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METACOGNITIVE STRATEGIES TO ENHANCE ENGLISH
LISTENING COMPREHENSION IN 7TH GRADE ELEMENTARY
STUDENTS AT 28 DE ABRIL SCHOOL

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DEDICATION

Thanks to God's mercy, today I can say that I have been able to overcome all obstacles and difficulties. The following work, I want to thank God. My gratitude will always be to God. Secondly, and no less important, I want to dedicate this to my parents, who have always been my inspiration to be better every day. Without them, I would not have achieved it. I really appreciate my parents' support throughout my career path.

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ABSTRACT

This research examines the relevance of metacognitive strategies in enhancing English listening comprehension skills among primary school students. The objective of the study was to analyze how planning, monitoring, and evaluating listening comprehension activities contribute to students' understanding and autonomy in the English learning process. A mixed-methods approach was applied, using questionnaires administered to students and semi-structured interviews conducted with teachers. The study population included 77 seventh-grade students from 28 de Abril School. The findings revealed that most students had limited awareness of metacognitive strategies and approached listening comprehension tasks without consciously reflecting on their learning process, which negatively influenced their comprehension. Additionally, factors such as limited vocabulary, teaching methods, and lack of listening comprehension practice were identified as difficulties in understanding spoken English. Based on these findings, a pedagogical proposal grounded in metacognitive strategies was designed to support the development of students' listening comprehension. The study concludes that metacognitive strategies constitute a valuable pedagogical resource and recommends their integration into English language teaching.

Keywords: Metacognitive strategies, listening comprehension, learning process, English

RESUMEN

Esta investigación examina la relevancia de las estrategias metacognitivas en el fortalecimiento de las habilidades de comprensión auditiva en inglés en estudiantes de educación primaria. El objetivo del estudio fue analizar cómo la planificación, el monitoreo y la evaluación de las actividades de comprensión auditiva contribuyen a la comprensión y autonomía de los estudiantes en el proceso de aprendizaje del inglés. Se aplicó un enfoque de métodos mixtos, utilizando cuestionarios dirigidos a los estudiantes y entrevistas semiestructuradas realizadas a los docentes. La población de estudio estuvo conformada por 77 estudiantes de séptimo grado de la Escuela 28 de Abril. Los resultados revelaron que la mayoría de los estudiantes presentaban una conciencia limitada sobre las estrategias metacognitivas y abordaban las tareas de comprensión auditiva sin reflexionar conscientemente sobre su proceso de aprendizaje, lo que influyó negativamente en su comprensión. Además, se identificaron factores como el vocabulario limitado, los métodos de enseñanza y la falta de práctica en comprensión auditiva como dificultades para comprender el inglés hablado. Con base en estos hallazgos, se diseñó una propuesta pedagógica fundamentada en estrategias metacognitivas para apoyar el desarrollo de la comprensión auditiva de los estudiantes. El estudio concluye que las estrategias metacognitivas constituyen un recurso pedagógico valioso y recomienda su integración en la enseñanza del idioma inglés.

Palabras clave: Estrategias metacognitivas, comprensión auditiva, proceso de aprendizaje, inglés

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1 INTRODUCTION

Acquiring English has become a crucial language in today's globalized world. According to Petrosyan (2025), 5.56 billion people use the internet every day. Furthermore, W3Techs (2024), estimates that 49.2% of online content is predominantly in English. English has become a useful and even necessary language of communication, education, and professional advancement, making its acquisition essential for students worldwide. However, this language requires time, patience, and a focus on developing the four language skills.

Eventually, the researcher's primary motivation is to encourage English language teachers and young learners to use metacognitive strategies that support students focusing on key information rather than passively listening. Metacognition has the ability to provide learners with the skill to observe, direct, and improve their thought processes (Vandergift, 2019). Metacognitive strategies help students enhance their focus on language proficiency, course content, and learning resources, enabling them to plan, monitor, and evaluate their learning process more effectively. For this reason, metacognitive strategies are those techniques that students use to take control of their cognitive learning process by encouraging them to plan, monitor, and evaluate their progress.

Among the four language skills, listening is fundamental to language acquisition and essential for communication. Especially, listening comprehension is a key subskill, crucial for developing overall proficiency. Malik (2023) states that "listening comprehension is a complex cognitive process that involves various cognitive and linguistic skills, such as attention, memory, inference, and knowledge" (page 67). whether students want to be fluent listeners, they should learn to distinguish among them what their own cognitive abilities, learning styles, age, interests, and motivations are. Nevertheless, teachers play an important role in the process too. Metacognitive strategies help teachers explain to students to understand the purpose of learning a concept, relate it to others, set goals, learn how to accomplish it, and succeed (Malik, 2023). For this reason, this research project promotes listening awareness such as predicting, identifying key information, and self-assessment while teachers fostering an enriching and motivating learning environment.

In essence, metacognitive strategies have emerged as an effective approach to enhance listening comprehension by fostering students' ability to plan, monitor, and evaluate their own learning processes. As noted by Vandergift (2019), metacognitive strategies are important because they oversee, regulate, or direct the language learning process. These techniques further help language learners to be more motivated, reduce anxiety levels, and feel more confident (Öztürk, 2018). Briefly, metacognitive strategies empower learners to take control of their listening tasks, encouraging them to set goals, anticipate challenges, and reflect on their progress.

1.1 Research context

English plays an important role in education by being a vital tool for gaining access to global resources, knowledge, academic opportunities, and cultural experiences (Haoning, 2024). In this sense, the researcher's primary motivation is to offer an interactive activity guide based on a metacognitive strategy to support elementary students at 28 de Abril school in the city of Ibarra, Imbabura, Ecuador, and enhance their English listening abilities. The researcher noticed that most students needed to improve their listening comprehension even more throughout the pre-professional practicum. Thus, strengthening this skill is crucial for students to better understand instructions, engage in classroom interactions, develop overall language proficiency, and expand their learning possibilities.

1.2 Research Problem

English has emerged as a global language, serving as a vital tool for communication across diverse cultures and disciplines. As a result, it has been integrated into educational systems worldwide to equip students with essential language skills for success in a globalized society. However, in many Latin American countries, educational systems prioritize social, economic, industrial, and medical fields, often overlooking the critical importance of second language acquisition, which has become a universal language.

On one hand, in Ecuador, achieving high English proficiency faces significant challenges, especially due to the need for language immersion. Cultural and linguistic barriers make acquiring English as a second language particularly difficult; students, primarily Spanish speakers, have minimal exposure to English outside the classroom, limiting their ability to connect with and understand the material. This lack of familiarity often results in anxiety and low confidence during listening activities, which impacts students' engagement and progress. Limited daily exposure to English, socio-economic factors and the combination of time constraints in the curriculum reduce opportunities for practice and reinforcement, ultimately affecting overall language proficiency.

In addition, the implementation of metacognitive strategies to improve English comprehension in Ecuadorian classrooms faces significant obstacles. In several schools, the importance of using metacognitive strategies in class is unknown, which limits students' intrinsic motivation to reflect on their learning. Additionally, school curricula often emphasize productive skills, like writing and speaking, over listening comprehension. The root of this problem seems to lie in the teaching methodologies used, as metacognitive strategies to develop, strengthen and reinforce listening comprehension in 10 and 11 year olds are often poorly considered or inadequately applied (Orosz et al., 2021).

In the case of the province of Imbabura, during the pre-professional internship of the author of this plan in different public schools in Ibarra city, the author has observed that listening comprehension is consistently the weakest skill among students compared to reading, writing, and speaking. Elementary students of seventh grade at 28 de Abril school, located in the province of Imbabura, Ibarra City had struggle with English, particularly in processing spoken information. This challenge is linked to the ineffective use of strategies in class, limited access to technological resources and devices, and the low priority given to listening skills. The issue is further compounded by the Ecuadorian curriculum, which limits English instruction to only 3 hours per week.

This project will focus on students aged 10 to 11 in the seventh grade. The research will take place during the years 2024-2025. This proposal will emphasize the use of metacognitive strategies to improve the listening comprehension of elementary students at 28 de Abril school.

- What metacognitive strategies can be used in an EFL classroom to improve listening comprehension in elementary students?
- Do metacognitive strategies help improve the level of English listening comprehension on EFL learners?

Justification

Teaching English is increasingly important due to the growing need for communication skills in academic and professional fields. This project addresses a current and relevant need in elementary education, where listening comprehension in English is key to preparing students for a globalized world. Moreover, it seeks to strengthen language learning from an early age, providing students with a competitive advantage and the educational community with metacognitive strategies to improve the effectiveness of English language teaching.

Furthermore, this project will significantly benefit elementary school students at Escuela 28 de Abril in the subject of English, including the entire educational community. Metacognitive strategies will help students listen better and become more proficient in English, but they will also provide educators with creative and effective strategies that they can apply in their classrooms to improve listening comprehension and increase students' language skills. It is generally accepted that when educators thoroughly understand the listening process involved in auditory comprehension, they can offer their students appropriate guidance and recommendations. As a result, this increases the effectiveness of practice during listening exercises (Wah, 2019). The implementation of this project will improve learning and enrich the educational experience at the regional and national levels.

On the whole, this study offers valuable support to educators in teaching English by promoting the use of metacognitive strategies, ensuring the effective implementation of proposed listening techniques. Additionally, the integration of technological resources and access to innovative teaching materials for listening skills provides a strong foundation for the development of the project. At the economic level, the project fits within an affordable budget, as the strategies do not require expensive materials, and they will be easy to acquire or create for implementation in the classroom.

1.3 OBJECTIVES

1.3.1 General objective:

- To promote the use of metacognitive strategies for enhancing English listening comprehension in 7th grade elementary students at 28 de Abril school during the 2024-2025 period.

1.3.2 Specific objectives:

- To analyze the methodological strategies used by the English teacher in the enhancement of listening comprehension in seventh grade students.
- To propose metacognitive strategies in the development of listening skills through an academic guide for elementary students.

2 CHAPTER I: THEORETICAL FRAMEWORK

2.1 Key Theories in Learning

2.1.1 Constructivist Learning Theory

The constructivist theory of learning has transformed instructional strategies by emphasizing analytical thinking and active participation in education. It posits that learners construct their own knowledge and derive meaning from personal experiences. Constructivism is regarded as a pedagogical approach based on the idea that mental creations are what lead to learning (BADA, 2015). In short, individuals develop new concepts by integrating new information with prior knowledge. In constructivism, teachers play a crucial role, acting as guides to help students achieve a deeper understanding.

Jean Piaget, a key proponent of constructivist theory, proposed that students acquire knowledge through interactive engagement with their environment, shaping their learning experiences. His theory provides a strong foundation for understanding children's cognitive development, their reasoning processes, and their capabilities at various developmental stages (Devi, 2019). Piaget identified three fundamental components of learning: accommodation, assimilation, and adaptation.

Additionally, Lev Vygotsky further advanced constructivist theory, arguing that cognitive development is inherently social and occurs through interaction and education. He emphasized that learning is a continuous process, influenced by socialization and guided participation. These theoretical foundations underscore the importance of learners taking an active role in their educational journey.

Considering all of the above; integrating metacognitive strategies into English language learning enhances listening comprehension by applying constructivist principles. These strategies empower students to actively engage, self-regulate, and reflect on their learning processes, fostering meaningful and self-directed knowledge construction.

2.1.1.1 Cognitive Load Theory

This pedagogical theory was developed by behavioral psychologists in the mid-20th century, with Jean Piaget as a key figure. He described learning as a process of assimilation and accommodation, in which new information is integrated into existing mental structures (Dodonova & Dodonova, 2011). Cognition is defined as procedures and actions related to gathering, storing, retrieving, and processing information (Byrne, 2019). In this regard, cognition is deeply connected to human behavior, as individuals interact with their surroundings in ways that reflect both their emotional and mental states (Barsalou, 2020). Hence, developing cognitive abilities is essential for students' intellectual growth, as it enables them to connect new ideas with prior knowledge while fostering problem-solving, logical thinking, innovation, and autonomy (Mursid et al., 2022).

The cognitive learning theory presents various cognitive processes involved in thought. As Al-Alwan, Asassfeh, and Al-Shboul (2013) explained key cognitive processes in language learning include attention, memory, perception, and reasoning. When learners understand how their brain functions, they process and retain knowledge more efficiently. Similarly, Rusconi (2024) points out that "these mental activities, like thinking, remembering, and problem-solving, allow us to acquire, adapt, and apply knowledge". Therefore, a deeper understanding of cognitive processes enhances language learning by improving knowledge acquisition and application.

From this perspective, English language learning and cognitive processes are closely interconnected, both involve acquiring, storing, transforming, and applying knowledge. These processes rely on three primary functions: cognitive, communicative, and interpretive, which align with both social context and intrinsic factors. Through mental processes, students interpret, retain, and apply what they learn (Luangkrajang, 2022). Besides, listening comprehension strengthens language acquisition by enabling learners to analyze, decode, and critically reflect on auditory input, ultimately enhancing their cognitive and linguistic abilities.

2.1.1.2 Language Teaching Methods and Instructional Approaches

Nowadays, the teaching of English as a foreign language has evolved through various methodologies shaped by linguistic, psychological, and educational theories. In the 19th century, the Grammar Translation Method focused on written translation and explicit grammar instruction. Later, the Direct Method emerged, emphasizing oral communication and immersion in the target language (Richards & Rodgers, 2001). Nevertheless, structuralist approaches such as the Audiolingual Method shifted towards communicative and cognitive methodologies, prioritizing interaction, comprehension, and learner autonomy.

Additionally, approaches like Communicative Language Teaching (CLT), and Task-Based Language emphasize real-world communication and student engagement. These methods and approaches foster authentic, task-based learning in context, shaping contemporary English language instruction (Sanako, 2021). Additionally, technological advancements have further enhanced interactive and immersive learning experiences, making English language acquisition more dynamic and accessible. The following chart illustrates how the teaching of listening comprehension has transitioned from a secondary skill to a central focus in English language learning.

Table 1
Methods and Approaches

Method/Approach	Time Period	Main Features	Listening Comprehension Focus
Grammar-Translation Method	19 th -20 th century	Focus on written language, grammar rules, and translation.	Minimal listening practice: listening was not a priority.
Direct Method	19 th -20 th century	Emphasis on speaking and listening, avoiding translation.	Listening improved through exposure and repetition.
Audio-Lingual Method	1950s	Based on behaviorism; drills and pattern repetition.	Strong focus on listening through dialogues and mimicry.
Communicative Language Teaching (CLT)	1970s	Interaction and real-life communication as key elements.	Emphasizes meaningful listening in conversations.
Task-Based Language Teaching (TBLT)	1980s	Learning through tasks that require language use.	Authentic listening tasks for comprehension and problem-solving.
Problem-Based Learning (PBL)	2000s	Learning through real-world problems that promote critical thinking.	Enhances metacognitive listening strategies and self-regulation.

Note. Adapted from “*Approaches and Methods in Language Teaching*” by J. C. Richards & T. S. Rodgers, (2001), Cambridge University Press.

2.2 Strategies for learning English as a Second Language

2.2.1 Strategies for language development

When learning something new, it's important to know how to handle a task effectively. In this context, selecting the right strategies is essential for achieving effective learning and success. In the process of teaching language skills, teachers should be aware of the appropriate strategies and how to implement structured routines and systematic techniques to facilitate task completion. Within this framework, a method consists of a set of organized strategies designed to engage students, enhance learning outcomes, and improve overall learning quality (Jack, 2024).

Teachers employ various strategies to promote students' learning and mastery of knowledge, skills, and abilities. To achieve this, teachers must have a comprehensive understanding of different methodologies and be able to adapt them to students' needs, learning styles, and objectives (Yang C. , 2025). However, learning strategies are not one-size-fits-all, as students respond differently to various approaches. For this reason, in addition to implementing diverse strategies, teachers must guide their students to understand why specific approaches are more effective for certain tasks, leading to better learning outcomes (Munna & Kalam, 2021). This fosters critical thinking and autonomy, enabling students to make informed choices about the strategies that best support their learning.

According to (Jack, 2024):

The selection and application of teaching methods require consideration of multiple factors, including but not limited to the characteristics of the subject ... By scientifically and logically designing and adjusting teaching methods, educators can better guide students' learning, enhance teaching effectiveness, and facilitate comprehensive student development and growth.

Teaching strategies serve as dynamic tools that support students' learning by addressing their unique learning styles, interests, and cognitive abilities. Engaging students in interactive and meaningful learning experiences helps them develop essential skills, improve academic performance, and gain confidence in applying strategies that promote active language acquisition. As Munn and Kalam (2021) state, "If the learners find interest in learning something, it becomes easy for the teachers to teach them".

2.2.2 Strategies for Effective Language Learning

Language learning strategies (LLSs) refer to techniques, actions, or behaviors that learners consciously use to facilitate the acquisition, retention, and application of a new language (Oxford, 1990). According to Hardan (2013) stated that "every learning process requires a manner or a strategy to be adapted in order to achieve the main purpose of learning". Furthermore, these strategies enable students to approach tasks systematically, organize and manage information efficiently, and achieve their learning goals.

O'Malley and Chamot (1990) identified three primary types of strategies: metacognitive, cognitive, and social-affective. Cognitive strategies involve processing and storing information in working or long-term memory for future use. Metacognitive strategies focus on planning, monitoring, and evaluating learning. For example, before a listening activity, students identify learning objectives and focus on specific language details that aid comprehension (Vandergrift, 1999). Finally, social-affective strategies involve interacting with others and regulating emotions.

Oxford (1990) expanded on these classifications and introduced a more detailed taxonomy that divides language learning strategies into two sections: direct and indirect strategies. Direct strategies involve direct engagement with language material. Memory strategies help learners retain information by forming mental associations, using visual aids, and reviewing content. Cognitive strategies require active interaction with language input, enabling learners to process and internalize new structures. Compensation strategies assist in overcoming language gaps by using context clues or alternative communication methods. On the other hand, indirect strategies support the learning process by regulating cognitive and emotional aspects. Metacognitive strategies focus on planning, monitoring, and evaluating learning progress. Lastly, social strategies emphasize interaction, collaboration, and receiving feedback.

Studies have shown that successful language learners tend to use a combination of these strategies depending on their specific learning needs (O'Malley & Chamot, 1990). For instance, advanced learners frequently employ metacognitive strategies to regulate their learning, whereas beginners often rely on cognitive and memory strategies to build foundational language skills. Furthermore, training students in the effective use of language learning strategies has been shown to enhance performance, increase motivation, and promote learner autonomy in language learning (Gilakjani & Ahmadi, 2011).

Table 2
Classification of language learning strategies

TYPES OF STRATEGIES	STRATEGY	STATEMENT
DIRECT Oxford (1990), stated that “Direct strategies comprise memory, cognitive and compensation strategies.”	Memory Strategies	Memory strategies involve creating mental connections, employing pictures and sounds, and conducting efficient reviews to enhance learning retention.
	Cognitive Strategies	Cognitive strategies are related to comprehending and storing input in working memory or long-term memory for later retrieval.
	Compensation Strategies	Compensatory strategies describe changes made to the surroundings that help students get beyond obstacles.
INDIRECT Indirect strategies include metacognitive,	Metacognitive Strategies	Metacognitive strategy is a type of self-regulated learning, involving pre-listening, while-listening, and post-listening strategies.

affective and social strategies (Oxford, 1990).	Affective Strategies	This technique relies on students understanding how to reduce fear and consider their feelings and attitudes to motivate themselves in enhancing listening skills.
Social Strategies		Social strategies promote learning by fostering empathy between teachers and students, encouraging interaction, support, and teamwork to improve listening comprehension and overall communication skills in language learning.

Note. Adapted from “*Language Learning Strategies, Motivation and Gender in Foreign Language Context*” by R. Ranjan & A. Philominraj (2020), *Universal Journal of Educational Research*, 8(2), by Horizon Research Publishing.

2.2.3 Metacognition for Learning English

Metacognition plays a crucial role in English language learning. In an EFL context, it involves understanding the cognitive processes behind comprehension (Episiyasi et al., 2023). By fostering metacognitive awareness, learners become more self-regulated, taking control of their learning progress and outcomes.

As Haukas (2018) pointed out, "metacognition allows humans to exert self-control over their actions". Metacognition relates to awareness and reflection on one’s own knowledge, experiences, emotions, and learning across domains. Furthermore, it plays a crucial role in problem-solving, and critical thinking. Learners must adopt effective learning strategies tailored to different language skills. By doing so, they become more independent and develop a structured, strategic approach to language learning. Ultimately, metacognition enables students to actively direct their educational path by selecting the most appropriate strategies for speaking, listening, reading, or writing. Teachers should promote metacognitive awareness in the classroom to empower students to take control of their learning process, ultimately leading to greater language proficiency and improved academic outcomes.

2.2.4 Significance of Metacognitive Awareness on EFL Learners

Metacognition plays a vital role in EFL tasks, as it enables students to monitor, guide, and regulate their thoughts and emotions. Throughout this process, metacognitive strategies support cognitive development and enhance self-directed learning. Haukas (2018) describes metacognition as a distinct human ability, allowing individuals to reflect on their own thinking. It involves a deep understanding of how students perceive, think critically, comprehend, and regulate their learning experiences in the EFL classroom.

Furthermore, listening is recognized as a fundamental skill in foreign language learning. However, when students begin developing this skill, they often struggle to comprehend and effectively learn English. Several factors contribute to these difficulties, including accents, lack of focus, fast speech, limited vocabulary, and unclear pronunciation (Episiasi et al., 2023).

As English continues to dominate language curricula worldwide, teachers have become facilitators who guide students through effective learning strategies that serve as essential tools for language development. Oxford, O'Malley and Chamot (1990) emphasized the importance of learning strategies in language acquisition; however, these strategies are not always implemented effectively by educators. Metacognition helps learners develop awareness of their learning process, allowing them to regulate their thoughts, emotions, and strategies. As McCormick et al. (2013) states, "metacognition involves cognition, the awareness, and control of cognitive processes" (p.70). A successful learner is one who understands their progress and selects appropriate strategies to achieve specific learning goals.

2.2.5 Areas of Metacognitive Knowledge

According to Flavell (1979, as cited in Haukas, 2018, p. 12), metacognition consists of three main components: metacognitive knowledge, metacognitive experiences, and metacognitive strategies. Metacognitive knowledge involves learners' awareness of their cognitive abilities and strategies, while metacognitive regulation encompasses planning, monitoring, and evaluating learning processes. Metacognitive experiences include reflections and emotions that influence motivation and decision-making. In EFL contexts, metacognitive strategies foster self-directed learning, enabling students to monitor their progress and develop language proficiency. These three domains enhance learner autonomy by helping students refine their strategies and improve problem-solving skills.

2.2.6 Metacognitive Knowledge

Metacognitive knowledge forms the foundation for understanding oneself and others as cognitive processors. This awareness enables students to monitor their cognitive processes, effectively manage their learning, and optimize their performance in language tasks. Within this framework, metacognitive knowledge is categorized into three key components:

Table 3*Components of metacognitive knowledge*

Person knowledge	Task knowledge	Strategic knowledge
It refers to awareness of oneself and others as cognitive processors, including beliefs about one's abilities and limitations in learning.	It is the understanding of how to manage a task.	The strategies involve recognizing which strategies are effective for achieving a goal.

Note. Adapted from *Metacognition in Language Learning and Teaching* by A. Haukas, C. Bjørke & M. Dypedahl, (2018), Routledge.

Based on the information in the table, Learners who develop metacognitive awareness can better regulate their cognitive processes, resulting in more effective language learning. By understanding their own thinking patterns, they can assess their strengths and weaknesses in relation to others as cognitive beings. Learning English, in particular, requires higher-order cognitive skills, such as comprehension, critical thinking, and interpretation. Through structured tasks, learners refine their ability to analyze language structures, infer meanings, and enhance overall communication skills.

2.2.7 Metacognitive experiences

Metacognitive experiences are closely connected to learners' knowledge and the structure of listening tasks. Flavell (1979, 907 cited at Haukas, 2018) defines metacognitive experiences as “any conscious cognitive or affective experience that accompany and pertain to any intellectual enterprise”. When learners engage in metacognitive processes, their internal cognitive states influence their approach to listening comprehension. By fostering metacognitive awareness, learners enhance their ability to evaluate their listening performance, adjust strategies, and meet task requirements based on their individual cognitive approaches.

2.2.8 Metacognitive strategies

Metacognitive strategies, first introduced by Flavell, encompass various techniques that enable learners to monitor and regulate their understanding, shifting from teacher dependence to active reflection on the most suitable strategies for different tasks. According to Haukas (2018), “metacognitive strategies refer to the deliberate use of strategies to control one's own cognition”. By applying these strategies, learners develop stronger cognitive abilities, improve comprehension, and enhance self-awareness, ultimately strengthening their learning process.

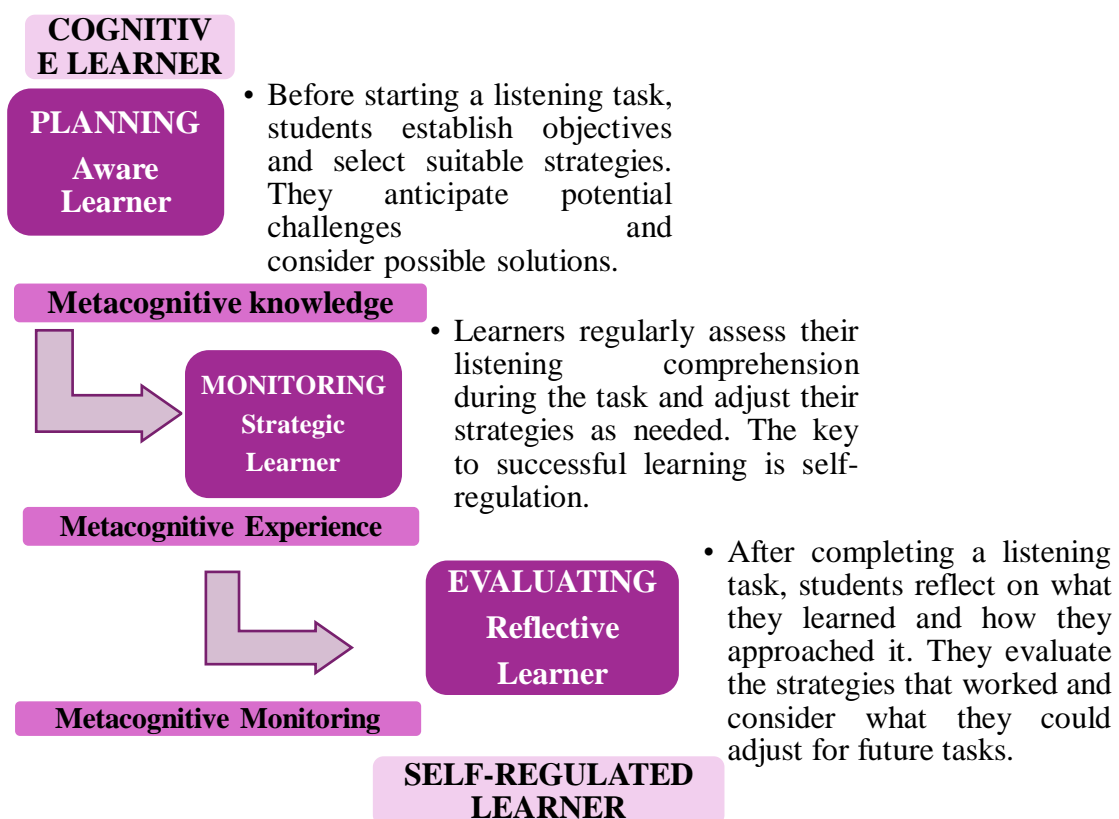
In the context of listening comprehension, learners who effectively employ metacognitive strategies can actively manage their listening process by selecting appropriate techniques, monitoring their progress, and adjusting their approach when necessary. Strategic listeners become more aware of their cognitive processes, enabling them to organize and evaluate their listening abilities for better understanding. This awareness allows learners to refine their skills, engage more effectively with spoken language, and transfer these strategies to real-world communication and academic experiences.

2.2.9 Stages of Metacognitive Processing

Metacognitive elements play a crucial role in learning English as a foreign language. Guiding students to understand and reflect on their learning process enhances their ability to adapt and modify strategies for more effective learning. By recognizing the stages of planning, monitoring, and evaluating, learners develop metacognitive awareness, enabling them to regulate their strategies and improve performance. This structured framework fosters self-regulated learning, encouraging students to become more independent and strategic in their language acquisition journey.

Figure 1

Phases of metacognition into students' task completion



Note. Adapted from The Core Collaborative Learning Lab (2024).

2.2.10 Metacognitive strategies

Table 4

Metacognitive Listening Comprehension Strategies in EFL Learners

Strategies	Explanation
Directed Attention	Directed attention refers to strategies that help listeners focus and stay engaged with listening tasks. Activating appropriate listening processes enables learners to minimize distractions and focus on key linguistic elements, effectively capturing relevant information.
Mental Translation	The mental translation technique connects the native and target languages. While students often rely on translation in the early stages of listening exercises, they should gradually reduce or refrain from using it to improve fluency. Learners enhance understanding by linking new and familiar linguistic structures through mental translations between English and Spanish (Al-Alwan et al., 2013).
Planning and Evaluation	Before beginning the listening material, students analyze the task requirements, set goals, formulate strategies, and make predictions based on context. This is the stage of planning. Following listening, there is an evaluation phase that concentrates on understanding, recognizing challenges, and adjusting strategies to guarantee continued enhancement.
Person Knowledge	This strategy involves prior knowledge, whether beliefs, experiences, or preexisting knowledge. With these, individuals connect recent auditory knowledge and new concepts with preexisting ones, strengthening their understanding and retention of the concepts.
Problem-Solving	Problem-solving strategies are dynamic, encouraging students to actively overcome obstacles while listening, develop critical thinking, and build resilience. This phase involves monitoring comprehension, where students track their understanding, identify difficulties, and adjust strategies to interpret auditory information more effectively.

Note. Adapted from *Metacognition in Listening Comprehension: Analyzing Strategies and Gender Differences among Saudi EFL University Students*, *Cogent Social Sciences*, (2023), 10(1).

2.3 An Overview of the English Language

Throughout history, language has played a fundamental role in fostering communication and shaping societies. People use language to appropriate reality through cognition, which makes it special and extremely significant (Congo et al., 2018). This system integrates multiple codes, including written, spoken, and non-verbal cues, such as body language (Al-Khresheh & Alruwaili, 2023). Language serves as the foundation for communication, facilitating the exchange of ideas, thoughts, feelings, and emotions.

English acts as a bridge that connects individuals worldwide, fostering personal development and professional success. Mastering the language requires proficiency in four essential skills: reading, writing, listening, and speaking. Haris (1969, as cited in Ambarwati and Ambarwati, 2020) states that these skills are supported by five key language components: grammar, vocabulary, pronunciation, fluency, and comprehension. Developing these competencies enables learners to meet the standards set by the Common European Framework of Reference for Languages (CEFR). According to Cambridge English (2021), the CEFR classifies English proficiency into three broad levels: basic (pre-A1 to A2), independent (B1, B2), and proficient (C1, C2).

2.4 English Language Acquisition in Non-Native Settings

Nowadays, English has become a universal language, creating opportunities for knowledge, learning, and global advancement. Recognizing its significance, the Ecuadorian government issued Ministerial Agreement 41014, which established the integration of English into primary, secondary, and higher education curricula. The curriculum is designed for both unilingual and bilingual learners, aiming to foster effective communication in a globalized world (Ministry of Education, 2019).

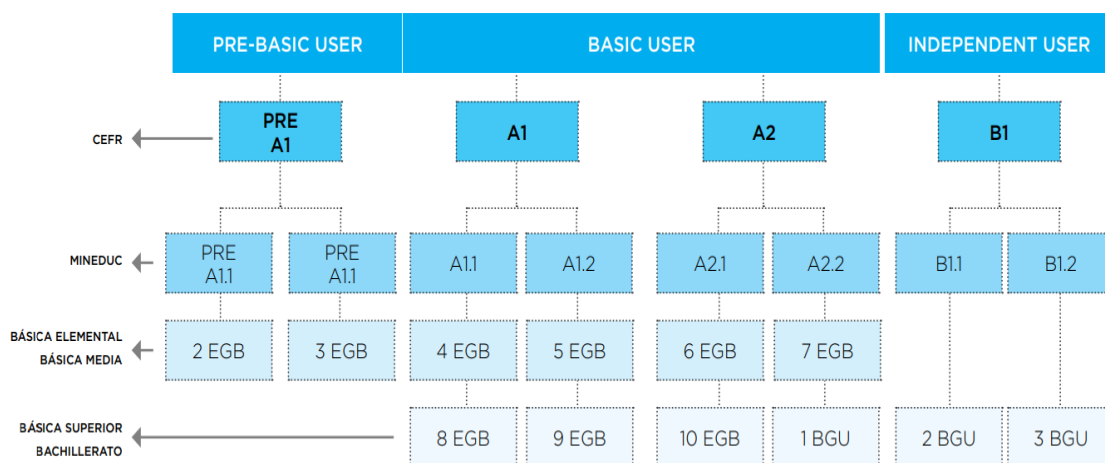
According to the Ecuadorian curriculum, primary school students are expected to reach A2 proficiency in English. Middle school students should reinforce previously acquired knowledge, focusing on grammar and vocabulary within specific contexts. This learning process is supported by methodologies designed to foster meaningful learning, encouraging students to engage in purposeful communicative interactions and develop their ability to create and interpret meaning effectively. As mentioned, Ministry of Education (2019), "as primary learners, they are instructed mainly through games, songs, rhymes, and playful activities".

Listening comprehension plays a fundamental role in language acquisition. Djaborova (2020) asserts that "listening comprehension skills are the basis of language learning" and additionally mentioned that people spend at least 45% of their communication time listening. The Ecuadorian curriculum is structured around five instructional threads, ensuring an authentic and meaningful learning process. One of these threads specifically focuses on listening skills. Ministry of Education (2019) establishes "Oral communication thread is divided into three sub-threads: 1) Listening Skills, 2) Spoken Production, and 3) Spoken Interaction". As part of the EFL program, students are provided with strategies to enhance listening comprehension, such as inference, prediction, listening for gist, and listening for detailed information. Additionally, listening comprehension enables learners to distinguish sounds, expand vocabulary, and understand grammatical structures, reinforcing their overall language proficiency.

2.5 English as a Foreign Language Outcomes in Secondary Schools in Ecuador and Educational Policies

Learning English as a foreign language is essential from the early school years, as it lays the foundation for future academic success in secondary school. The foreign language curriculum is structured according to educational levels, ensuring progressive development of language skills. In the early years, students become familiar with grammar and vocabulary, which serve as a foundation for later school years, when context and formality become more complex. Furthermore, primary education focuses on enhancing linguistic skills from A1 to A2 proficiency levels, while simultaneously fostering cognitive, social, emotional, and physical development (Velásquez & Argudo, 2023). The following scheme illustrates the English proficiency levels expected of primary and secondary school students based on their educational stage.

Figure 2
Levels of Proficiency: Branching Approach, English Levels for Primary and Secondary Learners



Note. Taken from the Ministry of Education of Ecuador (2019).

Elementary-level learners are expected to achieve A2 proficiency according to the Common European Framework of Reference for Languages (CEFR). At this level, students should be able to comprehend high-frequency words and phrases related to everyday life and understand the main ideas of brief, straightforward announcements or communications (Council of Europe, 2018).

2.6 Learning English as a Second Language

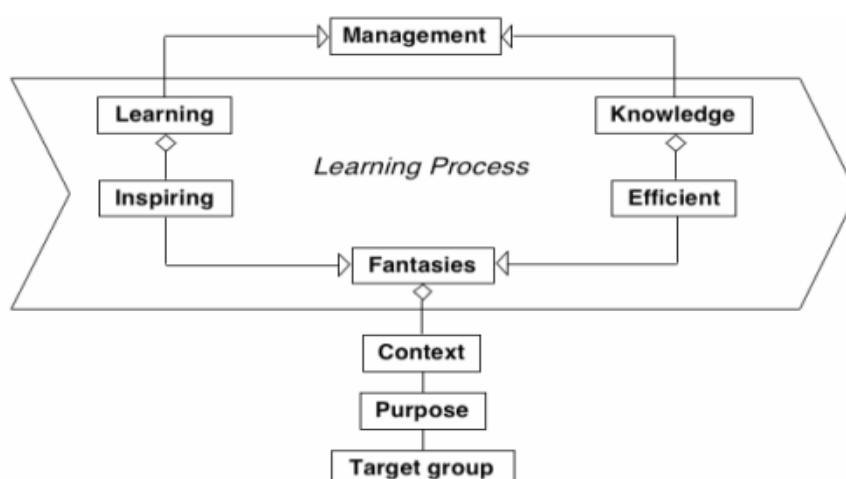
Learning English as a second language has become an essential tool for global communication, as it is widely regarded as the primary medium for international exchange (Basantes A. et al., 2017). However, acquiring a foreign language requires a structured learning process that facilitates effective teaching and acquisition. This process involves the application of diverse methodologies and strategies that are both practical and engaging, fostering an interactive and meaningful learning experience. The development of learning strategies and methods throughout the learning process promotes strong learner autonomy, ultimately leading to positive outcomes and effective learning practices (Yu et al., 2023). When students apply learning strategies correctly, they are encouraged to reflect on their learning process, fostering a deeper understanding and a more comprehensive development of their skills.

Furthermore, mastering the three main language learning strategies: cognitive, metacognitive, and social-affective are crucial to improving proficiency. Additionally, learning English encourages creativity, critical thinking, and problem-solving. Birgili (2015) mentioned that "creative thinking is correlated to critical thinking and problem solving". Briefly, understanding and producing the English language enhances learners' ability to analyze, synthesize, and express ideas clearly, contributing to their overall intellectual and linguistic growth.

2.7 Fundamental Learning Stages

Learning is a structured process influenced by environmental interactions, personal experiences, and reflection. According to Naeve et al. (2008, as cited in Pupiales, 2023), "different patterns to learn are a representation of simple aspects that need to be accompanied by measurable goals and efficient behavior". From this perspective, the learning process integrates both cognitive and affective factors, emphasizing the importance of setting clear goals and maintaining commitment and responsibility throughout the process.

Learning is closely related to prior knowledge, as existing knowledge serves as the foundation for acquiring new concepts. Naeve et al. (2008) emphasized the connection between knowledge and learning, contributing to meaningful understanding.



Note. Taken from *Learning processes and processing learning: from organizational needs to learning designs* (2008), Journal of Knowledge Management.

Based on the diagram above, the learning process integrates motivational and goal-oriented elements that align with specific contexts and objectives, helping learners evaluate their judgment (Naeve et al., 2008). As a result, learning and knowledge maintain a cyclical relationship throughout the educational process. Learning a foreign language is directly related to the process of learning in general, enabling students to develop their language skills by using what they already know. But clear objectives, organization, and incentives are also necessary for successful acquisition.

2.8 Skills in English Language Learning

In the acquisition of English as a foreign language requires the development of four essential skills, which are categorized into two groups. According to Sayfullin and Pulatjon (2022), classify these groups into passive or receptive (Listening and Reading) and active or productive (Speaking and Writing). Each of these language skills plays a crucial role in the language acquisition process.

Receptive Skills: Listening and Reading. Receptive skills are fundamental for receiving and processing language input from the environment. The development of these skills requires sustained attention, focus, and consistent practice (Sayfullin & Pulatjon, 2022). These abilities facilitate the acquisition of vocabulary, grammar, and cultural awareness. Developing these skills requires effective strategies, such as active listening and guided reading, which enhance understanding and retention (Holmes, 2019).

Productive Skills: Speaking and Writing. These competences enable learners to express ideas using spoken or written language. Speaking involves verbalizing and interpreting messages, while writing relies on graphic symbols to create meaningful compositions (Sayfullin & Pulatjon, 2022).

2.8.1 Listening skills

Listening skills are fundamental in English learning, as they enable students to understand and process spoken language in diverse contexts. Gupta (2025) defined listening as "an active, voluntary, and intentional process that involves making sense of the words and sounds you hear". Developing this skill requires patience and consistent practice (English Central Blog, 2025). Learners must consider the social and cultural context, accent variations, and specific listening subskills to enhance their comprehension of a foreign language (Martínez, 2018).

Listening enables learners to internalize linguistic patterns and structures before actively producing language (Holmes, 2019). As a receptive skill, continuous exposure to diverse speech models enables students adapt to different pronunciations, rhythms, and communication styles, enhancing their overall listening comprehension (Brodowicz, 2024). In language classrooms, listening is one of the most utilized skills. Djabborova (2020) noting that "In schools, students spend 60-70% of their classroom time listening". Therefore, incorporating real-life conversations, multimedia, and interactive activities is essential to improving students' adaptability to various speech patterns while reinforcing listening as a central component of the teaching-learning process.

2.8.2 Listening stages

Pre-listening. The first step in developing listening comprehension is to establish a strong receptive foundation. During this phase, teachers introduce key terms, identifying unfamiliar vocabulary, and familiarizing students with essential structures. This approach helps learners grasp the content, anticipate tasks, and engage with the material by providing context and fostering motivation (Djabborova, 2020). This stage enables learners to anticipate content, recognize significant vocabulary, and activate prior knowledge, ultimately enhancing their comprehension within a given context.

- Mental Imagery
- Predicting from Context
- Previewing Audio Features
- Pre-teaching Key Vocabulary

Listening. This stage is the core of English listening comprehension. At this point, students participate in activities that help them anticipate the content of the audio. After the recording is played, the teacher may replay it for clarity. Active listening and deeper engagement are encouraged by reflecting on emotions and reactions, and interactive engagement helps support understanding. (Surkamp & Viebrock, 2018).

- Listening for gist and detail
- Listening for detailed understanding
- Note-taking
- Dictation

Post-listening. This final stage, students interact with the content by expressing their perspectives, relating it to their own experiences, and sharing opinions on specific parts of the recording. This step enhances students' focus, guiding them toward active listening and meaningful engagement. Encouraging learners to reflect on their emotions and express their reactions fosters deeper comprehension (Surkamp & Viebrock, 2018). Additionally, creative interactions with the audio can reinforce understanding and promote the construction of meaning.

- Checking and Summarizing
- Reflection and Questioning
- Discussion
- Critical and creative response
- Information exchange
- Problem solving

2.8.3 English Listening comprehension

English listening comprehension is an active process in which learners derive meaning by integrating context, prior knowledge, and strategic resources (Gilakjani & Ahmadi, 2011). This complex skill requires a combination of cognitive abilities, emotional factors, social interactions, quality input, and metacognitive strategies. Ultimately, listening comprehension occurs when learners can effectively process spoken language and interpret its meaning.

Listening comprehension plays a crucial role in second language learning, significantly influencing English-speaking proficiency. Beyond decoding listening input, EFL learners must also interpret the speaker's intent, process linguistic features such as speech speed and fillers, and navigate interactive listening situations. Additionally, proficient listeners grasp the overall message without needing to decode every word, recognize different discourse genres, and adapt to various communication contexts, ultimately becoming more effective communicators.

3 CHAPTER II: METHODOLOGY

3.1 Description of the study area

This study was conducted at 28 de Abril school, located in San Miguel De Ibarra, in the city of Ibarra, Imbabura province, during the 2024-2025 academic year. The school population was 718 students who were distributed by kindergarten, elementary school, and middle school. Besides, this institution was public and co-educational (boys and girls) and is considered a double-shift school where students attended either in the morning or the afternoon based on their educational level.

3.2 Research Approach and Type of Research

This study focused on quantitative and qualitative research, incorporating both quantitative and qualitative methods. Kimmons (2022) defined mixed-methods research, or multi-strategy designs, as “a research approach that utilizes both qual and quan data” (page. 118). Combining these methods improved the credibility of research findings and deepened the understanding of a topic or issue. Moreover, throughout the study, numerical data produced quantifiable outcomes, while descriptive analysis explored the process. Consequently, the application of this strategy greatly increased support for this research.

In this investigation, quantitative and qualitative methods were useful for data collection and analysis. In this context, Cropley (2022) stated that “qualitative research is concerned with the patterns and forms of variables, whereas quantitative research examines differences in amount or level of the variables being studied and cause and effect relationships among these variables.” Likewise, quantitative research also emphasized the researcher's interpretation of the world, often using theoretical terms and abstract ideas. This type of research often collected data using measurement tools, such as tests or surveys. While the statistical part was essential, qualitative research explored how individuals interpreted their real-life experiences through their personal perspectives and language, often also using interviews as a primary tool (Cropley, 2022). Without a doubt, both were vital for the development of this study.

To conduct the research, a mixed methodology was used because it allowed the use of multiple data sources, collection methods, and analysis to gain a fuller and richer understanding of the phenomenon under investigation. According to Şahin and Öztürk (2019, as cited in Creswell, 2012) points out “the combination of quantitative and qualitative methods, instead of using a single method, will provide a better understanding of the research problem is the basic assumption of mixed method research” (p. 302). Furthermore, by employing this type of mixed approach, the validity and reliability of the results allowed for the information to be modified, acknowledged, and managed in some way by considering possible biases or limits of the data collected.

3.2.1 Descriptive research design

In a descriptive research design, a group of people or a phenomenon is observed and described in terms of their behavior, attitudes, or characteristics. According to (Lau & Kuziemy, 2016) “Descriptive evaluation studies describe the process and impact of the development and implementation of a system” (p. 208). This kind of research design helped to understand exactly how the study achieved the measurements that were relevant to the approach and measurement criteria. As this research study was based on the listening reactions of a certain set of students, it was important to take into account the attitudes and behaviors of the English professors at the institution when assessing and determining the information.

3.2.2 Cross-Sectional research design

The present study was based on a cross-sectional research design, as data was collected at a single point in time with no follow-up over time. A cross-sectional study is a type of research design in which data or information is collected at a single point in time (Thomas, 2020). This approach was appropriate because it provided a brief description of how students applied metacognitive techniques in listening comprehension, allowing for efficient and objective analysis without researcher intervention over time. Furthermore, it facilitated data collection through questionnaires, ensuring representative assessment within a specific context.

3.3 Methods – Techniques – Instruments

3.3.1 Research Methods

In this study, two methods were applied to analyze the issue in depth and generate new knowledge related to its variables. The researchers used deductive and inductive approaches.

3.3.2 Deductive

In this research, the deductive method was applied, as the researchers started with general observations of the English class and then made deductions about the factors and conditions influencing students' listening comprehension. Moreover, Proudfoot (2023), describes this technique as a "structured analysis of data with a well-established and rigorously theorized conceptual framework". Briefly, this approach allowed the researchers to start with broad concepts related to teaching and learning theories, methods, and approaches, gradually narrowing the focus to specific aspects like metacognitive strategies. The same process was applied to the second variable, refining the focus from general to specific elements.

3.3.3 Inductive

In addition, this research employed the inductive method because it moved from the more specific elements, such as individual behaviors and classroom interactions, to broader conclusions regarding teaching strategies and student outcomes. According to Patel, M., and Patel, N. (2019), the inductive method is used to “describe reasoning that involves the use of specific observations, such as observed patterns, to reach a general conclusion”. Furthermore, this approach helps in recognizing how various aspects of the learning environment affect student outcomes.

3.4 Research Techniques and Instruments

In this research work, two techniques were used to collect information from both teachers and students. Data was collected through a semi-structured interview and a questionnaire, focusing on the key research variables. Together, these tools effectively collected essential information.

3.4.1 Interview

An interview is a qualitative research method involving two participants: the interviewer and the interviewee. This approach enables the collection of information through a series of questions. Additionally, it allows the researcher to delve deeply into the thoughts, experiences, and perspectives of the interviewee. It is used to gather primary and detailed information (Enago Academy, 2023). There are three kinds of interview: structured, unstructured and semi-structured interviews.

3.4.1.1 Semi-structured Interview (Instrument)

In this research, a semi-structured interview was conducted to gather English teachers' perspectives on metacognitive strategies for improving students' listening comprehension. The interview was organized into two sections. The first section included contextual questions to collect general information about listening strategies. The second section delved deeper into teachers' perceptions, ideas, relevant insights, and expectations regarding metacognitive approaches. The questions focused on students' participation, behavior, and their engagement with listening activities. The interview consisted of 7 questions in total: three in the first section and four in the second. All interviews were conducted in person and lasted between 10 and 15 minutes.

3.4.1.2 Survey

A survey is a quantitative data collection method used to gather information from a population or a specific subset of the population, with the objective of learning about their opinions, perspectives, behaviors, or characteristics. This approach often employs a variety of data collection techniques, such as questionnaires (in paper or online format), interviews (conducted face-to-face or by telephone), and observational methods (Tanner, 2018).

3.4.1.3 Questionnaire (Instrument)

This technique was implemented at 28 de Abril school with seventh-grade students in Ibarra to collect quantitative data. The objective was to generate significant results that supported the implementation of metacognitive strategies aimed at improving English listening comprehension. The data was collected virtually using the Google Forms platform, ensuring accessibility and efficiency in gathering responses. For this study, an organized set of eight multiple-choice questions was designed. These questions directly addressed aspects of listening comprehension, and the strategies teachers employed to develop listening skills in the classroom through metacognitive approaches.

3.5 Research Questions

- What metacognitive strategies can be used in an EFL classroom to improve listening comprehension in elementary students?
- Do metacognitive strategies help improve the level of English listening comprehension on EFL learners?

3.6 Description of the study area / Population / Study group (Sample)

3.6.1 Matrix of variables operationalization or diagnostic matrix

A variable development matrix was created to establish connections between independent and dependent variables. This process facilitated the creation of data collection instruments, the design of research objectives, and the selection of techniques and tools, as well as the identification of information sources. In a similar way, it supported shaping the research's theoretical framework by outlining the parameters and metrics and providing an explanation of the tools and strategies used in the study.

Table 5
Matrix of variables of the present research project

Variables	Indicators	Data Collection Technique	Information sources
Metacognitive strategies (Independent)	Methodology Practice strategies Listening activities. Situation and Environment.	Interview	Primary sources: English teacher of 28 de Abril school
		Instrument: Semi-structured Interview	Educational resources for researching (documents, articles, journals, etc.) Secondary sources: Elementary students of 28 de Abril school
English listening comprehension (Dependent)	Interactions and participation between learners. Difficulties in English listening comprehension. English listening activities.	Survey	
		Instrument: questionnaire	Academic research databases (journals, thesis research papers, and articles.)

Note. Created by the author.

3.7 Participants

3.7.1 Population

The student population at 28 de Abril School consisted of 718 students. For this study, the sample included 77 seventh-grade students, divided into three sections: 29 students in section A, 23 in section B, and 24 in section C. The average age of the students was 10 to 12 years old. Additionally, the school had two English teachers assigned to teach seventh-grade students during the academic year, from August 2024 to July 2025.

Table 6
Elementary students' population

School	Year	Courses	N° students	N° teachers
28 de Abril school	Elementary (EGB)	A	29	2
		B	24	
		C	24	
Total			77	2

Note. Created by the author.

3.8 Sample

The study was conducted with seventh-grade students at 28 de Abril school. Given that the total number of students was fewer than 100, the entire population was included, eliminating the need for a sample.

3.9 Procedures – Data Analysis Plan

The research variables outlined in the theoretical framework served as the foundation for developing the study's methodology, data collection, and analysis. Based on the theoretical foundation's findings, the researcher created two instruments: student surveys and teacher interviews. These tools were administered both online and in person. The survey and interview were first submitted to the English teacher and the area head for review and evaluation. Once these instruments were validated, a formal request was made to the faculty secretary at Técnica del Norte University to authorize the research at 28 de Abril school.

Subsequently, the researcher submitted a request to the school principal to conduct the study and administer the instruments to the participants, who were English teachers and students. The total population was less than 100 people, so sampling was not necessary. In other words, the survey questionnaire was administered online to 77 seventh-grade students, while semi-structured interviews with teachers were conducted in person. The survey took between 5 and 10 minutes, and the interview took approximately 10 to 15 minutes. The data collected was then organized, analyzed, and systematized using tables and graphs generated in Google Forms. It is important to note that the data was kept strictly confidential and was used exclusively for academic purposes. Finally, the results were interpreted through graphs and analyzed thoroughly to meet the research objectives.

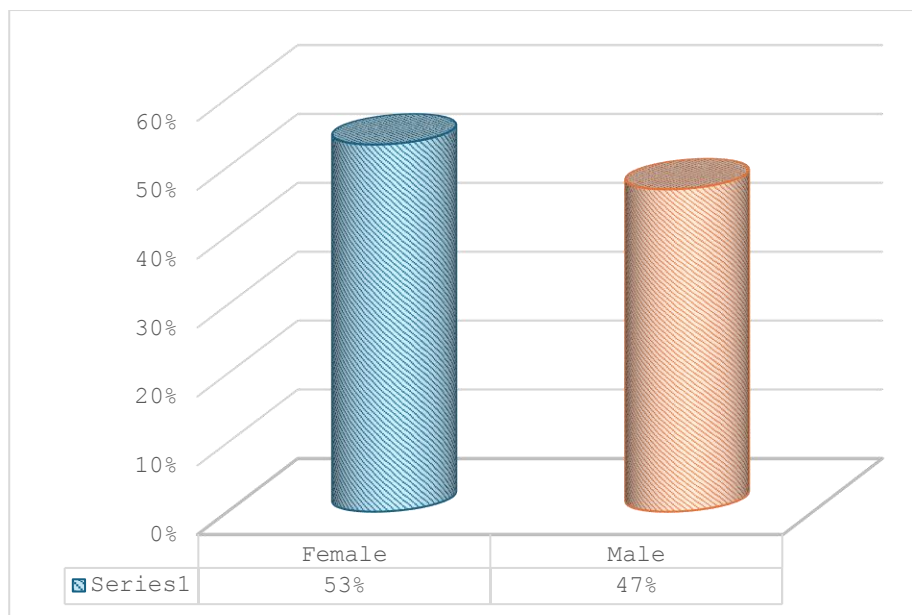
4 CHAPTER III: RESULTS AND DISCUSSION

This chapter presents and analyses the results obtained through the data collection instruments used in the research: a student survey and teacher interviews. The survey was administered to 77 students in grades A, B and C of the 28 de Abril school. It aimed to assess perceptions, attitudes and interest or rejection towards English and the use of metacognitive strategies in listening comprehension. This tool consisted of 10 multiple choice and Likert scale questions. On the other hand, the teacher interviews included 7 open-ended questions, which offered a more in-depth qualitative insight into their methodologies, pedagogical strategies, and activities that are applied within the classroom in order to gain additional insight into the pedagogical use of metacognitive strategies. Both instruments were intended to capture the perspectives of educators and learners. The outcomes are shown below.

4.1 Survey for students

Question 1: Gender

Figure 4
Gender of students



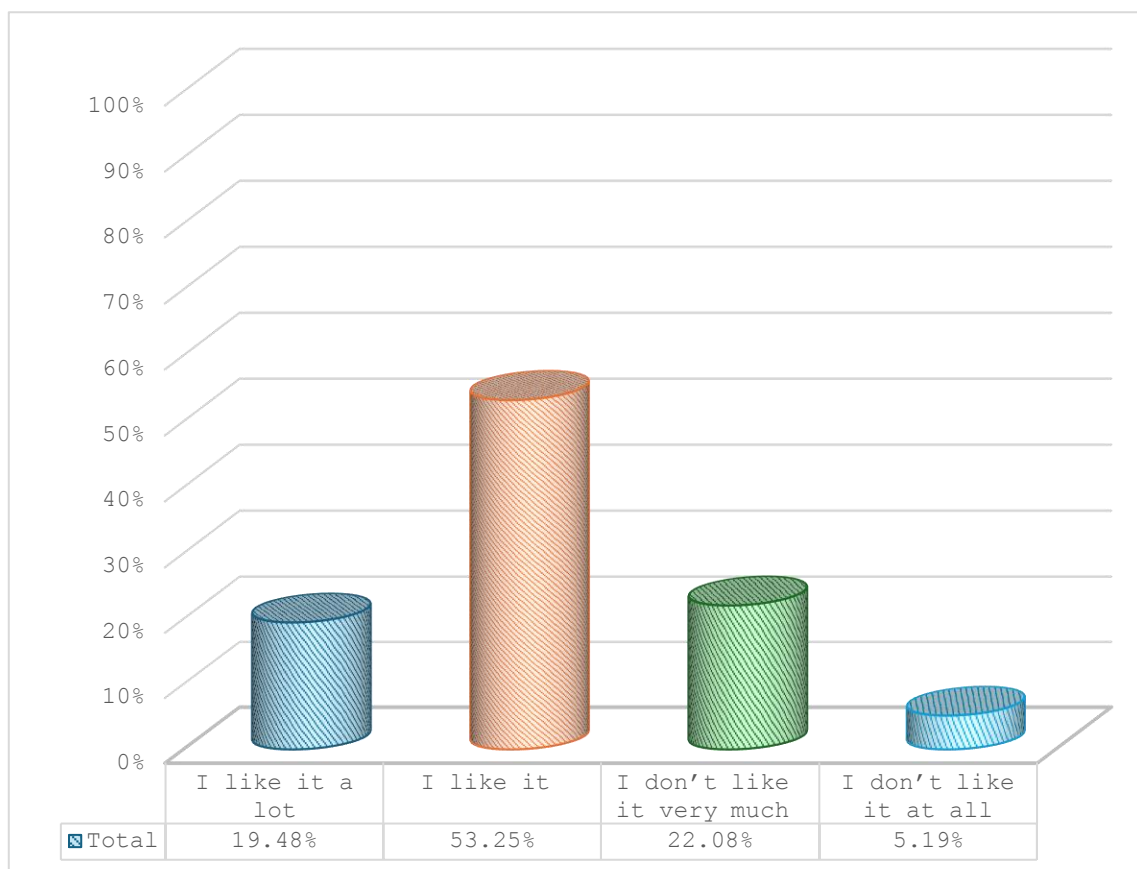
Note. Table based on the author's own elaboration. Data obtained from a survey applied in 2025.

As illustrated in figure one, it is possible to observe that the majority of participants were female, totaling 41 individuals, while the male group comprised 36 participants. The respondents were within the age range of 10 to 12 years, reflecting the target population of the study.

Question 2: How much do you like learning English?

Figure 5

Students' attitudes towards learning English



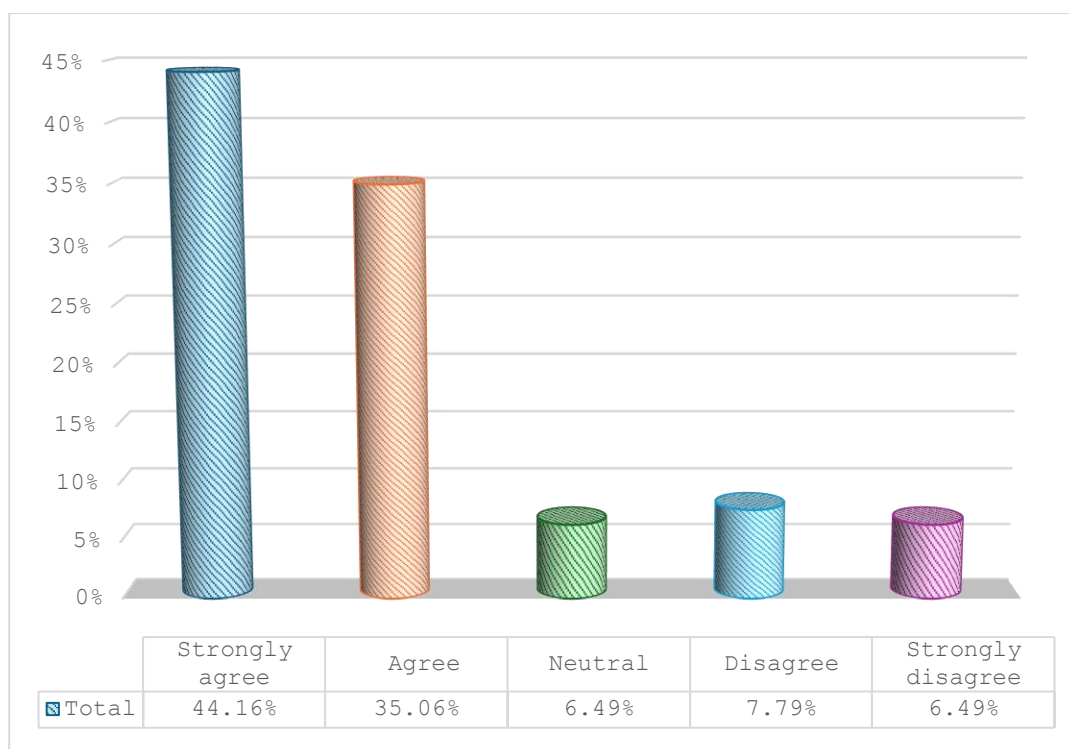
Note. Table based on the author's own elaboration. Data obtained from a survey applied in 2025.

The figure above reveals that most students have a positive attitude towards learning English. It has been found that 19.48% of the students answered, "I like it a lot", whilst the 53.25% of participants said, "I like it" which indicates that more than two-thirds of the students enjoy learning English as a foreign language. Nevertheless, 22.08% answered "I don't like it very much" and 5.19% chose "I don't like it at all", revealing that nearly one-third of the students show a lack of motivation or interest. By complementing the creation of a positive learning environment with engaging, student-centered tactics, teachers can increase both extrinsic and intrinsic motivation in students (Siqueira et al., 2020). In spite of the results showing that there is generally a positive learning environment in classrooms. The findings also emphasize the need to address the causes of unfavorable opinions. Nonetheless, they also emphasize the need to listen to opinions so that a positive attitude toward learning English can be fully created.

Question 3: Being able to understand what people say in English affects how I learn.

Figure 6

Perceived impact of listening comprehension on English learning



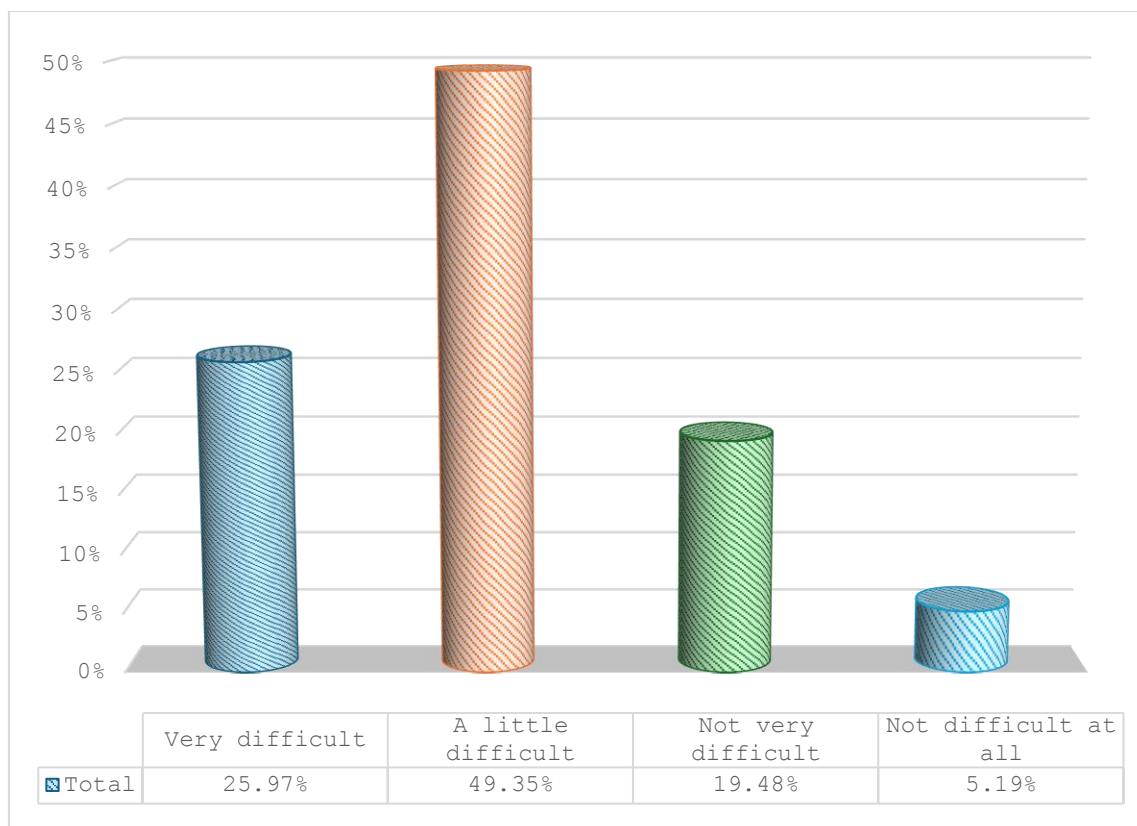
Note. Table based on the author's own elaboration. Data obtained from a survey applied in 2025.

According to the results shown in the illustration, most students recognize the importance of listening comprehension in the process of learning English. Specifically, 44.16% of the respondents strongly agree and 35.06% agree that understanding spoken English contributes significantly to improving their learning, reflecting a high level of awareness regarding the role of listening comprehension in language acquisition. Moreover, 6.49% of the students selected a neutral response, which may suggest uncertainty or limited experience with listening-focused activities. In contrast, only a small percentage expressed disagreement, with 7.79% disagreeing and 6.49% strongly disagreeing, indicating minimal resistance to this concept. Overall, these findings suggest that enhancing listening comprehension could serve as a key strategy for improving English language learning outcomes. Language develops as a receptive skill, first heard and then spoken. When accent, rhythm, intonation, and tone are listened to attentively, the language can be learned accurately (Alisoy, 2020).

Question 4: How difficult is it for you to understand English when people speak?

Figure 7

Students' perceived difficulty in understanding spoken English



Note. Table based on the author's own elaboration. Data obtained from a survey applied in 2025.

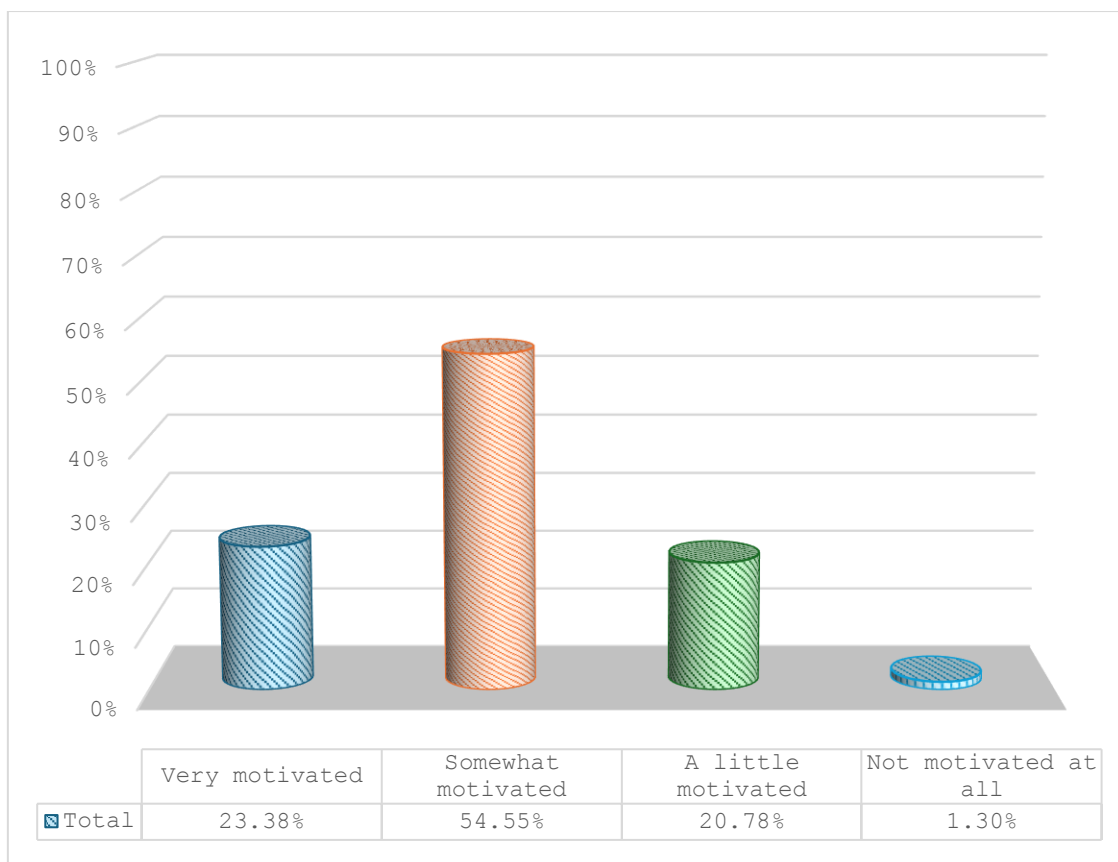
The figure illustrates students' perceptions regarding the difficulty of understanding spoken English. The data reveals that 25.97% find it very difficult. Likewise, almost half of the participants 49.35% find it somewhat difficult to understand English when people speak. This suggests that a large proportion of students continue to have difficulties with listening comprehension. On the other hand, 19.48% said they did not find it very difficult, and a small minority, 5.19%, responded that they did not find it difficult at all. As a result, this indicates that some students have developed strong listening comprehension skills, but not the majority of the group.

Listening difficulties are caused by various factors such as pronunciation, accent, or speech rate. In addition, the challenges posed by understanding, interpreting, and responding to spoken language, as effective listening involves grasping meaning, tone, and intention rather than recognizing every word (Pardayeva, 2025). This indicates that while more than half of the respondents are managing to understand spoken English with relative ease, there is still a notable percentage of learners who require additional support to improve this skill. Therefore, it is essential to implement strategies that enhance students' listening abilities, such as exposure to authentic audio materials and training in bottom-up and top-down listening processes (Wah, 2019).

Question 5: How motivated do you feel to practice listening in English?

Figure 8

Students' self-perceived motivation to practice English listening



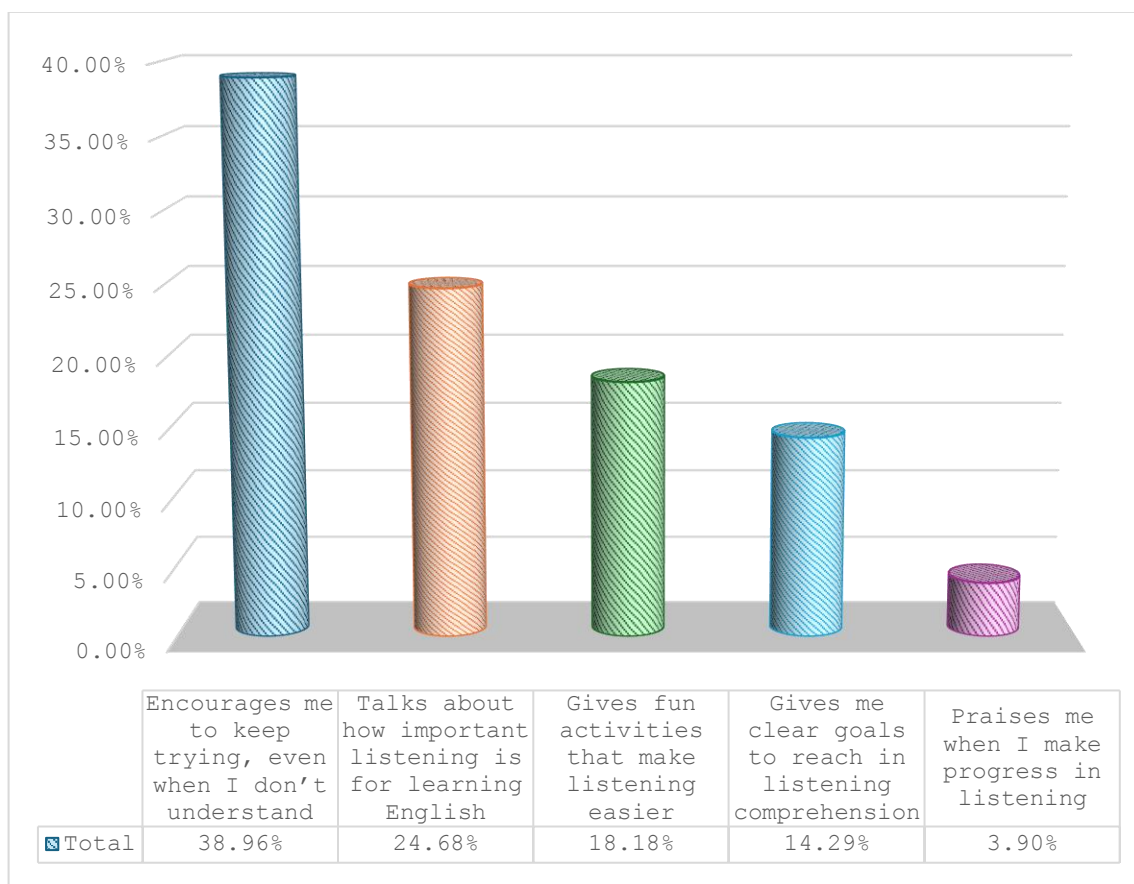
Note. Table based on the author's own elaboration. Data obtained from a survey applied in 2025.

This figure provides information on the self-motivation of students to practice English. The results indicate that more than half of the respondents, 23.38%, declared themselves "highly motivated", while 54.55% declared themselves "somewhat motivated". These percentages reflect a strong willingness to participate in the practice of listening. Nonetheless, 20.78% stated that they were "slightly motivated", and only 01.30% said that they were "not motivated at all". These findings suggest a moderate interest that could be strengthened with more attractive or relevant materials. These results show a general favorable attitude towards hearing practice. As explained by Gardner (1985) found that the integration of motivation is a crucial factor for success in foreign language acquisition. Furthermore, to pursuit and enhance this motivation, it is important to offer learners original, varied, and contextually relevant listening pursuits according to their competence level, social and individual interests (Guevara, 2023).

Question 6: How does your teacher motivate you to improve your listening skills in English?

Figure 9

Teacher strategies for motivating students in listening practice



Note. Table based on the author's own elaboration. Data obtained from a survey applied in 2025.

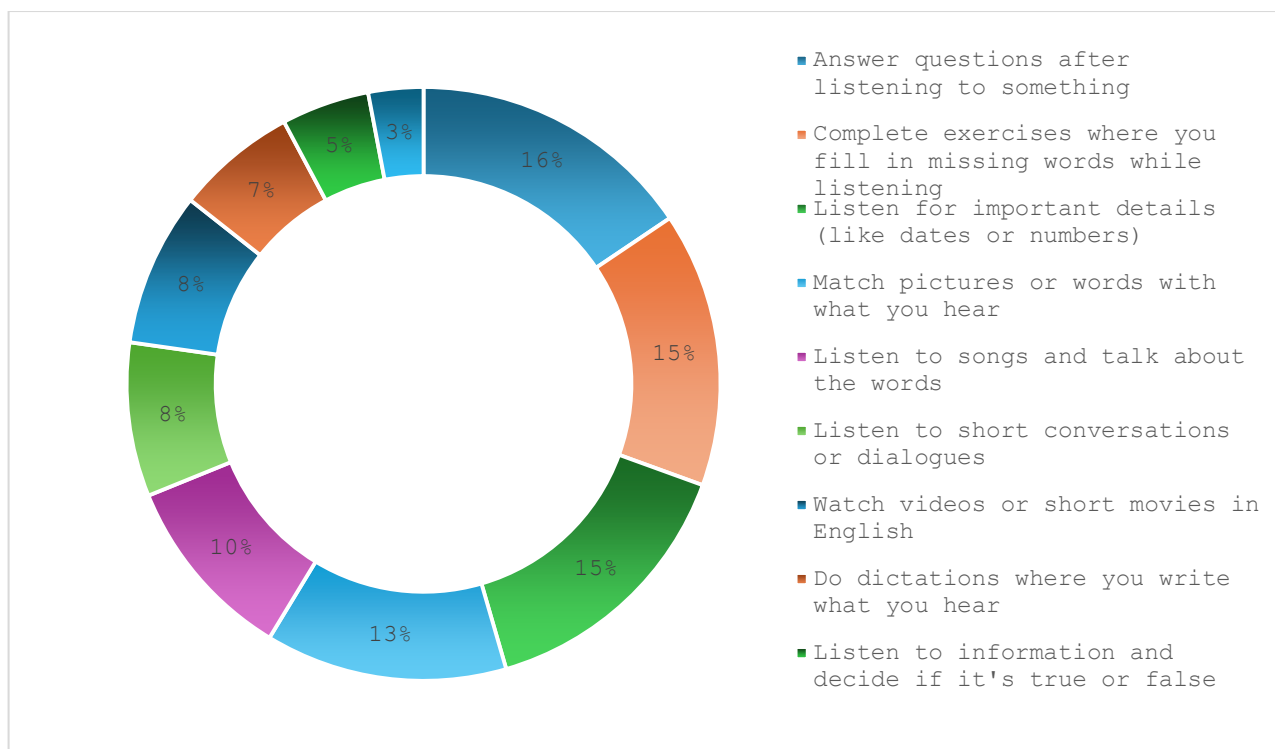
The bar chart indicates that the most common strategy used by the teacher to motivate students in listening practice is to encourage them to keep trying even when they do not understand. This can be deduced from the fact that it was declared by 38.96% of respondents. This activity is followed by the importance of listening to learn English with 24.68%. In addition, 18.18% also selected fun activities to facilitate listening. Finally, providing clear goals for listening comprehension accounts for 14.29%, whilst praising students as they progress is the least common strategy due to 3.90%.

The results suggest that the application of positive reinforcement and perseverance, combined with meaningful tasks, are an important motivational tool into the class for students to motivate themselves. According to Guevara (2023), "meaningful learning is required considerable levels of motivation and positive attitude towards learning in general". The creation of meaningful goal-oriented learning can significantly improve learners' participation in the development of their individual competences. Self-motivation prevents students from getting into emotional problems such as indifference, vulnerability, despair or anguish when learning something new or in this case a foreign language (Yang & Wang, 2022).

Question 7: What activities do you usually do in English class to practice listening?

Figure 10

Students' preferences for listening activities



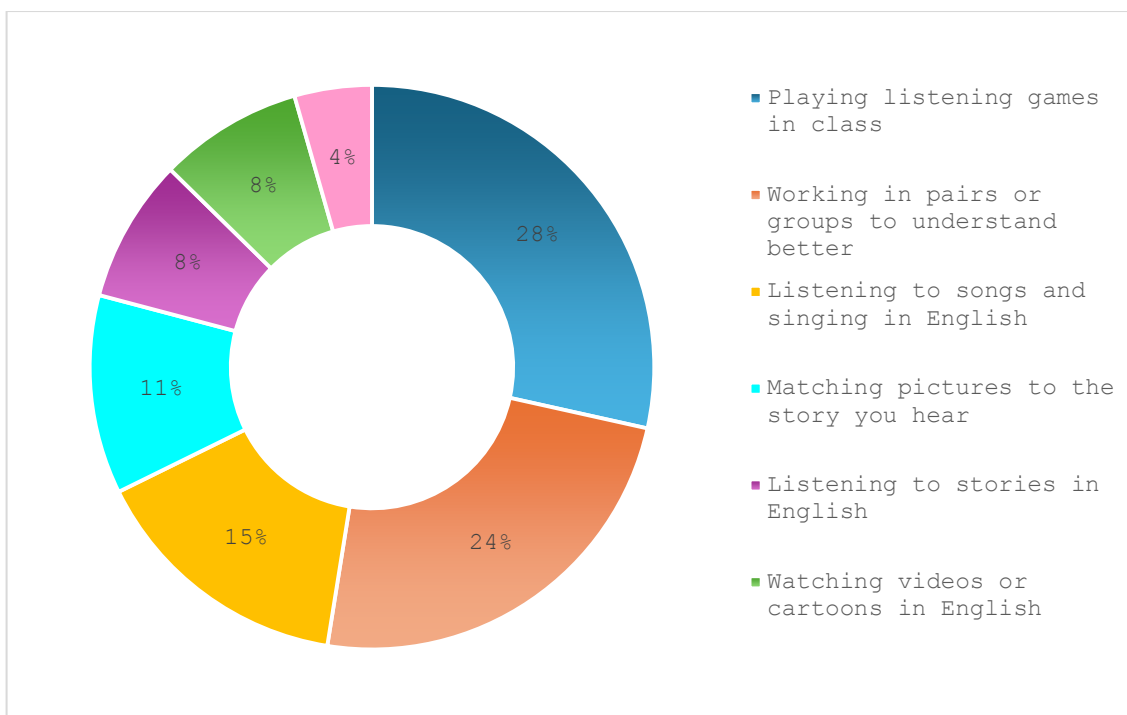
Note. Table based on the author's own elaboration. Data obtained from a survey applied in 2025.

The pie chart presents students' preferences for listening activities in English classes. Therefore, the most chosen option is answering questions after listening to something, which was selected by 16%. On the other hand, 15% were represented with two activities, such as completing exercises in which they have to fill in the missing words and listen to important details. Furthermore, the match of images or words with what they hear is represented by 13%. Listening to songs and talking about the lyrics, with 10%. Listening to short conversations or dialogues and watching videos or short films in English was chosen by 8%. The least popular option was dictation, chosen by 7%, followed by listening to information and deciding whether it is true or false, chosen by 5%. Finally, listening to stories and answering questions was chosen by only 3%. These findings suggest that students are more motivated by interactive tasks based on music. Therefore, attractive and authentic materials can increase listening comprehension and enjoyment (Batluk, 2015).

Question 8: What listening activities do you enjoy the most in class?

Figure 11

Students' preferences for listening activities



Note. Table based on the author's own elaboration. Data obtained from a survey applied in 2025.

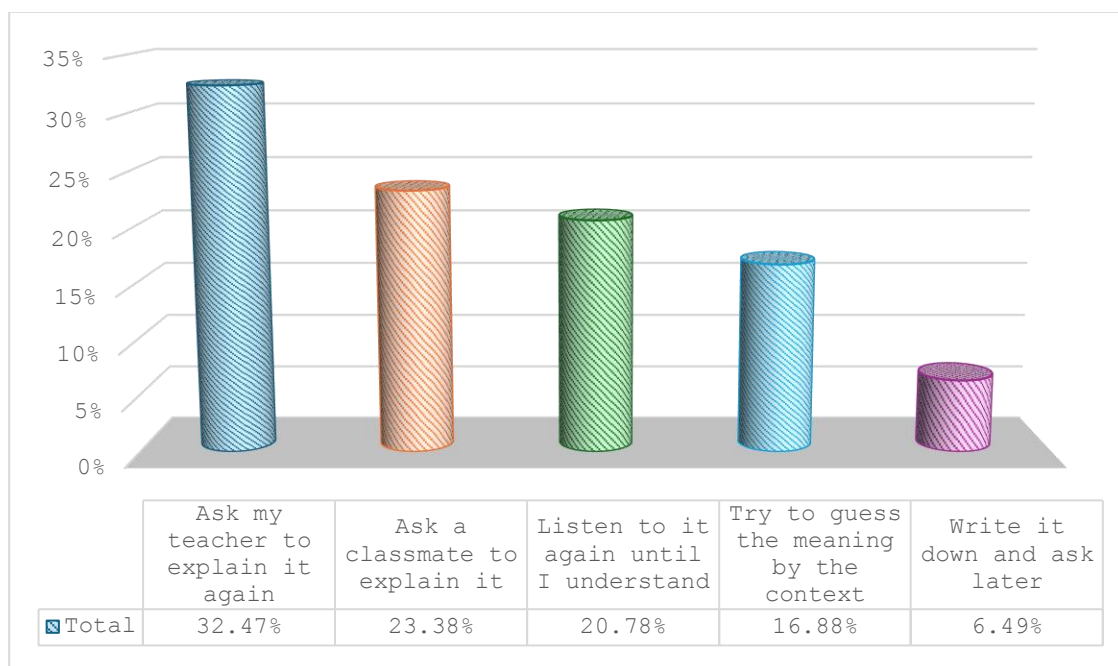
The pie chart above displays the results of the listening activities that students prefer. First of all, the most preferred activity among students was playing listening games in class, with 28%. This is followed by working in pairs or groups with 24%. These results demonstrate students' preference for interactive and collaborative tasks, which closely align with key metacognitive strategies like monitoring and planning. For instance, group work allows students to analyze and compare their tasks with those of their peers. This allows them to reflect on their own understanding and help themselves better adjust their listening.

Besides that, activities like listening to songs and singing in English belong to 15%. In turn, photos that match the story are heard in 11%. This means they support visual context and inference, which improves understanding. Fewer people preferred to watch videos or cartoons and listen to stories in English, with only 8% indicating this preference. Nonetheless, listening to podcasts or audio clips was only selected by 4%. This may be due to limited visual support. In general, pooled data suggest that metacognitive instruction should be integrated into meaningful and attractive activities which encourage active student participation. In agreement with Goh (2008) points out "metacognitive instruction should be incorporated into tasks that are meaningful and attractive to learners" (p. 197). Besides, this supports the use of games and peer interaction in listening lessons practice.

Question 9: When you don't understand something in English, what do you usually do?

Figure 12

Student responses and strategies when facing listening difficulties



Note. Table based on the author's own elaboration. Data obtained from a survey applied in 2025.

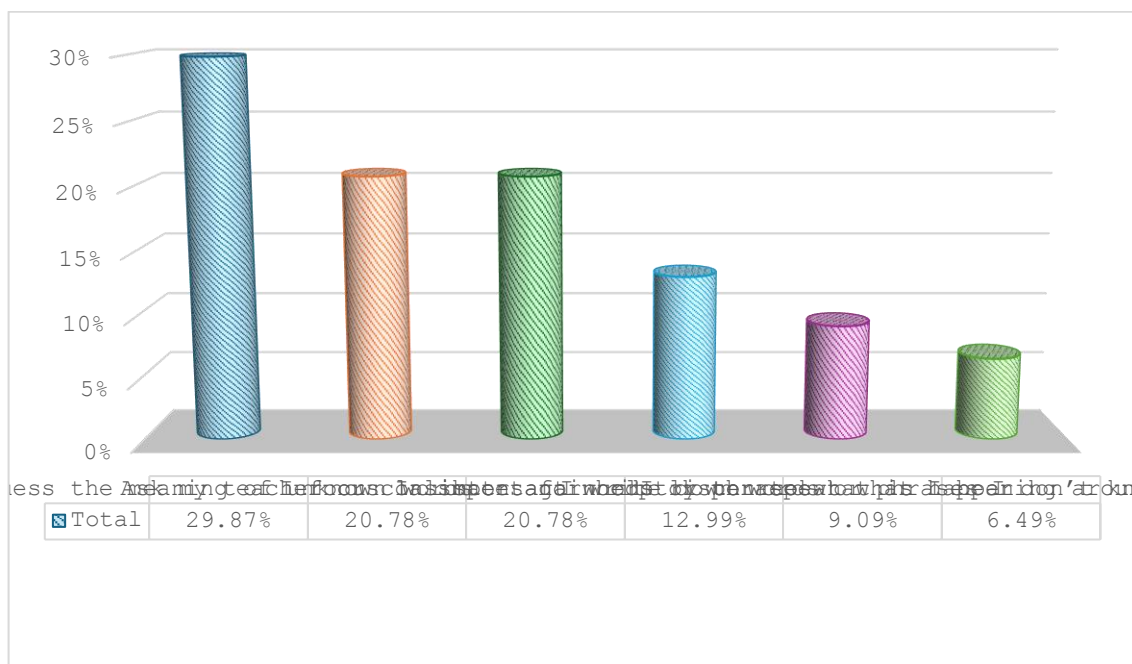
The bar chart provides insight into strategies that students use when they face difficulties hearing in English. First of all, one of the most common strategies was to ask help teacher to explain it with 32.47%. Secondly, it was to ask a classmate to explain it by 23.38%. Therefore, these preferences indicate how important social interaction and teaching support are. Both are aligned with metacognitive strategies for monitoring and evaluating comprehension. When there is no complete comprehension, students usually actively seek clarification and they themselves realize the gap in their understanding of the language.

Subsequently, another important strategy was to listen again until it was understood what is worth 20.78%. This reflects persistence and self-regulation as key components of metacognitive knowledge. Curiously, guessing the meaning of the context was chosen by 16.88% of the students. This means that most of the students are applying techniques for inferring, which are essential for developing an autonomous listening. Finally, the option less selected was to write it and ask questions later by 6.49%. This shows that most students prefer an immediate resolution of comprehension problems. These outcomes support the view of Vandergrift and Goh (2012) affirm that "a metacognitive approach can help language learners become more aware of listening processes and the demands of listening tasks" (p. 91). Thus, strategies such as inference, re-listening, and self-monitoring can be factors that help improve students' linguistic ability to cope with auditory challenges in a more autonomous and independent way.

Question 10: Do you do anything to help you understand when you listen to English?

Figure 13

Use of metacognitive strategies to support listening comprehension



Note. Table based on the author's own elaboration. Data obtained from a survey applied in 2025.

This figure explains the use of metacognitive strategies to support listening comprehension. First, the most common approach reported by students is to guess the meaning of unknown words at 29.87%. In the meantime, focus on keywords or phrases and ask for help from the teacher or classmates, which are represented by a rate of 20.78%. Followed by 12.99% of respondents who choose to listen or try to repeat what they hear. Moreover, 9.09% write words or phrases they do not know. Ultimately, there is a minimum percentage of 6.49% which is equivalent to the less used strategy that is to pay attention to what is happening in the conversation. These observations suggest that students tend to rely more on inference and selective attention. This refers to the view of Vandergrift (1999) who mentioned that metacognitive strategies play a crucial role in improving listening comprehension by allowing students to be aware of what they learn and how they do it.

4.2 Interview for teachers

This second section relates to the in-person interview with two English teachers who work with seventh grade students. The interview begins with a question aimed at creating a comfortable environment and gathering information about the interviewees' teaching experience. Subsequently, the following questions were already related to the main study variables such as listening comprehension and the use of metacognitive strategies. The aim was to gain a deeper insight into teachers' perspectives and practices regarding the development of listening skills that are applied in class with students.

Question 1

How many years have you been teaching English?

Teacher A: I have been teaching for 31 years.

Teacher B: I have been teaching for 25 years.

Analysis

The aim of this introductory question was to find out about the participants' professional background. Teacher A has 31 years of experience, while teacher B has 25. These responses indicate that both teachers have a high level of teaching experience. In addition, this increases the reliability of their opinions. The teachers' extensive experience in the field allows us to understand a deeper perspective on English teaching, as it is essential to interpret their answers to the following questions. As suggested by Richards and Farrell (2005) mentioned that experienced teachers develop flexible practices and reflective skills. As a result, their ideas are particularly valuable for research on metacognitive strategies and understanding of listening comprehension.

Question 2

What challenges do you encounter when teaching listening skills to your students, and how do you address them?

Teacher A:

Students often struggle because they try to understand every word instead of the overall meaning. To address this, I use strategies like completing words with suffixes, or matching key vocabulary, and filling the missing words from songs to improve listening comprehension.

Teacher B:

Some students do not fully understand English. That becomes a challenge. It could be due to the teacher's pronunciation or fluency, which makes it hard for them to catch the main idea the first time. However, when you speak slowly and use gestures or body language to support the message, it becomes easier.

Analysis

Teacher A explains that students tend to focus too much on individual words rather than the general meaning, which limits their understanding. To handle this, use strategies like filling in the gaps with songs, completing suffixes, and matching keywords. Meanwhile, teacher B indicates the problems with students' ability to follow pronunciation and fluency, finding it useful to support communication with gestures, visual cards, and speaking slowly to achieve better comprehension. The responses of both teachers reveal different challenges in teaching listening skills. Recent research by Zhang et al. (2023) states that multimodal signals such as gestures, modalities, and mouth movements improve understanding in language processing for both native and second speakers.

Question 3

How do you foster student engagement during your listening lessons?

Teacher A:

Sometimes, I use strategies like gap-filling activities. If students don't understand during the first listening, I provide feedback or repeat the activity at a slower pace. Repetition over time helps them better grasp the content and stay engaged.

Teacher B:

When I present topics, I observe students and their reactions, such as gestures or facial expressions. It's not always easy to deduce since some students smile without truly understanding, but these cues have helped me adjust my approach to keep them engaged.

Analysis

In agreement with the collected data, teachers' responses reflect different strategies for encouraging student participation in listening classes. Teacher A stresses the importance of repetition and adjustment of the pace of activity to facilitate comprehension. However, teacher B focuses on observing non-verbal signals such as body language or facial expressions to assess comprehension. This allows them to choose the best teaching strategies in real time and keep students engaged throughout the listening lessons. In addition, through the interaction and gestures of the teacher, a significant improvement in students' understanding and attention can be achieved (Wulandari, et al., 2024).

Questions 4

How do you assess your students' listening comprehension, and what internal or external factors do you believe influence their performance?

Teacher A:

We do some activities in order to evaluate the listening. For example, I use activities like gap-filling and completing application forms to assess listening comprehension. Although I don't follow a specific strategy, I support students by consistently using English in class and encouraging regular practice to improve their listening skills.

Teacher B:

One of the main factors affecting listening performance is time. Students lack sufficient opportunities to practice both at school and at home, which limits their progress. Daily exposure is essential when learning a second language.

Analysis

This question is completely necessary to know what the internal or external factors are that will negatively affect the development of listening comprehension in students. Teacher A is based on practical activities such as performing real-life tasks while emphasizing the value of regular English use in the classroom. On the other hand, teacher B stresses time constraints as a key external factor, pointing out that limited practice inside and outside school hinders students' progress. He emphasizes the need for daily commitment to strengthen second language learning. As indicated by Wah (2019), "students should be trained to improve their listening skill by giving listening practice a lot and strategies and new techniques" (page 886).

Question 5

What teaching strategies do you primarily use to develop your students' listening skills in English classes?

Teacher A:

I start by giving clear instructions and explaining the topic. Students must follow steps and focus on listening to specific information. I use scrambled sentences, so they listen carefully to put them in order and understand the main idea.

Teacher B:

Listening is a skill that must be taught gradually. First, students need to catch key vocabulary and basic ideas. I use videos and varied listening activities, encouraging them to enjoy the language to stay motivated.

Analysis

According to the interviews, the strategies used by both teachers reflect an understanding of the progressive development required in listening comprehension. Teacher A uses structured activities with a focus on clarity and comprehension of tasks. He promotes active listening through the restructuring of sentences. From a different perspective, teacher B emphasizes exposure and enjoyment. He mentioned that students' listening skills are gradually built through repeated practice and audio-visual resources. Both views stress the importance of scaffolding and motivation as essential components to support learners' progress in auditory comprehension. Effective pedagogical support requires a motivational framework in which instructions are clear so that students can understand the mental and emotional processes of their learning. (Goh and Taib, 2006 cited in Ahmadi Safa and Motaghi, 2021).

Question 6

How do identifying and self-monitoring strategies support students in developing their listening skills? Why?

Teacher A:

I use strategies like repetition and gap-filling. If students don't understand during the first listening, I repeat the activity later at a slower pace. This helps them process and retain information more effectively, supporting their listening development.

Teacher B:

I observe students' reactions during listening tasks to check if they are following. At first, it's hard to tell because students may smile without understanding, but over time, I learn to interpret their non-verbal cues to adjust my approach.

Analysis

This question was asked to know about the importance of self-control and recognition in developing listening skills. On the one hand, teacher A emphasizes the use of rhythm and repetition as a way for students to notice gaps in understanding and gradually improve. These applications indirectly promote self-control by giving students multiple opportunities to reflect on what they hear. On the other hand, teacher B focuses on interpreting student behavior to assess comprehension, which also supports self-awareness in students. Both teach the importance of self-control and recognition in developing listening skills. In agreement with O'Malley and Chamot (1990 cited in Cao and Lin, 2020) found that "self-monitoring skill is checking, verifying or correcting his/her comprehension or performance in the course of a language task. This skill let the learners know what they understand and what they misunderstand".

Question 7

Have you incorporated metacognitive strategies, like those mentioned above, into your listening activities. If yes, how?

Teacher A:

Although I understand what metacognitive strategies are, I find it difficult to apply them in listening activities due to the lack of training, workshops, or courses that explain how to implement them effectively.

Teacher B:

Yes, I believe I apply them when asking students personal or reflective questions, especially about familiar topics. This encourages them to express their thoughts and feelings, which I consider a form of metacognition.

Analysis

As stated in the responses, it is clear that both teachers have different levels of familiarity with and application of metacognitive strategies in the classroom. Firstly, teacher A recognizes the importance of these strategies but points out the lack of teaching resources, materials, and opportunities to apply them effectively in listening activities. In comparison, teacher B associates metacognition with student reflection and emotional expression during listening tasks. Both perspectives suggest that there is an interest in incorporating metacognitive strategies, but it is needed more training and clarity to apply them effectively.

Question 8

Do you think that a pedagogical guide with metacognitive strategies could contribute to students' development of listening skills?

Teacher A:

Yes, I believe a pedagogical guide with metacognitive strategies could be very helpful. Having structured support can enhance listening skills and lead to better learning outcomes.

Teacher B:

Yes, because teaching one skill in isolation is not effective. Listening is closely connected to speaking, and a guide could help improve multiple language skills at once, especially listening and speaking, which are essential and often integrated.

Analysis

The aim of this question was to find out whether teachers recognize the importance of using a teaching guide based on metacognitive strategies to improve students' listening comprehension skills. Teacher A strongly supports this suggestion as a way to improve learning outcomes. Similarly, Teacher B points out that it could be a good way to improve all language skills. He refers to listening comprehension and oral expressions, suggesting that a guide could help improve whole language skills simultaneously. The perspectives of both teachers reflect a high level of acceptance of the integration of metacognitive strategies for teaching listening comprehension to 7th grade elementary students.

4.3 Discussion of Findings

Results of the study reveal that seventh-grade elementary students tend to have some difficulty understanding the listening activities taught in English classes. This factor is compounded by a lack of teaching resources, methodological applications, and strategies, as well as limited exposure to the language. Nonetheless, it is possible that new strategies can be suggested for using them in the classroom to improve listening comprehension more effectively.

Based on the results obtained from the subjects' responses to the questionnaires, it is found that most students enjoy learning the language, but over half still struggle to understand spoken English. Likewise, most students employed a variety of techniques to comprehend an audio recording, including inference, listening repeatedly, and asking for clarification. Moreover, it can be concluded that students use metacognitive strategies without being aware of them. Students who monitor and adjust their listening comprehension processes are more likely to improve their performance (Vandergrift L. , 1999). As a result, even though students are motivated, they require organized instruction to develop effective listening comprehension strategies.

On the other hand, the results obtained from interviewers and surveyors underlined the importance and challenge of listening comprehension. Both parties emphasized the importance of applying strategies and prior knowledge to make learning more meaningful and effective. On the part of the teaching community, the value of applying metacognitive strategies was recognized. This confirms that explicit metacognitive teaching is essential for fostering student autonomy and improving their listening comprehension skills (Vandergrift & Goh, 2012). Therefore, the integration of structured pedagogical support is essential to bridge the gap between student motivation and actual performance.

From the information above, it can be concluded that elementary school students find it difficult to process and interpret what they hear in English classes. In addition, there is a lack of awareness of strategies to improve listening comprehension. The questionnaire reveals that students do not use metacognitive strategies. Therefore, implementing these strategies can improve students' English listening comprehension and overall language skills.

5 CHAPTER IV: PROPOSAL

5.1 Introduction

This proposal is a useful teaching resource for teachers of English as a foreign language working at the 28 de Abril school. Its aim is to help primary school students improve their listening comprehension of English. The design of this proposal focused on data previously collected from questions practically oriented towards the development of listening comprehension. These questions helped to consider the preferences, needs, and resources available to the children. In addition, the design of the proposal considers the pedagogical and teaching resources available to teachers. These instruments helped to shape the design and model that the researcher should consider, as a lack of resources for the better development of the listening comprehension skills of the students at 28 de Abril school was identified.

5.2 Proposal title

METACOGNITIVE DREAMERS: UNLOCKING LISTENING SKILLS

5.3 Proposal objective

- To enhance English listening comprehension through metacognitive strategies in elementary students at 28 de Abril school.

5.4 Rationale

Listening comprehension in English is an ongoing challenge for both teachers who teach it and students who are learning this foreign language. Specially, many students often have difficulty understanding the content of listening comprehension tasks and managing their own learning process. For this reason, it is important to promote resources that go beyond mechanical practice and encourage awareness, reflection, and self-regulation. These are key components for achieving more meaningful and effective learning.

Further, metacognitive strategies offer learners structured learning by involving control, planning, and evaluation. By incorporating these elements before, during, and after the listening process, they enable learners to detect errors, verify comprehension, recognize mistakes, and apply techniques to manage the meaning of new concepts. In this way, metacognition transforms listening comprehension from a passive activity into an active process in which learners consciously participate.

In this regard, the inclusion of metacognitive strategies in the proposal is due to their potential to improve both learning outcomes and student confidence. By using these techniques, students self-direct their learning and train themselves to be independent and autonomous beings. Moreover, this guide can provide teachers with adaptable exercises that can be easily and practically incorporated into the classroom. Therefore, this handbook is designed as a pedagogical resource that responds to the needs of students.

5.5 Theoretical foundations

English is a highly valued language around the world. However, learning it requires the development of language skills. One of these is listening comprehension. Listening involves a complex process that requires attention, prediction, and interpretation. Furthermore, developing listening comprehension requires a lot of effort. As Pakpahan et al. (2023) state, "It involves cognitive processes but also several behavioral and affective processes". For this reason, this guide is based on learning strategies that enable students to become more autonomous, emotional, and effective listeners.

In this regard, metacognitive strategies are considered useful, as they allow students to consciously plan, monitor, and evaluate their learning process. In agreement with O'Malley and Chamot (2001), these strategies help students control their cognitive processes, while Vandergrift and Goh (2012), emphasize their importance in listening comprehension tasks, as they guide students before, during, and after the activity. In the planning stage, students set goals and activate their prior knowledge. This is followed by monitoring, where they assess their comprehension and adjust strategies. Finally, in the evaluation phase, they reflect on their performance and growth.

The incorporation of metacognitive strategies in English language teaching, specifically in listening comprehension, is a symbol of autonomous learning. These strategies reflect advanced cognitive skills that promote academic success, such as self-awareness, self-regulation, and intentional learning management (Al-Khresheh & Alruwaili, 2023). In a recent study, Al-Khresheh and Alruwaili (2023) mentioned five metacognitive listening strategies that can be useful in enhancing listening comprehension. These include "direct attention", which involves consciously focusing on the task of listening. Secondly, "mental translation", which helps to translate the content from the native language into the target language. It also includes "problem solving", which involves recognizing and overcoming problems while listening. After that, in "planning and evaluation", students set goals before listening and evaluate their performance afterwards. Finally, "personal knowledge" involves using personal experience and knowledge to understand new information.

In view of the above, it can be deduced that implementing these strategies in a structured and methodical manner fosters the improvement of critical thinking skills in children and allows them to devise solutions and modify their listening strategies. Furthermore, these strategies cultivate a determined and persistent academic attitude. On the other hand, these theoretical perspectives allow students to be more reflective and independent. By applying metacognitive strategies, students improve their listening comprehension while developing autonomy and confidence in their language learning process.



OWNER OF THIS MATERIAL

Date:

Name:

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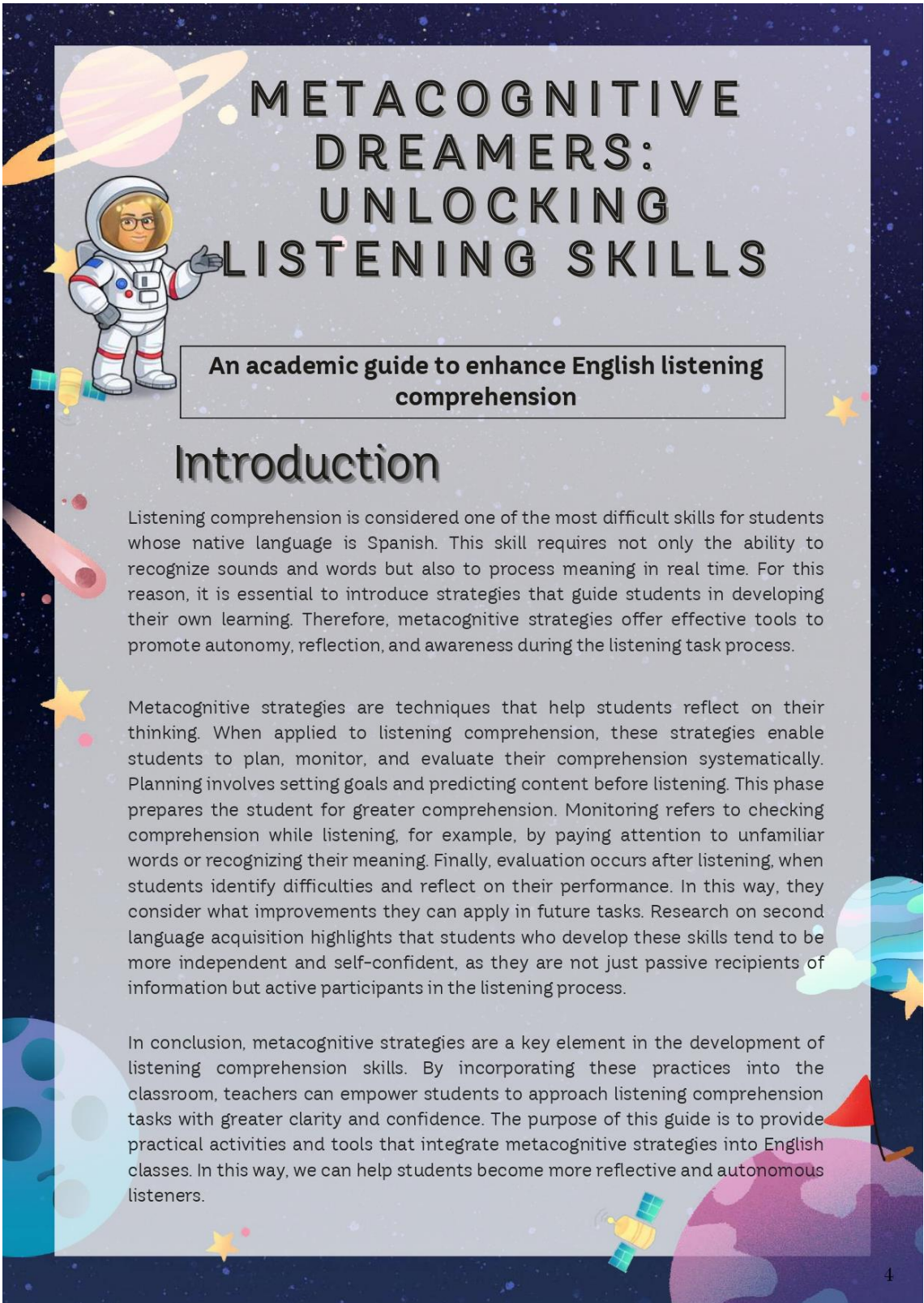
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IMPORTANT NOTES



METACOGNITIVE DREAMERS: UNLOCKING LISTENING SKILLS



An academic guide to enhance English listening comprehension

Introduction

Listening comprehension is considered one of the most difficult skills for students whose native language is Spanish. This skill requires not only the ability to recognize sounds and words but also to process meaning in real time. For this reason, it is essential to introduce strategies that guide students in developing their own learning. Therefore, metacognitive strategies offer effective tools to promote autonomy, reflection, and awareness during the listening task process.

Metacognitive strategies are techniques that help students reflect on their thinking. When applied to listening comprehension, these strategies enable students to plan, monitor, and evaluate their comprehension systematically. Planning involves setting goals and predicting content before listening. This phase prepares the student for greater comprehension. Monitoring refers to checking comprehension while listening, for example, by paying attention to unfamiliar words or recognizing their meaning. Finally, evaluation occurs after listening, when students identify difficulties and reflect on their performance. In this way, they consider what improvements they can apply in future tasks. Research on second language acquisition highlights that students who develop these skills tend to be more independent and self-confident, as they are not just passive recipients of information but active participants in the listening process.

In conclusion, metacognitive strategies are a key element in the development of listening comprehension skills. By incorporating these practices into the classroom, teachers can empower students to approach listening comprehension tasks with greater clarity and confidence. The purpose of this guide is to provide practical activities and tools that integrate metacognitive strategies into English classes. In this way, we can help students become more reflective and autonomous listeners.



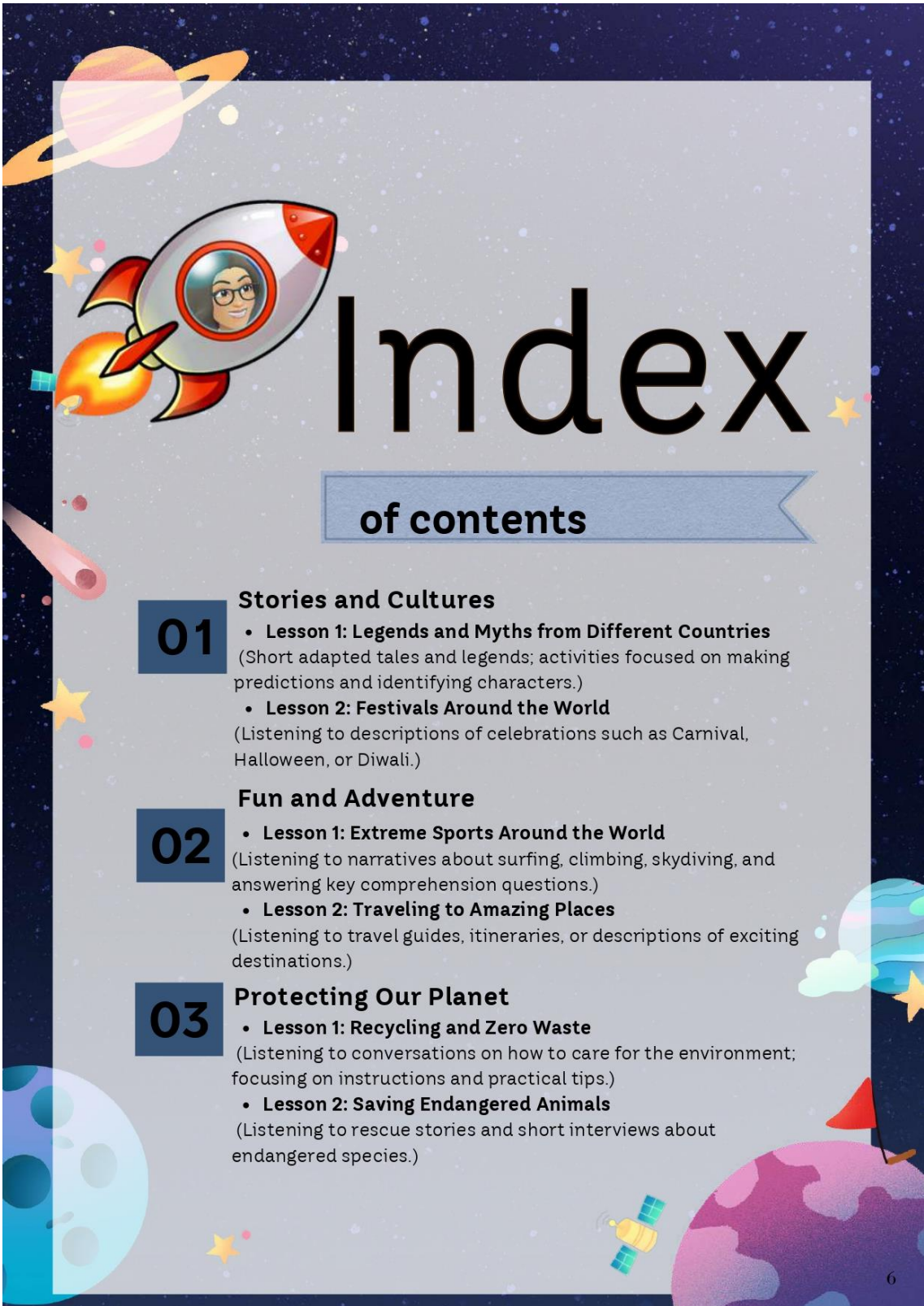
METHODOLOGY



This instructional guide has three units. Each unit of this guide contains two different listening lessons that provide students with opportunities to enhance their listening comprehension skills. The presentation of each listening lesson includes a set of metacognitive strategies that can be applied in the pre-listening, during-listening, and post-listening stages. Metacognitive strategies play an essential role in each listening lesson. This means students begin to use their own cognitive skills, which help them identify effective ways to comprehend spoken language and how they have applied their cognitive abilities to complete a listening task. This is a valuable approach to strengthen English listening comprehension skills.

IMPORTANCE OF THE GUIDE

“METACOGNITIVE DREAMERS: UNLOCKING LISTENING SKILLS” is an instructional metacognitive guide for elementary students at 28 de Abril school. This instructional guide was designed with the main purpose to help students enhance their own cognitive skills to comprehend spoken language effectively and to use their listening skills through the application of metacognitive strategies. Additionally, listening comprehension activities were used as tools to measure their auditory understanding and to identify listening comprehension difficulties in the EFL classroom



Index

of contents

01

Stories and Cultures

- **Lesson 1: Legends and Myths from Different Countries**
(Short adapted tales and legends; activities focused on making predictions and identifying characters.)
- **Lesson 2: Festivals Around the World**
(Listening to descriptions of celebrations such as Carnival, Halloween, or Diwali.)

02

Fun and Adventure

- **Lesson 1: Extreme Sports Around the World**
(Listening to narratives about surfing, climbing, skydiving, and answering key comprehension questions.)
- **Lesson 2: Traveling to Amazing Places**
(Listening to travel guides, itineraries, or descriptions of exciting destinations.)

03

Protecting Our Planet

- **Lesson 1: Recycling and Zero Waste**
(Listening to conversations on how to care for the environment; focusing on instructions and practical tips.)
- **Lesson 2: Saving Endangered Animals**
(Listening to rescue stories and short interviews about endangered species.)



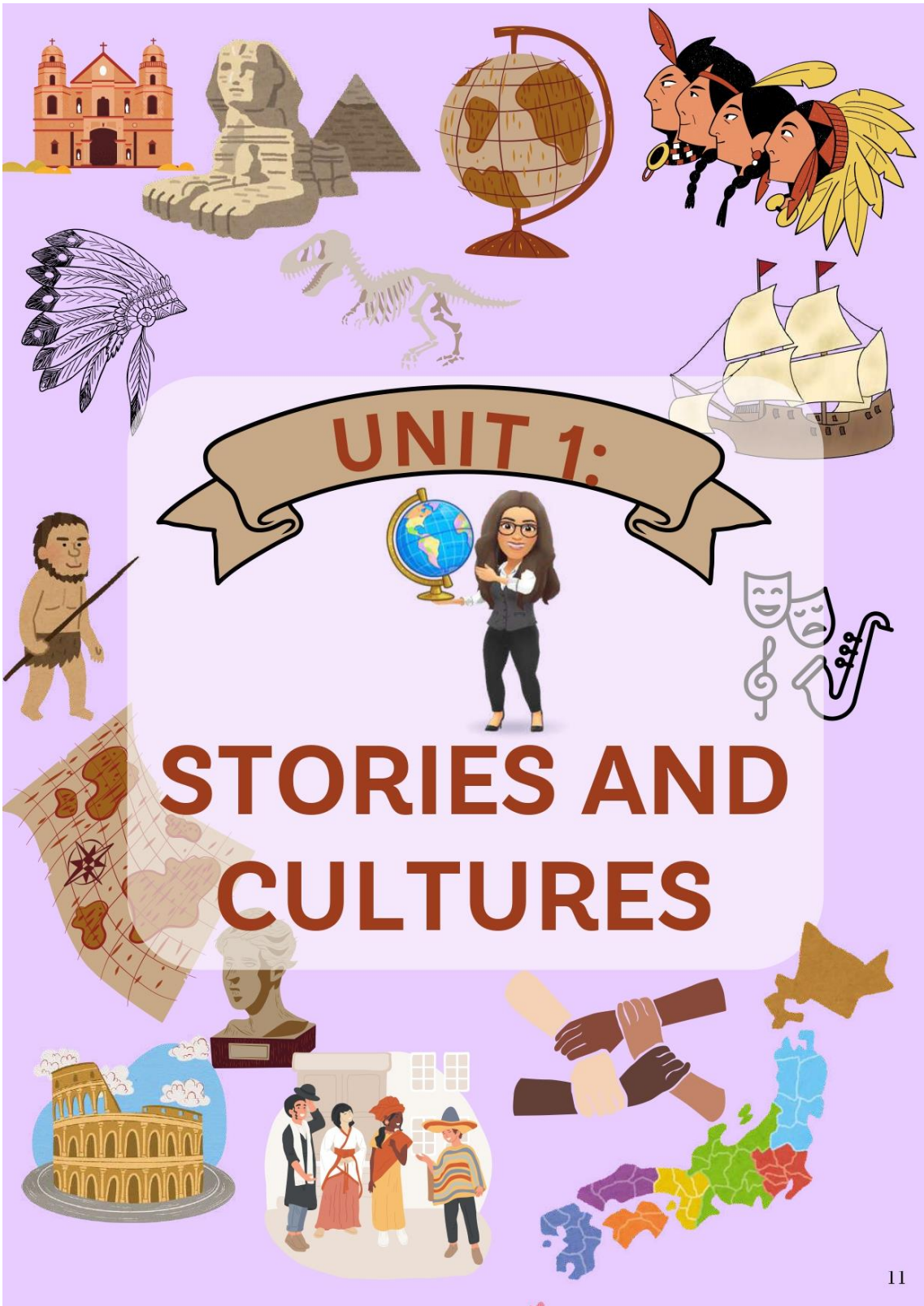
Units Development

UNIT	LESSON	VIDEO	VOCABULARY	LISTENING
1. Stories and Cultures	<p>Lesson 1: Legends and Myths from Different Countries</p> <p>Lesson 2: Festivals Around the World</p>	<p>Lesson 1: The Legend of Sleepy Hollow</p> <p>Lesson 2: Unusual Festivals Around the World</p>	This unit explores vocabulary related to myths, legends, and traditional celebrations.	<ul style="list-style-type: none"> • Predicting from Context • Pre-teaching Key Vocabulary • Listening for gist and detail • Note-taking • Checking and Summarizing
2. Fun and Adventure	<p>Lección 1: <i>Extreme Sports Around the World</i></p> <p>Lección 2: <i>Traveling to Amazing Places</i></p>	<p>Lesson 1: Wind surfing</p> <p>Lesson 2: flight attendant</p>	This unit introduces vocabulary for air travel and different sports activities.	<ul style="list-style-type: none"> • Mental Imagery • Note-taking • Listening for detailed understanding • Problem Solving • Information exchange • Pre-teaching Key Vocabulary • Listening for gist and detail • Checking and Summarizing • Reflection and Questioning



Units Development

UNIT	LESSON	VIDEO	VOCABULARY	LISTENING
3. Protecting Our Planet	<p>Lección 1: <i>Recycling and Zero Waste</i></p> <p>Lección 2: <i>Saving Endangered Animals</i></p>	<p>Lesson 1: The Lorax - The Last Tree Falls</p> <p>Lesson 2: What Animals are Endangered?</p>	<p>This unit focuses on vocabulary about environmental care, trees, and endangered animals.</p>	<ul style="list-style-type: none"> • Predicting from Context • Mental Imagery • Listening for gist and detail • Reflection and Questioning • Discussion • Previewing Audio Features • Listening for detailed understanding • Note-taking • Problem Solving • Critical and creative response



Lesson 1

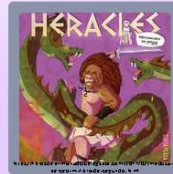


Legends and Myths from Different Countries

Objective: Students will be able to recognize and classify related vocabulary related to myths and legends.



- Do you know what a myth is?
- Is the same a myth with a legend?
- Have you heard one of them?



GETTING READY TO LISTEN

1. Before you listen, use the words from the word bank to tag each image.

Word ban



- Hero
- King / Queen
- Village
- God / Goddess
- Magic
- Monster



12



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<https://es.pinterest.com/pin/656514620143646/>

4.



<https://es.pinterest.com/pin/205758276719573821/>

5.



<https://es.pinterest.com/pin/108719798503165652/>

6.

2. According to the definition put the letter (A or B) corresponding to each concept.

A. Legends



<https://www.pinterest.com/pin/20128450098453795/>

- 1. There are no evidence to prove a particular event or character based on real facts.
- 2. There is some evidence to prove that a particular event or character based on real facts.
- 3. It is often about heroic deeds or overcoming obstacles.
- 4. It talks about supernatural characters like gods, demigods etc.
- 5. It talks about historical figures and events.
- 6. It explains the unnatural phenomenon through symbols and metaphors.

B. Myths



<https://www.pinterest.com/pin/301389400084595790/>

Definitions taken from: web site PEDIAA
<https://pediaa.com/difference-between-myth-and-legend/>





DURING THE LISTENING



- What will I listen for first: the characters, the actions, or the places?
- How will I use the pictures to help me understand the order of the story?
- What is my plan to put the events in the correct order?



3. You are going to listen a legend called "The Headless Horseman o The Legend of Sleepy Hollow". Put the event in order (1-6) in the pictures above (A-E).



- Did I follow my plan? _____
- Did my plan help me understand? _____



HALLOWEEN

4. Listen the audio. Choose the correct answer.

1. Who is Ichabod Crane?

- a) A rich farmer
- b) A school teacher
- c) A soldier

2. What does Ichabod want?

- a) To marry Katrina Van Tassel
- b) To travel to another town
- c) To fight Brom Bones

3. Who is Brom Bones?

- a) A poor student
- b) A strong man who also loves Katrina
- c) A ghost without a head

4. What happens on the way home from the party?

- a) Ichabod meets Brom Bones
- b) Ichabod sees the Headless Horseman
- c) Ichabod finds a treasure

5. What do people find the next day?

- a) Ichabod and Katrina
- b) A horse and a sword
- c) A hat and a broken pumpkin



- What is my plan to circle the correct answer?

Let's Check my progress!

- Green = I understood very well
- Yellow = I understood some parts
- Red = I didn't understand



When I am listening ...

- I look at the pictures and questions before listening.
- I think about the characters and what they want.
- I listen carefully for actions and main events.
- I connect the words I hear with the options in the questions.
- I check the order of events and answer step by step.

I reflect on my effort!



Did I stay focused during the activity?

- Yes, I did it!
- A little / Sometimes
- Not yet





AFTER LISTENING



5. Look at the pictures and vocabulary. Tell the story to your partner in 3–4 sentences. Use the guiding questions to help you:

- Who are the main characters?
- Where does the story happen?
- What is the main event or problem?

When you **relate** what you hear to images or experiences. You are creating a concept and learning at the same time.

1.

2.

3.

4.



DISCUSSION

6. Work in pairs and answer the following questions:

- Do you believe in ghosts? Why or why not?
- What would you do if you saw something scary in the dark?
- Can you tell a legend or myth from your town or country?

LESSON 2

FESTIVALS AROUND THE WORLD

Objective: Students will be able to identify specific information while watch a shor video about festivals.



<https://medium.com/@hafarajaper318/unique-festivals-around-the-world-f1d36f91981>



- Which festival do you think is the funniest? Why?
- Do you like this festival? Why?
- What festival do you celebrate in your country?



GETTING READY TO LISTEN

1. You are going to watch a short video about festivals around the world. Before you listen, try to guess the word about festival vocabulary.



<https://foxford.com/the-best-of-cultural-festivals-around-the-world/>



<https://www.aluniverso.com/teniseisemina/musica/concerto-de-musica-electronica-quinde-diaofestillego-a-qual-por-sus-festas-no/>



<https://m.amestis.com/an/587860/55760242106/>

F



M



D





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

1. Festival
2. Parade
3. Costume
4. Music
5. Dance
6. Food

- a. — an organized set of special events, such as musical performances.
- b. — a pattern of sounds made by musical instruments or voices.
- c. — a particular series of movements that you perform to music.
- d. — something that people and animals eat to keep them alive.
- e. — the set of clothes typical of a particular country or period of history.
- f. — a large number of people walking or in vehicles, all going in the same direction.

Definitions taken from: Cambridge dictionary
<https://dictionary.cambridge.org/>

3. With the concepts from Exercise 2, fill in the gaps in the sentences using the correct word:

1. In my city, people celebrate a big _____ every year with family and friends.
2. At the festival, there is loud _____ and everybody is happy.
3. People _____ together in the street and smile a lot.
4. Families eat delicious _____ like rice, meat, and bread.
5. The _____ is very long, with cars, dancers, and music.
6. Many children wear a colorful _____ during the celebration.



DURING THE LISTENING

Direct attention strategy



- What makes a festival unusual or different?
- Would you like to join a festival in another country? Why or why not?





4. You are going to listen to an audio about some unusual festivals around the world. Then, choose the best answers.



FESTIVALS AROUND THE WORLD



Video taken from:
simpleshows foundation, 2016

1. La Tomatina started in **1945 / 1980** when a man threw vegetables at people.
2. Today, it is a **fun annual event / small private party**.
3. Holi is called the Festival of **Colors / Lights**.
4. People throw **colored powders and water / tomatoes and bread** at each other.
5. This festival happens every **7 years / every year**.
6. Families dance with their **ancestors' corpses / pet animals**.
7. This festival is for thousands of **monkeys / elephants**.
8. The buffet has more than **4,000 kilos of food / 40 kilos of food**.



5. Listen again the video and number the pictures (a-d) in the order you hear them.



a. Turning of the Bones
(Madagascar)



b. Monkey Buffet Festival
(Thailand)



c. La Tomatina (Spain)



d. Holi Festival (India)





Let's Check my progress!

- Green = I understood very well
- Yellow = I understood some parts
- Red = I didn't understand

When I am listening to specific information...

- I look at the pictures and questions before listening.
- I think about the characters and what they want.
- I listen carefully for actions and main events.
- I connect the words I hear with the options in the questions.
- I check the order of events and answer step by step.

I reflect on my effort!



- I could complete the sentences with the correct information. □
- What will I do better next time when I listen to an audio?

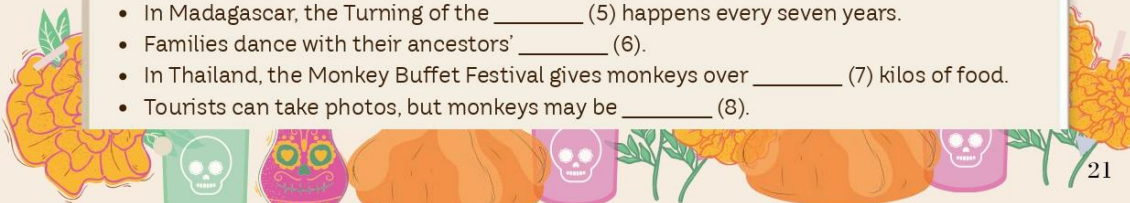
6. Listen again the video and complete the summary.


Metacognition in action!

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




- In Spain, people celebrate La _____ (1) with a giant tomato fight.
- It started in _____ (2) when a man threw vegetables at people.
- In India, the _____ (3) Festival celebrates spring with colored powders and water.
- It represents love, _____ (4), and joy.
- In Madagascar, the Turning of the _____ (5) happens every seven years.
- Families dance with their ancestors' _____ (6).
- In Thailand, the Monkey Buffet Festival gives monkeys over _____ (7) kilos of food.
- Tourists can take photos, but monkeys may be _____ (8).





My progress check!

- Did I understand the main idea?
 Yes, I did No, I didn't
- Did I find the specific information I needed?



I reflect on my effort!

- Did I try my best in the activity?
 Yes, I did No, I didn't
- Did I stay focused all the time?



AFTER LISTENING

7. Look at the pictures and vocabulary. Tell the story to your partner in 3–4 sentences. Use the guiding questions to help you:

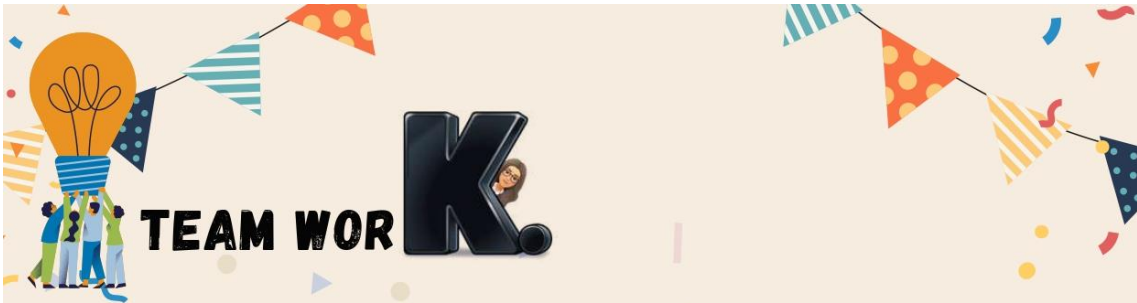
- What do people usually do during a festival?
- Why do you think festivals are important for people?
- What is your favorite part of a festival? Explain why.

Festival Poster Format

<u>Title:</u> _____		
When?	Where?	What do people do?
What do people wear?	What do you like?	Food



<https://www.postermywall.com/index.php/art/template/9120ca0116fc6e63f9a6264e234c6271/poster-template-tomato-la-tomatina-festival-design>



8. From the festivals you saw in the video, choose one or research another festival that you like. Create a poster about this festival. You can use the information you completed in the Festival Poster Format to help you.

.....

.....

.....

.....

.....

.....

Finally, present your poster to your classmates.





METACOGNITIVE DREAMERS:
UNLOCKING LISTENING SKILLS



HOLI



MYTH

Let's Celebrate

COMPLETING THIS UNIT

Let's take a moment to appreciate our hard work in this unit.

Which activity helped you understand the stories or festivals the most?

.....
.....



CULTURE

When you didn't understand a word, what did you do to figure it out?

.....
..... How did thinking about the characters
or predictions help you understand the story?

Which way of working with your classmates helped you learn better?

.....
.....

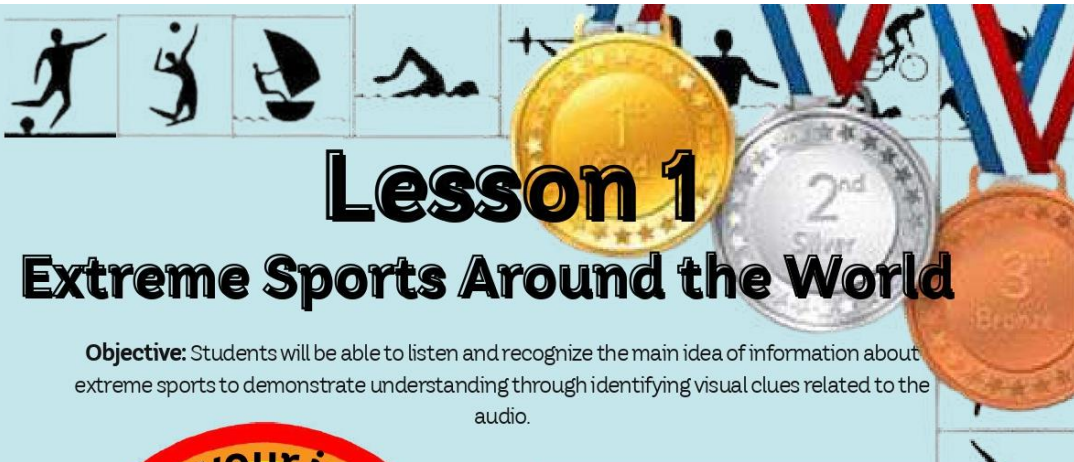
What will you do next time to understand a story or festival more easily?

.....
.....

LET'S TURN TO UNIT 2



Unidad 1: Stories and Cultures



Lesson 1

Extreme Sports Around the World

Objective: Students will be able to listen and recognize the main idea of information about extreme sports to demonstrate understanding through identifying visual clues related to the audio.



Look at the pictures and answer the following questions:

- What extreme sports do you know? Can you name two or three?
- Would you like to try an extreme sport? Why or why not?
- Can you think of an extreme sport that people practise in your country?

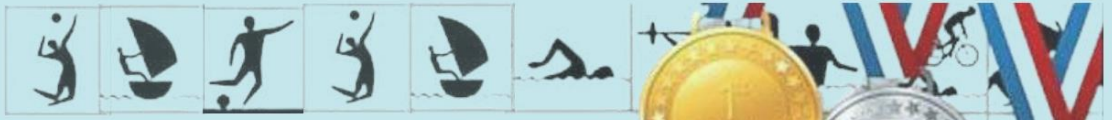


GETTING READY TO LISTEN

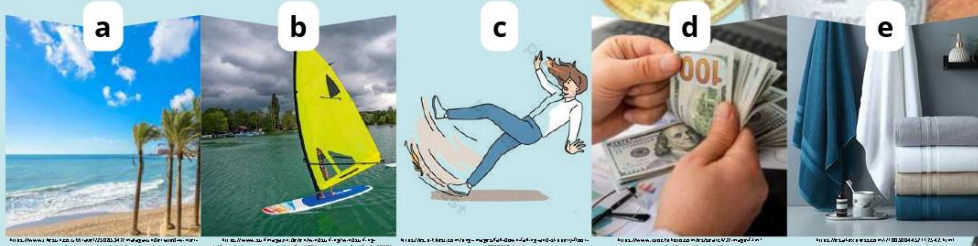
1. WORK WITH A PARTNER. DISCUSS THE QUESTIONS ACCORDING TO THE PICTURES.

1. What sport do you like? Why do you like it?
2. Do you think playing sports is important? Why or why not?





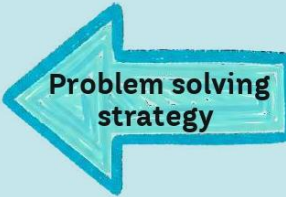
2. WHAT CAN YOU SEE IN EACH PHOTO?



3. MATCH THE WORDS FROM THE BOX TO THE PICTURES IN EXERCISE 2.

fell off windsurfer money towels sea

DURING THE LISTENING



- Remember to establish your plan before you listen.
- When you make a plan, think about the first step.
- Decide what you want to listen for: the main idea or details.



4. LISTEN CAREFULLY! SELECT THE CORRECT OPTION.



Video take from: <https://www.mansioningles.com>



1. In which country were the speaker and his friends?





2. Why were some of his friends not feeling well?



3. How many times did the narrator fall off the board?

He said it was ...



4. What excuse did the speaker give for falling off the windsurfer?

His brother has a...



5. Why was Paul so good at windsurfing?



Metacognition in action

Am I reaching my goal?

Yes No Partly

What I need to change?

New Vocabulary



I REFLECT ON MY EFFORT!

How much effort did I put into today's activity?

1. Little effort
2. Some effort
3. Good effort
4. Excellent effort

1 2 3 4

2nd Silver
3rd Bronze

5. LISTEN AGAIN TO THE AUDIO AND MARK WHETHER THE SENTENCES ARE TRUE (T) OR FALSE (F).

- ___ 1. The narrator thought would be very difficult.
- ___ 2. Some of the friends were too after the pub crawl.
- ___ 3. They had for windsurfers.
- ___ 4. The Spanish made windsurfing look easy.
- ___ 5. Paul was good because his brother has a .

Let's Check my progress!

Did I use strategies to learn better?

Yes, I used many strategies

I used some strategies

I didn't use strategies

I REFLECT ON MY EFFORT!

How close am I to reaching my goal?

Very close A little close Not close

How do I feel about my goal today?

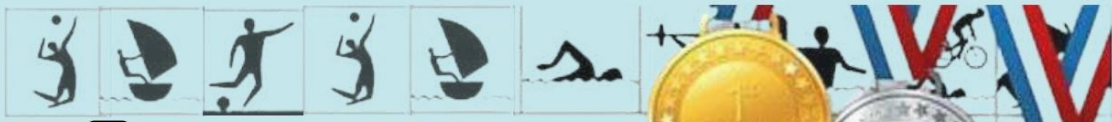
Very satisfied

Satisfied

Not satisfied

Don't FORGET!

Every effort counts. Don't give up!



AFTER LISTENING

6. NUMBER THE STORY EVENTS (1-4). WHY THEY TRIED WINDSURFING, WHAT HAPPENED TO THE NARRATOR, AND WHAT HAPPENED TO PAUL.

The friends are on the beach and they want to try windsurfing.



Paul stands on the board and windsurfs like a professional.



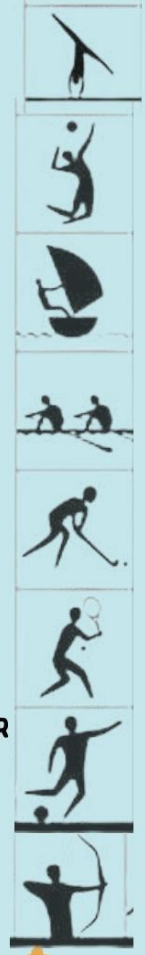
The narrator falls many times because it is very difficult.



The narrator gets on the board and tries to windsurf.



7. IN PAIRS. TELL YOUR PARTNER WHAT HAPPENED IN THE STORY. THEN CORRECT YOUR ANSWERS.

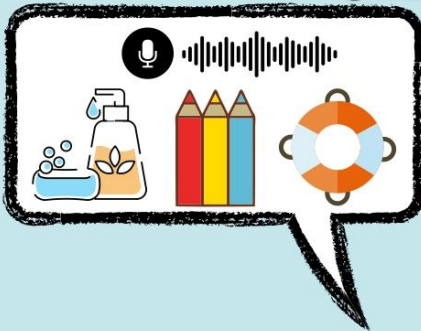




LET'S HAVE SOME FUN

LISTENING COMPREHENSION

Listen to the sentences and guess what object they're talking about.
Circle the correct picture.



LESSON 2

Traveling to Amazing Places

Objective: Students will be able to listen and understand the main idea of short dialogues about traveling to amazing places to demonstrate comprehension through engaging in simple spoken interactions.

Awaken your intellect!

Just LANDED

- Where do you want to travel: the beach, the mountains or the city?
- Why do people like to travel to new places?
- How can traveling help you learn about different people and cultures?



GETTING READY TO LISTEN

1. LOOK AT THE PICTURES AND MATCH EACH PHRASE WITH THE CORRECT IMAGE.

- **Seat forward:** When you move the back of your seat to a straight position.
- **Overhead compartment:** The small cupboard above the seats where you put bags.
- **Customs form:** A paper you complete with personal and travel information before entering a country.
- **Fasten seat belt:** To close and fix the belt around your waist to be safe.
- **Headphones:** Small speakers you wear on your ears to listen to music or audio.
- **No smoking:** A cigarette is something you smoke. "No smoking" means you cannot smoke here.



A.



B.



C.



D.



E.



F.

https://english4eol.com/practice/q2_12-air-1-overall.htm

Metacognition
in action



Did you need to translate every word to understand the airplane conversations?

- 😊 I understood with key words like seat belt, bag, form.
- 😐 I sometimes needed to translate.
- 😞 I tried to translate every word.








DURING THE LISTENING

2. YOU ARE GOING TO LISTEN ABOUT A FLIGHT ATTENDANT IS GIVING INSTRUCTIONS. PUT A IN THE CORRECT OPCION.



Video take from <https://english-practice.net/>



	<p>Could you put your seat forward now, sir?</p>
	<p>Please fasten your seat belt, sir.</p>
	<p>Let me put that bag in the overhead compartment for you.</p>
	<p>I'm collecting the headphones. Please pass them to me.</p>
	<p>Let me put that bag in the overhead compartment for you.</p>
	<p>Please put your seat forward, we are landing soon.</p>
	<p>Fasten your seat belt, the sign is on.</p>
	<p>Please put out your cigarette. There's no smoking.</p>
	<p>Please put your seat forward, we are landing soon.</p>





	<p>Please put out your cigarette. There's no smoking.</p>
	<p>Could you fill out this customs form, please?</p>
	<p>I'm collecting the headphones. We'll land in a few minutes.</p>

	<p>Please put your seat forward, we'll be landing shortly.</p>
	<p>Could you fasten your seat belt, sir?</p>
	<p>Could you fill out this customs form before arrival?</p>

	<p>I'm collecting the headphones. We'll be landing in a few minutes.</p>
	<p>Let me put that bag in the overhead compartment for you.</p>
	<p>Please put out your cigarette, sir.</p>

Keywords vs. translation

- seat belt
- customs form
- headphones
- bag
- cigarette

Which words helped you understand the story?





3. LISTEN TO THE AUDIO AGAIN. MARK THE STATEMENTS AS TRUE OR FALSE. THEN, COMPARE YOUR ANSWERS WITH A PARTNER.

STATEMENTS	TRUE	FALSE
1. The flight attendant asks the passenger to put his seat forward before landing.	<input type="checkbox"/>	<input type="checkbox"/>
2. The passenger puts his small bag under the seat.	<input type="checkbox"/>	<input type="checkbox"/>
3. The flight attendant gives the passenger a menu to choose food.	<input type="checkbox"/>	<input type="checkbox"/>
4. The flight attendant tells the passenger to stop smoking because it is not allowed.	<input type="checkbox"/>	<input type="checkbox"/>
5. The flight attendant asks the passenger to fasten his seat belt because of turbulence.	<input type="checkbox"/>	<input type="checkbox"/>
6. The flight attendant gives new headphones to the passenger for the movie.	<input type="checkbox"/>	<input type="checkbox"/>

What is better:

- listening to key words or translating every word?

Completer frases:

- I understood because I listened to _____ (seat belt / form / headphones).
- I didn't need to translate _____.



Traveler's Self-Advice

Next time:

- I will listen for _____
- "I will imagine the _____"





AFTER LISTENING

4. IN PAIRS, DRAMATIZE EACH SITUATION FROM THE AUDIO. PRACTICE AND SAY THE LINES.

SITUATION: AIR TRAVEL

A: Could you put your seat forward now, sir? We'll be landing shortly.
B: So soon? Great!

A: Could you fill out this customs form before we arrive, please?
B: Sure.
A: Thank you.

A: I'm sorry, sir. Please put out your cigarette. There's no smoking.
B: I'm sorry, I forgot. I'll put it out right away.
A: Thank you, sir.

A: Could you fasten your seat belt, sir?
B: Excuse me?
A: The pilot's turned on the "Fasten Seat Belt" sign. We may be having some turbulence.
B: I hope it doesn't get too bumpy.
A: I'm sure it will be fine. Whoops!

A: I'm collecting the headphones. We'll be landing in a few minutes. Would you mind passing them to me, please?
B: No problem. Here you go.

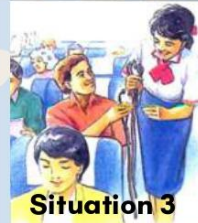
A: Excuse me, ma'am?
B: Yes?
A: Let me put that bag in the overhead compartment for you. It's too big to leave under your seat.
B: Oh, okay. Thanks.



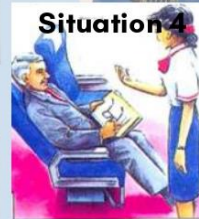
Situation 1



Situation 2



Situation 3



Situation 4



Situation 5



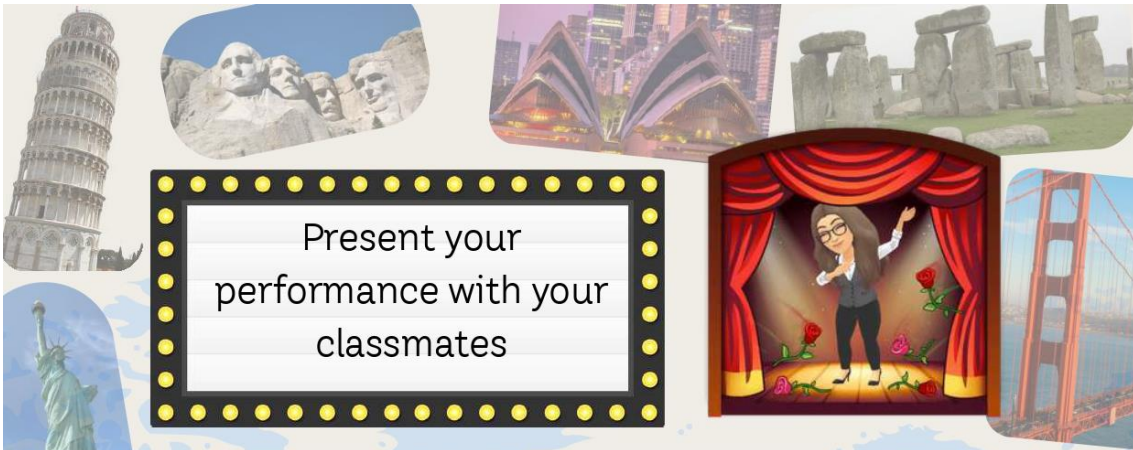
Situation 6

TIP: If you can't remember a specific phrase, try saying it in your own English using mental translation as a guide.



METACOGNITION IN ACTION





Present your
performance with your
classmates

5. LOOK AT THE SEARCH BAR AND COMPLETE THE DIALOGUES WITH THE CORRECT WORDS.

seat soon customs sure cigarette forgot
 fasten excuse headphones go bag okay

Dialogue 1

A: Could you put your (1) _____ forward now, sir? We'll be landing shortly.

B: So (2) _____? Great!

Dialogue 2

A: Could you fill out this (3) _____ form before we arrive, please?

B: (4) _____.

A: Thank you.

Dialogue 3

A: I'm sorry, sir. Please put out your (5) _____. There's no smoking.

B: I'm sorry, I (6) _____. I'll put it out right away.

A: Thank you, sir.

Dialogue 4

A: Could you (7) _____ your seat belt, sir?

B: (8) _____ me?

Dialogue 5

A: I'm collecting the (9) _____.

B: Here you (10) _____.

Dialogue 6

A: Let me put that (11) _____ in the overhead compartment.

B: Oh, (12) _____.

Look at the faces and choose the best way to describe your experience:

😊 I understood most of the audio with keywords and images; the translation helped a little.

😐 Sometimes I needed to translate to understand, but it wasn't always clear.

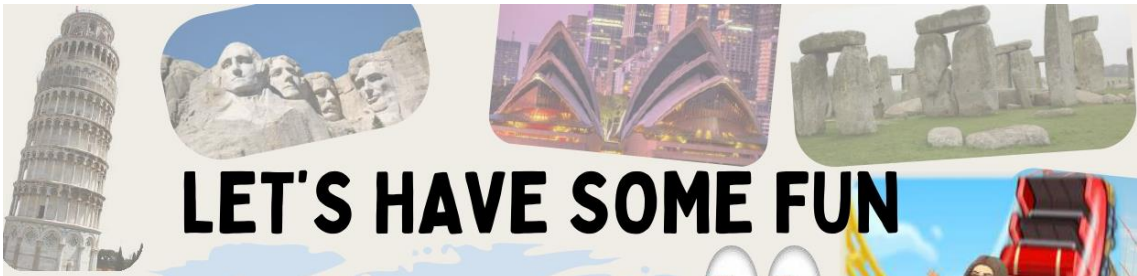
😞 I needed to translate every word to understand; it was difficult.



Quick Reflection (one word or phrase)

- Which word or phrase did you translate first? _____
- Did translation help you understand the main idea or just details? _____
- One strategy you could try next time instead of translating: _____





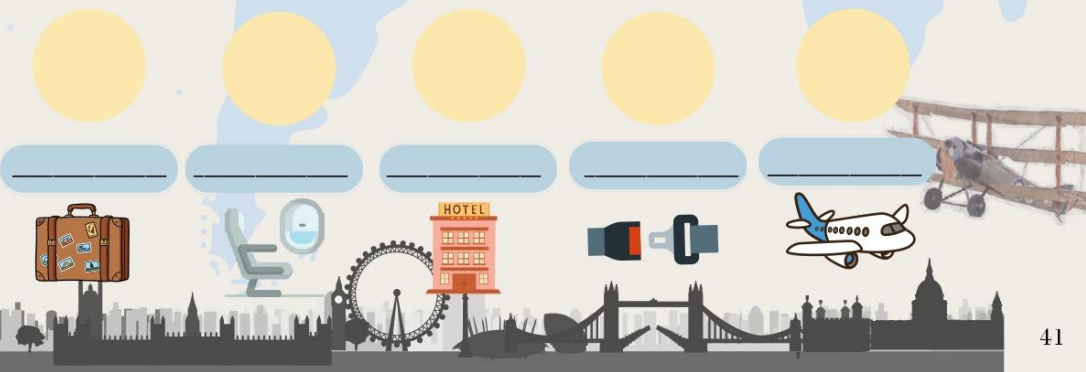
LET'S HAVE SOME FUN

I SPY WITH MY LITTLE EYE... 

Are you able to count each of the figures correctly?



HAVE YOU FOUND THEM ALL?





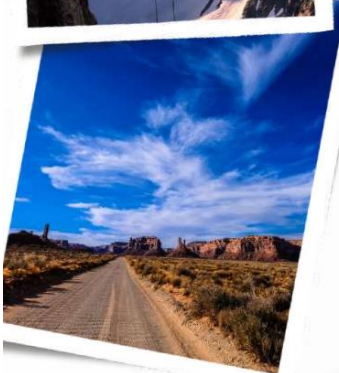
LET'S HAVE SOME FUN

RELATING SHADOWS...



Draw a line between each transport and its shadow.

The activity features a world map background. On the left side, there are five colorful transport icons: a red bicycle, a green car, a yellow school bus, a red scooter, and a white airplane with red wings. On the right side, there are five black silhouettes (shadows) of the same transport: a bicycle, a scooter, an airplane, a car, and a bus. Each icon and shadow has a small black dot next to it, intended for drawing a connecting line. The background also includes various landmarks like the Statue of Liberty, the Eiffel Tower, Big Ben, and the London Eye.



Well done

WE'VE FINISHED THIS UNIT!

Let's take a moment to appreciate our hard work in this unit.

- Which story or activity did you like more: extreme sports or traveling? Why?
.....
- What new words did you learn about sports and traveling?
.....
- How did listening to the stories help you understand the sports or the places?
.....
- Which activity would you like to try, or which place would you like to visit?
.....
- Which part of listening was easy for you, and which part was difficult?
.....

LET'S TURN TO UNIT 3.



UNIT 3

PROTECTING OUR PLANET





LESSON 1

Recycling and Zero Waste

Objective: Students will be able to listen and understand the main idea of spoken reflections about caring for the environment to demonstrate comprehension by connecting phrases to their speakers.



<https://youtu.be/BxD6GNSUJHk?si=vQhnRqnmezbsv5Mm>



- What is happening here?
- Good or bad for the planet? Why?
- What can we do instead?



GETTING READY TO LISTEN

1. Before you listen, answer the following questions










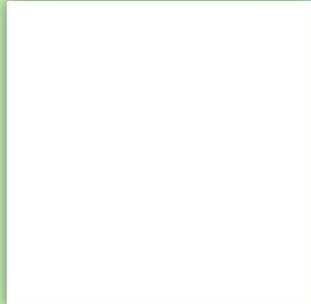
1. "Do you know The Lorax story?"
2. "What happens when too many trees are cut down?"
3. "What could happen to animals if there are no trees?"





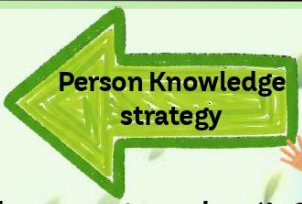
2. Before you watch the video, think about the trees in your neighborhood. Choose how you feel and draw your tree.



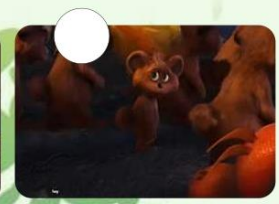
<p>How would you feel if all the trees in your neighborhood disappeared?</p> 	 Sad   Scared   Angry   Happy 
<p>Write 3 words about why trees are important and draw your favorite tree.</p>	
<p>1..... 2..... 3.....</p>	



DURING THE LISTENING



3. Watch the video and look at the scenes. Write the correct number (1-6) next to each scene.



Video take from: youtube-ClassHook

LET'S CHECK MY PROGRESS!

How much help do you think you need?"
 None some A lot

Rate your score by coloring the stars:
 Try again Perfect!

4. Listen and write who says each line: Lorax (L) or Once-ler (O).



Lorax



Once-ler

LINE	L/O
a. "You know what you can just shut your mustache."	
b. "They can't live here anymore so I'm sending them off."	
c. "I have my rights and I intend to keep on biggering."	
d. "Somebody sure made a bundle on that thing."	
e. "Son, you have let me down, Brett. You are now my favorite child."	
f. "Look, I don't want any trouble and you won't get any."	

I REFLECT ON MY EFFORT!

hi

How fast did you work today?

How was my performance today?

2 1 3

5. Write V (Verdadero) or F (Falso) for each sentence, compare your answers with a partner, and then listen again to correct them if needed.



I REFLECT ON MY EFFORT!

What did you learn from the characters about protecting nature?
I agree because.....

How do you take care of trees or nature in your community?
I agree because.....

Why do you think trees are important for our lives and the planet?
I agree because.....

SENTENCE	T/F
1. The Once-ler says his conscience is clear.	
2. The Lorax is happy about the trees being cut.	
3. The Lorax reminds the Once-ler of the promises he made.	
4. The Once-ler says he has done nothing illegal.	
5. The animals are being sent to a better place.	
6. The Lorax has given up on protecting the forest.	

Am I on the right track to complete the activity?

- I understand!
- I need to think more!
- I need help!

I REFLECT ON MY EFFORT!



How was my effort?
 Excellent Good I can do better
because

Before doing this activity, I thought...
 a)easy b)hard c)interesting d)confusing
 it was because

Now that I finished, I think...
 a)I did my best b)I need more practice c)I understand better now
 (why)



AFTER LISTENING

TEAM WORK



6. In small groups, answer the following question

1. If you were in the story, what would you do to protect the trees?
2. Do you think it is possible to stop people from cutting too many trees? How?
3. What did you learn about yourself while listening to the video?

7. Act as a 'guardian of the forest' and say one promise about what you will do to protect trees.

EXAMPLES:

- I promise to recycle paper.
- I promise to plant trees.
- I promise to help animals find safe homes.



I promise to ...

A purple notepad with yellow tabs at the top and several horizontal lines for writing.

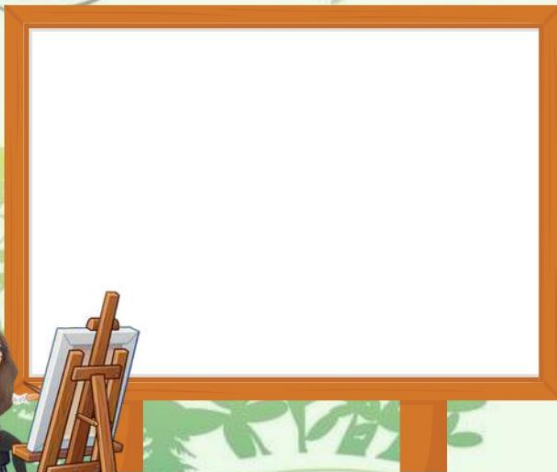


8. Draw your own tree. Then write one sentence on it about what you personally can do to protect trees.



What can you do to protect trees?

Four horizontal dotted lines for writing on the notepad.



LET'S HAVE SOME FUN

GREEN WORD SEARCH PUZZLE

Find the recycling keywords in the word search :



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

Rights

Resources

Pollution

Species

Smog

Environment

Trees

Nature

Habitat

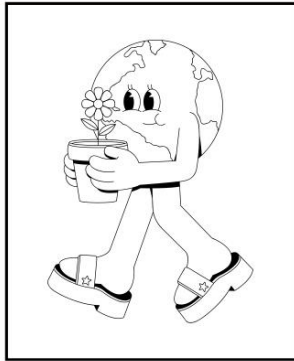


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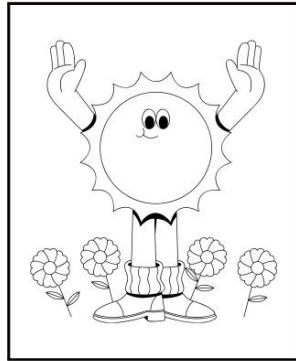


Celebrate Earth Day

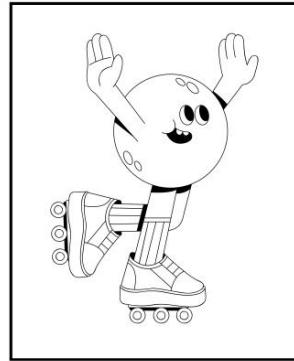
Color and complete the sentences to take care of the planet



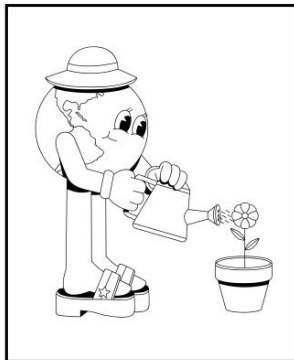
I take care of the planet when...



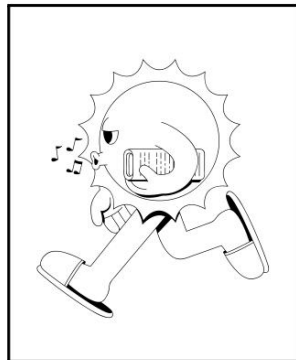
One thing I can reuse is...



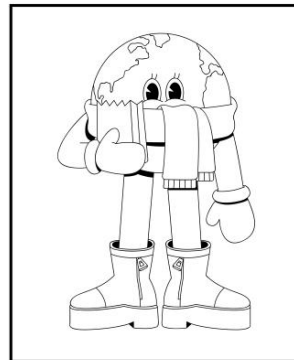
I like nature because...



Saving water is important because...



When I go out into nature I like to...



Something I can recycle at home is...

Lesson 2

Saving Endangered Animals

Objective: Students will be able to listen and identify the main information in a real-life context to demonstrate comprehension by responding to statements and matching answers to questions.



- **Do you know these animals?**

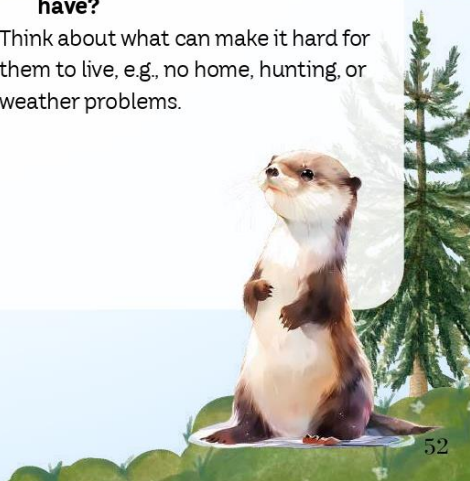
Look at the pictures and say the names of the animals you know.

- **Which animals are in danger?**

Point to the animals you think are endangered. Why do you think so?

- **What problems do these animals have?**

Think about what can make it hard for them to live, e.g., no home, hunting, or weather problems.





GETTING READY TO LISTEN

Directed Attention
Problem-Solving
strategies

1. Look at the pictures of animals above and discuss with your partner:



Which of these animals do you think are endangered? Why?



Write 1-2 sentences predicting what the video will talk about.

1. _____
2. _____

Video take from:
Twinkl Educational Publishing

Directed Attention
strategy

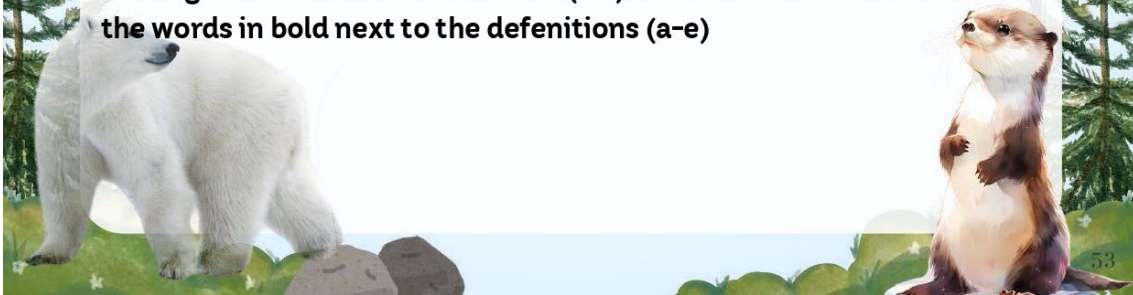
Answer



METACOGNITION
IN ACTION!

- What do I already know about endangered animals?
- Which animals are most familiar to me, and which ones are new?

2. You are going to listen an audio about "What Animals are Endangered?". Read the sentences (1-5). Then write the correct form of the words in bold next to the definitions (a-e)



Sentences:

1. Mountain gorillas are **endangered species** that need protection to survive.
2. We must protect the forest **habitat** of many animals to keep them safe.
3. Human activity can cause the **extinction** of many species if we are not careful.
4. National parks are wildlife **reserves** where animals can live safely.
5. Some animals live in **captivity** in zoos, but it is better to protect them in the wild.

Definitions:

- a _____ (n) animal or plant that is considered in danger of no longer existing because there are very few left alive.
- b _____ (n) the natural environment in which an animal or plant usually lives.
- c _____ (n) a situation in which something no longer exists.
- d _____ (v) to keep something for a particular purpose or time.
- e _____ (n) the situation in which a person or animal is kept somewhere and is not allowed to leave.

Definitions taken from: Cambridge dictionary
<https://dictionary.cambridge.org/>

Problem-Solving strategy

- What words are easy?
 What words are hard?
 How can I learn them?



DURING THE LISTENING

3. Listen to the video and answer Yes or No. Then, compare your answers with a partner and correct if needed.

STATEMENTS	YES	NO
1. The dodo became extinct because of disease.		
2. Orangutans are endangered animals.		
3. Polar bears are in danger.		
4. Climate change affects animals.		
5. We can protect animals by making nature reserves.		
6. People can help animals by doing nothing.		

- Am I listening for the main ideas?
 Yes No
- What can I do if I don't understand something?

Let's Check my progress!



4. Listen to the video carefully. Match the question with the correct answer.

QUESTIONS	ANSWERS
1. What is an endangered species?	_____
2. How might a species become endangered?	_____
3. What animals are endangered today?	_____
4. What happened to the dodo?	_____
5. What can we do to protect animals?	_____
6. How can we protect them?	_____

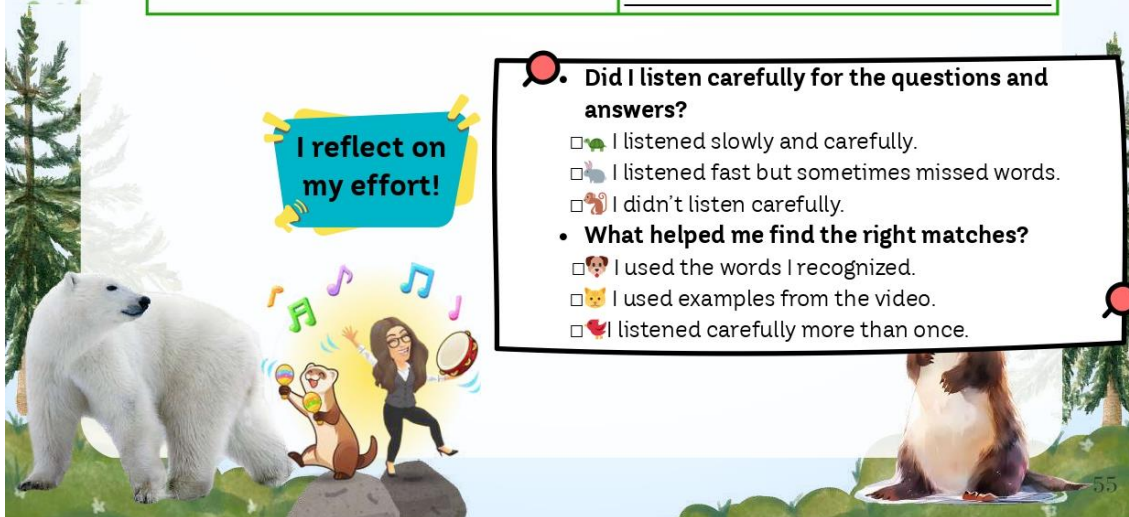
I reflect on my effort!

• Did I listen carefully for the questions and answers?

- 🌿 I listened slowly and carefully.
- 🗣️ I listened fast but sometimes missed words.
- 🗣️ I didn't listen carefully.

• What helped me find the right matches?

- 🧠 I used the words I recognized.
- 🐼 I used examples from the video.
- ❤️ I listened carefully more than once.



5. Listen again and complete the sentences with the correct words from the video.

1. An endangered species is a species that is threatened with _____.
2. Main reasons: habitat loss, _____, disease, and climate change.
3. The dodo became extinct because of _____.
4. Some endangered animals are _____, _____, and _____.
5. We need to discover, protect, and take _____.
6. We can protect animals by making _____ and stopping hunting.



Did I notice all the missing words?



What strategy helped me catch them?



AFTER LISTENING

6. Discuss in pairs, the following questions:



- Which endangered animal surprised you the most? Why?
- What can you personally do to help protect these animals?



I reflect on my effort!

Think about your listening performance and choose a color:

Why did I choose this color?

What can I do better next time?

- I understood almost everything.
- I understood some parts.
- It was hard to understand.



TEAM WORK.

7. Imagine you are a wildlife protector. Complete the table and write one sentence about something you can do to help endangered animals.

- Choose the animal you want to protect.
- Think about what problems or dangers affect this animal.
- Complete the table with your ideas.

Our endangered animal is: _____		
Why is it in danger?	How is it affected right now?	What can we do to help it?

Write one sentence about what you can do to protect endangered animals.

Example:

- "I will recycle to protect sea turtles."
- I will ...
- I will ...
- I will ...



Decorate your ID card as you wish!

Wildlife Protector ID Card

- Name: _____
- Animal: _____
- My Action: _____

After you finish:

Share your idea with your classmates and discover how many ways your group can help protect endangered animals.



What did I learn or change after this video?

LET'S HAVE SOME FUN

i'm always with you



ECOSYSTEMS

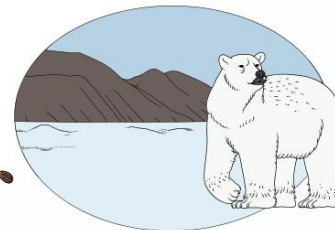
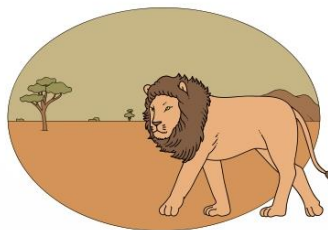


01. Find the different ecosystems in the word search.

A	M	T	E	M	P	J	E	M	A	N	E	R	A	A	R	B	S
R	O	U	I	X	O	U	A	S	A	B	A	N	A	V	E	O	A
J	U	N	G	L	A	U	R	E	L	F	O	R	E	S	T	H	B
C	O	A	S	T	I	G	R	T	O	E	X	X	E	E	I	Q	A
M	O	O	R	M	O	L	R	A	C	T	U	N	D	R	A	U	N
A	J	A	D	E	S	E	R	A	I	N	F	O	R	E	S	T	A

- JUNGLE
- DESERT
- MOOR
- LAUREL FOREST
- SAVANNA
- COAST
- RAINFOREST
- TUNDRA
- STEPPE
- FOREST

02. Name the ecosystem that corresponds to each image.



03. Write a determining characteristic of each of the ecosystems listed below.

STEPPE CANTABRIAN COAST

LAUREL FOREST DESERT

MEDITERRANEAN FOREST

LET'S HAVE SOME FUN Wild Bingo

real
funny
stuff.



WE DID IT!

GUIDE COMPLETE!

METACOGNITIVE
DREAMERS:
UNLOCKING
LISTENING
SKILLS



Let's take a moment to appreciate our hard work in this unit.

Which activity helped you understand the stories or instructions the most?

.....

When you didn't know a word, what did you do to understand it?

.....

How did listening carefully or thinking about the story help you remember information?

.....

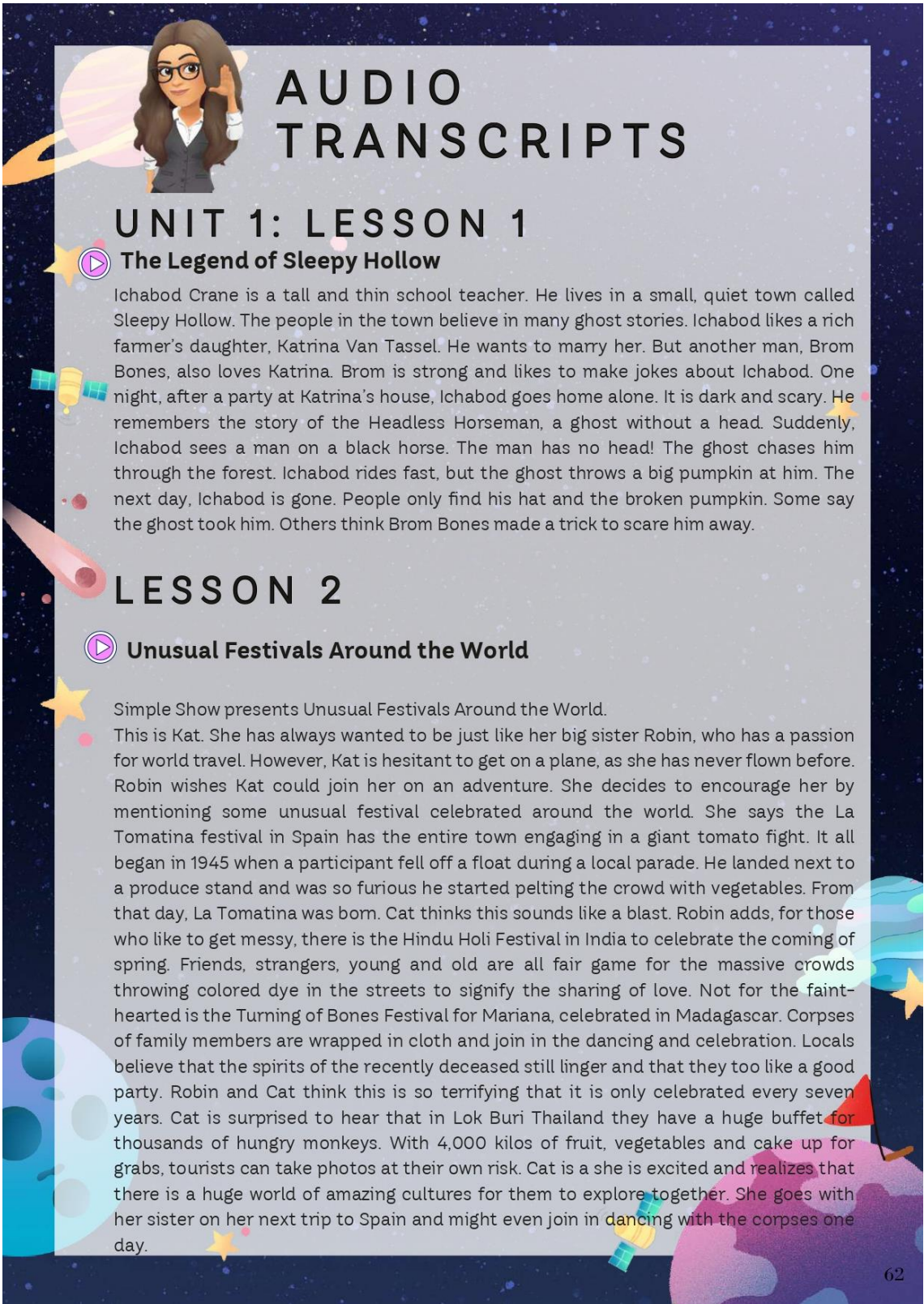
Which way of working with your classmates helped you learn better?

.....

What will you do next time to understand the lesson even easier?

.....





AUDIO TRANSCRIPTS

UNIT 1: LESSON 1

The Legend of Sleepy Hollow


Ichabod Crane is a tall and thin school teacher. He lives in a small, quiet town called Sleepy Hollow. The people in the town believe in many ghost stories. Ichabod likes a rich farmer's daughter, Katrina Van Tassel. He wants to marry her. But another man, Brom Bones, also loves Katrina. Brom is strong and likes to make jokes about Ichabod. One night, after a party at Katrina's house, Ichabod goes home alone. It is dark and scary. He remembers the story of the Headless Horseman, a ghost without a head. Suddenly, Ichabod sees a man on a black horse. The man has no head! The ghost chases him through the forest. Ichabod rides fast, but the ghost throws a big pumpkin at him. The next day, Ichabod is gone. People only find his hat and the broken pumpkin. Some say the ghost took him. Others think Brom Bones made a trick to scare him away.

LESSON 2

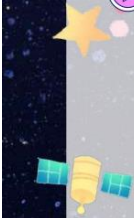
Unusual Festivals Around the World

Simple Show presents Unusual Festivals Around the World.

- This is Kat. She has always wanted to be just like her big sister Robin, who has a passion for world travel. However, Kat is hesitant to get on a plane, as she has never flown before. Robin wishes Kat could join her on an adventure. She decides to encourage her by mentioning some unusual festival celebrated around the world. She says the La Tomatina festival in Spain has the entire town engaging in a giant tomato fight. It all began in 1945 when a participant fell off a float during a local parade. He landed next to a produce stand and was so furious he started pelting the crowd with vegetables. From that day, La Tomatina was born. Kat thinks this sounds like a blast. Robin adds, for those who like to get messy, there is the Hindu Holi Festival in India to celebrate the coming of spring. Friends, strangers, young and old are all fair game for the massive crowds throwing colored dye in the streets to signify the sharing of love. Not for the faint-hearted is the Turning of Bones Festival for Mariana, celebrated in Madagascar. Corpses of family members are wrapped in cloth and join in the dancing and celebration. Locals believe that the spirits of the recently deceased still linger and that they too like a good party. Robin and Kat think this is so terrifying that it is only celebrated every seven years. Kat is surprised to hear that in Lok Buri Thailand they have a huge buffet for thousands of hungry monkeys. With 4,000 kilos of fruit, vegetables and cake up for grabs, tourists can take photos at their own risk. Kat is excited and realizes that there is a huge world of amazing cultures for them to explore together. She goes with her sister on her next trip to Spain and might even join in dancing with the corpses one day.



UNIT 2: LESSON 1



Wind surfing

Windsurfing. It looked so easy from the beach. How hard could it be? I thought to myself as I watched ten-year-olds skim across the sea at breakneck speed. It was a sunny, breezy day on the Spanish beach and my mates and I were checking to see if we had enough money to rent a windsurfer after last night's pub crawl. Those of us with heavy hangovers were lying zombie-like on the sand with towels over our faces. But Roger, Paul and I were keen to try windsurfing before we flew back to London the following day. We had enough money for two windsurfers, so we decided to share and in minutes we were having a beginner's lesson from a handsome tanned Spaniard. He made it look so easy, so I jumped on first and immediately fell off. Over the next 20 minutes I fell off 16 more times and I was convinced that my windsurfer was broken. Paul jumped on and immediately flew off into the horizon like a professional. He even walked around the board successfully and began to sell back to us. These brothers got a board, informed Roger. That's why he's so good.



LESSON 2




A flight attendant

A flight attendant is giving instructions. Listen and number the pictures. One. Could you put your seat forward now, sir? We'll be landing shortly. So soon? Great. Two. Could you fill out this customs form before we arrive, please? Sure. Thank you. Three. Three. I'm sorry, sir. Please put out your cigarette. There's no smoking. I'm sorry. I forgot. I'll put it out right away. Thank you, sir. Four. Could you fasten your seatbelt, sir? Excuse me? The pilot's turned on the fasten seatbelt sign. We may be having some turbulence. I hope it doesn't get too bumpy. I'm sure it will be fine. Whoop. Five. I'm collecting the headphones. We'll be landing in a few minutes. Would you mind passing them to me, please? No problem. Here you go. Six. Excuse me, ma'am? Yes. Let me put that bag in the overhead compartment for you. It's too big to leave under your seat. Oh, okay. Thanks.



UNIT 3: LESSON 1



The Lorax - The Last Tree Falls


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Paul jumped on and immediately flew off into the horizon like a professional. He even walked around the board successfully and began to sell back to us. These brothers got a board, informed Roger. That's why he's so good.



LESSON 2



What Animals are Endangered?

What animals are endangered?

Before we answer that question, let's think about what is an endangered species. An endangered species is a species that is threatened with extinction. They often have a small habitat, and they are a species that has a small population. How might a species become endangered? This can be for a number of reasons, but the main reasons are habitat loss, hunting, disease, and climate change. The most famous example of an endangered species becoming extinct is the dodo. The main reason for it becoming extinct was because of hunting. So what animals are endangered today? Orangutans, polar bears, sea turtles, red squirrels, giant otters, mountain gorillas, giant pandas, summer tren tigers, and kiwis, just to name a few. So what is being done to protect endangered animals. The three main things we need to do is discover, protect, and take action. We need to study the species. Where does it live? What are its dangers? And how many individuals are there in the wild? We need to Protect them by breeding more animals in captivity and releasing them back into the wild. We can also protect through creating nature reserves and making laws to make hunting illegal.

And finally, taking action, giving people the information need so that they know how to help. We hope you found this video useful. Thanks for watching.



SAMPLE ANSWER SHEETS

UNIT 1 KEY

Lesson 1: Legends and Myths from Different Countries



Awaken your intellect!
Students own answer

Activity 1: Before you listen, use the words from the word bank to tag each image.
1.Hero 2.God/Goddess 3.Monster 4.Village 5.King / Queen 6.Magic

Activity 2: According to the definition put the letter (A or B) corresponding to each concept.
1. B 2. A 3. A 4. B 5. A 6. B

Activity 3: You are going to listen a legend called "The Headless Horseman o The Legend of Sleepy Hollow". Put the event in order (1-6) in the pictures above (A-E).
A. 2 B. 1 C. 5 D. 4 E. 3



Activity 4: Listen the audio. Choose the correct answer.
1. b 2. a 3. b 4. b 5. c

Activity 5: Look at the pictures and vocabulary. Tell the story to your partner in 3-4 sentences. Use the guiding questions to help you:
Students own answer

Activity 6: Work in pairs and answer the following questions:
Students own answer

Lesson 2: Festivals Around the World

Awaken your intellect!
Students own answer

Activity 1: You are going to watch a short video about festivals around the world. Before you listen, try to guess the word about festival vocabulary.

1. Festival 2.Music 3.Dance 4.Food 5.Costume 6. Parade

Activity 2: Look at the following concepts (1-6) and match them with their definitions (a-f).

a. 1 b. 4 c. 5 d. 6 e. 3 f. 2

Activity 3: With the concepts from Exercise 2, fill in the gaps in the sentences using the correct word.

1. Festival 2. Music 3. Dance 4. Food 5. Parade 6. Costume

Activity 4: You are going to listen to an audio about some unusual festivals around the world. Then, choose the best answers.

1. 1945 2. fun annual event 3. Colors 4. colored powders and water 5. every 7 years 6. corpses 7. monkeys 8. 4,000 kilos of food

Activity 5: Listen again the video and number the pictures (a-d) in the order you hear them.

a. 4 b. 3 c. 1 d. 2

Activity 6: Listen again the video and complete the summary.

1. Tomatina 2. 1945 3. Holi 4. unity 5. Bones 6. corpses 7. 4,000 8. wild

Activity 7: Look at the pictures and vocabulary. Tell the story to your partner in 3-4 sentences. Use the guiding questions to help you.

Students own answer

Activity 8: Create a poster about this festival. You can use the information you completed in the Festival Poster Format to help you.

Students own answer


1. Title	Name of the festival	<i>Carnaval</i>
2. When?	Month or date	<i>In February</i>
3. Where?	City or place	<i>In Ambato</i>
4. What do people do?	2-3 short sentences	<i>People dance. People eat food.</i>
5. What do people wear?	1 sentence	<i>People wear costumes.</i>
6. What do you like?	1 short opinion sentence	<i>I like this festival because</i>
7. Picture	Draw or paste a picture	



SAMPLE ANSWER SHEETS



UNIT 2 KEY



Lesson 1: Extreme Sports Around the World

Awaken your intellect!

Students own answer

Activity 1: Work with a partner. Discuss the questions according to the pictures.
Students own answer

Activity 2: What can you see in each photo?
Students own answer

Activity 3: Match the words from the box to the pictures in Exercise 2.
a. sea b. windsurfer c. fell off d. money e. towels

Activity 4: Listen carefully! Select the correct option.
1. b 2. a 3. b 4. b 5. c

Activity 5: Listen again to the audio and mark whether the sentences are true (T) or false (F).
1. False 2. True 3. True 4. True 5. True

Activity 6: Number the story events from (1-4). why they tried windsurfing, what happened to the narrator, and what happened to Paul.
A. 1 B. 4 C. 3 D. 2

Activity 7: In pairs. Tell your partner what happened in the story. Then correct YOUR answers.
Students own answer

Lesson 2: Traveling to Amazing Places

Awaken your intellect!

Students own answer

Activity 1: Look at the pictures and match each phrase with the correct image.

- A. Seat forward
- B. Overhead compartment
- C. Customs form
- D. Fasten seat belt
- E. Headphones
- F. No smoking

Activity 2: You are going to listen about A flight attendant is giving instructions. put a in the correct option.

1. Could you put your seat forward now, sir?
2. Let me put that bag in the overhead compartment for you.
3. Please put your seat forward, we are landing soon.
4. I'm collecting the headphones. We'll land in a few minutes.
5. Could you fasten your seat belt, sir?
6. Please put out your cigarette, sir.

Activity 3: Listen to the audio again. Mark the statements as true or false. Then, compare your answers with a partner.

- 1.TRUE 2.FALSE 3.TRUE 4.TRUE 5.FALSE 6.TRUE

Activity 4: In pairs, dramatize each situation from the audio. Practice and say the lines.
Students own answer

Activity 5: Look at the search bar and complete the dialogues with the correct words.

- 1.seat
- 2.soon
- 3.customs
- 4.sure
- 5.cigarette
- 6.forgot
- 7.fasten
- 8.excuse
- 9.headphones
- 10.go
- 11.bag
- 12.okay




SAMPLE ANSWER SHEETS



UNIT 3 KEY

Lesson 1: Recycling and Zero Waste



Awaken your intellect!

Students own answer


Activity 1: Before you listen, answer the following questions

Students own answer

Activity 2: Before you watch the video, think about the trees in your neighborhood. Choose how you feel and draw your tree.

Students own answer

Activity 3: Watch the video and look at the scenes. Write the correct number (1–6) next to each scene.



Activity 4: Listen and write who says each line: Lorax (L) or Once-ler (O).

- a. O
- b. L
- c. O
- d. O
- e. L
- f. O

Activity 5: Write V (Verdadero) or F (Falso) for each sentence, compare your answers with a partner, and then listen again to correct them if needed.

1.T 2.F 3.T 4.T 5.T 6.F

Activity 6: In small groups, answer the following question

Students own answer

Activity 7: Act as a 'guardian of the forest' and say one promise about what you will do to protect trees.

Students own answer

Activity 8: Draw your own tree. Then write one sentence on it about what you personally can do to protect trees.

Students own answer

Lesson 2: Saving Endangered Animals

Awaken your intellect!

Students own answer

Activity 1: Look at the pictures of animals above and discuss with your partner:

Examples:

- *I think the video will talk about endangered animals and why they are disappearing. It may also explain how humans can protect them.*
- *I predict the video will show different endangered species and their habitats. Maybe it will give ideas to stop extinction and save the animals.*

Activity 2: You are going to listen an audio about "What Animals are Endangered?". Read the sentences (1-5). Then write the correct form of the words in bold next to the definitions (a-e)

- endangered species
- habitat
- extinction
- reserves
- captivity

Activity 3: Listen to the video and answer Yes or No. Then, compare your answers with a partner and correct if needed.

1. YES 2. YES 3. NO 4. NO 5. YES 6. NO

Activity 4: Listen to the video carefully. Match the question with the correct answer.

- They lose their homes, are hunted, or face climate change.
- Orangutans, polar bears, sea turtles, and more.
- A species that can disappear forever.
- It became extinct because of hunting.
- Discover, protect, and take action.
- By creating nature reserves and stopping hunting.

Activity 5: Listen again and complete the sentences with the correct words from the video.

1. extinction / 2. hunting / 3. hunting / 4. orangutans, polar bears, sea turtles / 5. action / 6. nature reserves

Activity 6: Discuss in pairs, the following questions:

Activity 7: Imagine you are a wildlife protector. Complete the table and write one sentence about something you can do to help endangered animals.

Students own answer

Activity 8: Create a poster about this festival. You can use the information you completed in the Festival Poster Format to help you.

Students own answer



REFERENCES

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October, 2025

*Thankful
for you*



by Evelin Toro

6 CHAPTER V: CONCLUSIONS AND RECOMMENDATIONS

6.1 Conclusions

- The ability to listen in English language learning is a constant and active process. Therefore, the integration of metacognitive strategies to improve listening comprehension emphasizes active participation, reflection, and knowledge construction. Furthermore, these strategies enable students to become aware of their own cognitive processes, promoting meaningful learning, autonomy, and self-regulation.
- The study supports earlier findings that showed teachers and students still do not know enough about how to use metacognitive strategies in listening comprehension exercises. Thus, the study emphasizes how crucial professional growth and specific instruction in the application of metacognitive strategies are for both teachers and students.
- Providing an academic guide with metacognitive strategies that offer different visual, kinesthetic, and collaborative activities to improve listening comprehension. This gives teachers a practical framework for increasing their students' motivation, participation, reflection, and active awareness, thereby improving their listening skills.

6.2 Recommendations

- Language teachers used to apply active learning strategies aimed at improving listening skills at different educational levels, for this reason, it is important that teachers receive prior training on the theoretical and practical aspects of metacognitive strategies. Continuous professional development will enable educators to apply these strategies effectively, adapting them to the needs of students and improving the quality of English language learning.
- The research revealed that mastering language is an important prerequisite for mastering social skills. On this basis, teachers should establish an emotional connection with their students to better understand their learning styles and personal challenges. This empathetic approach allows educators to select and apply the metacognitive strategies that best suit each group, promoting confidence, motivation, and a positive learning environment.
- The guide encourages the use of visual, kinesthetic, and group activities that will stimulate students' interest and increase their motivation to learn English. The implementation of metacognitive strategies inspires both teachers and students to explore new skills and become more deeply involved in the process of learning English, leading to effective communicative mastery of the language.

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8 APPENDICES

8.1 Annex 1. Instruments Validation



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

Ibarra, 05 de mayo de 2025

Doctora

Sandra Mariana Guevara Betancourt

Docente de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros

De mis consideraciones:

Mediante el presente, solicito muy comedidamente se digne validar las entrevistas y encuestas de Investigación del Proyecto METACOGNITIVE STRATEGIES TO ENHANCE ENGLISH LISTENING COMPREHENSION IN 7TH GRADE ELEMENTARY STUDENTS AT 28 DE ABRIL SCHOOL. Previo a 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,

Nombre: Toro Pastas Evelin Clara

C. C.: 0402051601

Estudiante de la carrera Pedagogía de los Idiomas Nacionales y Extranjeros – Inglés



UNIVERSIDAD TÉCNICA DEL NORTE
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA – FECYT
PEDAGOGIA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

INTERVIEW FOR TEACHERS

Theme: METACOGNITIVE STRATEGIES TO ENHANCE ENGLISH LISTENING COMPREHENSION IN 7TH GRADE ELEMENTARY STUDENTS AT 28 DE ABRIL SCHOOL

Objective: Analyze the teaching methodologies and strategies used by teachers to enhance students’ listening comprehension.

Dear Teacher, the information gathered in this interview also seeks to understand how teachers address challenges in listening activities and integrate metacognitive strategies into their instruction, it is for academic purposes and will be kept anonymous. Please respond honestly.

Please respond to each of these questions, giving reasons for your answers.

1. How many years have you been teaching English?

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2. What challenges do you encounter when teaching listening skills to your students, and how do you address them?

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3. How do you foster student engagement during your listening lessons?

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4. How do you assess your students' listening comprehension, and what internal or external factors do you believe influence their performance?

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5. What teaching strategies do you primarily use to develop your students' listening skills in English classes?

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6. How do identifying and self-monitoring strategies support students in developing their listening skills? Why?

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7. Have you incorporated metacognitive strategies, like those mentioned above, into your listening activities. If yes, how?

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8. Do you think that a pedagogical guide with metacognitive strategies could contribute to students' development of listening skills?

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THANK YOU FOR YOUR COOPERATION



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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:

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SURVEY FOR STUDENTS

Theme: METACOGNITIVE STRATEGIES TO ENHANCE ENGLISH LISTENING COMPREHENSION IN 7TH GRADE ELEMENTARY STUDENTS AT 28 DE ABRIL SCHOOL

Objective: Gather information on students' experiences and perspectives regarding metacognitive strategies in listening comprehension to better understand their needs and preferences at 28 de Abril School.

Dear student:

- This questionnaire consists of 10 questions.
- Choose the option you feel comfortable.

All the information gathered in this questionnaire will remain anonymous and confidential. So, please answer the following questions truthfully.

1. Gender

Female Male Other

2. How much do you like learning English?

- I like it a lot
- I like it
- I don't like it very much
- I don't like it at all

3. Being able to understand what people say in English affects how I learn.

- Strongly disagree
- Disagree
- Neutral
- Agree
- Strongly agree

4. How difficult is it for you to understand English when people speak?

- Very difficult
- A little difficult
- Not very difficult
- Not difficult at all



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5. How motivated do you feel to practice listening in English?

- Very motivated
- Somewhat motivated
- A little motivated
- Not motivated at all

6. How does your teacher motivate you to improve your listening skills in English?

- Encourages me to keep trying, even when I don't understand
- Gives me clear goals to reach in listening comprehension
- Talks about how important listening is for learning English
- Gives fun activities that make listening easier
- Praises me when I make progress in listening

7. What activities do you usually do in English class to practice listening? (You can choose more than one)

- Listen to short conversations or dialogues
- Watch videos or short movies in English
- Complete exercises where you fill in missing words while listening
- Answer questions after listening to something
- Listen to songs and talk about the words
- Listen to short stories and answer questions
- Match pictures or words with what you hear
- Listen to information and decide if it's true or false
- Listen for important details (like dates or numbers)
- Do dictations where you write what you hear

8. What listening activities do you enjoy the most in class? (You can choose more than one)

- Listening to stories in English
- Watching videos or cartoons in English
- Playing listening games in class
- Listening to songs and singing in English
- Working in pairs or groups to understand better
- Listening to podcasts or audio clips
- Matching pictures to the story you hear



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9. When you don't understand something in English, what do you usually do?

- Ask my teacher to explain it again
- Ask a classmate to explain it
- Try to guess the meaning by the context
- Write it down and ask later
- Listen to it again until I understand

10. Do you do anything to help you understand when you listen to English? (For example, guess words, listen for important words, or look at the speaker's face.)

- I try to guess the meaning of words I don't understand.
- I focus on important words or phrases.
- I listen to what is happening around the conversation.
- I write down words or phrases I don't know.
- I ask my teacher or classmates for help if I don't understand.
- I listen again or try to repeat what I hear.

I AM GRATEFUL FOR YOUR COOPERATION



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PEDAGOGÍA DE LOS IDIOMAS NACIONALES Y EXTRANJEROS

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			

Firma del Evaluador

C.C.: ...1002503520.....

Apellidos y nombres completos	Sandra Mariana Guevara Betancourt
Título académico	Doctora
Institución de Educación Superior	Universidad técnica del Norte
Correo electrónico	smguevara@utn.edu.ec
Teléfono	0992408560
Fecha de envío para la evaluación del experto:	5 de mayo del 2025
Fecha de revisión del experto:	26 de mayo del 2025

8.2 Annex 2. Instruments Authorization



UNIVERSIDAD TÉCNICA DEL NORTE
Acreditada Resolución Nro. 173-SE-33-CACES-2020
FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2025-0090-O
Ibarra, mayo 30 de 2025

PARA: Lic. Camilo Rayo
RECTOR DE LA UNIDAD EDUCATIVA 28 DE ABRIL

ASUNTO: Trabajo de integración Curricular Srta. Toro Pastas Evelin Clara

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita TORO PASTAS EVELIN CLARA, portadora de la cédula de ciudadanía 0402051601, estudiante de la carrera de Pedagogía de Los Idiomas Nacionales y Extranjeros, para que obtenga información y aplique los instrumentos de investigación que se requieren para el desarrollo del trabajo de integración curricular con el tema: "METACOGNITIVE STRATEGIES TO ENHANCE ENGLISH LISTENING COMPREHENSION IN 7th GRADE ELEMENTARY STUDENTS AT 28 DE ABRIL SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
CIENCIA Y TÉCNICA AL SERVICIO DEL PUEBLO

JOSE
LUCIANO
REVELO RUIZ
MSc. José Revelo
DECANO DE LA FECYT
Contacto: 062997800 ext. 7802
Correo electrónico: decanatifecyt@utn.edu.ec

Firmado digitalmente por
JOSE LUCIANO
REVELO RUIZ
Fecha: 2025.05.30
11:58:21 -05'00'

JLRR/M.Báez



8.3 Annex 3. Teacher's Interviews



8.4 Annex 4. Students' Survey



8.5 Annex 5. Proposal Socialization Certificate

REPÚBLICA DEL ECUADOR



UNIVERSIDAD TÉCNICA DEL NORTE
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FACULTAD DE EDUCACIÓN CIENCIA Y TECNOLOGÍA
DECANATO



Oficio Nro. UTN-FECYT-D-2025-0212-O
Ibarra, 14 de noviembre de 2025

PARA: MSc. Camilo Rayo
RECTOR DE LA UNIDAD EDUCATIVA 28 DE ABRIL

ASUNTO: Trabajo de integración curricular Evelin Clara Toro Pastas

Reciba un atento y cordial saludo, en nombre de la Facultad de Educación, Ciencia y Tecnología FECYT de la Universidad Técnica del Norte y mi deseo de éxito en las actividades que desempeña.

Me dirijo a Usted de la manera más comedida, con la finalidad de solicitarle que, se brinde las facilidades necesarias a la Señorita EVELIN CLARA TORO PASTAS, estudiante de la carrera de Pedagogía de los Idiomas Nacionales y Extranjeros, para que socialice la propuesta al área de inglés de la Institución que usted dirige, correspondiente al trabajo de integración curricular: "METACOGNITIVE STRATEGIES TO ENHANCE ENGLISH LISTENING COMPREHENSION IN 7th GRADE ELEMENTARY STUDENTS AT 28 DE ABRIL SCHOOL".

Por su favorable atención, le agradezco.

Atentamente,
TÉCNICA AL SERVICIO DEL PUEBLO



Firmado electrónicamente por:
JOSE LUCIANO REVELO
RUÍZ

Validar electrónicamente con FirmadC

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JLRR/M.Báez



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26/11/2025

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8.6 Annex 6. Evidence of Proposal Socialization

