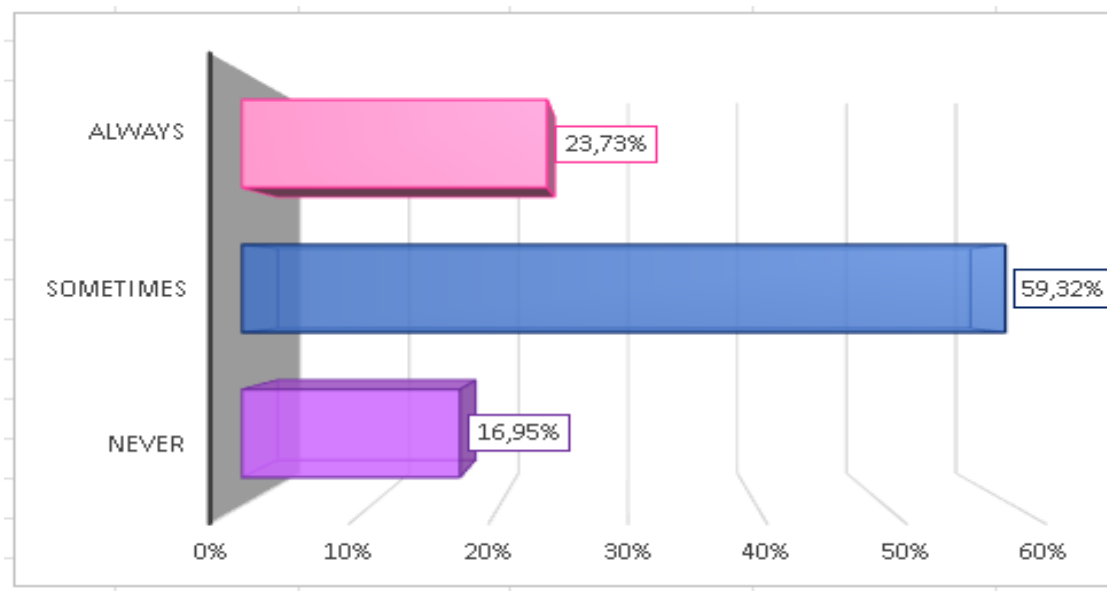
Note: own elaboration. Source: survey applied 2022

Analysis:

The graph shows crucial information about the frequency of a particular metacognitive strategy used after listening to spoken language. This section had the purpose to identify how often L2 learners evaluate their listening learning outcomes. In this regard, a sizeable majority of the total population occasionally assess their learning process once the listening task is finished. Mitchell (2015) pointed out that being able to reflect on your learning experience enables cognitive growth in learners. Thus, it is necessary that English teachers promote this metacognitive strategy so that senior students can be able to recognize if their learning goals were achieved at listening the English language.

8. Does your teacher socialize the strategies he/she uses during a listening class?

Figure 12

Strategies Socialization by the English Teacher
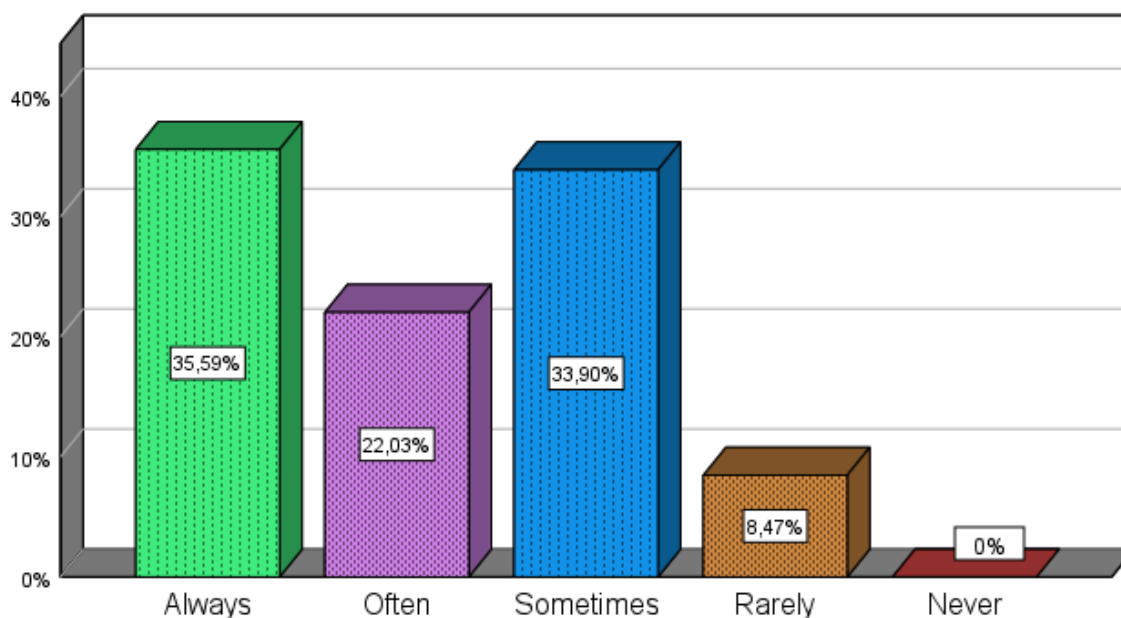
Note: own elaboration. Source: survey applied 2022

Analysis:

Figure 12 illustrates the frequency level in which the English teacher socialized the strategies they use for their listening lessons. It shows that a considerable number of senior students highlighted that their English teachers explain the manner how they are going to carry out a particular listening task at all times. A few of participants indicated that the strategies are frequently socialized during a listening activity. Another noticeable percentage reveals that more than a quarter of senior student consider that sometimes their teacher socializes the strategies during the listening classes. Finally, a tiny minority expressed that teacher do not convey the strategies they are going to use in a listening task most of the time.

In this regard, it is important to mention that when students participated actively on the way how they are going to develop something, they present better learning outcomes (Reuell, 2019). Therefore, based on the results, the strategies employed during listening are shared by the teacher many times which helps to enhance listening comprehension on students.
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9. Would you like your English teacher get an academic blog with metacognitive strategies that help you improve your listening comprehension?

Figure 13
Elaboration of an Academic Blog Agreement
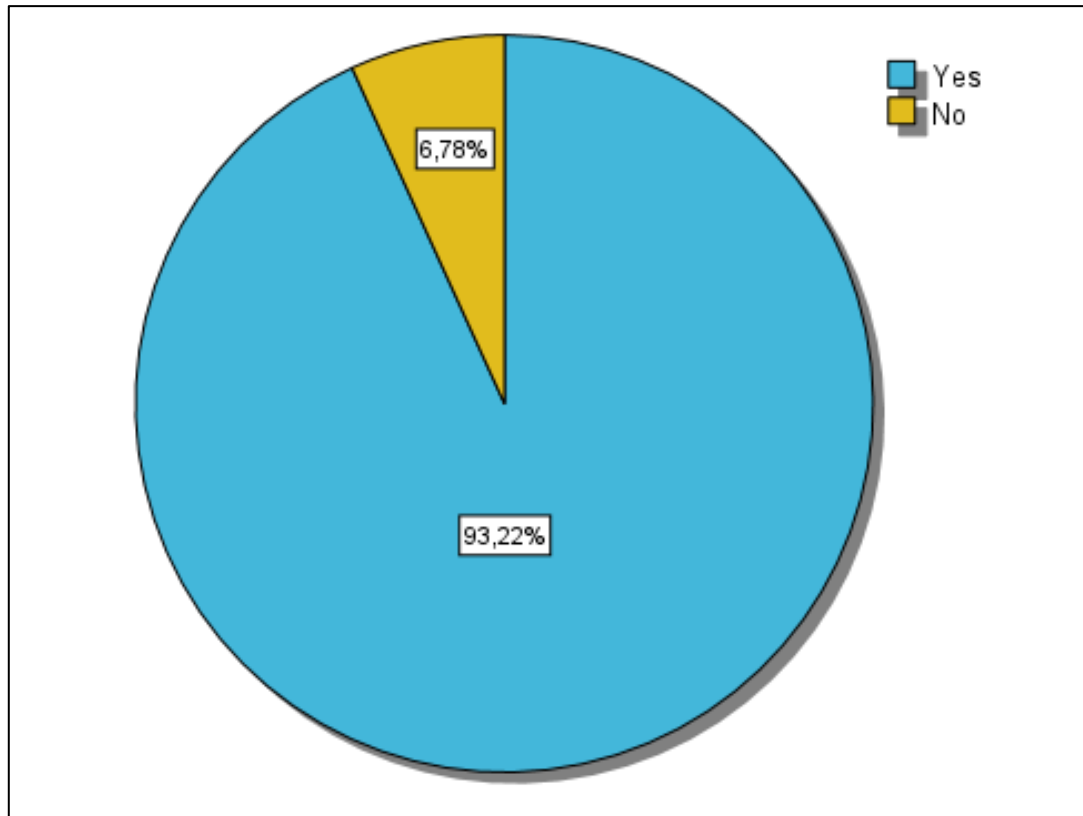
Note: own elaboration. Source: survey applied 2022

Analysis:

According to figure 13, the overwhelming majority of participants would like that their teacher has access to a blog about metacognitive strategies that help them to enhance their listening comprehension. This response reflects the interest students have about improving their understanding of spoken language in a more updated way. Technology is considered primordial in individuals' lives nowadays (Raja & Nagasubramani, 2018). Therefore, making appliance of it enables teachers as well as students to have accessibility to mental activities where they can find appropriate strategies to every listening task they face.

3.3 Discussion of Main Findings

Based on the interviews and surveys, it can deduce that Listening comprehension can become difficult to develop if there are not appropriated methodologies, teaching materials, affective factors, and appliance of metacognitive strategies. Such is the case of Daniel Reyes high school, where certain deficiencies on this English skill were found.

The findings obtained from the interview and surveys revealed little discrepancies between the participants involved to answer the first research question. According to the English teachers, metacognitive strategies help listening comprehension development on their students because through making use of those strategies, L2 learners start taking care of their listening learning process. Nevertheless, metacognition concepts are clear for just a quarter of senior students which are complicated at using them in listening activities. Therefore, it is important to work on this aspect so that students can apply metacognition consciously. This is because the use of metacognitive strategies helps learners to comprehend and develop a better performance in any learning activity (Hornby & Greaves, 2022).

On the other hand, after the analysis from the data collected of teachers and students, it can be said that there were similarities which lead to answer the second research question. Both sides agreed about the difficulty and importance that listening comprehension implies. In addition, it was emphasized the importance of the person's prior knowledge in students' learning as the key element to build knowledge. Hence, promoting those strategies in listening tasks lead learners to feel responsible of their learning and that is the manner how they can start improving their listening comprehension tasks. That is why, metacognition needs to take place on students' learning process. Its relationship with each other will lead learners to identify what strategies for their cognitive process will be more adequate to get meaningful learning for them (Shannon, 2008).

Regarding all the information stated above, it can be concluded that senior students present inconveniences when understanding spoken language due to a large majority do not have a metacognition present most of the time. Thus, it is necessary to implement those strategies so that students can enhance their listening comprehension.

3.4 Impacts

In this part it will be described the impact analysis that the present research project has. As the academic proposal has not been exposed to a practical manner, the type of impact analysis this research will handle is prospective. According to the academic proposal projected, there are two impacts that tends to accomplish. These ones are:

- Academic Impact
- Affective Impact

In order to analyze these impacts, it will be used numerical impacts levels that signaled different indicators. These ones are shown in the table below.

Table 5
Numerical Level of Impact

Number	Level of Impact
-3	High negative impact
-2	Mid negative impact
-1	Low negative impact
0	No impact
1	Low positive impact
2	Mid positive impact
3	High positive impact

Source: Posso (2011).

.

3.4.1 Academic Impact

Table 6
Academic Impact Indicators

Impact levels	-1	-2	-3	0	1	2	3
Indicators							
Developing students' listening skills through activities that involve planning, monitoring, and evaluating.							X
Facilitate teaching due to different types of accessibility (Online & Offline).							X
Topics associated to the student's high school level.							X
The appliance of virtual material facilitates the comprehension of spoken language.						X	
Total							11

Level of academic impact: $\frac{\Sigma}{number\ of\ items} = \frac{11}{4} = 2.75$

Level of academic impact: mid positive

Analysis:

This proposal includes activities that allows students to prepare for a listening activity, monitor their learning goals and asses their final learning performance. When, learners are exposed to mental activities that enables them to be part of the full learning process, they are developing listening skills which helps their comprehension of the input language. For this reason, this proposal has a positive impact.

This proposal provides activities in which teachers can have access to them online as well as offline. This leads teaching beyond due to educators and students can learn since metacognition and practice with those strategies at different times and locations. As a result, this proposal has a high positive impact.

The topics found in this proposal tend to be associated to the Common Framework of Reference for Languages and the Ministry of Education book that senior students have to study. That is to say, the contents are linked to the established educative standards, which contributes to the develop of the corresponding listening skills and that is why this indicator has a positive result.

The appliance of the virtual material found in the academic proposal can aid at the moment of learning a second language. Nevertheless, it is important that the guidance of the teachers is prominent to take advantage of the full metacognitive experience at first. That is why, the teacher needs to be as a communicative bride between the virtual material and students so that they can start becoming autonomous as they keep practicing. For that reason, this indicator has a mid-positive impact.

3.4.2 Socio-Affective Impact

Table 7
Socio-Affective Impact Indicators

	Impact levels	-1	-2	-3	0	1	2	3
Indicators								
Providing students metacognitive strategies enables them to trace a path to perform a listening task.								X
Facilitate learning perceptions due to activities deal with person knowledge and affective factors								X
Identifying students' strengths and struggles build teacher's communication among students.								X
Metacognitive conversations between classmates encourages students to learn from others.								X	
Total								11

Level of academic impact: $\dfrac{\Sigma}{number\ of\ items} = \dfrac{11}{4} = 2.75$

Level of academic impact: mid positive

Analysis:

The intention of the activities in this research project is to encourage students to use metacognitive strategies. That is why, the activities found tend be simple but practical to make appliance of. Therefore, teachers can foment autonomy on students' listening skills development. In this sense, students are the protagonist of their learning. They can feel prepared about what, when, and how carry out a listening activity which improves their comprehension in the spoken language. Thus, this indicator has a high social impact.

When students feel part of this learning, their responsibility and compromise for understanding something rise. Within metacognitive activities, learners become reflective thinkers as they associate person knowledge and learning perceptions to perform listening tasks. In addition, those activities complement with planning, monitoring and assessment which help students to comprehend better their performance results according to each listening task. Hence, this social impact of this indicator is high.

Understanding own's strengths and struggles facilitates learning. The reason is that teacher can focus on what certain factors are not helping to the students' performance and work on them. This builds a better relationship between the teacher and students due to learners feel free to communicate what inconvenient they may encounter when listening a foreign language. As a result, this indicator has a high social impact.

Allowing students to convey the way how they can understand spoken language to others nurture learning and students' participation. Nevertheless, it is essential to work on the indicators mentioned previously due to students first need to identify strengths, weaknesses, perceptions, and manners how to carry different activities found in this research project when are exposed to input language activities. Moreover, the teacher needs to be in a constant accompaniment to assess every student's progress in each listening task. Therefore, this indicator has a mid social impact.

CHAPTER IV: PROPOSAL

4.1   Proposal Tittle

LISTENING COMPREHENSION IMPROVEMENT BASED ON METACOGNITIVE STRATEGIES

4.2   Rationale

This proposal seeks to provide a set of metacognitive strategies to help senior students to enhance listening comprehension skills. Lately, listening skills are the English skills less practiced in the classroom according to the English teachers from the Daniel Reyes high school. In this sense, increasing students' abilities to comprehend spoken language is a crucial aspect to work on through metacognition.

4.3   Theoretical Foundation

Learning can be defined as the process of changing on individuals' minds that it is obtained from the relation of new experiences with those already faced previously (Sequeira, 2012). However, in order this process occurs, Naeve et al. (2008) suggested that it is necessary the presence of two main aspects: inspiring fantasies that belongs to the sense of learning and efficient fantasies which corresponds to knowledge. The success of a learning process is when pupils transform their inspiring fantasies into significant understanding. Nevertheless, this can be influence for certain factors such as reality, society, and purpose.

In this sense, understanding how learning process works on people allows metacognition to be part of it. The reason is that it involves learners' cognitive processes in a planning, monitoring, and evaluating process that helps them to be conscious of what they have to improve, limit, and keep in learning tasks (Hampton, 2010). This means that learners who apply metacognition in their acquiring process apart from understanding something, they know what aspects were implied before, during, and after the learning event.

The main goal of metacognition is to improve learning. Thus, the teacher's role needs to be present during the student's learning process. They have to be the first ones in socializing them in their teaching classes. However, it is fundamental that they first manage metacognition concepts to teach and apply them (Lynch, 2021). Once metacognition is clear for teachers as well for students, learning outcomes expected will be evident.

Metacognition encompasses three phases called planning, monitoring, and evaluating (Flavell, 1979). Each of them has a different purpose that enables learners to prepare for tasks, supervise their progress and evaluate learning results. Therefore, by using metacognitive strategies, learners can understand and improve their performance in any learning activity (Hornby & Greaves, 2022).

Regarding this, listening comprehension needs the presence of metacognitive strategies due to if L2 students understand how their learning process works including drawbacks, strengths and the elements involved in the listening activities they face, L2 learners will tend to understand where the starting point is for comprehending spoken language. This makes them to feel the sensation to become responsible of their own learning on their listening comprehension development.

Vandergrift et al. (2006) proposed five metacognitive listening strategies that can be found in developing listening comprehension. These ones are called problem-solving, planning and evaluation, mental translation, person knowledge, and direct attention. Any of these strategies can be present in the metacognition phases which a learner experiences in a listening learning activity. Therefore, implementing those metacognitive strategies into EFL students' listening comprehension process allow them to reach the standards of learning required.

4.4   Proposal Objective

- Provide activities based on metacognition strategies to enhance listening comprehension in senior students at Daniel Reyes high school.

4.5   Beneficiaries

4.5.1   Direct Beneficiaries

The main aim of this project is to foster a sense of awareness on learners' learning process in relation to listening comprehension development. That is why, senior students at Daniel Reyes high school become one of the direct beneficiaries of this project. The appliance of metacognitive strategies in the listening comprehension process will involve them in a complete learning experience. In this sense, teachers are also considered the other direct beneficiaries due to those metacognitive strategies can be integrated to their current teaching lessons. Indeed, the use of them will let them see improvements in understanding the spoken language in their students.

4.5.2   Indirect Beneficiaries

The authorities from Daniel Reyes high school and the society are the indirect beneficiaries of this project. First, the authorities of the institution, because they will obtain independent students who are conscious of all the elements implied in their learning experiences and with higher comprehension skills when listening to spoken messages in the English language. Finally, the society because as this academic proposal will try to be accessible in different ways as possible, some benefits from it can be obtained and considered as one alternative to develop listening comprehension into their academic growth.

4.6   Development of the proposal

The Wix platform was the technological tool to carry out the development of this academic blog. This one is made up of four units and it contains a user's manual that may be used to develop each activity in all the units respectively.

This academic blog can be seen in detail in the following link:

https://leidypupiales0.wixsite.com/forming-little-think

Universidad Técnica del Norte

Forming Little Thinkers

An academic blog made for you!

"Forming Little Thinkers"

An academic blog to enhance listening comprehension

Introduction

The present academic blog named "Forming Little Thinkers" can be used as a guide source for learners in order to develop the skill of listening through three units focused on it. In here, educators have access to different metacognitive strategies to enhance listening comprehension in L2 learners. Into this virtual platform, there is also a section which contains information about metacognition and its role in the learning process. The aim of this section is that users can nurture their knowledge about metacognition.
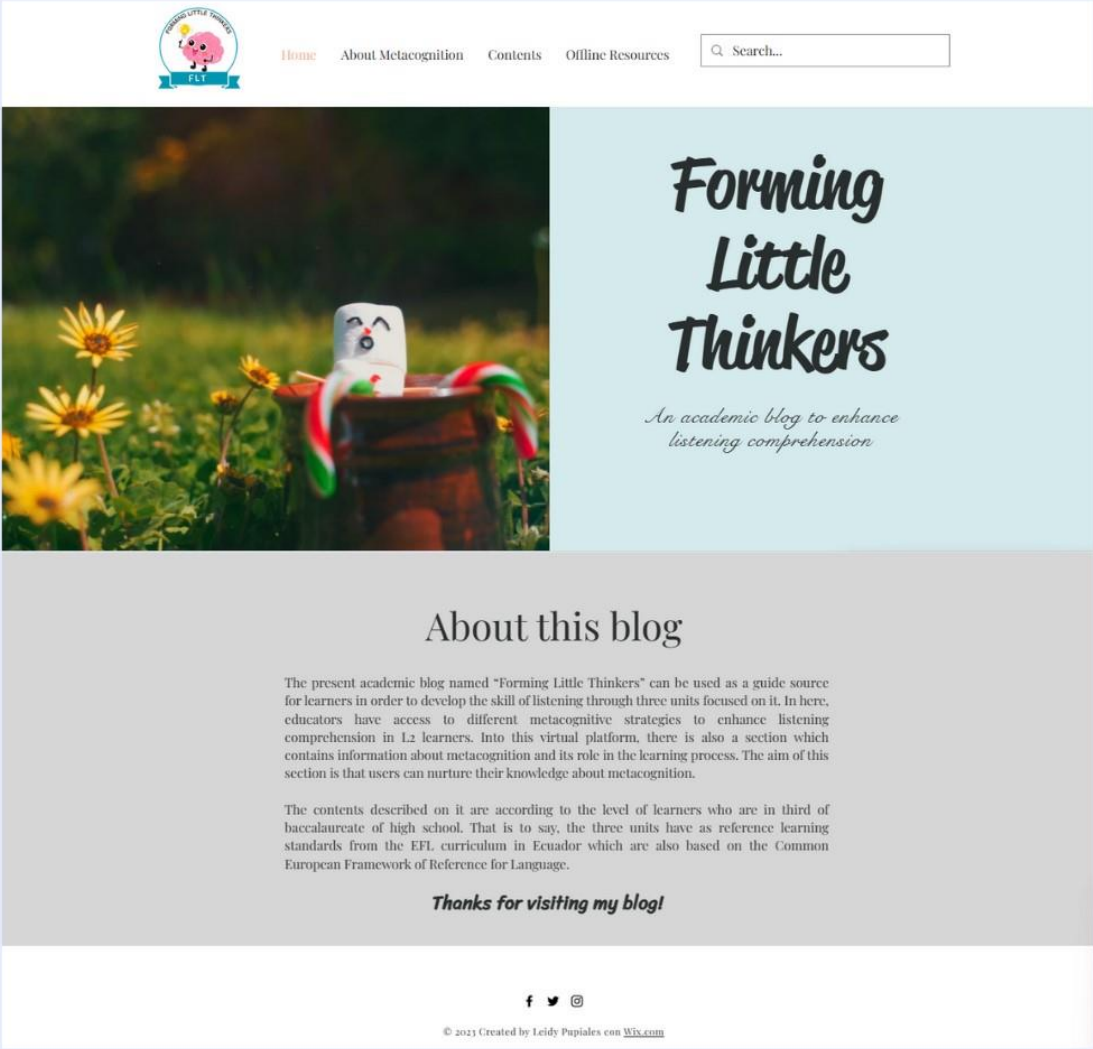
The contents described on it are according to the level of learners who are in third of baccalaureate of high school. That is to say, the three units have as reference learning standards from the EFL curriculum in Ecuador which are also based on the Common European Framework of Reference for Language.

"Forming Little Thinkers"

An academic blog to enhance listening comprehension

Home Page

The first section of this academic blog is called "Home". This is the introductory page where users can appreciate the title of this site which is "Forming little thinkers". The inspiration for the blog's title selected came from the fact that learners are in constant learning. Therefore, the idea of directing that learning into critical thinking based on their skills, attitudes, and knowledge will boost their acquisition process.

"Forming Little Thinkers"

An academic blog to enhance listening comprehension

Sections

The accessibility to the different sections in this blog is intuitive:

Every section is in the top bar of the webpage.

Home   About Metacognition   Contents   Offline Resources

Search...

Users will be able to access to each section just clicking on it.

The search bar allows us to find certain or specific things in the blog such as a specific part in a section.

A click on it and it will redirect to you in a new tab to the content selected.

Finally, certain sections have accessible content that can be accessed in a similar manner as the other sections.
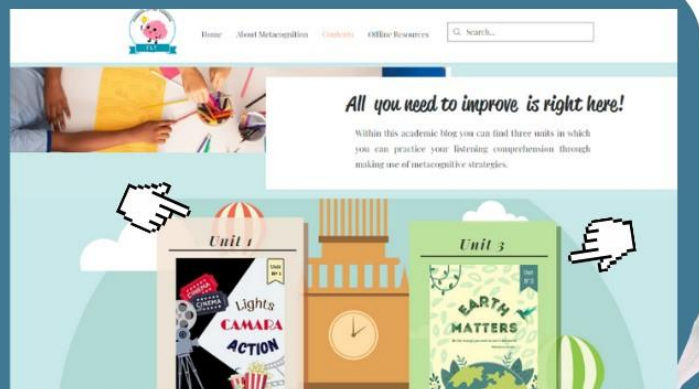
"Forming Little Thinkers"

An academic blog to enhance listening comprehension

About Metacognition

In this academic blog, it is pertinent to mention that users can also find a section where they can obtain information about metacognition and its relation to listening comprehension. In addition, on the right top corner, you will find a bottom that allows you to translate the content into Spanish. Therefore, students can get familiarized with metacognition concepts which enables them to understand better its role in the learning process.

"Forming Little Thinkers"

An academic blog to enhance listening comprehension

Contents

The third section is called "Content". In this section, users can find three units. The first unit is called "Lights, Camera, Action". The second one is named "Building who I want to be". Finally, the third one is called "Earth matters". Within each unit, users can find different metacognitive strategies that are applied to plan, monitor, assess, and hence, enhance their listening comprehension development.
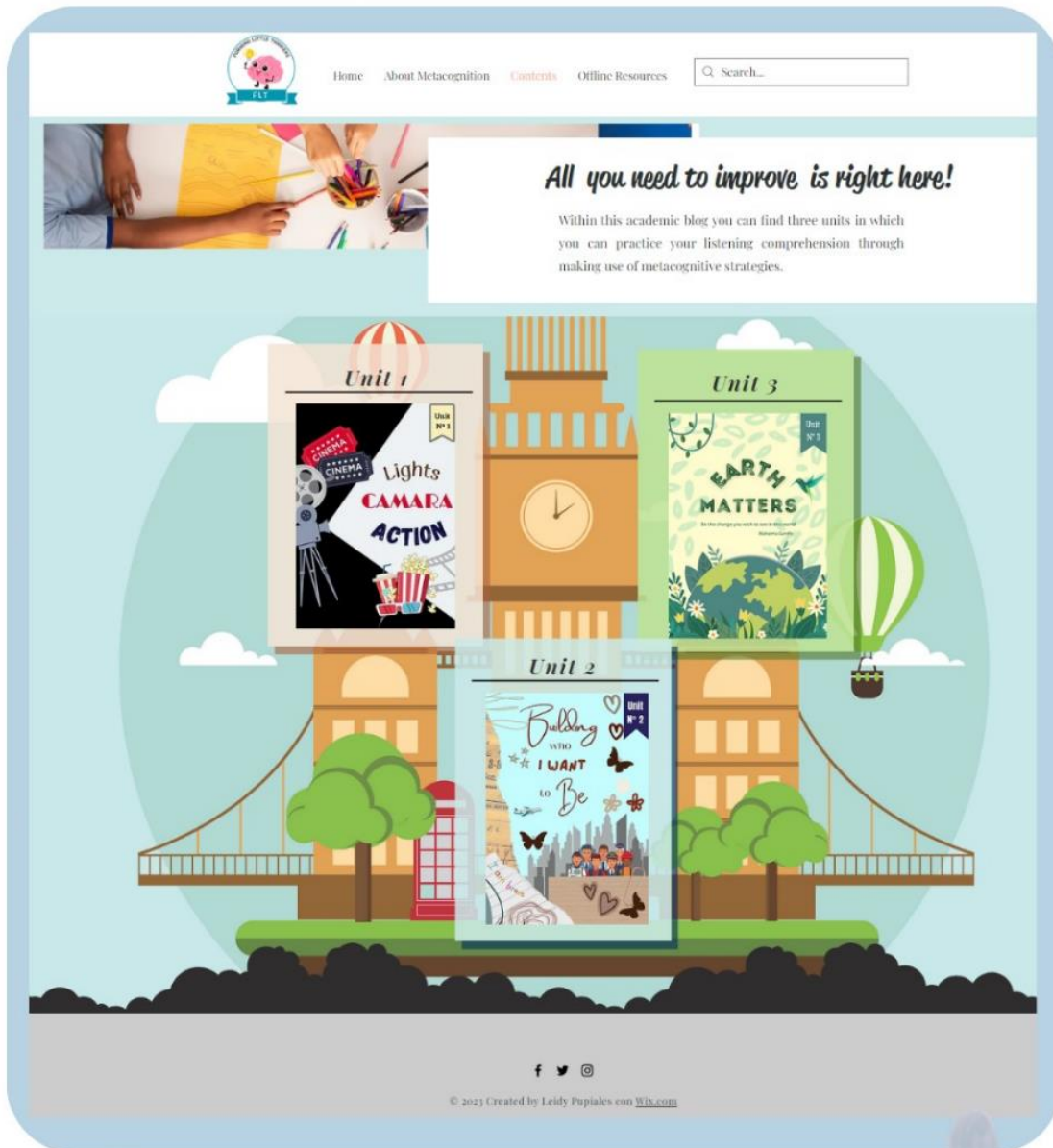
"Forming Little Thinkers"

An academic blog to enhance listening comprehension

Offline Resources

This part is merely associated with the accessibility teachers as well as students may have. Within this section, there can be found the same three units for students to download and have them offline.

"Forming Little Thinkers"

An academic blog to enhance listening comprehension

You can access to my blog by clicking on the following link:

https://leidypupiales0.wixsite.com/forming-little-think

Or by scanning the following QR code:

CINEMA

CINEMA

Lights

CAMARA

ACTION
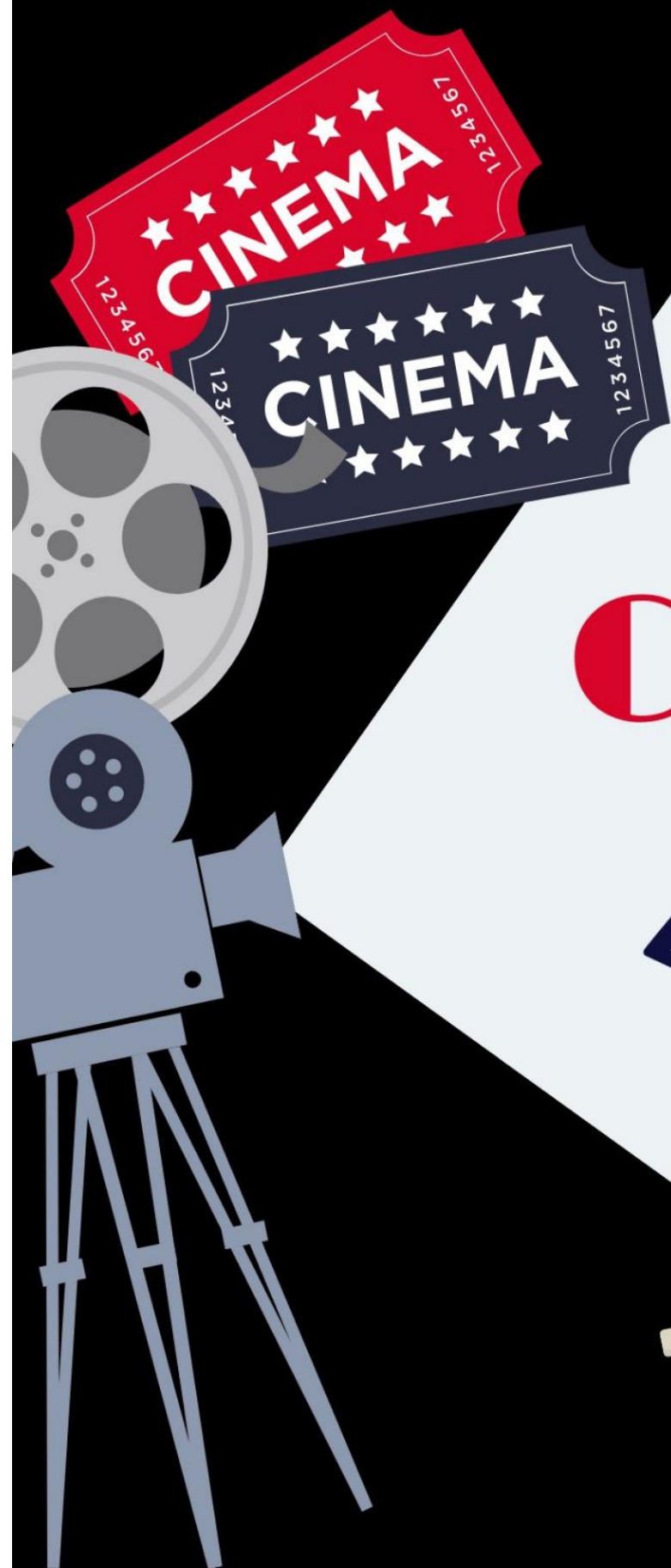
Lights, Camera, Action!

Lesson 1: Movie Genres

Lesson Objective: Students will be able to satisfactorily order a sequence of events while listening to a movie clip audio.

Unlock your Knowledge!

- What do you know about movies? What are they for?
- How many types of movies do you know?
- What is your favorite movie?

Preparing to listen 🎧

1.- You are going to listen to a short audio clip from a movie. Before you listen, try to guess the movie genre from the following films.

https://bit.ly/3mPQzYv

https://bit.ly/3om5J89

https://bit.ly/40hP6rr

A_____

H_____

M_____

https://bit.ly/40CyWtb

https://bit.ly/3USbqXS

https://bit.ly/41Zdz6r

A_____   **C_____**   **S_____ F_____**

2.- Look at the following movie genres below (1-6) and match them with their definitions (a-f).

1 Horror

2 Action

3 Animation

4 Musical

5 Science Fiction

6 Comedy

a) A film which contains moving images created from drawings that are photographed or created by a computer.

b) A film in which a lot of exciting things happen.

c) A film about an imagined future, especially about space travel or other planets.

d) A film in which part of the story is sung to music.

e) A film that is intentionally funny either in its characters or its action.

f) A film in which very frightening or unnatural things happen.

Definitions taken from Cambridge Dictionary
(https://dictionary.cambridge.org/)

While listening

Planning- Evaluating Strategy

3.- Listen to an audio clip about a movie called "Super Mario Bros" and put the events in order (1-6) in the pictures above (A-F).

Time for metacognition!

- What am I going to do for solving this activity?
- What should I do first?
- How much time do I have to complete this?

Let's plan to solve this activity

Lights, Camera, Action!

Audio clip movie: ▶ ‖‖‖‖‖‖‖‖‖‖‖‖‖‖‖

Audio taken from:
(Horvath & Jelenic, 2023)

A

B

C

D

E

F

Evaluating your plan!

- Did my plan work as I expected? _____
- What should I improve for the next time? _____

4.- Listen again. Answer the following questions:

- What is my plan to solve this activity?

1. What is the name of the place where Mario arrives?
a) Mushroom Kingdom
b) Carls' Palace
c) Far Far away

2. Who is Mario looking for?
a) He is looking for his brother Luigi.
b) He is looking for a princess to rescue.
c) He is not looking for anyone at that place.

Let's monitor your progress!
When I'm listening...

	Yes	No	Need Improvement
I try to understand every single word that is being said.	☐	☐	☐
I look for key words that help me to recognize what I need to answer.	☐	☐	☐
I identify the meaning by the pronunciation of the words.	☐	☐	☐
I focus on what the question is asking me to answer in the listening.	☐	☐	☐
I pay attention to the expressions characters use in their dialogues to understand the context.	☐	☐	☐
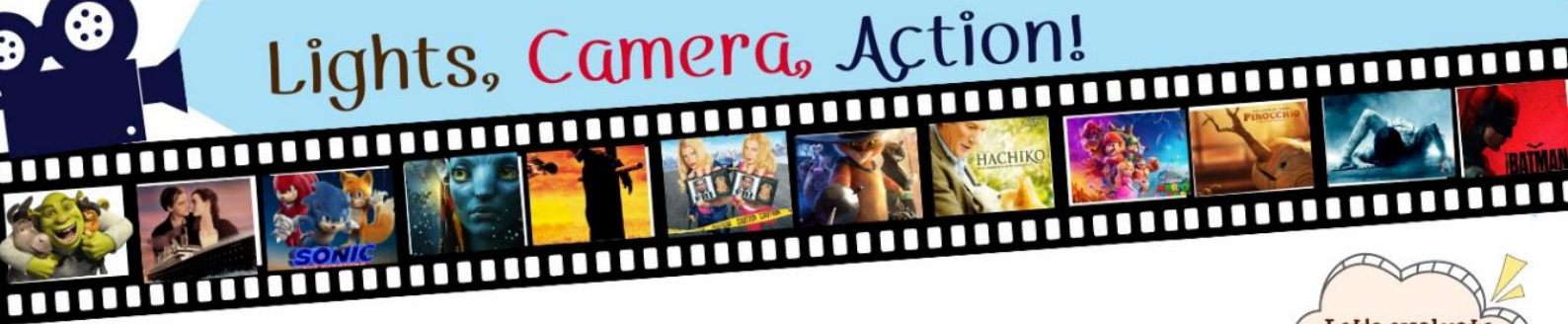
3. How is Luigi like?

a) He is a tall and green mushroom man.

b) He is exactly as Mario but tall, skinny, and green.

c) He is a thin man with big blue eyes.

4. Who is Bowser?

a) He is the most, evil and creature alive.

b) He is the wizard that Mario needs to find.

c) He is the mushroom man that Mario met there.

5. Who are Mario and the mushroom man going to ask for help?

a) They are going to see a wizard to give them a potion to find Luigi.

b) They are going to see Bowser for helping them to rescue the princess.

c) They are going to see the princess for helping Mario to find his brother.

Let's evaluate your efforts!

My results in this listening activity were:

- Very good ☐ 😎
- Good ☐ 🙂
- Bad ☐ 😐

Post-listening

5. Let's make inferences: Complete the sentences with ideas of your own.

- I think that what will happen next in the movie is _____ _____

- I believe that the way how the princess is going to help is _____

- I consider that Super Mario Bros movie is a (an) _____ movie genre.

When you predict content based on evidence is what is known as an **inference**

6. Discussion: Answer the following questions in groups of three.

1. What kind of movie genres do you prefer to watch? Why?

2. Is there any movie genre you recommend to your friends? Why?

3. Do you prefer to watch movies alone or with friends and family?

Lights, Camera, Action!

Lesson 2: Film Reviews

Lesson Objective: Students will be able to successfully complete comprehension questions while listening to a film review.

Unlock your Knowledge!

Look at the picture and answer:

- Have you ever seen the movie "The whale"?
- What do you think the title "The whale" refers to?
- Can you recognize who is the actor of this picture?

THE WHALE

https://bit.ly/3APupc6
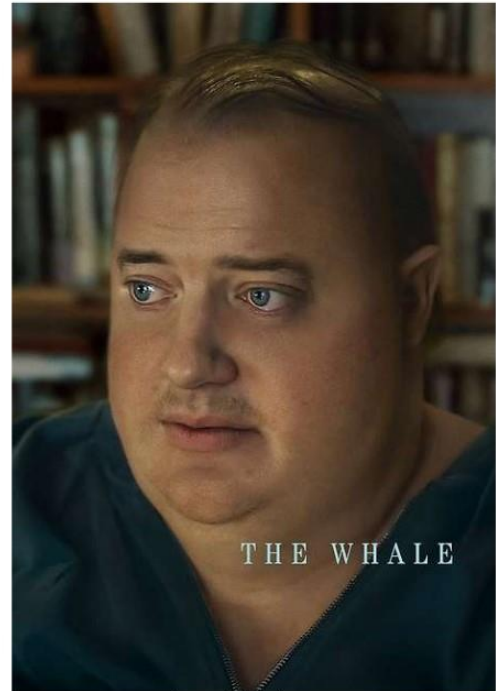
Preparing to listen

1. Label the words found in the word bank with the following pictures.

♡ Word Bank

- Film Director
- Screenwriter
- Visual Effects
- Soundtrack
- Film Editor
- Film Producer
- Cast

https://bit.ly/41Md9jA

https://bit.ly/3V1Z8Mq

https://bit.ly/3V5Ftv3

....

....

....

https://bit.ly/3oH7wVH

https://bit.ly/40DqHg6

https://bit.ly/3mZvJWC

....

....

....

https://bit.ly/3n33uGC

....

2. Complete the sentences with the words from Exercise 1.

1. Tim Burton is well-known for being the _____ of movies such as Batman, Charlie and the Factory of Chocolate, Alice in Wonderland, and Dumbo.
2. Angelina Jolie was a member of the _____ of the Maleficent film.
3. One of the main aspects a film needs to consider is the movie script which is developed by a _____.

4. Adobe Premier is a popular video edition software used by _ _ _ _ _ _ _ _ _ _ _ _ _.

5. A _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ is the responsible for securing the film's financing.

6. Jurassic Park film won three Oscars for Best Sound Editing, Best Sound Mixing and Best

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _.

7. To make film reviews, some film critics consider the movie _ _ _ _ _ _ _ _ _ _ _ _ to give a final conclusion.

While listening

3. You are going to listen to an audio of a film review about the movie "The Whale". Then, answer to the following questions.

Time for Metacognition!

Do I know what it's a film review?

What is the key information I have to look for in the audio to answer each question?

MP3 audio

Audio taken from:
(OmniReviews, 2023)

MP4 video

The Whale

Does the whale swim deep enough to show authentic emotional depth?
Luckily for you I got a system to make that simple to figure out. Let's talk about the director first then break it down.

About The Director
The whale was directed by Darren Aronofsky who's also responsible for the movie mother he's the type of director that tends to gravitate towards unconventional stories and interesting ways of telling them. This film is no exception.

About The Film
It has strong themes and a brilliant cast as of today it has made over 38 million dollars worldwide. So, let's take a deep dive get in touch with our feelings and rate this film.

Let's use my waves rating system which stands for writing, acting, visuals, editing, and sounds. The maximum score for each category is 5 points, then we round up the average to get our final rating.
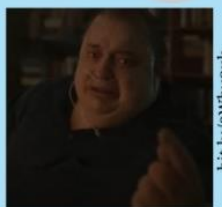
bit.ly/3Whvoxk

"I need to know that I have done one thing right with my life"

Writing

The whale tells the story of a 600-pound man named Charlie who's desperately trying to reconnect with his estranged teenage daughter. This film is unconventional in its approach to storytelling with a non-linear narrative and heavy use of symbolism. The dialogue is powerful, emotional, and the characters are complex and well developed. I'm gonna have to give the writing a four.

Acting

Starting off with our main cast, we have Brendan Fraser who delivers a stunning performance as Charlie showcasing total resignation and vulnerability with this character. We also have hung Chao adeptly playing his best friend Liz who embodies both roles of caretaker and enabler simultaneously. Then, we have Sadie Singh portraying his daughter Ellie with incredible disdain shrouding her profound empathy for others. The rest of the supporting cast also gives standout performances that bring the story to life leading me to give the acting a perfect score of five.

Visuals

Beautiful cinematography and expertly crafted sets that help to create that sense of intimacy darkness and isolation. The use of VFX is minimal but effective, adding to the overall mood of the film. The Prosthetics were carefully crafted and applied enhancing the believability of the main character. I would say the visuals were a solid four.

Editing

The editing of this film is expertly done with pacing that keeps the story moving forward while still allowing for moments of reflection and introspection. This movie has a run time of almost two hours, but you barely notice it since you get so invested in the character stories and relationships. There are even clever uses of similar shots to showcase the emotional states of different characters. I think the editing also deserves a solid four.

Sounds

The film's soundtrack and score were haunting and emotional adding to the overall tone of the atmosphere of the film. Subtle sound effects and even moments of silence would enhance certain scenes. There's a lot of heavy breathing in this film, so be ready for that I would say the sounds were also a four.

Final Rating

Did this film swim deep into the depths of emotion? you bet your tears are dead. I give the whale a score of four out of five.

Glossary

- **figure out**: understand
- **estranged**: no longer close or friendly with someone
- **stunning**: very impressive
- **adeptly**: very expert
- **haunting**: difficult to ignore or forget

VFX: Visual Effects

Lights, Camera, Action!

1.- What is this movie about?

2.- Who is the film director of this movie?

3.- What are the aspects considered in the "waves rating system" explained by the film critic?

4.- Who are the actors of the movie cast that were mentioned by the film critic?

5.- How are the visual effects (VFX) of the movie described

Let's monitor my progress!

When I'm listening to specific information...

	Yes	No	Need Improvement
I first read and understand the questions.	☐	☐	☐
I associate what I'm listening with information that I already know.	☐	☐	☐
I focus on key words to relate to what I'm listening to	☐	☐	☐
I identify main sentences from each section.	☐	☐	☐
I answer each question in order.	☐	☐	☐

Let's evaluate your efforts!

- After finishing this activity, I want to congratulate myself for being able to _____
- For the next activity, what I'm going to change is _____

4. Listen again. Then, put a tick in the correct rate (1-5) to each aspect the film critic mentions in the film review:

Audio taken from:
(OmniReviews, 2023)

Time for Metacognition!

What aspects am I going to pay attention to complete this activity?

Lights, Camera, Action!

	1	2	3	4	5
Screen Writing					
Acting					
Visual Effects					
Editing					
Soundtrack					
				Total Rate:	

Let's monitor my progress!
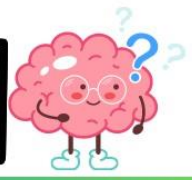
- How am I doing?
- Do I need to listen again?
- What information is important to be focused on?

Let's evaluate your efforts!

- How well did I do?
- Can I apply this way of working in other listening situations?

Post-listening

5. During the movie "The Whale", Christ mention the following statement: "I need to know that I have done one thing right with my life".

- What do you think the protagonist was trying to say?

- Do you think he was able to fix his relationship with his daughter?

- Have you ever met someone who has gone through a similar situation?

Let's work together!

5. Choose a movie you recommend your friends to watch. Think about the aspects that were mentioned in "The Whale" film review. Then, complete the following table with your chosen film.

Movie's Name:_____	
Rate each category and write your reasons	
FILM CATEGORY	**REASONS**
Screenwriting ☆☆☆☆☆	
Acting ☆☆☆☆☆	
Visual Effects ☆☆☆☆☆	
Editing ☆☆☆☆☆	
Soundtrack ☆☆☆☆☆	
Total rate:	

Once you finish, share your film review with the class!

Lesson 3: Mini Biographies

Lesson Objective: Students will be able to efficiently label specific information based on an audio about a movie producer biography.

Unlock your Knowledge!

Look at the picture and answer:

- Have you ever seen this person before?
- Do you think he is famous?
- What do you think he does for a living?

https://bit.ly/418mLVd

Preparing to listen

1.   You are going to listen to a mini biography about a film director. Before you listen, discuss with a partner about the following movies in terms of film director, plot, and cast.

https://bit.ly/3nnU60w

https://bit.ly/40CyWtb

https://bit.ly/3HuroDf

https://bit.ly/3nnU60w
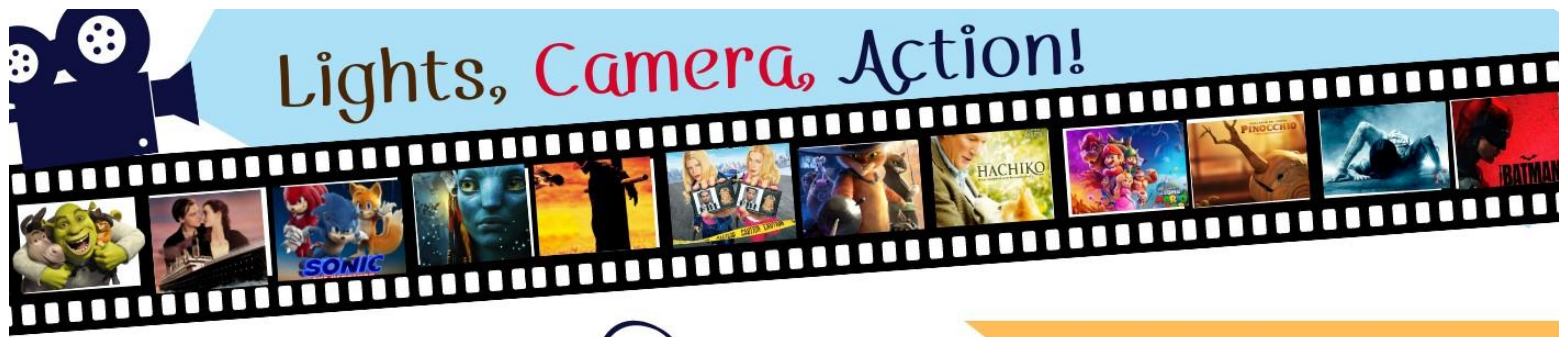
While listening

2. Listen to biography about the film director James Wan and fill the gaps with the words in the word bank. But first, answer those metacognitive statements:

Time for Metacognition!

Words from the chart that are familiar to me are: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Words from the chart which are not familiar to me are: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Difficulties I'm going to find during this activity: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Word Bank

- Sympathetic
- Saw
- Thrilling
- Film producer
- Annabelle
- Horror
- Writer
- Film Producer

Click here to listen!

James Wan

James Wan was born on February 26, 1977, in Kuching, Malaysia. He is an Australian ...., screenwriter, and .... He is widely known for directing the horror film .... (2004) and creating Billy the puppet. Wan has also directed Dead Silence (2007), Death Sentence (2007), Insidious (2010), The Conjuring (2013), Fast & Furious 7 (2015) and Aquaman (2018).

James Wan is acknowledged for his work in the .... and thriller genre. He has directed some of the most successful horror films in recent years. He is also recognized for his ability to create .... and terrifying scenes that keep audiences on the edge of their seats.

bit.ly/3HIrcz4

Monitoring my progress!

How am I doing?
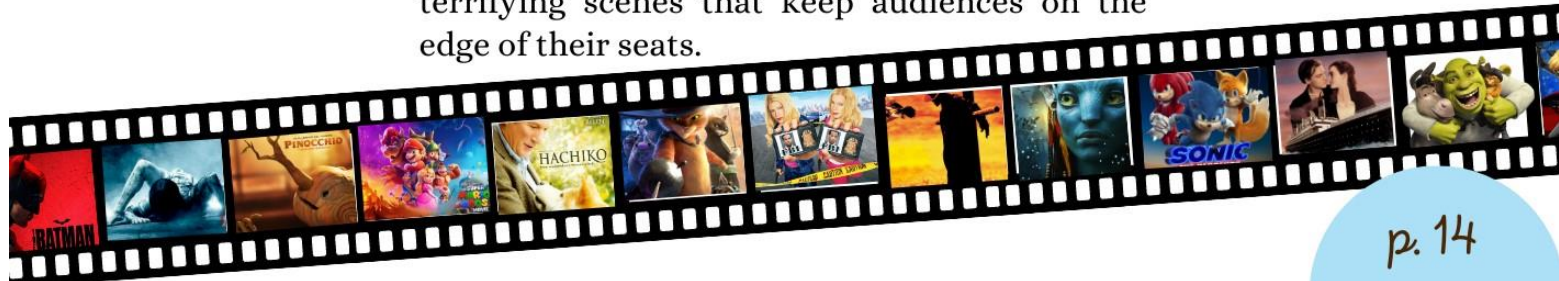
Perfect!	☺
Almost there	☺
OK	😐
Getting closer	😕
Try again	🙁

▶

In addition to his work as a director, Wan has also worked as a producer and .... on several films such as .... (2014), Lights Out (2016) and Megan (2023). He has been praised for his ability to create unique and memorable characters that are both terrifying and ....

(IMDb, 2023).

Let's evaluate your efforts!

- **How was my performance in this activity:** ☆☆☆☆☆
- **How did I feel while I was doing this listening?** 😎 ☺ 😐
- **How did I deal with the difficulties I found in the audio?**

3.- Listen again. Complete each category with the correct information from the audio.

Time for Metacognition!

Do I know what I have to do in this activity? _____
What are mi strengths for this activity? : _____
What previous knowledge will help me to do this task?_____

Jame's Personal Information
_____
_____
_____

Wan's occupations
_____
_____

Wan's movie genres
_____
_____

How am I doing?
☆☆☆☆☆
Is my previous knowledge helping me to complete this activity?

Monitoring my progress!

Movies directed by James Wan
_____
_____
_____

Movies produced or wrote by him
_____
_____

Let's evaluate your efforts!

- What did I learn in this activity?

- What barriers do I overcome?

Post-listening

4.- Let's make inferences: Answer the following questions:

- What do you think about the movies directed and produced by James Wan?

- Would you like to be a film director someday? Why? / Why not?

5.- Time to Work in Groups! Let's imagine you are a film director, and you are going to create a new film based on the pictures you have below. For this activity you will need to choose the following roles:

It's not necessary to use all the pictures!

- A film director
- A film producer
- A film editor
- A screenwriter

Lights, Camera, Action!
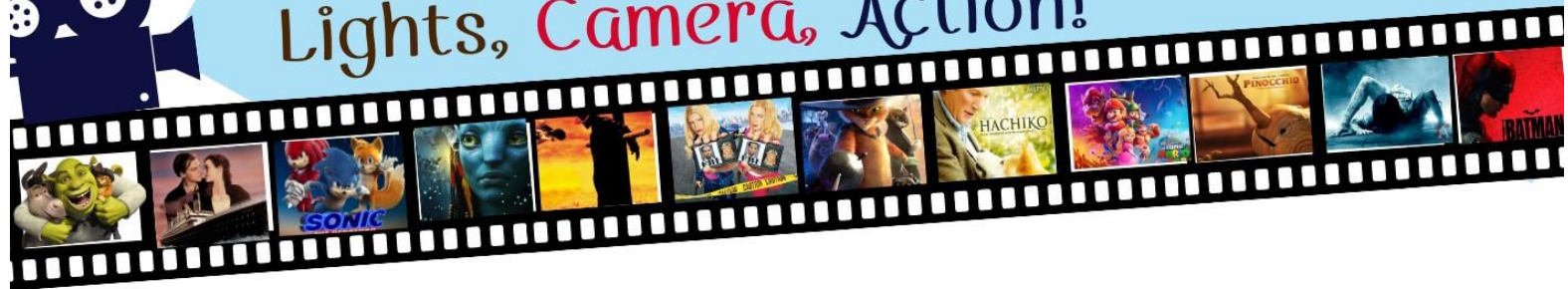
6.- Then, decide in your group the movie genre of your film, plot, the cast, sounds and effects that are going to be involved there. You can guide in the following chart.

Movie's Name: _ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Film Director's Name:

_ _ _ _ _ _ _ _ _ _ _ _ _ _ _ _

Who I am?

Film producer's Name:

Film Editor's Name:

Screenwriter's Name:

Film genre:

Our movie cast is going to be made up of actors like:

The soundtrack this film will have is:

The visual effects this film will have are:

Movie Plot:

Extra details you want to include:

Lights, Camera, Action!

Time to present in class!

Once you have everything ready, present your movie to your classmates.

While you are hearing to your classmates' presentations, rate with your group every movie presented such as film critics do. You can use this chart as a guide.

Movie's Name: _____	
Final Rate	**REASONS**
☆☆☆☆☆	

Movie's Name: _____	
Final Rate	**REASONS**
☆☆☆☆☆	

Movie's Name: _____	
Final Rate	**REASONS**
☆☆☆☆☆	

Lights, Camera, Action!

Let's congratulate ourselves for finishing this unit!

The things I learned during this unit were:

_____

_____
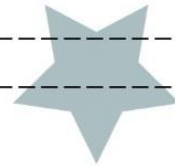
The way how I acquired this knowledge was:

_____

_____

The information I have learned from my classmates:

_____

_____

The way I need to do in order to make this learning concrete is:

_____

_____

Things I need to practice to continue improving my listening comprehension are:

_____

_____
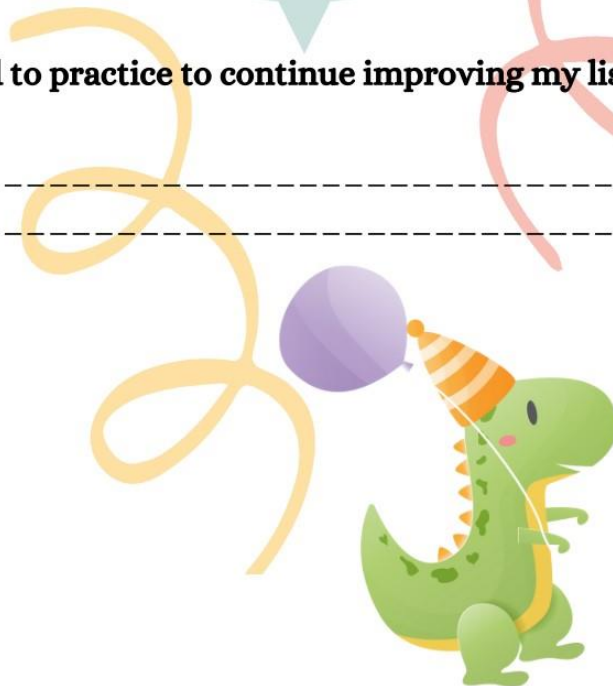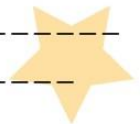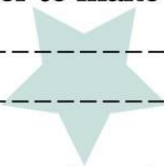
Now, let's move on to Unit 2!

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Building who I WANT to Be
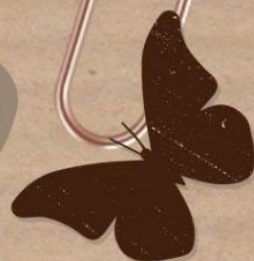
I am brave
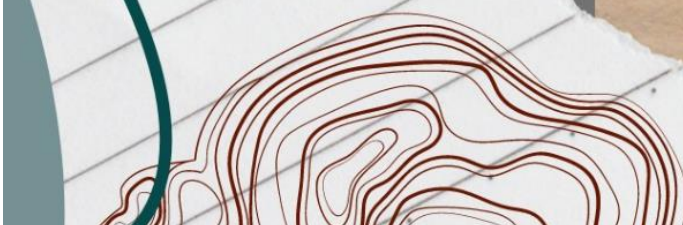
Lesson 1: Personality Types

Lesson Objective: Students will be able to successfully recognize six personality types from a conversation about a project team.

Unlock your Knowledge!

- Do you know what is personality?
- What are some ways that people can be different from each other?
- What are three particular features that define you?

Click here to listen!

Preparing to listen

1.- You are going to listen to a conversation about personality types. Before you listen, look at the pictures below and listen to their meaning. Write the number (1-6) next to the picture in the orden you listen to them.

Extrovert
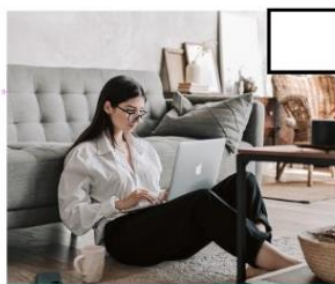
Introvert
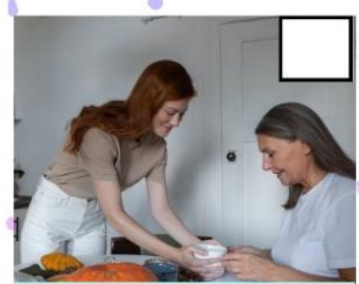
Feeler

Thinker

Intuitive

Judger

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2.- Match the following personality types with their definitions.

1. **Intuitive**
2. **Extrovert**
3. **Feeler**
4. **Introvert**
5. **Thinker**
6. **Judger**

a) Like to work alone or in small groups and like to focus in one task at a time.

b) Sensitive and cooperative. Decide based on own personal values but considering people's emotions too.

c) Logical and analytical, always looking for the most efficient and effective way to do things.

d) Organized and follow a plan to do everything. Focus on possibilities and the future.

e) Loves being around people and is always the life of the party. They are good at multitasking.

f) Good at coming up with creative ideas to solve problems.

While listening

Planning- Evaluating Strategy

3.- Listen to a conversation about a project team meeting. Fill the blanks with each personality type you hear.

My goal for this activity is:		
Steps I'm going to follow are:		
Step 1	**Step 2**	**Step 3**
Materials I'll need for this:		

Time for Metacognition!

Remember that when you plan something, you will know where to start.

Click here to listen!

A: Hi Jhon, I'm trying to plan a surprise party for my friend, but I'm having trouble coming up with ideas.

B: Hey Lili. Oh, I might be able to help. I'm an _____, so I'm pretty good at coming up with creative ideas.

A: That would be great! We also need someone who can help with the logistics and organization of the party.

B: Well, that's more of a _____ person. I believe Sara can help you because she tends to look for the most efficient and effective way to do things.

A: Yeah, that's a good idea. Well, we also need someone who can help us make decisions and stick to a schedule.

B: That definitely suits Bryan personality. He's a _____ because he is organized and follow a plan to do everything.

A: Hmm, I'm not sure if he is going to be free to help but I'm going to ask him anyways. By the way, we also need someone who can connect with people and make them feel comfortable.

B: Oh, I get it! In that case, you might want to find someone who's a _____. They tend to be really good at understanding people's emotions and take decisions based on own personal values but also considering those of the people.

A: Oh, I see. In that case we also need someone who's outgoing and loves being around people

B: That's not really my strength. But I know someone who's an _____, and they're good at always been the life of the party.

A: That's exactly what we need. So, I'm going to ask our friends to help us. Then, I'll consider aspects such as budget and food.

B: I image you will say that, as you are an _____ person, you like to work in small groups and do one task at a time.

A: I have no objections for that! Thanks for your help!

B: Anytime!

Word Bank

- Intuitive
- Extrovert
- Feeler
- Introvert
- Thinker
- Judger

Monitoring your progress!

Am I reaching my goal?

☐ Yes ☐ No ☐ Partially

Thing I need to change:

Words I would like to know their meaning:
_____
_____

Let's evaluate your efforts!

Was my goal achieved?

Did all the steps work properly?

4.- Listen again and answer the following questions:

My goal for this activity is:		
Time:	Materials:	Things I already know:

Click here to listen!

Monitoring your progress!

Is my plan working?
☐ Yes, I'm almost done
☐ Kind of, I'm approaching
☐ No, I need to try again

Thing I need to change:

- What is the conversation about?
_____
_____

- How many people does Lili need to carry out her plan?
_____
_____

- Who's helping Lili with ideas to organize everything?
_____
_____

- Who's Jhon?
_____
_____

- What is Lili going to do first?
_____
_____

Let's evaluate your efforts!

I met my goal: ☐ Yes ☐ No ☐ Partially
How do I feel with the results obtained?
☺ ☺ 😐 🙁 ☹

Remember
Every effort is worth it!

Post-listening

5.- Work with a partner, Discuss the questions below:

- Do you think Lili's party plan will work? Why?
- Do you agree that individual's personalities have an impact on any activity they do alone or in groups?
- Do you believe that people should base on their personalities to choose a profession?

6.- Time to work! Now, it's your turn to identify which type of personality you have. So, complete the following profile with your own information.

My profile

Name:

Things I'm good at:

Things I'm not good at:

Based on that, my personality type is:

7.- Once you finish, share it with at least five partners more to see if someone has the same personality as you. Then, share it with the class!

You can use the following chart as a guide!

My friends' personalities are: _____

Include your reasons for each type of personality

Personality #1	Personality #2	Personality #3	Personality #4	Personality #5

p. 26

Lesson 2: Professions

Lesson Objective: Students will demonstrate understanding of an audio about eight professions by categorazing them while listening.

Unlock your Knowledge!

Look at the picture and answer:

- What is a profession for you?
- Why people study a profession?
- How many professions can you find in the picture?

https://bit.ly/3mPQzYv

Preparing to listen

1.- You are going to listen to an audio about professions. Before you listen, find 6 professions in the letter soup. Then write them in the word bank below.

R	E	T	N	I	A	P	O	U	E
E	M	W	D	C	V	Y	U	H	N
N	F	H	B	E	T	H	Q	L	G
G	H	A	T	C	I	K	Z	E	I
I	J	U	Y	O	D	M	V	I	N
S	I	T	I	R	C	U	O	J	E
E	A	H	N	T	M	S	P	O	E
D	O	C	T	O	R	I	L	U	R
-	W	G	R	H	T	C	O	R	W
C	P	O	H	O	E	I	I	N	F
I	D	C	Z	N	A	A	T	A	M
H	E	I	A	Y	C	N	U	L	A
P	A	N	P	F	H	F	E	I	I
A	T	Y	B	A	E	A	R	S	W
R	M	O	Y	R	R	C	S	T	Q
G	S	C	U	L	P	T	O	R	D

Word Bank

1. _ _ _ _ _ _ _ _ _
2. _ _ _ _ _ _ _ _ _
3. _ _ _ _ _ _ _ _ _
4. _ _ _ _ _ _ _ _ _
5. _ _ _ _ _ _ _ _ _
6. _ _ _ _ _ _ _ _ _
7. _ _ _ _ _ _ _ _ _
8. _ _ _ _ _ _ _ _ _

2.- Match the words in column A with those in column B. Then, match B with C.

Who?	What does he/she do?	To whom? / To what?
1. Doctor 2. Teacher 3. Graphic Designer 4. Engineer 5. Painter 6. Sculptor 7. Musician 8. Journalist	a) paints b) creates c) sings d) heals e) reports f) develops g) designs h) teaches	1. Two- or three-dimensional works of art 2. People to learn 3. Different types of music 4. all kind of information 5. Solutions using machines and technology 6. Visual concepts using a computer 7. different subjects to people of all ages 8. People illnesses

Some definitions were taken from Cambridge Dictionary (https://dictionary.cambridge.org/)

While listening

Direct Attention Strategy

3.- Listen to an audio about professions and label one profession for the following people.

For this activity it's important to focus on:		
☐ Speakers accent ☐ Key words	☐ Text grammar ☐ Word stress	☐ Idetifying main ideas ☐ Other:_____

What do you think about the area to carry out this activity?	Things I don't need to do while listening:
○ Very appropiate ○ Appropiate ○ Not at all appropiate	• _____ • _____ • _____

Time for Metacognition!

Word Bank

1. Doctor
2. Teacher
3. Graphic Designer
4. Engineer
5. Painter
6. Sculptor
7. Musician
8. Journalist

Guessing Who I am?

I'm a(an)
_____

?

Click here to listen!

p. 28

I'm a(an)
_____

I'm a(an)
_____

I'm a(an)
_____

How is my concentration in this activity?

☐ Good   ☐ Poor
☐ Average   ☐ Distracted

I'm a(an)
_____

I'm a(an)
_____

I'm a(an)
_____

I'm a(an)
_____

Let's evaluate your efforts!

My final performance during this activity was: ☐ /10

Factors you think helped your concentration:

Factors you think didn't help your concentration:

4.- Now listen to the listening again and complete with the words that you hear. You can use the word bank below as a reference to help you.

Time for Metacognition!

Words that are essential to hear:	Things that will help me to stay concentrated:
_____	_____
_____	_____
_____	_____

Word Bank

- report
- illnesses
- rhythm
- designs
- hand
- develop

- ✗ brushes
- technology
- clay
- news
- education
- sing

The first exercise is already done for you as an example:

Hi, I'm Dayana:

I create works of art using colors and __**brushes**__ .

Hey, I'm Andres:
I _____ and build innovative solutions using machines and _____.

Click here to listen!

Word Bank
- report
- illnesses
- rhythm
- designs
- hand
- develop
- ✗ brushes
- technology
- clay
- news
- education
- sing

I'm Ibeth:
I _____ on important _____ and events, keeping people informed and aware.

Hi, I'm Anthony:
I sing and compose music using sound and _____ to convey emotion and atmosphere.

Monitoring my progress!

How am I doing?
Perfect!
Almost there
OK
Getting closer
Try again

Hello, I'm Doris:
I diagnose and treat _____ to help my patients heal and feel better.

Hey, I'm Jose:
I work with students to help them learn and grow through _____.

My name is Erick:
I create visually attracting _____ for businesses and organizations using computer software or by _____.

Hi, I'm Lili:
I create two- or three-dimensional works of art using materials such as wood, _____, metal, or stone.

Let's evaluate your efforts!

In this activity, I was able to _____

Let's draw how I feel with the results gotten: ◯

Post-listening

5.- Discussion: Answer the following questions in pairs.

- Would you like to study one of these professions? Why?/ Why not?
- What do you think is the profession with the most level of difficulty?
- What types of personalities could fit in those professions?

6.- Time to draw!

For this activity, you are going to decide on the profession you would like to study. In order to do that, first complete this personal profile chart with your own information.

Building my granted profession!

Full name:

Age:

Personality:

Things I like to do:

Things I don't like to do:

Profession I want to study:

This is a picture of me as a(an):
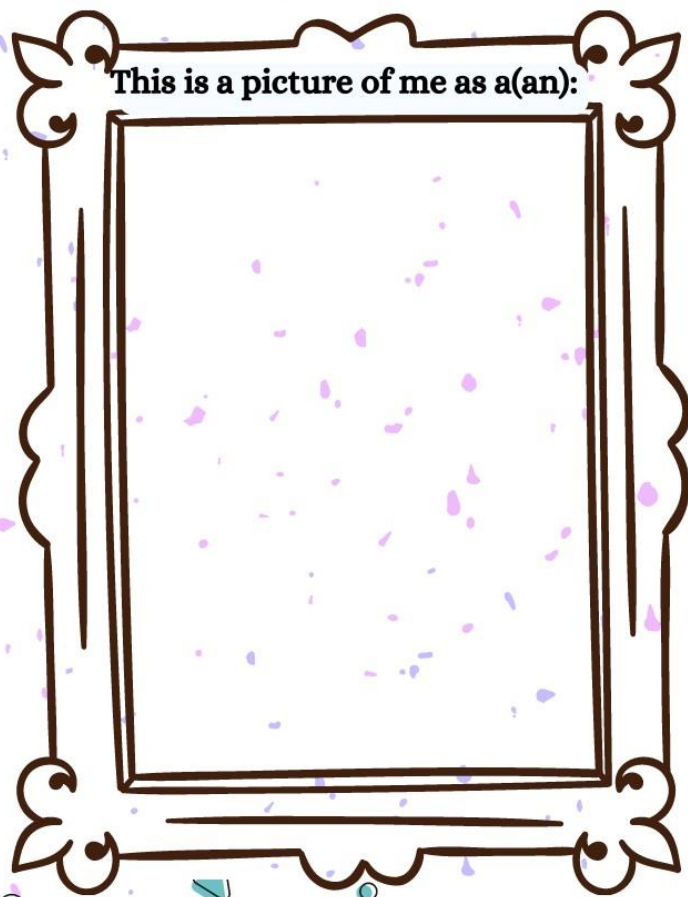
Reasons why I want to study this profession:

Once you finish, share it with the class!

Remember
Any profession you want to study is okay if it makes you happy!

Lesson 3: University degrees

Lesson Objective: Students will be able to satisfactorily identify the correct answer from a list of options while listening to an audio about university degrees.

Unlock your Knowledge!

Look at the picture and answer:

- What are the people in the picture doing?
- How do you think they feel?
- Have you ever been in a similar situation?

Preparing to listen

1.- You are going lo listen to a conversation about university studies. Before to listen, answer the following statements with your own ideas.

I think a university degree is:

_____

I believe places where you can study for getting a university degree are:

_____

I consider a university degree is important because:

_____

2.- Label the words from the word bank with the correct definitions.

Word Bank

- accomplishment
- tuition
- housing fees
- college
- university
- field
- degree
- major

1. The money you pay to take classes and be taught. ....

2. A title given by colleges and universities to indicate that a student has completed a program of study. ....

3. Institution of higher education which awards academic degrees in several academic disciplines. It offers both undergraduate and graduate degrees. ....

4. Something that is successful, or that is achieved after a lot of work or effort. ....

5. A fee that is charged for the use of a housing facility. ....

6. A broader area of study that encompasses multiple related disciplines. ....

7. Educational institution that offers professional educational careers of short duration (2-3 years) in which students obtain associate degrees. ....

8. The most important subject that a college or university student is studying. It has the main focus of their studies in ....

Definitions taken from Cambridge Dictionary (n.d) & LAE Edu (2023).

While listening

Person Knowledge Strategy

3.- Listen to a conversation between a dad with his daughter about university studies. Then answer the following questions:

Time for Metacognition!

How do I feel with this activity?	Very comfortable ☐
	Comfortable ☐
	A little comfortable ☐
	Not at all comfortable ☐

Based on that, think about your strengths that inspire you to accomplish this activity. Then, write them below:
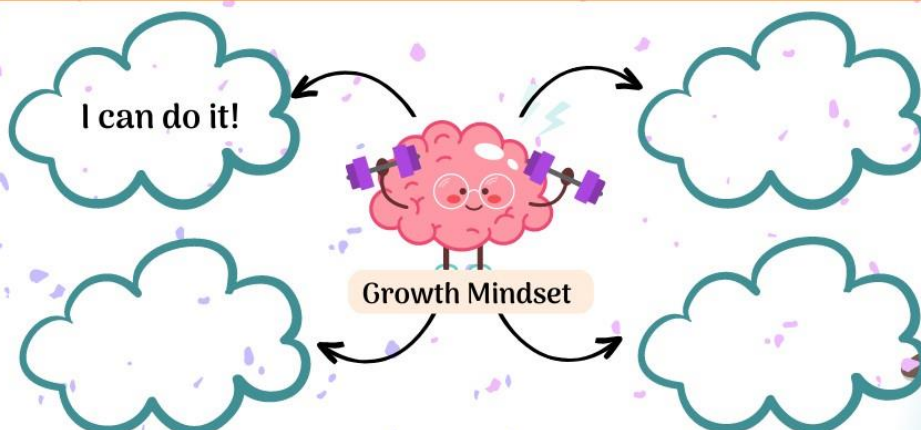
I can do it!

Growth Mindset

1. When is she going to college?

a) In two days
b) The next week
c) The next month
d) Tomorrow

2. What will happen if the girl doesn't pay the tuition and house fees on time?

a) She will lose her class schedule and will have to register again.
b) She will have to pay a penalty fee.
c) She will have to talk with the principal of the college.
d) She will not be able to continue in that college and will have to look for another one.

3. What things from home is planning the girl to take with her?

a) Clothes and food.
b) Some food.
c) Clothes, food, bath products.
d) Nothing, she has already everything she needs at school.

4. What is the major the girl decided to study?

a) Business Administration
b) Wildlife Science
c) English
d) The girl didn't say it.

5. What is the major the girl decided to study?

a) Because she's always been interested in working with nature.
b) Because she's always wanted to help people by treating illness.
c) Because the business field gives her the chance to have a better life in the future.
d) She didn't switch her major.

Monitoring my progress!

Rate your progress!
☆☆☆☆☆
Try again   Perfect!

Do I need help?

Let's evaluate your efforts!

Final perfomance results: ☆☆☆☆☆

Did my statements written above have an impact on my final results for this activity? Why?

4.- Listen again and answer (T) if the statements are true and (F) is they are false.

- Do I have any concerns for this activity?
- What strengths can help me face them?

  Based on that, my inspirational phrase for this activity is:

Click here to listen!

1. The girl didn't pay her college tuition and house fees by the deadline.   ....
2. The girl's father thinks that getting a university degree is a real accomplishment.   ....
3. The girl's father wanted she studies business administration.   ....
4. The girl is interested in studying things related to food and nature.   ....
5. The girl's father is happy with her daughter's decision.   ....

Is this way of working helping me to solve this activity?

Let's evaluate your efforts!

Final perfomance results: ☐ /10

Before doing this activity, I used to think that
....

Now that I've completed it, I think that
....

Post-listening

5.- Answer the following questions. Then, disccuss with your classmates.

1. What do you think about the girl's father reaction?
2. Do you think the girl is going to keep studying what she decided despite her father's reaction?
3. Who do you think is the responsible for deciding their future?
4. What aspects do you consider important when choosing a major to study?

6.-Let's play a role-play!

Let's imagine you won a scholarship to study the profession of your dreams. Therefore, you will have to plan how to give the notice to your family.

For this activity you will need the following roles:

- **Student A:** A relative who is not convinced for your decision.
- **Student B:** A relative who is happy with your decision.
- **Student C:** A student who will try to convince his family to study the career of his/her dreams.

Once you finish, create a script in which you include most of the vocabulary learned previously.

- accomplishment
- tuition
- housing fees
- college
- university
- field
- degree
- major

Here you have some aspects you can also include in your script!

Time (career time, schedules)	Emotions	Money (Tuition, House fees, etc.)
People	Places	Personal skills (Likes, dislikes, personality)
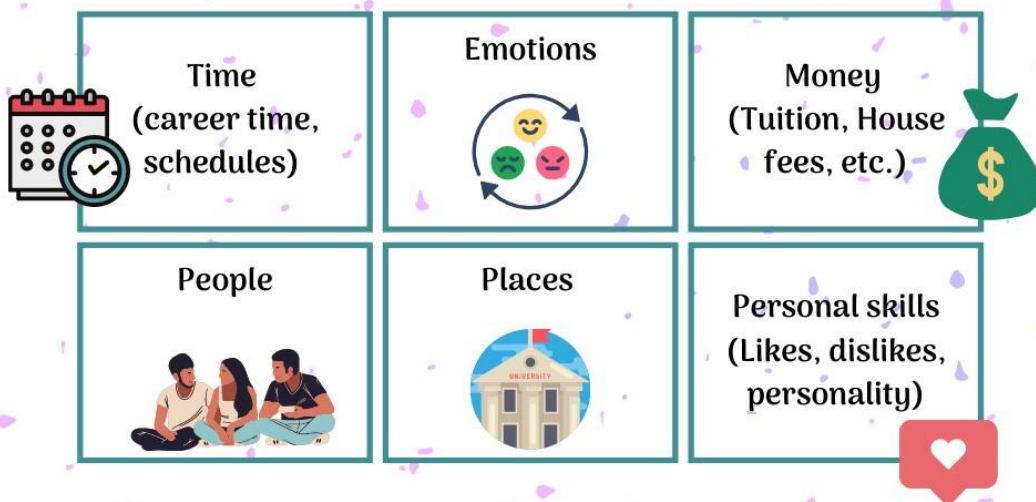
Finally, present in class and see how it goes!

Let's congratulate ourselves for finishing this unit!

How do I feel after completing this unit?

New things I learned:

After finishing this unit, I am proud of me because I was able to:

	Yes	No	Need practice
Follow a plan to reach my learning goal.	☐	☐	☐
Recognize if I'm developing a task correctly.	☐	☐	☐
Identify the aspects I need to be concentrated when listening.	☐	☐	☐
Identify the aspects that affect my concentration development.	☐	☐	☐

Do you think the way how you were carrying out each listening activity was useful to understand spoken language? Why/Why not?

How can you associate the ways of working used in this unit to other situations?

Now, let's move on to Unit 3!

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EARTH

MATTERS

Be the change you wish to see in this world

-Mahatma Gandhi

UNIT 3

Lesson 1: Environmental Issues

Lesson Objective: Students will be to satisfactorily identify the correct option from a list of comprehensive questions a audio about environmental change.

Unlock your Knowledge!

- What do you see in these pictures?
- Can you notice the difference between these 2 pictures?
- What do you think are the main causes that produce situations like in the picture 2?

① ②

Preparing to listen 🎧

1.- You are going to listen to an audio about climate change. Before you listen, look at the following flash cards and think about their meaning. Put a mark (✓) in the words you are familiar with. Then listen and repeat.

Click here to listen! ▶

① **Biodiversity**

② **Carbon footprint**

③ **Climate**

④ **Deforestation**

5 Ecosystem

6 Pollution

7 Fossil fuels

8 Greenhouse gases

9 Waste

10 Global warming

11 Natural disaster

2.- Look to the flash cards again. Then, label the words (1-11) with their definitions (a-k).

a) Natural event such as a flood, earthquake, or tsunami that kills or injures a lot of people. ....

b) Fuels, such as gas, coal, and oil, that were formed underground from plant and animal remains million years ago. ....

c) The number and types of plants and animals that exist in a particular area or in the world. ....

d) A bad use of something valuable. An unnecessary or careless use of resources. ....

e) A gradual increase in the earth's temperature, caused by gases surrounding the earth and stopping heat escaping into space. ....

f) A gas that causes the greenhouse effect, especially carbon dioxide. ....

g) The general weather conditions usually found in a particular place. ....

h) A measurement of the amount of carbon dioxide produced by the activities of a person, company, organization, etc. ....

i) The cutting down of trees in a large area, or the destruction of forests by people. ....

j) Damage caused to water, air, etc. by harmful substances or waste. ....

k) All the living things in an area and the way they affect each other and the environment. ....

Definitions taken from Cambridge Dictionary
(https://dictionary.cambridge.org/)

Which words do you think are related to environmental issues?

While listening

3.- Listen to an audio about climate change. Then, answer the following questions.

Let's make a plan	
My goal is ….	Steps I need to follow...
Time I have for it …..	
Materials I need are …	

Time for Metacognition!

Click here to listen!

Audio taken from:
(U.S. Environmental Protection Agency, 2015).

Monitoring your progress!

1. What is the first topic the narration speaks in the audio?
a) Practical solutions to help the earth.
b) The greenhouse effect.
c) Climate change definition.
d) Effects of climate change on people's lives.

2. What is the problem the narrator explains in the audio?
a) People all over the world are adding extra carbon dioxide to the atmosphere which makes the Earth warmer and causes climate change.
b) People all over the world are making bad use of natural resources such as water.
c) Global warming is less present because people is working on solutions to help the planet.
d) The narrator doesn't explain the problem.

How is your goal going?

☐ Very good, I'm almost done!

☐ Good, I'm still working on it.

☐ Not good at all, I need help!

3. What are some signs about climate change that the narrator mentions?
a) Temperatures are getting warmer, giant ice sheets are melting, and the oceans are rising.
b) Only temperatures are getting warmer.
c) Birds are flying as far north for the spring; oceans aren't rising, and temperatures are decreasing.
d) Glaciers aren't melting, biodiversity is losing its population, ecosystem need to adapt to climate's conditions.

4. What could happen in the future if the planet keeps getting warmer?
a) We can expect more powerful storms and more flooding, droughts, and heat waves.
b) Our ecosystems will be destroyed and there won't be enough water to live.
c) The planet will be full enough of pollution and greenhouse gas emissions.
d) We won't be affected by it because climate change is not a serious problem at all.

5. What are some of the examples we can do to help the planet?
a) We can drive less, use public transportation, and choose cars that use less gas.
b) We can throw garbage in everywhere, waste water, and use public transportation.
c) We can ride our bike to work or school, pollute oceans, consume more water and electricity than is needed.
d) We can always turn off lights, plant trees, and start using eco-friendly products that help the environment.

Let's evaluate your efforts!

Rate your success in this activity:

☆ ☆ ☆ ☆ ☆

How was your goal achieved?   Very bad   Excellent!

_____
_____

4.- Listen again, complete the blanks according to the audio.

Answer based on your recent perfomance!

What was the most important part in your plan to succeed in activity 3?
_____
_____

Time for Metacognition!

Disscuss your answer to a partner. Then, complete your strategic plan:

The way how I'm going to carry out this activity is:
_____
_____
_____
_____

When you exchange ideas, you can learn from others!

Click here to listen!

▶
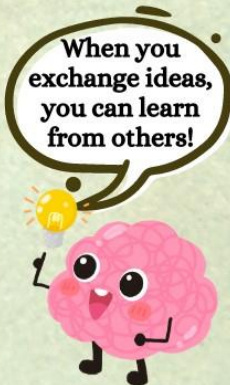
Audio taken from:
(U.S. Environmental Protection Agency, 2015).

1. The Earth gets heat from ....

a) the sun.   **b)** the moon.   **c)** the atmosphere.

Click here to listen!

▶

2. Today, we burn .... like coal, oil, and gas to do many of our everyday activities.

   a) fossil fuels   **b)** carbon footprint   **c)** garbage

3. All this extra .... is trapping more heat in the atmosphere, making the Earth warmer.

   a) carbon dioxide   **b)** oxygen   **c)** hydrogen

4. Climate change could put entire ...., like coral reefs, in danger, and many plants and animals could become extinct.

   a) ecosystems   **b)** pollution   **c)** carbon dioxide

5. You can reduce your energy use by .... the lights, the computer, and TV when you're not using them.

   a) turning off   **b)** turning on   **c)** changing

Monitoring your progress!

How well is working my plan?

- ☐ Excellent, I'm almost done!
- ☐ Good, I'm still working on it.
- ☐ Not good at all, I need to make some changes.

Let's evaluate your efforts!

- **How well did I did?**
- **Did I use something new from my partner's plan to develop this activity?**

Post-listening

5.- **Discuss in pairs.** The narrator in the audio mentioned the following phrase:

"By making smart choices and working together, we can make a difference".

- **What do you think the narrator means?**
- **Do you think carbon footprint contributes to climate change? Why?**
- **What are some environmental problems your country is facing?**

UNIT 3

6.- Let's work!

In groups let's imagine that you are environmental scientists, so you need to do the following activities.

- Choose an environmental issue your country is facing lately.
- Think about the causes that are producing it and the future consequences that it will have if there's no help for it.
- Then complete the table below with your ideas.

Our environmental issue found in our country is: _____	
Why is it happening?	**How is it affecting our lives in this moment?**
Consequences for the future if we don't act immediately.	

Here it is your environmental scientist ID card. You can design it as you wish!

Name: _____
_____
Environmental
Scientist

Once you finish, share your environmental issue with the other groups and identify how many issues your country is facing.

UNIT 3

Lesson 2: Conserving the Environment

Lesson Objective: Students will be able to efficaciously complete comprehensive questions from an audio about ways to conserve the environment.

Unlock your Knowledge!

Look at the picture and answer:

- What are the people in the picture doing?
- Why do you think they are doing that?
- Have you ever done something related to that?

Preparing to listen 🎧

1.- You are going to listen to an interview about some ways to conserve the environment. Before you listen, complete the word map by using five words that you think define the word "Environment".

Environment
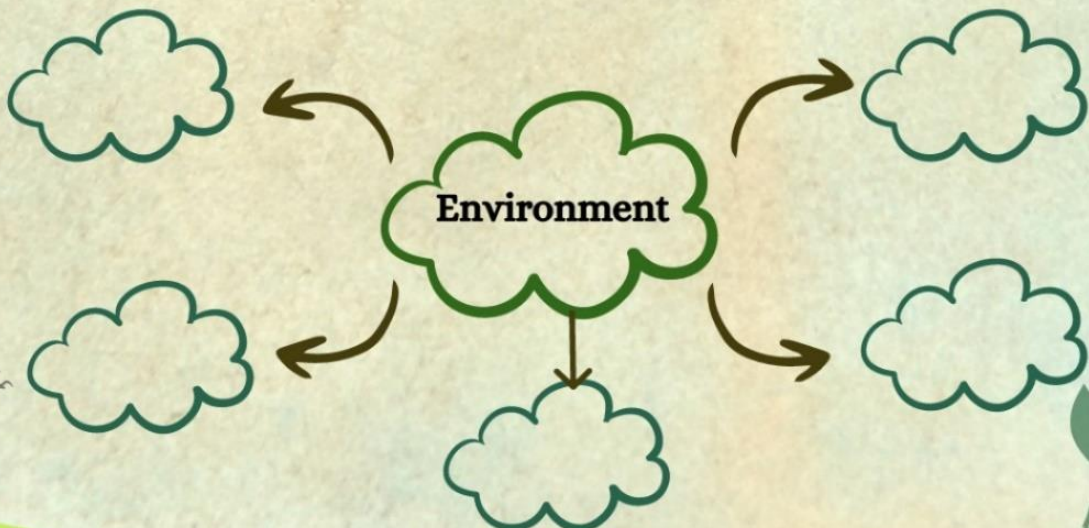
UNIT 3

2.- Use the Word Bank to solve the crossword puzzle below.
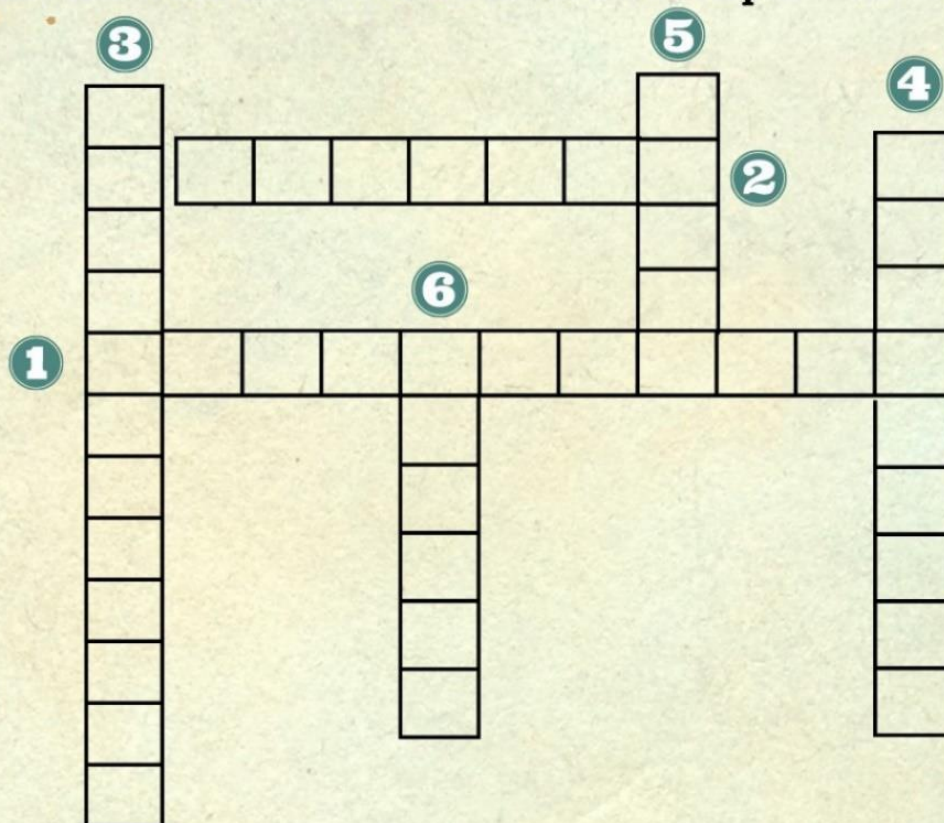
Across

1) The surroundings in which organisms live. This can refer to air, water and land.

2) The process of creating new products based on old products.

Word Bank

- Littering
- Reuse
- Environment
- Recycle
- Conservation
- Reduce

Down

3) The protection of plants, animals and natural areas, especially from the damaging effects of human activity.

4) The act of dropping rubbish on the ground in public places.

5) To use the same product again.

6) To make something less in size, amount, degree, importance.

Definitions taken from Cambridge Dictionary
(https://dictionary.cambridge.org/)

3.- There are different ways to help the environment. Thus, classifiy the words from the word bank below in their respective category.

UNIT 3

How can we help the environment?

Reduce

Reuse

Recycle

Other options

While listening

Direct Attention Strategy

4.- Listen to an interview about some ways to conserve the environment and answer the following questions.

Time for Metacognition

- What information do you expect to hear in this activity?

- What words do you think you are going to hear?

- What aspects of the questions are important to consider?

Click here to listen!

Audio taken from: (Randall's ESL Cyber Listening Lab, 2022).

a.- What is the main point of the interview?

_____

_____

Click here to listen!

▶

Audio taken from: (Randall's ESL Cyber Listening Lab, 2022).

Monitoring my progress!

Statements	Interviewer	Alex
Who started the interview?		
Who talked about some ways to save the environment?		
Who wouldn't like to see trash all over the ground?		
Who asked about how children can recycle paper?		
Who used to save newspapers to make things out of them at kindergarten?		

On a scale of 1 to 10, how would you rate your level of concentration during this activity?

☐

Do I need to change something?

Let's evaluate your efforts!

- Rate your progress: ☆☆☆☆☆

  Very bad   Excellent!

- How well did the tips from your partner work?

Post-listening

6.- Let's make suggestions. Look at the following environmental issues. What other alternatives do you think can help to reduce their impact on the earth? Write one suggestion for each one of them.

- **Littering**

_____

- **Food waste**

_____

- **Carbon Footprint (amount of CO2 in transportation, electricity, manufacturing, etc.)**

_____

- **Deforestation**

_____

7.- Let's work together!

For this activity you will need to work in the same groups you were working in the last lesson (Environmental Issues).

In your groups, you are going to think about ways to conserve the environment based on your environmental issue about your country that you chose with your group previously. You will have to:

1. Decide a name for your solution project.
2. Decide solutions that big companies can do to help.
3. Decide suggestions you as a citizen can do.
4. Think in a slogan for your project.
5. Design a logo for your project.

A slogan is a short and memorable phrase that represents something. Examples of it include:

- "Just do it" by Nike
- "Think different" by Apple

Once you have everything, create a graphic presentation in which you include all the information above represented in pictures. You can use the following template to guide you.

Space for a picture

Logo:

Space for a picture

Our solution project is called:
_____
_____

Our slogan is:
_____
_____

Space for a picture

Space for a picture

Solutions for big companies:
Space for pictures

Solutions as a citizen:
Space for pictures
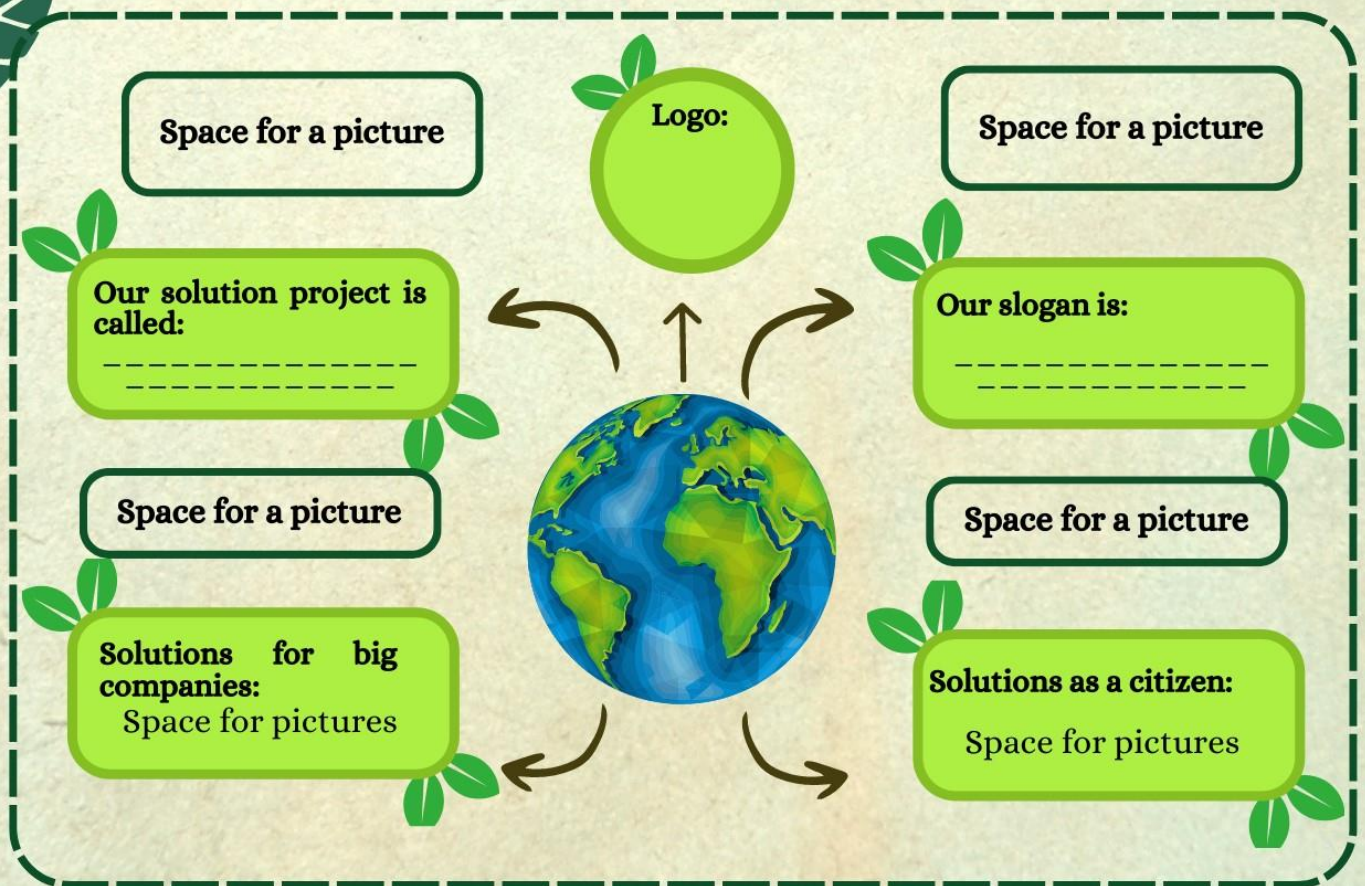
Finally, present it in class and see how it goes!

UNIT 3

Lesson 3: Green Products

Lesson Objective: Students will be able to efficiently complete comprehensive questions a from the audio "Edible and Biodegradable Packaging" .

Unlock your Knowledge!

Look at the picture and answer:

- Have you ever seen these products before?
- What do you think they are for?
- What impact do you believe they have on the environment?

bit.ly/45NxhEz

Preparing to listen

1.- You are going to listen to an audio about Edible and Biodegradable Packaging. Before you listen, look at the following definitions and match them with the more accurate example in the pictures below.

Green Products

Something that is good for the environment because it reduces its impact on it and helps protect our planet's natural resources.

Eco-friendly Products

Something that does not harm the environment during their production, use or disposal. It is related to renewable or biodegradable resources.

Sustainable Products

Something that apart from being produced without damaging the environment, considers economy and social factors. Its use doesn't run out natural resources.

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UNIT 3

Electric Cars

Bamboo toothbrushes

Solar Panel

---------------------   ---------------------   ---------------------

2.- Match the pictures with their correct meaning and then with their definitions.

Image	Nouns	Definitions
1.	☐ **a)** Membrane	☐ **1.-** A layer of a particular substance that covers a surface.
2.	☐ **b)** Vending machine	☐ **2.-** A green, brown, or dark red plant that grows in the sea.
3.	☐ **c)** Coating	☐ **3.-** Something capable to decay naturally and in a way that is not harmful.
4.	☐ **d)** Seaweed	☐ **4.-** A very thin piece of material that covers something in specific.
5.	☐ **e)** Biodegradable	☐ **5.-** A machine you put money into to buy small items such as packages of food, candy, and drinks.

Definitions taken from Cambridge Dictionary (https://dictionary.cambridge.org/)

While listening

3.- Listen to an audio about Edible and Biodegradable Packaging. Then, answer the following questions.

Time for Metacognition!

- What do I know about this topic?
  _____
- What do I believe I'm going to learn in this activity?
  _____
- How do I feel with this activity?
  _____

Audio taken from: (Morgan Stanley, 2023).

Click here to listen!

1.- What is the prediction about 2050 that the narrator tells at the beginning of the video?
....
....

Monitoring my progress!

2.- What is the name of the co-founder and co-CEO of Notpla company?
....
....

How am I doing?

Perfect!	😌
Almost there	🙂
OK	😐
Getting closer	😕
Try again	🙁

3.- What is the mission of the company?
....
....

4.- How does the narrator describe the bubble design for liquids that involves seaweed material?
....
....

5.- What is the function of seaweed-based coating into paper and cardboard?
....
....

Let's evaluate your efforts!

In this activity I learned that:

Something I would like to know more about is:

UNIT 3

4.- Listen again. Write (T) true, false (F) or doesn't say (DNS) to the following statements below. Correct the ones which are false with the right information.

How prepared do I feel to complete this activity?

1 ☐ Not at all prepared   2 ☐ Not very prepared   3 ☐ Neutral   4 ☐ Somewhat prepared   5 ☐ Very prepared

Think about a recommendation you would like to tell your classmates to feel confident when doing this activity.

Here it is an example for you!

Don't be afraid to ask for help or clarification if you need it.

Write it down and tell it to a partner:
_____
_____
_____

Time for Metacognition!

Audio taken from:
(Morgan Stanley, 2023).

Click here to listen!
▶

Monitoring my progress!

1.- The narrator mentioned that seaweed is not an amazing material. _____
- -

2.- Rodrigo Garcia was born in London. _____
- -

3.- The bubble design liquids can be used to drink the content as well as the membrane. _____
- -

Am I on the right track?
☐ Yes
☐ Kind of
☐ No

4.- Biodegradable Packaging helps environment because its life-term is about six weeks. _____
- -

5.- You can get hydration without plastic in some vending machines in London.
- -

Let's evaluate your efforts!

I want to congratulate my friends for:

I want to suggest to my friend that:

Post-listening

5.- Discuss the following questions in pairs:

- What type of category do you think this product belongs to? (green, eco-friendly, sustainable)
- Do you think this product can become popular in your country? Why/Why not?
- Would you be willing to use this product to replace plastic containers? Why/ Why not?

Let's work together!

For this activity, you are going to work in the same groups you were working in the last lessons.

Now, let's imagine that you, as environmental scientists, are going to develop a sustainable product to reduce the impact in your environmental issue. You will have to consider the following aspects:

- Materials
- Name of the product
- What environmental issue are you going to face with this product?
- What does this product consist of?
- How can this product have a positive impact in your chosen environmental issue?
- A drawing of your product

Do a group presentation in which you answer all the aspects above. You can use this template as an example to guide you. Then, present it to the rest of the class.

Name of the product

Environmental issue faced

What does it consist of?

Materials

Product's Drawing

Impact in our environmental issue

UNIT 3

Let's congratulate ourselves for finishing this unit!

During this unit I learned that:

The way how I learned these contents was:

How can I relate those contents with my real life?

Aspects I consider that were important to succeed in every listening activity:

How have I improved my listening comprehension development so far?

Things I consider I need more practice:

Thanks for finishing this metacognitive journey!

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CHAPTER V

5.1   Conclusions

After the investigation was carried out, it was found the following conclusions:

- The integration of metacognitive strategies in the development of listening comprehension tasks is crucial for the students because those mentioned foster self-awareness, self-monitoring, and self-assessment in relation to their performance. This also contributes to the affective factors and helps students to build autonomy and confidence at listening spoken language.

- The second significant finding shows that EFL senior high school students use metacognitive strategies indirectly at a lower rate during listening activities. This is because most of them do not manage metacognition concepts which limit to boost the full potential of cognition processes. Therefore, metacognitive strategies need to be socialized before putting them into practice.

- Having an academic blog which contains information about metacognition concepts, and the way how its strategies can be placed in listening lessons enable users to have an update manner of how comprehend spoken language. The reason is that learners can supervise their learning and be aware of the strengths and weaknesses they can encounter in every listening experience. Having the opportunity to reflect on self-learning events will increase high order thinking on them positively.

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5.2   Recommendations

- The findings encountered during the development of this research study emphasized the importance of understanding the reasons to teach for and with metacognition. Thus, it is essential that English teachers are aware of that aspect first, in order to apply metacognitive strategies during their listening lessons.

- Developing awareness in EFL students about their strengths and weaknesses during a listening task, allows English teachers to build an affective link between them. This also enables both educational actors to look for the appropriate metacognitive strategies to work on. Finally, deciding the contents based on students' interests facilitates the use and understanding of metacognition's role in listening comprehension.

- Make use of this academic blog of metacognitive strategies to enhance listening comprehension skills. This will motivate teachers and students to explore new skills which will influence positively the development of other English skills such as the oral production.

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APPENDICES

Appendix A. Teacher's Interview Instrument

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Teacher's Interview at Daniel Reyes High School

Theme: Metacognitive Strategies to Improve Listening Comprehension in Senior Students at Daniel Reyes High School During the Academic Year 2022-2023

Objective: Analyze the methodological strategies used by English teachers in the development of students' listening comprehension.

Dear teacher, all the information collected in this interview has academic purposes and it will be handled anonymously. Please, answer it honestly.

Teacher's Interview

1. **What is your motivation to teach?**

2. **How do you consider your students' listening comprehension?**

3. **Based on question 2: What do you consider are the causes for your students to be at that level of listening comprehension?**

4. **Do you think enhancing your students' listening comprehension is important? Explain your answer.**

5. **Have you ever tried to foster self-reflection on your students' listening comprehension?**

6. **What metacognitive strategies do you use the most for your listening comprehension classes?**

7. **Would you like to know a bit more about new metacognitive strategies to improve your students' listening comprehension?**

8. **Do you think an academic blog about metacognitive strategies can be a helpful resource to improve students' listening comprehension?**

Appendix B. Student's Survey Instrument

Student's Survey at Daniel Reyes Highschool

Theme: Metacognitive Strategies to Improve Listening Comprehension in Senior Students at Daniel Reyes High School During the Academic Year 2022-2023

Objective: Collect information about metacognitive strategies applied in the classroom by senior students at Daniel Reyes high school

Dear student:
- This survey consists of 9 questions.
- Respond with X in the option you feel comfortable.

All the information collected in this survey will be handled anonymously and confidentially. So, please answer the following questions honestly.

Student's Survey

1. **Gender**
   o Female
   o Male
   o Other

2. **How motivated do you feel at learning English?**
   o Very motivated
   o Motivated
   o Unmotivated
   o Very unmotivated

3. **How difficult is for you to understand spoken messages in English?**
   a. Very difficult
   b. Moderately difficult
   c. Slightly difficult
   d. Not at all difficult

4. **Do you consider that the interpretation of spoken language is important in your English language learning?**
   a. Yes
   b. No

5. **From the list below, where 1 means nothing and 5 means too much: What factors do you think affect your listening comprehension development?**

	Rate from 1 to 5				
	1	2	3	4	5
Demotivation					
Misunderstanding key vocabulary					
Inadequate listening materials					
A methodological frame to develop listening skills					
Goal oriented practice tasks					

6. **How familiar are you with the term metacognition?**
   a. Very familiar
   b. Moderately familiar
   c. Not at all familiar

7. **Based on the table below, put a mark (X) on the following items depending on the frequency you do them.**

Before a listening activity:	Always	Sometimes	Never
o I have a plan and a goal for how I am going to listen.			
o I think about effective ways to do it.			
During a listening activity:			
o I select relevant information to understand spoken language			
o I try to understand meaning from different perspectives			
o I check my activity progress and apply changes if it is necessary			
o I direct that task into critical thinking			
After a listening activity:			
o I evaluate what I have learned			

8. **Does your teacher socialize the strategies he/she uses during a listening class?**
   a. Always
   b. Often
   c. Sometimes
   d. Rarely
   e. Never

9. **Would you like your English teacher get an academic blog with metacognitive strategies that help you improve your listening comprehension?**
   a. Yes
   b. No

THANKS FOR YOUR COOPERATION!

Appendix C. Validation Solicitude to MSc. José Obando

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 23 de noviembre de 2022

Magister
José Obando
DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Metacognitive Strategies to Improve Listening Comprehension in Senior Students at Daniel Reyes High School During the Academic Year 2022-2023". Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

....

Leidy Dayana Pupiales Chulde
C.C.: 100451490-5

Appendix D. Validation Solicitude to MSc. Fernando Flores

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT

PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 29 de noviembre de 2022

Magister

Fernando Flores

DOCENTE UTN

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto "Metacognitive Strategies to Improve Listening Comprehension in Senior Students at Daniel Reyes High School During the Academic Year 2022-2023". Previo a la obtención del título de: Licenciatura en Pedagogía de los Idiomas Nacionales y Extranjeros Mención Inglés. Para lo cual, se dignará encontrar adjunto las entrevistas y encuestas y los instrumentos de validación.

Por la atención que se sirva dar al presente, le anticipo mis debidos agradecimientos.

Atentamente,

Leidy Dayana Pupiales Chulde
C.C.: 100451490-5

Appendix E. Qualitative Instrument Validation

UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT
PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS - INGLÉS

En la siguiente matriz marque con una X el criterio de evaluación según corresponda en cada ítem. De ser necesario realice la observación en el apartado correspondiente.

INSTRUMENTO DE EVALUACIÓN CUALITATIVO			
ITEMS	**CRITERIOS DE EVALUACIÓN**		
	MUCHO	**POCO**	**NADA**
Instrucción breve, clara y completa.	X		
Formulación clara de cada pregunta.	X		
Comprensión de cada pregunta.	X		
Coherencia de las preguntas en relación con el objetivo.	X		
Relevancia del contenido	X		
Orden y secuencia de las preguntas	X		
Número de preguntas óptimo	X		

Observaciones:

……
……
……
…

Appendix F. Quantitative Instrument Validation

UNIVERSIDAD TÉCNICA DEL NORTE

FACULTAD DE CIENCIA Y TECNOLOGÍA FECYT

PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS – INGLÉS

A continuación, marque con una **X** en el criterio de evaluación según el análisis de cada pregunta que conforma el cuestionario, las cuales se encuentran representadas en el siguiente instrumento de evaluación como Ítem. De ser necesario realice la observación en el casillero correspondiente.

INSTRUMENTO DE EVALUACIÓN CUANTITATIVO				
CRITERIOS DE EVALUACIÓN				OBSERVACIONES
Ítem	Dejar	Modificar	Eliminar	
1	X			
2	X			
3	X			
4	X			
5	X			
6	X			
7	X			
8	X			
9	X			

....

Firma del Evaluador

C.C.: 100218847-0

Apellidos y nombres completos	Flores Albuja Darwin Fernando
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Fecha de envío para la evaluación del experto:	29-11-2022
Fecha de revisión del experto:	29-11-2022

Appendix G. Solicitude for Instruments Application

UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada - Resolución Nro. 173-SE- CACES-2020
FACULTAD DE EDUCACIÓN, CIENCIA Y TECNOLOGÍA
LICENCIATURA EN PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 1 de diciembre de 2022

Magíster
Wilson Almeida
RECTOR DE LA UNIDAD EDUCATIVA DANIEL REYES
Presente

De mi consideración:

Reciba un cordial y atento saludo, a la vez deseo éxitos en las funciones a Usted muy bien encomendadas.

El motivo del presente es para solicitarle de la manera más comedida autorice a quien corresponda, aplicar la encuesta previa al proceso de titulación de la señorita: Pupiales Chulde Leidy Dayana con CC: 100451490-5, estudiante del Octavo Semestre de la Carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, a los estudiantes de tercero de bachillerato y una entrevista a los docentes que dictan la materia de inglés, en el transcurso de la primera semana del mes de diciembre 2022.

Con sentimientos de gratitud y reconocimiento.

Atentamente,
"CIENCIA Y TECNICA AL SERVICIO DEL PUEBLO"

Dra. Sandra Guevara-Betancourt
COORDINADORA CARRERA PEDAGOGÍA DE LOS IDIOMAS

SG/vgu
2022-12-01

Appendix H. Teacher's Interview Evidence

Appendix I. Authorization for socialization of the proposal

Ibarra, 30 de Junio del 2023

MSc.
Wilson Almeida
Rector de la Unidad Educativa "Daniel Reyes"

De mis consideraciones

Reciba un atento y cordial saludo de Leidy Dayana Pupiales Chulde, estudiante egresada de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros de la Universidad Técnica del Norte. A su vez, el motivo por el cual solicito muy comedidamente su ayuda para que me facilite la socialización de la propuesta académica del tema "Metacognivite Strategies to Improve Listening Comprehension in Senior Students at Daniel Reyes High School during the academic year 2022-2023". La finalidad de esta petición es exclusivamente con fines académicos que ayudaran a continuar con el proceso de titulación.

Agradezco de ante mano su colaboración y deseándole éxitos en su labor diaria.

Atentamente

Leidy Pupiales
C.I. 100451490-5

MSc. Wilson Almeida
Rector de la Unidad "Educativa Daniel Reyes"