Applying a Metacognitive Model of Strategic Learning for Listening Comprehension, by Means

of Online-Based Activities, in a College Course

Sandra Patricia Barbosa Hernández

Master in English Language Teaching –Autonomous Learning Environments

Department of Foreign Languages and Cultures

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This research report is the result of my own work and includes nothing that was done in

collaboration with others

Name: Sandra Patricia Barbosa Hernández

Signature: *Sandra P. Barbosa H.*

ABSTRACT

This qualitative report, based on an Action Research study, presents the results of a project derived from the researcher's inquiry according to observations and needs analyses. It was carried out at the Languages Institute of a Colombian University, with a Fifth-level Economics English group. Initial analyses indicated that learners needed to reinforce their strategies to develop listening comprehension. Therefore, the Metacognitive Model of Strategic Learning, proposed by Chamot, Barnhardt, El-Dinary and Robbins (1999), was implemented by means of e-tivities[1]. The findings suggest that participants improved their selective listening comprehension by applying direct attention strategies and by completing a disciplined listening process. Moreover, it was found this process provoked different feelings, towards the development of the e-tivities, and learners engaged in strategic behaviors to develop linguistic awareness. In conclusion, learners showed enhancement of cognitive and metacognitive awareness of the selective listening comprehension processes. For this reason, pedagogical implications are focused on including this kind of activities as part of the syllabus. This might bring positive outcomes in the autonomous learning, through the use of ICT, that is being promoted at the Languages Institute. In addition, EFL teachers would better understand the use metacognitive strategies for online listening as an aid for learners to enhance their listening competence.

Key words: listening comprehension in EFL, metacognition and metacognitive strategies listening skills, online-based activities, selective listening.

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[1] E-tivity is the name to give to the online-based activities in this document. This term (e-tivity) is used here based on the concept given by Salmon (2002) which frames it for "active and interactive online learning". The specific characteristics for this concept are given by Salmon as motivating, engaging and purposeful; based on interaction; designed and guided by an e-moderator; asynchronous; and cheap and easy to run (p. 1).

RESUMEN

Este reporte cualitativo, basado en un estudio de Investigación Acción, presenta los resultados de un proyecto derivado de las preguntas del investigador de acuerdo a observaciones y análisis de necesidades. Éste fue llevado a cabo en el Instituto de Lenguas de una universidad colombiana con un grupo de quinto nivel de inglés para economía. Análisis iniciales indicaron que los estudiantes necesitaban reforzar sus estrategias para desarrollar la comprensión de escucha. Por tanto, el Modelo Metacognitivo para el Aprendizaje Estratégico, propuesto por Chamot, Barnhardt, El-Dinary y Robbins (1999), fue implementado por medio de actividades en línea. Los resultados de la investigación reportaron que los participantes mejoraron su comprensión de escucha selectiva gracias a la aplicación de estrategias para enfocar la atención y al hecho de completar un proceso de escucha disciplinado. Además, se encontró que este proceso provocó diferentes sentimientos hacia el desarrollo de las actividades. Finalmente, los estudiantes se involucraron en comportamientos estratégicos los cuales les hicieron desarrollar conciencia lingüística. En conclusión, los estudiantes mostraron una mejora de conciencia cognitiva y metacognitiva del proceso de la comprensión de escucha selectiva. Por esta razón, las implicaciones pedagógicas se enfocan en incluir este tipo de actividades como parte del Plan de Estudios. Esto podría arrojar resultados positivos en el aprendizaje autónomo que está siendo promovido en el Instituto de Lenguas. Adicionalmente, docentes de inglés como lengua extranjera tendrían un mejor entendimiento acerca del uso de estrategias metacognitivas para la práctica de escucha en línea como una ayuda para que los estudiantes mejoren su competencia de escucha.

Palabras Clave: comprensión de escucha, metacognición y estrategias metacognitivas para habilidades de escucha, actividades en línea, escucha selectiva.

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Chapter 1. INTRODUCTION

Listening to a foreign language is a process in which selective comprehension plays an important role for understanding global ideas. Listening can be a complex process that might become easier when the learner applies strategies. According to O´Malley and Chamot (1990), learning a language is effective when metacognition is involved. In this way, learners who reflect about their learning process are successful in planning their tasks, monitoring their comprehension, and in self-evaluating their progress. Assertions similar to that provided previously, as well as needs analysis, motivated the researcher to carry out this action research study aimed at observing whether the application of a Metacognitive Model of Strategic Learning influences learners' selective listening comprehension. Additionally, another issue to analyze was learners' perceptions towards the training process in metacognitive strategies while developing online-based activities.

This paper is organized into six different chapters. Chapter one accounts for the motivations of the researcher to develop a study on the light of a problematic situation of low performance in students' listening comprehension. Chapter two frames the relevant theory as related to the constructs of the project and describes projects carried out in similar topics. Chapter three presents the research design, the cycles implemented, the researcher and participants' characteristics, and the aspects concerning data collection and triangulation procedures. Chapter four explains the pedagogical intervention consisting in the steps and processes followed to carry out the project. Chapter five describes the analysis of data and findings. Finally, chapter six presents the conclusions of the study, the pedagogical implications, and further research.

1.1. Statement of the Problem

This project was conducted with a Fifth-level Economics English A2[2] group, according to the Common European Framework of Reference for Languages (CEFRL). The students belonged to the Administration, Accounting, and Economics undergraduate programs. The problem originated due to the fact that these learners were characterized by low proficiency levels in their listening skills in English. This assertion was based on the results of the first and second term tests[3] and on their own assumptions and perceptions that were evident in the needs analysis procedure (see Appendix A). This needs analysis and the first and second term tests, showed a low performance in listening comprehension. The analysis also demonstrated that learners were not able to obtain small details from a set of recordings. This affected their global comprehension. The needs analysis results reinforced the findings obtained from the tests and allowed the researcher to discover that learners were interested in reinforcing their listening skills. For these learners, understanding English was highly motivating in terms of their professional development since most of them thought being proficient in English would make them more competitive.

The facts stated above were the reasons this study was focused on training learners in the use of metacognitive strategies to foster their skills in listening. The data that made the researcher decide on the use of metacognitive strategies with these learners was the evidence,

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[2] According to the Language Syllabus of the Languages Institute, students were taking an A2 level course. Nonetheless, their level of proficiency in listening comprehension was not in agreement with the Common European Framework of Reference for Languages. It was evident due to the fact that learners found it difficult to understand information related to their areas of relevance which is one of the requirements for Basic Users in level A2.

[3] This refers to the tests students have to take according to the syllabus of the Languages Institute Fray Bernardo de Lugo O.P.

derived from needs analyses, on the lack of strategies to develop listening activities. Therefore, the researcher decided to help learners understand their own process through the implementation of metacognitive strategies. In terms of the latter abilities, Chamot et.al. (1999), highlight the role of metacognition in the success of learning. In their view, learners who are aware of their own learning process are also able to take control over it. Based on this assumption, the goal of this project was to apply fifteen out of the twenty-seven strategies proposed by Chamot, et al. (op.cit., 2009, p. 15-17) in their Metacognitive Model of Strategic Learning (MMSL). The selection of these strategies was implemented by means of online-based activities. These activities allowed learners to work at home in their free time according to their own pace and did not interfere with their face-to-face lessons. Moreover, these complemented the topics studied in face-to-face sessions.

To achieve the goals of this project, learners put the MMSL into practice through twenty-five hours of online activities for each cycle. It is important to clarify that for the second cycle only one student, out of the six named, participated in the study. The reasons for this situation are explained in detail in the Research Design Chapter.

1.2. Research Questions

1.2.1. Main Question

What can the application of a Metacognitive Model of Strategic Learning, by means of online-based activities, inform us on A2 level students' selective listening comprehension?

1.2.2. Sub-question

How do learners perceive this Metacognitive Model of Strategic Learning while developing online-based selective listening activities?

1.3. Objectives

- To understand this Metacognitive Model of Strategic Learning on A2 level students' selective listening comprehension.
- To understand the learners' perspective on the use of this Metacognitive Model of Strategic Learning by means of online-based selective listening activities.

1.4. Rationale

According to Vandergrift (2002), Rost (2002) and Wilson (2008), listening comprehension has been seen as a complex process in the development of foreign language competence. Wilson (2008) views listening as "difficult" (2008, p. 12) since the understanding process accounts for different categories. Linguistic difficulties, in terms of the characteristics of the message, include unknown words, lexical density, complex grammatical structures, and non-linguistic characteristics such as familiarity of the topic, text type, and cultural accessibility. Additionally, understanding a piece of listening is influenced by some characteristics of the delivery, including organization, duration, number of speakers, accent, and type of interaction. Moreover, characteristics of the listener and the environment are aspects that might affect the comprehension of listening texts.

The aspects that listening comprehension involve, the complexity of the characteristics of a listening text, and the needs analysis carried out with the group of participants, increased the

researchers' interest to carry out a study in a country where the need to educate competent professionals in a foreign language, has hugely increased. The main reason to explain this fact is globalization, which demands citizens develop their skills in a foreign language. Recent new national policies have been implemented to achieve this goal. One of them is the Bilingual Education Program of Colombia 2004 – 2019 (MEN, 2001); this program is aimed at improving communicative competence in the English language throughout the education system of the country. In the same way, another relevant policy that has to be taken into account in this project is the National Plan TIC 2008- 2019 (MEN, 2008). This plan is aimed at getting all Colombian people to communicate using technology in an effective and productive way in order to improve social inclusion and increase competitiveness. This plan to increase technology use is directly related to this project since learners made use of online-based activities delivered though the use of the Moodle platform due to the lack of time to apply the project during face-to-face sessions.

At the institutional level, this project is relevant because of the enhancement that bilingualism policies are having. Since the university has received the High Quality Recognition by the National Ministry of Education, the goal is to keep such recognition. High English as a Foreign Language proficiency is one of the aspects that needs to continue increasing. For this reason, research in English language teaching and learning is supported by both the Languages Institute as well as by the Research Department of the University. Additionally, this project might bring institutional benefits framed on the possibilities of including virtual spaces to develop online activities aimed to reinforce learning skills. Likewise, the implementation of metacognitive strategies might result in positive outcomes to help learners in their process of becoming more aware of their learning.

In sum, and bringing together all the aspects mentioned in this section, the relevance of training learners in metacognitive strategies for the improvement of listening by means of online-based activities can be seen as important from different perspectives. First, globally: in the world of ELT, listening has been found to be a difficult skill to develop. Second, in Colombia there are policies that support citizens becoming competent in a foreign language and in the use of ICT. Third, the university in which the project was carried out, is currently strengthening bilingualism policies and supporting research studies. Fourth, the idea of implementing the MMSL to help learners with their listening comprehension came from the group of participants showing difficulties during listening activities. Therefore, this study is related to global, local, and institutional issues, and is based on a rigorous needs analysis of the learners.

Chapter 2. Literature Review

This chapter accounts for a review of literature related to the constructs that correspond to the main foci of this study. First, related research studies that have applied the topic of metacognitive strategies for the improvement of listening comprehension are described in detail. Then, the theoretical framework is presented starting from a general review of listening comprehension in EFL. After that, metacognition and metacognitive strategies for listening skills are conceptualized and described, along with aspects of online-based activities.

2.1. State of the Art

Several studies have been carried out in terms of training of metacognitive strategies in English Language Teaching settings. For instance, a study conducted in 2004 by Holden shows ways in which listeners can use cognitive and metacognitive strategies to facilitate their listening process. In this study, metacognitive awareness was the basis for a cyclical approach to listening in which pre-listening, on-task listening, and post-listening strategies were adopted. After applying this study, learners engaged more deeply in the tasks. This led to the conclusion that the incorporation of awareness-raising activities at the metacognitive level helps learners achieve greater success even in other areas of language learning. For example, learners might become more skilled in the manipulation of linguistic input as well as benefitting from self-regulation strategies that allow them to become independent learners of the language.

Another study conducted by Yang (2009) describes the implications of a study entitled: Metacognitive Strategies Employed by English Listeners in an EFL Setting. The resulting findings demonstrated that college students used direct attention most frequently and monitoring least frequently. Moreover, after the study the researcher concluded that successful and

unsuccessful listeners use different metacognitive strategies. For instance, successful listeners frequently used direct attention, functional planning, self-management, selective attention, and evaluation. In contrast, unsuccessful listeners regularly applied selective attention and direct attention. Therefore, the scholars involved concluded that unsuccessful listeners lack metacognitive knowledge since they are not able to use planning, monitoring, evaluation, functional planning, and self-management. The study concludes by recommending the promotion of metacognitive awareness and strategy instruction in the teaching of listening.

Similarly, a study related to Metacognitive Strategy Training which was carried out by Vandergrift and Tafaghodtari (2010) in Canada, reports on the effects of a metacognitive process-based approach to teaching listening as a second language over a semester. This research was made to an experimental and a control group: in the experimental group, students listened to texts using a methodology that included metacognitive processes such planning, monitoring, evaluating, and problem solving; in the control group, learners were taught the same texts by the same teacher but without any guided attention process. To know the effects, a questionnaire named the Metacognitive Awareness Listening Questionnaire was applied. The results and analysis made of observations and instruments showed that learners in the group receiving the metacognitive instruction outperformed those in the control group. In addition, learners trained in Metacognition evidenced a growth of metacognitive knowledge that was estimated to have positive effects on their performance. Their comprehension of metacognitive processes also allowed them to have a greater ability to concentrate on their tasks, which can be seen as self-regulation.

Another study reported in 2010 and carried out by Coskun at a preparatory school of a Turkish state university, states the importance of metacognitive awareness in language learning.

This was conducted with an experimental and a control group whose participants were beginner-level students. The aim was to observe the effects of metacognitive listening strategy training on the listening performance of learners. The experimental group received metacognitive strategy training while the other did not. After the implementation, learners took a test that revealed that the experimental group did better statistically. Therefore, the conclusion is that strategy training should be incorporated into regular listening teaching programs to help learners become more effective listeners.

Locally, in the Colombian context, studies in regards to Metacognition have been done in the field of ELT but focused on skills different to listening. Despite the plethora of studies published to date around the topic of learning strategies, the field of metacognition and listening is still quite limited. Nonetheless, to show the effect of metacognitive strategies some projects are presented below.

An ethnographic study, carried out by Camelo (2010), reports on the effects that metacognition had on students' writing tasks. The research, Using Metacognitive Processes to Improve Students' Writing Quality, used a pedagogical approach focused on students' interests and aimed at promoting interaction and teamwork. After participants acquired the use and management of cognitive and metacognitive skills, it was evidenced that the quality of writing increased significantly. Finally, it was evidenced that due to a continuous reflective process and guidance of the teacher, learners improved in the observed skill.

Similarly, Atehortúa (2010) developed a descriptive-qualitative research study at a Colombian University aimed at describing the cognitive styles of students that enabled them to recognize and use metacognitive strategies. Additionally, the conscious level of autonomy and

responsibility was studied. In regards to the use of metacognitive strategies it was proved that to solve complex tasks, learners go beyond their linguistic abilities and engage in strategic competences that are reflected in three main features: setting goals and objectives, self-assessment on formative learning, and planning tasks, resources, and schedules. These aspects were found to positively affect their performance with the language.

In conclusion, and by observing international and local contexts, metacognition has a positive impact in learners' language performance. Appropriate guidance and a continuous reflective process by students are key aspects to success in the field of language learning.

2.2. Theoretical Framework

2.2.1. Listening Comprehension in EFL

EFL implies a continuous exposition to different types of listening that are understood, in this study, as authentic or scripted. According to Wilson (2008), the main difference between authentic and scripted listening is that the first implies listening in real situations while the second refers to scripted versions of listening that are commonly used for situational dialogues in course books. Therefore, when teaching learners of English as a foreign language, it is important to choose the appropriate type of listening according to the purpose of the listening tasks.

The authentic type of listening is chosen for this study with the purpose of helping learners apply strategies to comprehend videos from the Internet. For that reason, those videos are not designed with specific topics, on a curricular frame, for teaching English. Instead, they are used as real material with relevant topics for learners according to their needs analysis results. Consequently, learners in this project were exposed to listening activities that imply the use of

authentic situations taken from material available on YouTube™[4]. Nonetheless, it is important to remark that since the videos chosen for this study were not created with a pedagogical purpose, strategies needed to be applied to put them into a pedagogical framework. Therefore, the implementation of metacognitive strategies was aimed at enabling learners to understand authentic texts like interviews, presentations, and explanations of concepts, among others, taken from the Internet.

For this study, listening comprehension is understood from the perspective explained by Rost (2002) who considers comprehension as the "first-order goal of listening". The term comprehension refers to the process of relating language to the existing information in the memory and to references a person has of the real world. In this way, the author states that "complete comprehension" is associated with concepts a person has for every referent used by the speaker. Therefore, listening comprehension involves the "mapping" and "updating" of referents the speaker uses. Accordingly, the listener is involved in a comprehension practice when he or she is able to interplay the "given" information with the "new". Understanding is achieved by the "given" information that is "already active in the listeners' mind". In sum, listening comprehension is understood, in this research project, as the integration of background information with new information presented in the listening task (2002, p. 59-60).

Morley (1991) describes the *selective listening type* as a prerequisite to improve aural comprehension. This *selective listening type* is a relevant construct for this project since the online-based activities included were designed with strategies to help learners improve comprehension of small details. Morley claims that the global understanding of complex

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[4] The YouTube platform is a website founded in February 2005 for users to be able to find, watch, and share videos created in an original way.

listening is mediated first by being able to improve the *selective listening comprehension.* This takes place when we listen in a planned and graded way to get facts first and global ideas second. Similarly, Doff (1991) points out that '*focused listening*' takes place when there is a clear purpose in mind. This implies concentration on certain aspects of what we hear; therefore, concentration on some essential points of the information is decided beforehand (1991, p. 17-18). In sum, both authors, Morley (1991) and Doff (1991) describe the type of listening that accounts for the concentration on the details of what we hear.

According to Morley (1991) the improvement of aural comprehension involves three key aspects: concentration, disciplined listening, and immediate writing or note taking. This type of listening is taken into account for this project because three key aspects mentioned above are directly related to the metacognitive process and the strategies chosen for the implementation. For instance, concentration, disciplined listening, and immediate writing are strategies applied from the metacognitive perspective and are related to participants' awareness about their own learning process.

According to Vandergrift (2002), listening comprehension is an essential aspect of language competence. For him, it is an "interactive" and "interpretive process" that implies both top-down and bottom-up processes. First, the top-down processes are identified when the learner uses prior knowledge to understand the listening task; for example, when the listener, before the task, thinks about the topic, sets the context of the listening, reflects on the cultural aspects of the task, or when he or she uses "other information stored in long-term memory as schemata" (para. 3). These two processes were taken into account for the design of the e-tivities that are going to be explained later in the Pedagogical Implementation Chapter.

Rost (2002) states that learning to listen in English starts by "the simplest types of tasks" and moves towards "more complex activities". This issue is also relevant in this study because the scaffolding process of learning is one of the characteristics of the implementation of this project due to the fact that the online-based activities designed gradually advanced in complexity.

According to the previous scholars' points of view, and on the own experience as a professor and learner, the researcher of this study views listening as a complex comprehension process which needs pre, while, and post tasks to achieve good understanding of what is heard. In agreement with Rost (2002), the researcher shares the opinion that states the importance of previous schemata and existing information in the memory, in what he names as "complete comprehension" (p. 59-60). For this reason, listening tasks that include planning activities, by activating previous information, before going into monitoring and problem solving are relevant to develop good listening comprehension. Additionally, the researcher of this study gives relevance to *selective listening comprehension* which requires concentration on specific aspects of the listening task that ends in a better understanding. For this reason, listeners need to get involved in a process of high concentration on key aspects to improve the listening competence.

The instructional design of this research takes into account the *Multimedia principle* proposed by Rost (2002). The principle is an attempt to involve learners in creating mental representations more than just understanding the meaning of words. This principle is also based on a scaffolding process that seeks that learners go beyond the understanding of vocabulary and deepen the creation of mental representations by the *imagery* use strategy. This strategy explained by Chamot, et al. (1999) is important in this project since the creation of images helps represent information. Therefore, the use of videos for listening purposes permits "vivid visual images" useful to remember (Chamot, et al., 1999, p. 23).

The use of videos as multimedia requires mental representations. Also, videos for listening practice are materials that, according to Rost (2002), must follow principles of listening instruction like previewing, viewing, and follow-up activities. For this project, these principles are relevant since they allow students to access the videos by following pre, during, and after watching and listening activities. In this way, learners followed specific steps for each e-tivity. In addition, Rost (2002) states that the viewing tasks have to include "selective viewing" as a principle that reinforces the "selective listening" (p. 151). In this way, the information received is processed by allowing learners to obtain facts that lead to a better comprehension of global ideas. In sum, such listening instruction helps learners manage multimedia resources appropriately. Likewise, strategies must be included in instruction to develop listening comprehension tasks; therefore, Rost's (2002, p. 155) chart about "listening strategies of successful L2 listeners" is presented in Table 1. The strategies presented in Table 1 are relevant for this study since they are associated to the four processes implied in the MMSL by Chamot, et al. (1999). Such processes and the metacognitive actions that help learners with listening comprehension are further described below.

Table 1

Listening Strategies of successful L2 listeners (Chamot et al, 1999)

Teaching concept: Listening strategies of successful L2 listeners
These strategies are often practiced by successful L2 listeners. By incorporating them into listening activities, the teacher gives all students and opportunity to practice them.
1. **Predicting**: Predicting information or ideas prior to listening.
2. **Inferencing:** Drawing inferences about complete information based on incomplete or inadequate information.
3. **Monitoring:** Monitoring one´s own performance while listening, including assessing areas of uncertainty.
4. **Clarifying:** Formulating clarification questions about what information is needed to make a fuller interpretation.
5. **Responding: P**roviding a personal, relevant response to the information or ideas presented.
6. **Evaluating:** checking how well one has understood, and whether and initial problem posed has been solved.

2.2.2. Metacognition and Metacognitive Strategies for Listening Skills

Before talking about metacognition, it is indispensable to refer to the concept of learning strategies. Chamot (2009:51) refers to them as "techniques students can use to facilitate understanding, remembering, and using both language and content" . These three key aspects, understanding, remembering, and using, are essential to aid language learning. In this way, it can be said that making students aware of those techniques is a good way to facilitate their approach to a foreign language. Some authors have classified the learning strategies as follows.

On the one hand, Chamot (2009) classifies the strategies on three categories: cognitive, metacognitive, and socio-affective. The first strategies are related directly to the task. For example, for listening comprehension, the cognitive strategies could be taking notes or listening

for vocabulary. The metacognitive strategies, which are the focus of this study, basically cover four stages: planning, monitoring, problem solving, and evaluating. Some examples of socio-affective strategies are questioning and self-encouragement.

On the other hand, Oxford (1990) classifies leaning strategies into two main groups: Direct Strategies and Indirect Strategies. The direct strategies are Memory Strategies, Cognitive Strategies, and Comprehension Strategies. The indirect strategies are Metacognitive Strategies, Affective Strategies, and Social Strategies. From this classification, the metacognitive strategies are those that allow the learner to control their own cognition.

From the classifications given, this study takes metacognitive strategies as the framework for the implementation of the project. This construct is relevant for this study since previous needs analyses let the researcher know learners' weaknesses in regards to strategic learning. They lacked knowledge about when and how to use particular strategies aimed at improving listening comprehension in the foreign language. For this reason, it is important to clarify that the concept of metacognition refers to the knowledge people have of their own learning. Chamot (2009) explains how the explicit teaching of learning strategies to students "develops greater metacognition or understanding of their own learning process" (Chamot, 2009, p. 54). This metacognitive awareness helps learners reflect on the effectiveness of the strategies they use. Therefore, when learners are immersed in the use of metacognitive processes, they are better able to reflect on their own learning which, after some training, can foster learners' autonomy towards taking actions that benefit their knowledge. The reason for this is due to the fact that consciousness of one's cognition and learning behaviors makes one able to keep the positive things and to evaluate the non-positives for improvement. Nonetheless, this reflective process is

hard when done alone; therefore, training by an expert in the use of metacognitive strategies might help learners become more autonomous in their choice of strategies.

According to Chamot (2009), metacognition implies declarative and procedural knowledge. The first, declarative knowledge is a component that includes self-knowledge, world knowledge, task knowledge, and strategy knowledge. Self-knowledge covers understanding of one's own learning in terms of preferences, styles, and approaches. World knowledge deals with prior knowledge, including school learning and lifelong learning. Strategy knowledge gives learners the opportunity to select the most productive strategies for specific tasks. Procedural knowledge implies metacognitive behaviors in the sense that learners are able to regulate their own thinking during the learning progression. In this way, learners who use metacognitive learning strategies and make decisions about whether to use different strategies to develop a task and improve their performance might engage in procedural knowledge. Therefore, this kind of knowledge implies that learners plan, monitor, solve problems, and evaluate their tasks and performance.

Considering the aspects above, this study considers (the) a Metacognitive Model of Strategic Learning proposed by Chamot, et al. (1999) as the frame for the design and implementation of the online-based activities. The MMSL is based on wide research on learning strategies and has four metacognitive processes: *Planning, Monitoring, Problem Solving,* and *Evaluating*. Firstly, the planning strategies involve identifying the nature and the specific requirements of the task that help learners to use forethought; consequently, thinking and reflecting about the task before addressing leads to better comprehension. Secondly, the monitoring strategies entail a conscious development of the task that permits learners to reflect on their effectiveness while working on the task. Thirdly, problem-solving strategies are used by

efficient language learners to solve problems that are presented during the development of the task. Finally, evaluating strategies allow learners to reflect on the way the language task was developed.

For the purposes of this project, the complete MMSL is taken into account from the perspective of what listening comprehension implies. Table 2, based on Chamot´s Learning Strategies Chart, contains the strategies selected to train participants in the use of metacognitive strategies (Chamot, et al., 1999, p. 15-17). The selection of the strategies for the implementation of the project was done by taking into account those that were more appropriate for listening and viewing the videos selected. Moreover, this selection was based on the researcher's own learning process and professional experience.

The strategies shown in Table 2 were selected from a list of twenty-seven. The reason to select four strategies for each process is based on the importance of strategy variation to provide learners with different options that allow them to choose the strategies that work better for them. In this case, participants had the opportunity to take advantage of the strategies they preferred according to their learning styles. In this way, learners could follow the metacognitive processes of the MMSL by practicing the strategies during different listening tasks with the use of videos by means of online-based activities.

Table 2

Learning Strategies (Chamot et al, 1999). Adapted by Barbosa, S. (2011)

Process	Strategy	Definition	Other possible terms
Planning	Predict	Anticipate information to prepare and give direction for the task.	Anticipate, guess outcome.
	Activate background knowledge	Think about and use what you already know to help you do the task.	Use what you know. Elaborate on prior knowledge.
	Setting goals strategy	Develop personal objectives; identify the purpose of the task.	Determine AIM, establish purpose, plan objectives.
	Direct attention	Decide in advance to focus on particular tasks and ignore distractions.	Pay attention.
Monitoring	Selective attend	Focus on key words, phrases, and ideas.	Scan, find specific information.
	Ask if it makes sense	Check understanding and production to keep track of progress and identify problems.	Monitor comprehension and production, self monitor.
	Take notes	Write down important words and concepts.	T list, semantic Webs, idea maps, flow charts, outlines.
	Ask questions to clarify	Ask for explanation, verification, and examples; pose questions to self.	Questioning
Problem solving	Ask questions to clarify	Ask for explanation, verification, and examples; pose questions to self.	Questioning
	Take notes	Write down important words and concepts.	T list, semantic Webs, idea maps, flow charts, outlines.
	Substitute	Use a synonym or descriptive phrase for unknown words.	Paraphrase, circumlocute
Evaluating	Evaluate yourself	Judge how well you learned the material/did the material.	Self –evaluate, self assess, check yourself.
	Cooperate	Work with others to complete tasks, build confidence, and give and receive feedback.	Work together, peer coaching.
	Verify predictions and guesses	Check whether your predictions/guesses are correct.	Verification
	Talk yourself through it (self-talk)	Reduce anxiety by reminding self of progress, resources available, and goals.	Positive thinking, Build confidence.

2.2.3 Online-based activities

In the field of online learning, an important aspect is learning activities since they are part of the learning process. This section of the literature review accounts for conceptualizations around the topic of learning activities.

Herrington, Oliver, and Reeves (2002) propose a conceptualization of *authentic activities*. They discussed the way in which the affordances of Internet technologies foster easy management of authentic activities for online educational environments. This concept is relevant in this research study due to the fact that the MMSL is implemented by means of activities that require the use of the Internet and of authentic material. The easy management previously mentioned is another characteristic evident in this project, since learners had the possibility of accessing the activities anywhere, at any time, and with all the aids they considered necessary according to their personal needs and styles.

Herrington, et al. (2002) view authentic activities from the influence of constructivist philosophy. In this way, they explain how activities have changed from being instructive, which revolves around teacher-centered approaches, to being part of a constructivist philosophy. This point of view is in agreement with this study since learners are the center of the learning process and their activities are scaffolded in a constructive way, starting simply and becoming more complex. Additionally, (the) constructivist philosophy is seen in the gradual and continuous training given to learners. This allows them to become able to make their own decisions in when choosing the topics and the metacognitive strategies that benefit them.

According to Herrington, et al. (2002), activities are no longer perceived as a vehicle for practice but giving purpose and meaning to learning with the guidance and support of the teacher

and peers in the case of collaborative environments. In addition, activities need to be seen from the perspective that they are the course and are not supplements to the course. This can be better understood by understanding activities as are an essential part to develop any course. For these authors, authentic online activities should be characterized by offering learners the possibility of interacting while dealing with tasks that guide their learning in realistic and authentic contexts. The same is true of this study as activities designed online are based on authentic contexts thanks to the use of videos taken from Youtube™. Such online activities can be adapted to give sense to the learners' endeavors while providing motivation to accomplish the task. Finally, the authors comment on the way in which the Internet can be used to encourage reflection through the use of reflective online diaries or journals. It is important to include reflective spaces as part of authentic online activities. This is a core aspect of this study since the use of metacognitive strategies allowed learners to have continuous reflections through the design of activities by including forums as the reflective space for learners.

Chapter 3. Research Design

This chapter provides explanation of the elements that contributed and influenced the shape of this study as presented in Table 3. The first section explains the type of research that underlies the principles of this project. The second section describes the researcher's role and its implications in action research. The third section accounts for the participants and their context. The fourth section provides a description of the data collection instruments used. The chapter concludes with the fifth section where the data collection procedures are outlined.

Table 3- *General View of the Project*

Title	Applying a Metacognitive Model of Strategic Learning for Listening Comprehension, by Means of Online-Based Activities, in a College Course
Research questions	**Main question** What can the application of a Metacognitive Model of Strategic Learning, by means of online-based activities, inform us on A2 level students' selective listening comprehension? **Sub-question** How do learners perceive this Metacognitive Model of Strategic Learning while developing online-based selective listening activities?
Research Objective	**Objectives** - To understand this Metacognitive Model of Strategic Learning on A2 level students' selective listening comprehension. - To understand the learners' perspective on the use of this Metacognitive Model of Strategic Learning by means of online-based selective listening activities.
Context	A Languages Institute belonging to a Colombian university.
Participants	**Cycle 1** A group of six English students between 20 and 27 years old of the Administration and Economics undergraduate programs. They were taking a sixty-hour course that was divided into two weekly sessions of two hours. **Cycle 2** Out of the six participants of the first cycle, one participated of the second cycle.
Type of study	Action Research
Data Collection Instruments	**Cycle 1** Needs analysis questionnaire Learning styles questionnaire Questionnaires: pre, while, and post Teacher's journal Students´ journal Students´ artifacts First and final term exams **Cycle 2** Teacher's journal Student's journal Student's artifacts Interview Pre and post test
Data Analysis Approach	Grounded theory
Time allotted	**Cycle 1** October 4th to November 30th 2010 **Cycle 2** March 21st to May 20th 2011

3.1. Type of study

This action research project followed the principles of the qualitative approach, which according to Burns (2003) describes, interprets, and clarifies the social context. Creswell (1994) defined action research as a process of inquiry that examines human issues in natural settings with the purpose of understanding. Nonetheless, it is important to explain the use of some quantitative data to support the findings. Although pre and post tests (Appendices F and G) were applied, it does not constitute a mixed or quantitative approach because there are neither descriptive nor inferential statistics. Any kind of statistics were used to support the study but some graphics were displayed to show the level of competency of the learners in regards to listening comprehension. Such tests were used to account for the listening comprehension level with respect to an optimum valor. In this way, for the first cycle, such optimum valor was based on the standards according to the level of proficiency learners should have had according to their language level. Similarly, for the second cycle, the optimum valor was determined by the teacher researcher according to the listening proficiency that the learner should have had in agreement with the application of the e-tivities of both cycles. According to this, learners were evaluated and given a score as shown in Figures 3 and 4.

This project is also based on Grounded Theory principles that help find consistency between patterns in order to come up with the final categories that allow the researcher to answer the questions of the study. According to Corbin and Strauss (2008) this is "a methodology... for the purpose of building theory from data" (p. 1) whose main methodological tools are observation, gathering, and description of data. These procedures were carried out during two cycles of the study.

Action research was appropriate for this study because the researcher had an impact on learners through the involvement of the teacher in the process of teaching and learning. Nunan and Bailey (2009) consider classroom action research a way in which classroom practitioners investigates aspects of their own practice. In this way, this study addressed the identified problems as an attempt to help learners with their language learning process. This study implied a systematic procedure rigorously carried out in align with the steps of the Action Research Cycle identified by Bailey and Nunan (2009) (Table 4). It is called a cycle since a series of repeated steps are incorporated into a new action. According to these authors, an action research project needs to be applied in at least two cycles and then information obtained can be analyzed for conclusions. Action research was the process followed in this study since two action research cycles were applied for analyzing data and drawing conclusions.

Table 4

Steps of the Action Research Cycle by Bailey and Nunan (2009)

A. Identifying an issue, problem, or puzzle to investigate in the own context;

B. Preliminary investigation;

C. Thinking and planning an appropriate action to address that concern;

D. Carrying out the action;

E. Observing the apparent outcomes of the action;

F. Reflecting on the outcomes and on other possibilities; and

G. Repeating these steps again.

3.2. Researcher's role

The main role of the researcher in this study was that of a teacher-researcher in charge of assuming the responsibility for the development of the participants' learning process. In this case, the researcher had an active role as a facilitator since the main action was to guide the

application of a set of e-tivities carried out by the students. Merriam (1998) describes the qualitative researcher by highlighting his/her role as a "primary instrument for gathering and analyzing data"; this characteristic maximizes the chance to gather and generate meaningful information (p. 20). Furthermore, the teacher´s active role was supported by continuous assessment provided by continuous reflection of the teaching practice. Such reflections allowed the investigator to continue working and improving problematic issues with foreign language learners. The researcher was also a participant in charge of carrying out the implementation and examining in detail data collected to make an action plan for the second cycle as well as to draw conclusions at the end of the process.

3.3. Context and participants

This study was carried out at the Languages Institute of a Colombian university. The implementation of the first cycle was carried out with a group of six English language students between 20 and 27 years old. They belonged to the administration and economics undergraduate programs and during the first cycle were taking a sixty-hour course divided into two weekly sessions of two hours each, two days a week.

For the second cycle one student out of the six took part in the project. The reasons for the other five learners withdrawing were lack of time for the development of the e-tivities. At the beginning of the second cycle all the students were interested in participating but as the weeks passed they were behind in the delivery of e-tivities; therefore, they decided not to continue.

Students manifested their enthusiasm to work in the proposed project since they felt they needed to strengthen their listening kills. Additionally, a needs analysis questionnaire was applied with the purpose of collecting relevant information about the students (Appendix A).

The research questions, objectives, design of the e-tivities, and the mode of implementation[5] were based on the needs analysis and the learning styles of participants. Likewise, the idea of using online-based activities came from the fact that constraints of time did not allow the implementation during the face-to-face sessions. Therefore, the Moodle platform, offered and administered by the University, was used.

3.4. Data Collection Instruments

Cycle 1

The instruments used to collect data to answer the research questions were questionnaires (Appendix B), the teacher's journal (Appendix C), learners' journals (Appendix D), and artifacts (Appendix E). First, a needs analysis questionnaire was designed and applied in order to become acquainted with the specific problems learners had and more specifically when addressing a listening task. Moreover, three questionnaires were designed and applied prior, during, and after the implementation.

The questionnaires were chosen in order to gather data based on the characteristics given by Burns (2003). Questionnaires have the advantage of being easy and not time consuming; therefore, the participants could answer them in a short time. For this study, they were designed with open-ended items for learners to have ample opportunities to express different ideas. As Burns (2003) demonstrates, "the aim of these types of items is to explore the informants' own perceptions, beliefs or opinions and to provide opportunities for unforeseen responses or for those

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[5] The mode of implementation refers to the use of the Moodle Platform as the virtual space to place the videos, e-tivities, and forums for these learners to work on.

which are richer and more detailed than responses obtainable through close questioning" (p. 131). Consequently, the questionnaires helped the researcher answer the research questions.

A teacher's journal and learners' journals were also used. Richards and Lockhart (2004) understand journals as the reply in written form to teaching procedures or actions. Journals serve two purposes: later reflection and a discovery process to find insights about teaching.

The teacher's journals were open templates for the teacher to direct the reflection of the facts emerging from each topic. Nunan and Bailey (2009) mention an important characteristic of journals: the requirement of discipline to make entries consistently enough to get patterns needed for analysis. Therefore, keeping the track of the right type of data often helped patterns emerge for final results. Those patterns were color-coded and facilitated the triangulation of information. For this project, the teacher's journal was focused on learner participation, learners' comments, and feedback provided by the teacher-researcher, among other aspects aimed to answer the questions of this study.

The evaluating sections of each e-tivity were taken and organized as the learner's journal. This choice of procedure provided the evaluative section as the reflective space for learners to express their thoughts on aspects that went well and not so well during the e-tivities, aspects to improve, and strengths and weaknesses, among other comments.

Finally, all learners' artifacts were used as a source of data to triangulate the information. Thus, Burns (2003) defines as documents all the data accumulated in the course of the study that can give information on various aspects of practice. Among the documents that Burns (op.cit.) distinguishes are: students' portfolios or written work, lesson plans, materials, letters, class memos, newsletters, and previous tests or examination papers. These documents can provide

insights about theoretical and practical issues. Therefore, for this research, the learners' products from each e-tivity were used to obtain information to answer the research questions. Additionally, the first and final term tests taken by the students were used to analyze their performance on the listening skills. These tests were provided by the Languages Institute at the university and helped to reinforce information obtained from the other instruments.

Cycle 2

For the second cycle of this study the teacher's journal, the learner's journal, and the learner's artifacts were taken again as data collection instruments, as during the first cycle. This decision was made since in the first cycle it was proved that these instruments provided appropriate and valid data to answer the research questions and using them was suitable to the kinds of activities and characteristics of the project. Since the implementation was fully online, these instruments were practical and easy to manage through e-mails and the Moodle™ platform.

In addition to the instruments mentioned in the previous paragraph, there were some changes in two of the instruments: the questionnaires and the tests. First, although the questionnaires provided important and valid information to answer the research questions, they were replaced by an interview (Appendix k). This decision was made based on some issues that emerged during the implementation of the first cycle. For instance, some questions were not fully answered and most students delayed their delivery. Therefore, an interview was implemented at the end of the second cycle in order to avoid the issues stated above. Some additional reasons for the use of the interview are based on characteristics given by Cohen, Manion, and Morrison (2007). According to these authors, interviews have the advantage of being a flexible tool allowing verbal and non-verbal communication. In addition, the interviewer

has the opportunity to control the dialogue, in an effort to procure in depth answers or to change the order when necessary. These reasons led the researcher to conduct an interview with the participant of the second cycle. The other change refers to the design of a pre-test and a post-test (Appendices F and G). These were designed differently for the second cycle since the participant was not taking any English courses and it was not possible to get the first and final term tests results as it was done the first cycle. It is relevant to note that the tests gave more support during the analysis of the data.

3.5. Data Collection Procedures

Cycle 1

The implementation of the first cycle was carried out in twelve sessions of two hours and 30 minutes each. The sessions were delivered through the Moodle™ platform in which learners found a video to listen to and corresponding e-tivities designed to work with the MMSL. Each session was provided with a forum as a space for learners to reflect on their own process and to share ideas with classmates (Appendix H).

Previous to the implementation stage, a learning styles test and a needs analysis questionnaire were applied to have a better understanding of the participants' actions, thoughts, and perceptions towards EFL. The pre, while, and post-test were applied to allow the researcher to gather data to answer the research questions. Table 4 shows the process followed during data collection.

Table 5 *Instruments Process Cycle One*

Stage of the process	Instrument	Purpose
Pre-stage	Needs analysis questionnaire Learning styles questionnaire	-Identify learners' learning styles. -Identify learners' needs in the process of listening comprehension. -Identify learners' feelings towards virtual environments. -Identify learners' perceptions about English learning. -Identify learners' likes in terms of topics for videos.
	Pre-questionnaire	-Identify learners' needs in the process of listening comprehension. -Identify learners' needs on strategy use. -Identify learners' language learning strategies.
While-stage	E-tivities 1 to 12	These students' artifacts were used to get data to answer the questions.
	Forums 1 to 12	After each e-tivity the learners had to reflect on their process so at the end of the implementation there were enough data to triangulate. This data, obtained from the learners' self-evaluation, was organized as the learners' journal.
	Teacher´s journals 1to 12	After each e-tivity the teacher reflected on the virtual activities to have a continuous process of improvement aimed at offering the best possible guidance. Moreover, as instruments, the journals served for the purposes of getting enough data to triangulate.
	While-questionnaire	The aim of this instrument was to identify learners' insights about the four metacognitive processes of planning, monitoring, problem solving and evaluating. (This was applied after e-tivity 6)
Post-stage	Post-questionnaire	Learners' insights from the process were obtained after the questionnaire. It helped to know about the use of the metacognitive strategies and about the use of the online-based activities after the implementation of the first cycle.

Cycle 2

The second cycle was implemented in twelve sessions of two hours each. As in the first cycle, these sessions were implemented through the Moodle™ platform and data was gathered for the development of the teacher's and learner's journals. Moreover, the artifacts were

analyzed and kept in folios. In addition, pre- and post-tests were applied and their interpretation was recorded in the teacher's journal. Table 6 shows the process followed during the second cycle.

Table 6

Instruments Process Cycle Two

Stage of the process	Instrument	Purpose
Pre-stage	Pre-test	To have an initial record of the student's selective listening comprehension.
While-stage	E-tivities 1 to 12 (including the forums)	These artifacts were coded while the implementation to identify data to answer the research questions. For each video three e-tivities were provided from which two of them were templates to work with the MMSL and the last one was the forum as the learner's reflective space. This data, obtained from the learners´ self-evaluation, was organized in the learner´s journal as done in the first cycle.
	Teacher´s journals 1to 12	After each e-tivity the teacher reflected on the activities to have enough data to triangulate by the end of the implementation.
Post-stage	Post-test	To have a final record of the student's selective listening comprehension and to compare it with the pre-test.
	Interview	Learners' insights from the process were obtained with the interview. Data was gathered to answer both research questions.

3.6. Validity and Triangulation

For the purposes of validity and triangulation, the analyses of data were carried out following the principles of Grounded Theory as developed by Strauss (Corbin & Strauss, 2008). Therefore, there were various stages used during the process of analyzing the information. All

these processes were carried out while taking into account the analytic procedures suggested by Marshall and Gretchen (1999), which fall into six phases. First, organization of data; second, generation of categories, themes, and patterns; third, coding data procedures; fourth, test of the emerging understandings; fifth, search for alternative explanations; and sixth, writing of the final report. These procedures used to triangulate the information are detailed in Chapter 5. It is important to clarify, for validity concerns, that the results of the intervention sheds light on the way the use of metacognitive strategies would benefit effective listening. Therefore, given the circumstances of the reduced number of participants in this study, these results will require to be validated with larger populations in future studies.

3.7. Ethical Concerns

The ethical concerns for this study were taken into account from different perspectives. First, permission was given by the Director of the Languages Institute at USTA (Appendix I). Second, there was an authorization given by the director of the Moodle™ platform at USTA for the purposes of opening the virtual space as a course for two semesters. Finally, students signed a consent letter by providing their nicknames for the purposes of keeping their identity anonymous in the project (Appendix J). Through these documents, students' identities were kept anonymous through the use of nicknames.

The results of the first cycle were reported to the Languages Institute by a presentation in a Seminar. There, teachers' comments were analyzed and their points of view were taken into account for the Research Design of the second cycle. The final results are currently being shared with some teachers and a second seminar was booked to share the findings of the final report. Moreover, the possibility of using the Moodle platform as means of applying metacognitive

strategies for listening comprehension, and its inclusion in the syllabus will be discussed after the presentation of the research study in the already mentioned seminar.

3.8. The Teacher-Researcher´s Model Based on the Literature Review

As an attempt to cover the main principles of this study, the teacher-researcher of this project created a model to draw the most important aspects of the constructs explained in Chapter 2. It was derived from the MMSL and the processes to follow for a listening task with the use of videos. Additionally, the model shows the strategy training in a cyclical process that implies scaffolding. In this way, Figure 1 represents the process that participants followed in this research study. The model shows the four stages of the model as proposed by Chamot, et al. (1999) and the listening/watching actions that are associated with each stage. The model includes the pre-listening/watching stage in relation to planning for activating background knowledge; the while listening/watching stage in relation to monitoring and problem solving for comprehension and solving difficulties during the task; and finally, the post-listening/watching stage in relation to evaluating for self-reflection.

As observed in Figure 1, scaffolding is a transverse concept which was taken as a teaching and learning strategy in this study. In this way, scaffolding is viewed under Vygotsky´s perspective of the learning a person can achieve in agreement with the *Zone of Proximal Development* (ZPD). "The zone of proximal development is the distance between what children can do by themselves and the next learning that they can be helped to achieve with competent assistance" (Raymond, 2000, p.176). According to this, the scaffolding process, which is a concept derived from Vygotsky´s theory, was given in this research study in the support offered by the teacher-researcher for learners to achieve better results step by step. For instance, during

the first cycle, learners were explained the concept of metacognition and some metacognitive strategies were taught for learners to practice and reflect on them. Then, they were given the opportunity to choose the ones that better worked with them according to their preferences and learning styles. The same process was done during the second cycle until the learner could work with the MMSL without the same dependence of the teacher as at the beginning of the process. In conclusion, scaffolding instruction was aimed at engaging learners in the listening process, by making use of metacognitive strategies, for a better development of the listening competence.
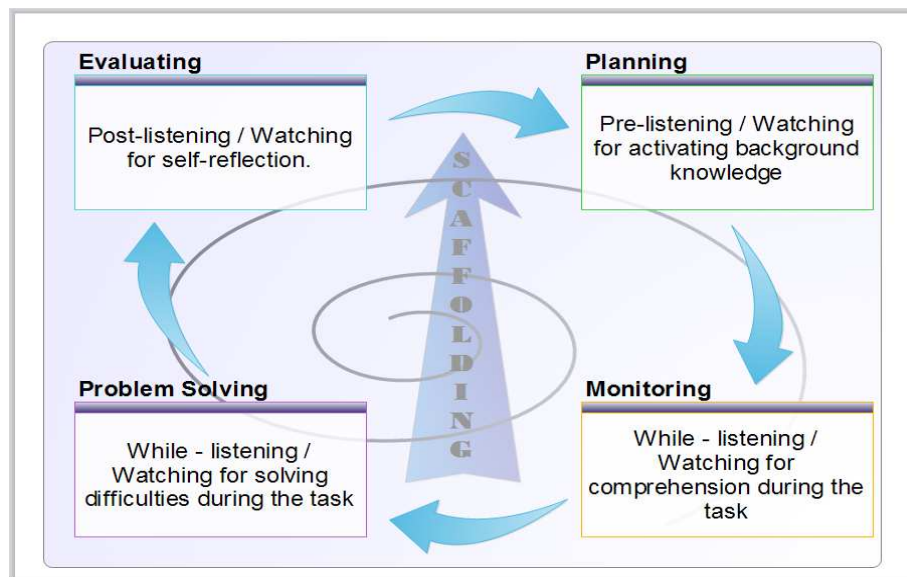
Figure 1. The Metacognitive Model of Strategic Learning with Scaffolding Process for Listening Comprehension by Barbosa (2011) based on Chamot et al. (1999).

Chapter 4. Pedagogical Intervention and Implementation

This chapter describes in detail the steps and processes followed to carry out the implementation of the project. The chapter accounts for the instructional design of the e-tivities and the description of the action plan. The stages of the intervention phase for the first and second cycle are explained. The last section depicts a description of the materials and resources for the online-based activities.

4.1. First Cycle

The instructional design of the e-tivities was based on the needs analysis and the literature review made during the first stages of the research process. The time line and action plan carried out during the first cycle can be seen in Appendix L.

4.1.1. Steps and Procedures

Pre-stage

In the first week of the implementation, two questionnaires and a learning style test were applied. The first questionnaire was a needs analysis that sought to obtain students' insights about their feelings towards their English learning process (Appendix A). The second questionnaire, the pre-questionnaire, was aimed at finding learning strategies for listening comprehension (Appendix B). This instrument helped the researcher to know if prior to implementation learners followed any of the four processes of the MMSL. Both questionnaires were sent to participants' e-mails.

During the second week, learners had their e-tivity 0. This e-tivity was carried out in a laboratory session and helped them to understand how to work during the twenty-five hours of

the implementation. For this session, learners were provided with one listening task that followed the MMSL in a template divided into planning, monitoring, problem solving, and evaluating sections. At this stage, the teacher-researcher taught the model explicitly since the main goal of metacognition was to make learners aware of their own learning process. Regarding this, Chamot et al. (1999) states that learners need to be conscious about the use of the model and there must be explicit implementation of it in order for learners to "be able to exercise control over their learning because they will know how, why, and when to engage in specific strategic behaviors" (p. 12). Therefore, the strategies and the stages of the model were explained in order to give learners the opportunity to take control over the model for the upcoming e-tivities.

While stage

This stage consisted of five weeks during which the implementation of twenty-five hours of e-tivities through the Moodle™ platform was conducted. Those e-tivities were aimed at students working asynchronously. Since the e-tivities were asynchronous, participants could manage their time according to their needs and styles. Each e-tivity was designed for learners to work on the four stages of the MMSL by using the strategies outlined in Table 2.

Each e-tivity was planned for two hours, however additional time, from 15 to 30 minutes, was added due to learners were required to answer questions in the forum space after the e-tivity. This forum was used for participants to share their comments and any extra material. The questions for the forum varied according to students' performances. The data collected from the forums in the evaluating stage of the e-tivities constituted the learners' journals. Those questions were focused on a reflection about things that went very good, good, and not so good during the

e-tivity. They also included aspects to improve and ideas on how to improve them, reflections about weaknesses and strengths, and all learners' thoughts about the e-tivities.

The teacher's journal was developed in a template with two columns to add comments based on observations. There, the researcher posted her insights and observations of the online sessions. This was a reflective space that served for analysis to answer the research questions. This journal was focused on the learner's participation, the learners' comments, and the feedback provided, among other aspects (Appendix C).

To see and analyze the learners' processes and their thoughts in regards to the use of the MMSL, a questionnaire was applied after session six. This helped obtain learners' comments about specific strategies they had been using up to the middle of the intervention (Appendix B).

Post stage

The post stage of the process consisted of administering the post-questionnaire. This was aimed at obtaining the final results of the process of each participant and the insights the e-tivities left them. The information obtained was triangulated with the progress of the students by comparing the results of their initial and final term tests with the progress seen in their artifacts, and self-evaluation.

Content of teaching

Table 7 displays the e-tivities applied with their corresponding strategies and listening sub-skills according to the stage of the task. Since the MMSL allows the learner to work with different stages in a non-sequential process, some e-tivities have blanks for the stages that were not developed. It is relevant to explain that some strategies are repeated for different stages and this is in agreement with the model proposed by Chamot, et al. (1999) which includes some

strategies repeated in the different stages of the MMSL. Moreover, the selection of strategies was done based on the topic of the videos, on the learners comments about their preferences over the strategies and on the listening sub-skill that they needed to develop which was selective listening. Appendix N shows the list of strategies and the explanation given to participants inside the templates of the e-tivities. On the other hand, the topics of the videos were selected according to the learners' needs and wants.

Table 7 *Content of Teaching Cycle One*

Stage / E-tivity Number/ Name of videos	PLANNING	MONITORING	PROBLEM SOLVING	EVALUATING
1 **Advertising strategies**	Predict	Selective attend	Ask questions to clarify	Evaluate yourself
2 **The metacognitive model of strategic learning**	Activate background Knowledge	Ask if it makes sense	Use Resources	Evaluate yourself
3 **Applying Strategies of Good Listeners**	Setting Goals Strategy	Take notes Strategy		Evaluate yourself
4 **Understand your customers´ minds**	Direct attention	Selective attend	Ask questions to clarify	Verify predictions and guesses
5 **How to collapse sales resistance**	Predict	Ask questions to clarify	Substitute	Talk yourself through it
6 **How to spot disruptive innovation opportunities**	Activate background Knowledge	Ask if it makes sense	Ask questions to clarify	Check goals
7 **The space elevator**	Setting Goals Strategy	Take notes Strategy		Evaluate yourself
8 **London- ten things you need to know. Part I**	Direct attention	Selective attend		
9 **London- ten things you need to know. Part II**			Use Resources	Talk yourself through it
10 **Paris- ten things you need to know**	Activate background Knowledge	Ask if it makes sense	Ask questions to clarify	Check goals
11 **Stamp out insurance fraud**	FREE USE OF STRATEGIES			
12 **Free video**	FREE USE OF STRATEGIES			

4.2. Second Cycle

The second cycle focused on the revision of the plan and the implementation of the first cycle. In this way, the plan for the second cycle was applied to gather enough data to analyze and reflect upon. Appendix M shows the time line and action plan carried out during the pre, while, and post-intervention stages of this cycle.

4.2.1. Steps and Procedures

Pre-stage

At this stage of the implementation, the consent letter was given to the learner and a pre-test was applied (Appendix J and F). The aim of this pre-test was to compare it with a final test in order to contrast the student's performance with their listening comprehension skills. Additionally, there was a virtual conference with the student to help the student understand the way to work in terms of the use of the platform and the use of strategies.

While-stage

During this stage, twelve e-tivities were implemented. Those e-tivities had the same format as those applied during the first cycle. In this way, the student followed the same stages and strategies of the MMSL. Nonetheless, and based on the non-successful aspects of the first cycle, the e-tivities were improved during the second cycle by allotting more time to each activity. For the second cycle, a video was used for three e-tivities from which two were for the student to apply the MMSL and the last was devoted for a forum as shown in Table 8. These changes were aimed at optimizing time because in the first cycle learners spent more time in the e-tivities than planned.

Table 8

E-tivities Plan

Time	Input	e-tivities		
6 hours	Video # 1	Template 1 (e-tivity 1)	Template 2 (e-tivity 2)	Forum 1 (e-tivity 3)
6 hours	Video # 2	Template 3 (e-tivity 4)	Template 4 (e-tivity 5)	Forum 2 (e-tivity 6)
6 hours	Video # 3	Template 5 (e-tivity 7)	Template 6 (e-tivity 8)	Forum 3 (e-tivity 9)
6 hours	Video # 4	Template 7 (e-tivity 10)	Template 8 (e-tivity 11)	Forum 4 (e-tivity 12)
Total time= **24 hours**	**Total videos=** **4**	**Total templates =** **8**		**Total forums =** **4**

For each e-tivity, a teacher's journal was written as during the first cycle (Appendix C). In the same way, the student's evaluation stages constituted the learner's journal (Appendix D).

Post-stage

This final stage of the process was for the learner to take the post-test (Appendix G) and results were compared with the pre-test. These provided data about the student's listening comprehension skills as well as her thoughts and feelings during the tests. Therefore, the results obtained supported the process analyzed to answer the research questions. In addition, an interview (see Appendix K) was carried out in order to obtain the student's perceptions towards the second cycle. Finally, a gratitude letter was given to the participant.

Content of teaching

Table 9 displays the e-tivities for the second cycle with the corresponding video and strategies. For this cycle, the learner was the one who chose the strategies to work with. For this reason, at the beginning of the process the learner was given a chart with a summary of the strategies used during the first cycle with the information for each stage of the MMSL (See Table 2). In this way, the learner was more autonomous in the second cycle due to the fact she had the option to choose the videos and strategies she preferred. This was done under advice and supervision of the teacher researcher.

Table 9

Content of Teaching Cycle Two

Stage / E-tivity Number/ Name of videos	PLANNING	MONITORING	PROBLEM SOLVING	EVALUATING
1 **Preparing for the Lecture**	Activate background knowledge	Selective attend		Evaluate yourself
2 **Preparing for the Lecture**	1- Predict 2- Setting Goals	Take notes strategy	Ask questions to clarify	
3 **Preparing for the Lecture**				Evaluate yourself
4 **Social Networking Entrepreneur Becky McCray**	Direct Attention		Substitute	Verify Predictions and guesses
5 **social networking and its relationship with business or economics**	Predict	Ask questions to clarify	Substitute	
6 **social networking and its relationship with business or economics**				Evaluate yourself
7 **USA Economic Crisis February 2011 is**	Activate background knowledge	Take notes	Ask if it maskes sense	

worsening - Total Knockdown 2009 - Interview with Peter Schiff				
8 **USA Economic Crisis February 2011 is worsening - Total Knockdown 2009 - Interview with Peter Schiff**	Direct attention	Selective attend	Take notes	
9 **USA Economic Crisis February 2011 is worsening - Total Knockdown 2009 - Interview with Peter Schiff**				Evaluate yourself
10 **Social Intelligence and Leadership**	Activate background knowledge	Take notes	Ask questions to clarify	
11 **Social Intelligence and Leadership**	Direct attention strategy	Selective attend	Take notes	
12 **Social Intelligence and Leadership**				Evaluate yourself

4.2.2 Materials and resources

The Moodle™ platform was used as a course platform for the first cycle and second cycles. Therefore, the templates of the e-tivities were organized by sessions in the same course.

For this purpose, the Moodle™ platform was used as the virtual space for learners to have the opportunity to develop the e-tivities and interact with peers. That interaction among peers is evidenced only in the first cycle of the implementation since there was only one student participating in the second cycle of the project. For this reason, the interaction in the environment during the second cycle was only teacher-student. In addition, the online-based activities were called e-tivities and implied asynchronous access and communication. That communication was established through the use of forums in which learners could evaluate

themselves and share comments. Both cycles were implemented through the Moodle™ Course

Management System (CMS), also known as a Learning Management System (LMS) or a Virtual

Learning Environment (VLE).

Chapter 5. Data Analysis and Findings

This chapter presents the results of the implementation of two research cycles by describing the process carried out through the principles of qualitative research. The design and validation process, procedures for data analysis, data management and reduction, as well as data display and verification, are explained in this chapter. In addition, the categories and subcategories that emerged from the analysis of the instruments are discussed. These procedures were used to analyze the data derived from the application of the Metacognitive Model of Strategic Learning (MMSL) by means of online-based activities on A2 English students' selective listening comprehension. Finally, it is important to clarify that the first cycle differed in the number of participants which resulted in no more than one student participant in the Action Research second cycle. This issue was explained in detail in the Pedagogical Intervention and Research Design chapters.

5.1. Instruments Design and Validation

This section presents the data collection instruments used during the first and second cycles of implementation and the ways in which they were applied. For the implementation of first cycle, the data-collection instruments included a needs analysis questionnaire, a learning styles questionnaire, institutional pre- and post-tests, pre-, while, and post-questionnaires, the teacher's journal, and learners' journals. Some changes were made for the second cycle in which the pre-, while, and post-questionnaires were replaced by an interview carried out at the end of the implementation. The pre- and post-test were designed by the researcher and the journals remained the same as in the first cycle.

For the first and second cycles the instruments were piloted with the group of learner-participants and with English language teachers from the Languages Institute. From this process, some changes were made to formulate the questions clearer in terms of form. For the first cycle, the pre- and post-tests were tests used for the proficiency courses at USTA. Those tests were revised and analyzed by a team of three teachers as well as by the researcher. Regarding the pre- and post-tests for the second cycle, they were designed differently by taking into account the structure of the e-tivities applied and the stages of the MMSL. The changes made were basically on the structure of the test and the kind of questions. For instance, CD recordings were replaced by videos and the types of questions were for selective listening, which is the type of listening analyzed in this study. The tests of the second cycle were piloted with two participants of the first cycle who could not participate in the second[6]. The reason to pilot those tests with these particular participants was because participants' experience of the first cycle was seen as an advantage. Tests were revised by two teachers belonging to the Languages Institute who agreed on the original design of the tests.

The pre-, while, and post-questionnaires of the first cycle were piloted with all students who participated. After revising and answering the questions, students suggested changes in the form of some questions which were not clear enough initially. Moreover, the researcher found that they did not answer some questions because they needed to be worded more clearly. Therefore, the questionnaires were revised after their piloting and a final revision was made by two teachers form the Language Institute. Since the students' reflections allowed the researcher to know that they perceived too much time was spent on the questionnaires, the decision for the second cycle was to change to an interview. Moreover, the researcher decided there was enough

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[6] The reasons for having only one participant in the second cycle are explained in the research design chapter.

data to collect about perceptions, changes through the process, and effects of the application, with an interview. For this reason, an interview aimed at collecting data to answer the research questions was applied to the student participant of the second cycle instead of the pre-, while, and post-tests. Additionally, the questions were revised and analyzed by the student participant previous to the interview, which assured she understood the questions and their aims before the interview.

Finally, the students' and the teacher's journals remained the same for both cycles. The students' journals were built from the reflections made during the *evaluating stage* of each e-tivity; in this way, answers given by participants were collected to form the learners' journals (Appendix D). Similarly, the teacher's journal remained in the same format and with the same dynamics for the second cycle. The process was validated by analyzing the data with two English language and research teachers who were acquainted with the research study.

In sum, the design and validation process was carried out by taking into account the piloting, modification, and application of the research instruments. They were analyzed for verifiability and reliability during both cycles. In addition, their design and piloting were carried out with help and observations by master-researcher teachers, English language teachers, and students-participants of the project.

5.2. Procedures for data analysis

This section presents the corresponding theory and actions taken during the analysis of data. Therefore, the three stages of coding are explained in order to demonstrate the process of organizing the data into various categories. Open coding, axial coding, and selective coding procedures are addressed in this section.

The data-analysis process was derived from the principles of qualitative research and a focus on grounded theory. Grounded theory, according to Cohen, Manion, and Morrison, (2007, p. 491), refers to an "important method of theory generation" which is characterized by being inductive as "theories emerge from, rather than exist before the data." Strauss and Corbin (1994, p. 273) conceptualize grounded theory as "a general methodology for developing theory that is grounded in data systematically gathered and analyzed." Cohen, Manion, and Morrison (2007, p. 491) describe grounded theory as an inductive process since the interrelation of actions with other actions makes data patterns by moving from specific observations to broader generalizations and theories. In this way, for this study there was a detailed and systematic analysis carried out by a meticulous examination of content that emerged from the instruments. The analysis was done by interpreting each phrase and sentence of each of the instruments and by following coding procedures using the coloring technique. Apart from "collecting and ordering", this study aimed at "organizing main ideas which emerged from the analysis of data" (Strauss, 1987, p. 23). Such coding procedures refer to what Strauss and Corbin (1990) identify as "the operations by which data are broken down, conceptualized, and put back together in new ways" (p. 57). In this way, the coloring technique, the labeling of data in different colors according to the research questions, was used as the main process to find categories in the data.

The first procedure for data analysis was based on open coding. According to Cohen et al. (2007), open coding involves the analysis of data to identify "units of analysis to code for meanings, feelings, actions, events, and so on" (p. 493). This process was done by analyzing all data that emerged from the instruments in order to name categories. In this initial stage of the analysis, overall features of the research study were identified, labeled, and categorized in an outline form.

The second procedure to analyze data was based on axial coding. According to Cohen, et al. (2007), this procedure is understood as the stage to link categories and codes. At this stage of the process, data was put together in charts in order to see explicit connections between categories and subcategories. This helped the researcher identify causal relationships between categories, rename them, and shorten them.

The last procedure was selective coding, which according to Cohen, et al. (2007), is the stage to establish a core code and to clarify connections between the core code and other codes. For this process, integrating the categories that had emerged in previous data analysis stages identified the core category. Table 10 outlines the stages of the research study and their relationship with the stages of the grounded theory approach as well as the outcomes of the data analysis process.

Table 10

Data Collection and Analysis Stages

Research Study Stage	Grounded Theory Stage	Outcomes	
Cycle 1 Preliminary data analysis stage.	**Open coding** Preliminary structure of categories and subcategories.	Research question 1	**What can the application of a Metacognitive Model of Strategic Learning, by means of online-based activities, inform us on A2 level students' selective listening comprehension?** **Main category**: Development of listening comprehension **Subcategories:** • Direct attention that permits concentration on particular tasks by avoiding distractions. • Disciplined listening that permits a conscious process by following the planning, monitoring, problem solving, and evaluating stages.

		Research question 2	**How do students perceive the use of the Metacognitive Model of Strategic Learning while developing online-based selective listening activities?** **Main category 1:** Different feelings **Subcategories 1:** • Negative feelings • Positive feelings **Main category 2:** Awareness of strategies **Subcategory 2:** Need of extra strategies **Main category 3:** Easy access and comfort.
Cycle 2 Data analysis stage.	**Axial Coding**	**Research question 1**	**What can the application of a Metacognitive Model of Strategic Learning, by means of online-based activities, inform us on A2 level students' selective listening comprehension?** **Main category**: A process that implies improvement of learners' selective listening comprehension **Subcategories:** • Applying direct attention strategies. • Completing a disciplined listening process.
		Sub-question 1	**How do students perceive the use of the Metacognitive Model of Strategic Learning while developing online-based selective listening activities?** **Main category 1:** A process that provokes different feelings. **Subcategories 1:** • Involving negative feelings. • Involving positive feelings. **Main category 2:** A process that develops linguistic awareness. • Raising consciousness of needs for extra strategies. • Developing acquaintanceship over the individual performance.
Revision of both cycles. Final data analysis stage.	**Selective Coding**		**Core Category:** Enhancement of Cognitive and Metacognitive Awareness of the Selective Listening Comprehension Process.

5.3. Data management
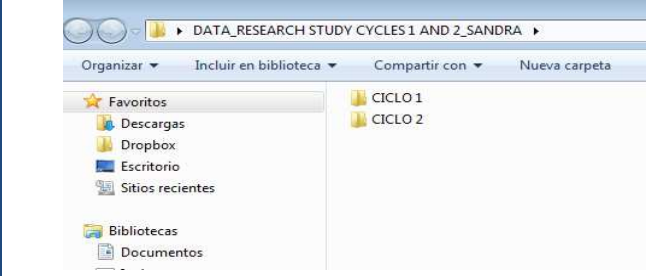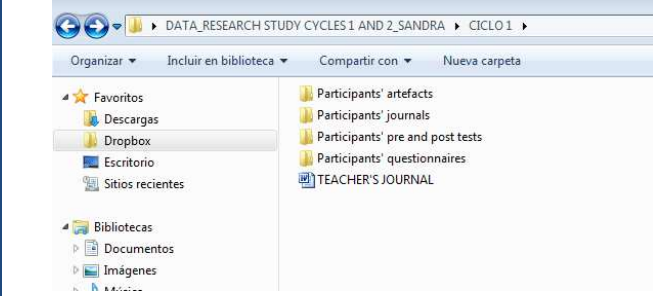
To store and organize data during the implementation and analysis stages of both cycles, digital folders were used. They were saved in a computer and named with the participants' nicknames to preserve their real identity. In these files, the artifacts were labeled with numbers;
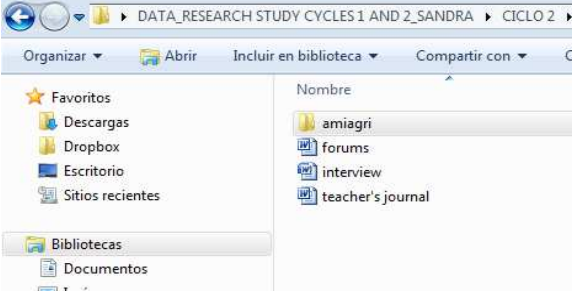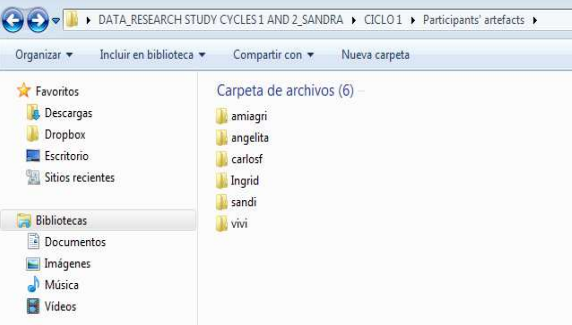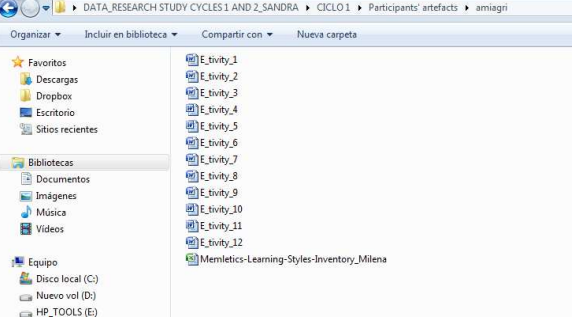
in this way, they were saved from e-tivity 1 to e-tivity 12. The screencasts displayed on Table 11 shows the process followed to store the documents.

For the first cycle, after having the individual data, a single Microsoft Word™ document was used as a matrix to collect all the students information related to the learners' journals. The same process was done with different Microsoft Word™ documents for the needs analysis instrument and the questionnaires. This allowed the researcher to make the open, axial, and selective coding processes easier to manage. With only one participant in the second cycle, it was not necessary to manage different folders.

Table 11

Data Storage process

STORAGE PROCESS	
Folders of both cycles	
Content of folders for cycle 1	

Content of folders for cycle 2	
Participants' folders with nicknames	
A participant's folder sample with artifacts.	

5.4. Data reduction

This process entailed the analysis of patterns that emerged from the instruments applied to find commonalities and recurrences. To reduce data and build categories, patterns were grouped into codes. According to Strauss and Corbin (2008), the integration process implies the creation of a core category from those that emerged during the open and axial coding procedures. The

final integration of categories is done during the selective stage of the analysis process. This will be explained in the following sections (see Figure 3).

5.4.1. Open Coding

This process started by assigning colors to the research questions and objectives with the purpose of identifying units of analysis which could be related to them. Exploring the data gathered was a thorough process in which repeated words and phrases were condensed into codes. This color-coding technique was used not only to find patters to address the research questions, but also to group useful data for analysis of pedagogical implications and other findings. Additionally, key words and phrases and the frequency in which they appeared were identified in the different instruments. (see Appendix C and Table 12).

5.4.2. Axial Coding

This procedure was aimed at making links between the categories and codes that emerged from the open coding process. At this stage, the categories were complemented and specific excerpts from the different instruments that supported those categories were organized in a MsWord™ document. The document served as a matrix to refine data analysis and to revise interrelationships. These procedures allowed the researcher to find interconnectedness among categories and codes in order to describe the main categories and subcategories expressed in Table 12.

5.4.3. Selective Coding

To identify the core category, the three main categories of the axial coding process were analyzed. In this way, the main theme of the research study and the main concepts that emerged

from the categories were examined in detail. These were put together and incorporated into one

category.
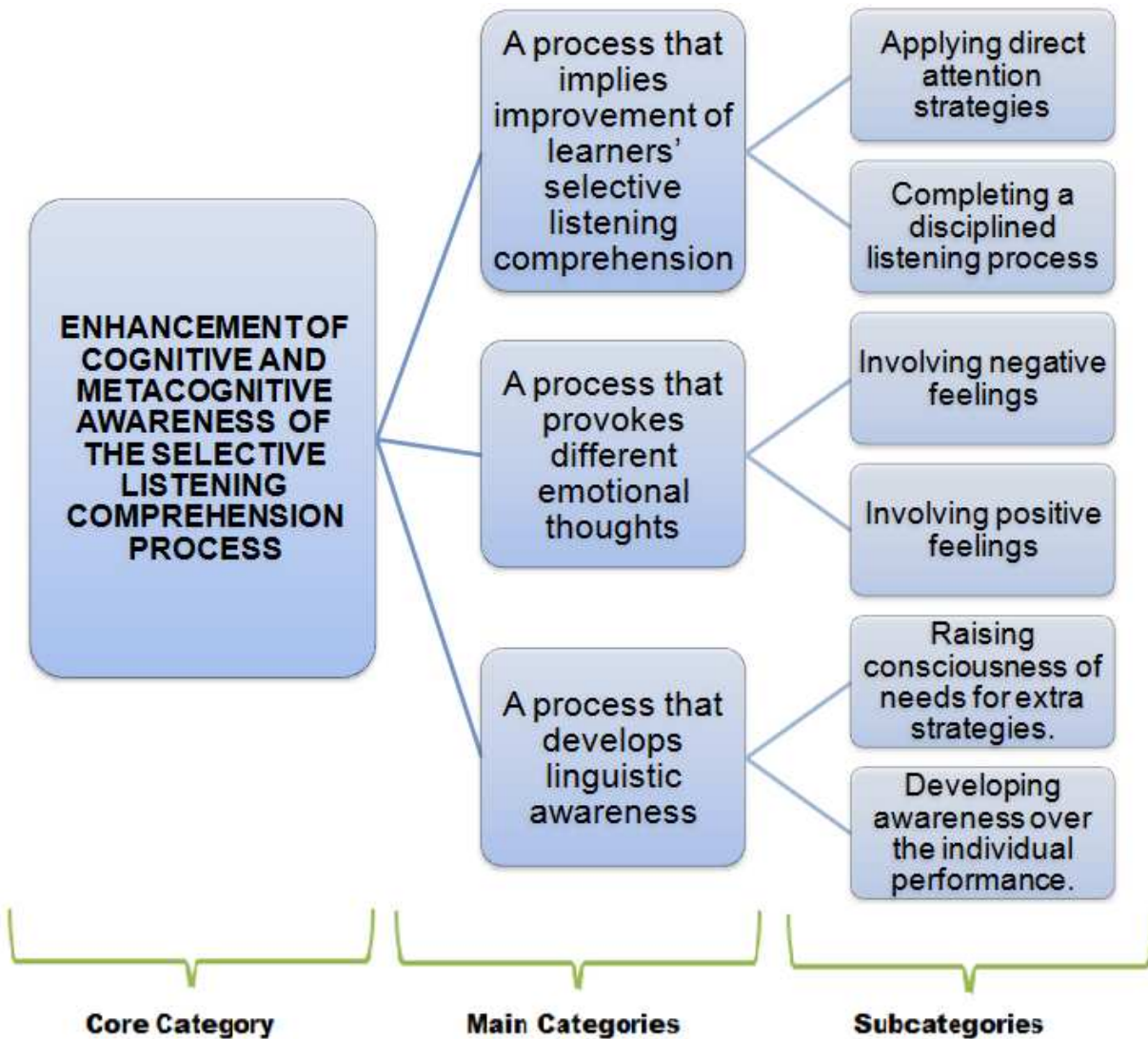
Figure 2. Categories

5.5. Data display and verification

This stage of the analysis process was aimed at drawing conclusions by the organization

of data. This procedure of data display and verification is defined by Milles and Huberman

(2004) as the second important action of data analysis. These authors agree that at this stage drawing conclusions is done by organizing and condensing information gathered. To validate the findings, data is analyzed in the following categories.

5.5.1. Categories

According to the analysis procedures described in previous paragraphs, the following sections account for a detailed explanation of the categories belonging to each research question.

To begin, the core category accounts for the general findings of this research study which are related to the effects that applying the MMSL had on learners' listening comprehension. The constant analysis made and the integration of the main categories emerged during the axial coding process allowed the researcher to see an Enhancement of Cognitive and Metacognitive Awareness of the Selective Listening Comprehension Process.

First, it was evident that learners developed a scaffolding process that influenced their cognitive awareness. According to Chamot (2009), students begin to experiment proficiency in their language when scaffolding processes appear to provide them with instructional support with a gradual involvement in the language skill. In this way, learners' belonging to this research study developed consciousness about the cognitive strategies used during the training process. Therefore, the familiarization with the language strategies (Table 2) enhanced their cognitive awareness. At the same time, the inclusion of those strategies into the MMSL allowed learners to become aware of metacognitive processes followed during the online-based activities. In sum, the cognitive and metacognitive awareness developed had a positive impact on their selective listening comprehension process. This fact is better explained in the following sections in which each category is displayed and supported with evidence.

Main Question:

What can the application of a Metacognitive Model of Strategic Learning, by means of online-based activities, inform us on A2 level students' selective listening comprehension?

Table 12

Category Main Question

CATEGORY	SUBCATEGORIES
A process that implies improvement of learners' selective listening comprehension	Applying direct attention strategies.
	Completing a disciplined listening process.

The category and subcategories exposed in Table 12 emerged to answer the main question of the study. The categories account for how the online-based activities caused positive effects on students´ listening comprehension. To support this fact, arguments are explained with some samples taken from the instruments (See Appendices A to G and K) applied during both cycles.

The improvement of learners' selective listening comprehension can be explained from two perspectives. First, the application of direct attention strategies helped them focus on specific aspects of their listening activities. According to Chamot, Barnhardt, El-Dinary and Robbins (1999), the *direct attention strategy* can help focus attention and ignore distractions. In this way, the selective listening comprehension skill can be reinforced if there is a decision focusing on specific details of the listening activity. Completing a disciplined listening process

was the other element that helped learners improve their selective listening comprehension. Regarding this, Vandergrift (2003), in a study about the topic of strategy use and the impact on skills, reported that more skilled listeners are engaged in the act of listening and use more metacognitve strategies (p. 474). Additionally, those learners made use of selective and direct attention strategies in their listening process. According to Vandergrift (2003), a more skilled listener is in control of the listening process, is actively engaged in planning and monitoring the task to find congruence with expectations, and used mental representations of the text in memory, which is explained as comprehension (p. 485). This study evidences the impact that a disciplined listening process has on the improvement of selective listening comprehension. This is the second subcategory of the first research question and will be explained in the following paragraphs. In this way, this research complements those of the researchers mentioned in the State of the Art. The reason for this is that those studies agree on the positive impact that metacognitive strategies have on learners and on strategic learning.

The first subcategory, *Applying Direct Attention Strategies* (Table 12), can be seen in the use of the "direct attention" strategy. This strategy was proposed by Chamot et al. (1999) with the purpose of making students aware of the importance of deciding in advance to focus on particular tasks by ignoring distractions. This use of direct attention strategies allowed learners to focus their attention on what they were doing. Excerpt No. 1 evidences the way in which the student plans to address the listening activity. Before watching the video she is reflecting on the implications and specific actions to take when watching the video.

"I focused my attention to see the video various times. I focus my attention on pronunciation, identifying vocabulary, and relationship of the topic to the pictures or images... I can ignore distractions concentrandome total in the video and listening"

(Excerpt No-1, Vivi. E-tivity 8- planning stage. Cycle 1)

"Cuando iba escuchando paraba y me devolvía de nuevo cuando no entendía algo. Me devolvía muchas veces hasta que yo podía entender. Me enfocaba en pequeños detalles lo que hizo que mejorara mi comprensión."

(Excerpt No 2, Amiagri. Interview. Cycle 2)

Deciding in advance where attention will be focused is a way to keep concentrated on the listening task. This helps avoid distractions like in the case of learners who do not know specifically what to do during the task. According to the observations made during the study, applying direct attention strategies had a direct influence in learners' performance in terms of selective listening (See Excerpt No-1). At the beginning of the process learners were not able to ascertain the intent of the videos. After training in the strategies, learners became better able to recognize key vocabulary, recognize small details, observe images, and select specific strategies to focus their attention. In addition to helping learners concentrate on specific details of the videos, the selective attention strategy was taught as shown in excerpt No. 3. The activities were designed to raise awareness of the existence of this and other strategies that had a positive impact on learners' consciousness of the use of strategies. Excerpt No. 2 also demonstrates how the learner focused her attention on small details, which, according to her perception, helped improve her comprehension.

Master in English language Teaching- Autonomous learning Environments / La Sabana University
Fray Bernardo de Lugo O.P. Languages Institute /Santo Tomas University
Teacher: Sandra Patricia Barbosa H.

MONITORING (while watching the video)

Selective attend: This monitoring strategy helps to focus on key word phrases and ideas. This strategy is useful for finding specific information.

Let´s practice! ☺

Write key phrases that you think are important about the topic of the video.

The mind force can analyze everything that the consumers and customers think, do, feel and see, the mind force is a secret language for companies and it allows big business.

Currently many business depend of the mind force

(Excerpt No-3, Vivi. E-tivity 8- planning stage. Cycle 1)

Working with direct attention and selective attention strategies allowed learners to become involved in the listening tasks by better comprehending what they heard. Excerpts 1 and 3 evidence the application of the strategies and Excerpts 4 and 5 show the real impact of the strategies analyzed. They support learners' reflection in regards to their comprehension. For instance, Excerpt 4 evidences the ability the learner has to focus her attention on key words she previously had in her mind and on a key question that appeared in the video. These two actions prove that the learner made the decision of directing her attention to specific details that helped her better understand what she heard.

> "Write a reflection explaining the last point (point 4). Justify the reasons that helped you to reach the objectives or the reasons that you have for not having reached the objectives.
>
> I understood the meaning because the explanation of this word has known vocabulary and the question asked to the expert about the topic were keys to understanding the theme of topic."
>
> (Excerpt No-4, Angelita. Student's journal- Self-reflection E-tivities 1-5. Cycle 1)

21		The student´s description evidences that she is aware of the importance of selective listening. For instance she states that getting small details from the video such as phrases or vocabulary helps her to understand better the main ideas. This is important for this project since it demonstrates that selective listening improves the global listening comprehension.
22	Something really important is that the student describes her process when listening. She says:	
23		
24		
25		
26	"While I'm listening and watching the video, I focus on the information I'm listening and then I take a notes about the ideas that I understood and that I think are important for understanding the main idea of the video	
27		
28		
29		
30		

(Excerpt No-5, Amiagri. Teacher's journal. Cycle 2)

The second subcategory, *Completing a Disciplined Listening Process* (Table 12), was devised as another way in which learners improved their selective listening comprehension. The

fact that learners followed the MMSL made them work on different stages for each of the online-based activities. According to Chamot (2009), metacognition implies declarative and procedural knowledge. The first, declarative knowledge, is a component that includes self-knowledge, world knowledge, task knowledge, and strategy knowledge. The second, procedural knowledge, implies metacognitive behaviors in the sense that learners are able to regulate their own thinking during the learning progression. In this way, participants used metacognitive learning strategies and made decisions about whether to use different strategies to develop their task and improve their performance. This made them engage in procedural knowledge. This kind of knowledge implied that learners planed, monitored, solved problems, and evaluated their tasks and performance. In this way, the declarative and procedural knowledge described by Chamot (2009) was evident in the disciplined listening process learners followed as exposed in Excerpt No. 6.

> ¿Qué recuerdas del modelo metacognitivo?
>
> Bueno… I recuerdo que tuve que seguir un ciclo de estrategias tales como planning, monitoring, problem solving and evaluating. Recuerdo que generalmente tenía que seguir la de predict and attention. Es decir, que yo tenía que enfocarme en puntos específicos. También recuerdo que para monitoring y problem solving yo tomaba notas. Esta era mi estrategia, esa era la que yo usaba para sentirme más comoda resolviendo las e-tivities.
>
> (Excerpt No 6, Amiagri. Interview. Cycle 2)

In conclusion, and to support the fact that learners progresses in their selective listening comprehension, tests were applied for both cycles. Figure 3 shows the improvements students made during the first cycle by comparing the first term test and the final test. All the students had better results in their final test compared with the first they took. Both tests included multiple choice questions and open questions. The multiple choice questions were scored by right or wrong responses and the open questions scored on a scale of "correctness" and "completeness" (Rost, 2002, p. 172).
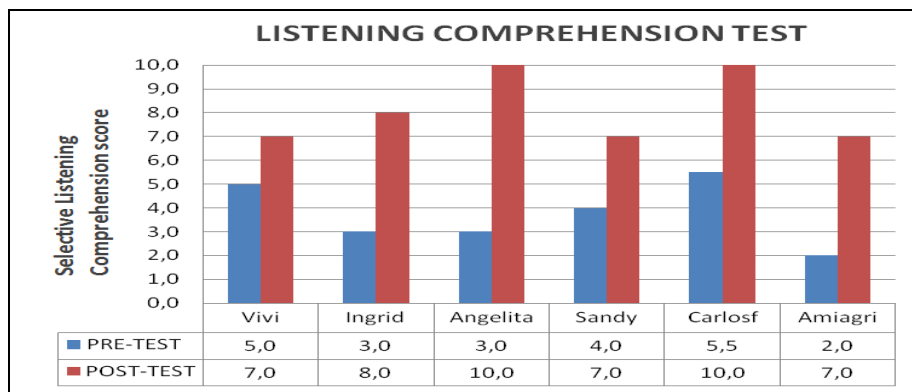
Figure 3. Listening Comprehension tests Cycle 1

In the same way, Figure 4 also shows the improvement of the learner based on a pre- and post-test (Appendix F and G) mainly designed to obtain results of selective listening comprehension. After the implementation the student is better able to recognize facts and details that help her in the "interpretive process" (Vandergrift, 2002, Para. 3). This was difficult before her participation in the project.
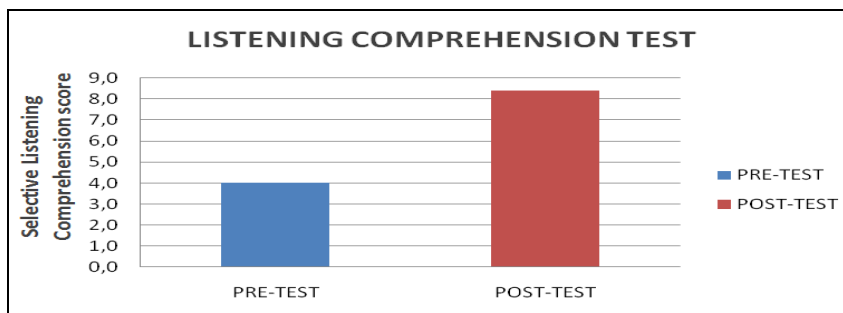
Figure 4. Listening Comprehension tests Cycle 2

¿Has notado un mejoramiento gradual?

Si, pero no. Hay algunos videos que eran más fáciles que otros. Pero yo he mejorado. Por ejemplo hace dos semestres yo no hubiese sido capaz de entender esos videos. Yo no hubiese reconocido la idea. Ahora soy más capaz de escuchar aunque siempre he tenido problemas con el listening. Soy consciente que es muy diferente escuchar el inglés americano, el británico, el de un europeo o de una persona latina."

(Excerpt No 7, Amiagri. Interview. Cycle 2)

Finally, Excerpt 7 demonstrates that the learner has noticed her advance in listening comprehension. She is now better able to understand the videos and even to recognize different accents. This reinforces the enhancement of the skill analyzed since she said she understood the ideas better than she did some months ago.

Sub-question:

How do learners perceive this Metacognitive Model of Strategic Learning while developing online-based selective listening activities?

Table 13

Category Sub-question

CATEGORY	SUBCATEGORIES
A process that provokes different emotional thoughts	Involving negative feelings.
	Involving positive feelings.
A process that develops linguistic awareness	Raising consciousness of need for extra strategies.
	Developing awareness over the individual performance.

The main categories and subcategories exposed in Table 13 are aimed at answering the research sub-question. Table 13 accounts for the perceptions students have regarding the use of the MMSL while developing online-based selective listening activities. First, learners perceive it as a process that provokes different emotional thoughts. This involves negative and positive feelings. Second, according to learners' reflections, this process developed linguistic awareness in learners.

It was found that the students had *different feelings* towards the e-tivities which were influenced by different factors. For instance, when the speaker of the video spoke quickly or when they could not see the articulation of the mouth of the speaker, they had *negative feelings* such as frustration, laziness, angriness, and difficulty in understanding the videos. Those negative feelings were also evident during the first e-tivities because it was difficult for some students to identify the ideas from the video. On the contrary, students felt "good" or had *positive feelings*, such as happiness, confidence, satisfaction, tranquility, and peace when they felt they understood the idea of the video. Excerpt No. 8 is a reflection of the researcher´s perceptions about students during the first e-tivities.

> "Before starting the implementation students were very interested towards participating because they wanted to improve their listening skills. There are four students who felt comfortable enough and have a positive attitude towards the e-tivities since the beginning of the implementation. The other two students started to work being worried of not to understand everything but through the process they perceived they were improving. Moreover, thanks to the assessment, learners understood that the issue of not understanding everything did not mean they were not having a good process. It helped them to concentrate in the main and secondary ideas rather than in every detail of the listening."
> (Excerpt No 8, Teacher's journal 07. Cycle 1)

In terms of negative feelings, students sometimes felt frustrated, worried, and confused; they also felt the e-tivities were becoming complicated. This was part of the challenge that the scaffolding process represented. Since the process implied a gradual change in the way learners used the strategies, they sometimes felt unbalanced. For instance, at the beginning of the process learners were provided with specific steps and strategies for each e-tivity; but as they got to know all the strategies selected for this study, they started to be asked to develop the e-tivities with any strategies they wanted. Therefore, they had to select, explain, and use strategies not suggested by the teacher. This change made them feel unbalanced and produced negative feelings. Nonetheless, after they practiced this way they started to feel more comfortable since they used strategies they found more useful and liked the most.

On the other contrary, when students achieved the objectives of the lesson, they felt comfortable and described positive aspects of the metacognitive processes. For instance, they talked about their improvement in pronunciation, speaking, and even writing because they needed to find the way to express their thoughts and the only resource to do so was to write on the templates provided for each e-tivity. Excerpts No. 9 and 10 show some of the negative and positive feelings the participants had during the implementation of the online-based activities.

"In the activity I felt very confused because I did not understand the interview, was uncomfortable"

(Excerpt No 9, Amiagri. E-tivity 4. Cycle 1)

"this process is very interesting because it opens us the mind about the pronunciation of words and links us more with the English language. Sincerely, this is a very good process but it´s not enough for me."

(Excerpt No 10,Amiagri E-tivity 4. Cycle 1)

These comments allowed reflection on the students' feelings and it was noticed that they were in a scaffolding process. After the implementation of the e-tivities, learners became aware

of aspects that they did not manage before. For instance, pronunciation of words was one of the aspects in which they demonstrated linguistic awareness. This was shown in the instruments when learners demonstrated they were going from one step to another in terms of learning. For instance, they started to look for extra strategies that helped them have better comprehension. Moreover, with the assessment students started to have a more positive attitude towards the e-tivities, as exposed in excerpt No. 11.

> "I have noticed that some students tend to feel frustrated when they do not understand some specific words the speaker says. It causes bad feelings towards the listening tasks. For this reason, it is necessary to make them understand that it is a process and that it requires practice and extra help to become skilled in listening. In this way, applying strategies for vocabulary and for understanding main and subsidiary ideas is a key factor to succeed in this process. Another important thing is to encourage students to continue learning English, this can be done through positive assessment."
> (Excerpt No-11, Teacher´s journal 06, lines 1 to 15. Cycle 1)

The participants advanced their level of English during scaffolding process. This can be seen from the fact that learners started to know the strategies, to look for extra ones, and to choose ones that better work for them. They also used the MMSL in the way they preferred, had a positive attitude towards their learning and achievements, and showed strategic behaviors to obtain the facts of the listening tasks that better helped them understand the main ideas.

The second category to answer the sub-question is related to the learners' perceptions. This process develops linguistic awareness by raising consciousness of needs for extra strategies and by developing awareness over the individual performance.

First, raising consciousness of the need for extra strategies is evidenced in that learners recognized the importance of being conscious about the process. According to learners, this consciousness was helpful in improving their listening comprehension because they became better able to recognize their weaknesses and strengths. Oxford (1990) states that the level of

consciousness of the strategies "either appropriate or inappropriate" (p. 12) permits learners to take control of their learning. Therefore, becoming aware of the strategies has an influence on the evaluation of the "utility" of those strategies. To this respect, information gathered showed that students perceived they needed extra strategies to have a better comprehension of what they listened to. For that reason, students started to make use of other strategies different from suggested ones. For instance, activating close caption, using the dictionary, reading articles related to the topics of the e-tivities, or solving questions with friends were used to improve their listening comprehension. Students were aware of the importance of strategies to guide and evaluate their own comprehension and responses. In this way, students perceived they needed to take different actions to get better results. According to Chamot (1999), most students make use of learning strategies and teachers make use of planning, monitoring, problem solving, and evaluating stages. But, if the strategies are not consciously addressed and without explicit implementation of the model, students won't be able to exercise control over their learning because they would not know when, how, and why to engage in specific strategic behaviors. This idea corroborates that students engaged in strategic behaviors by using the strategies suggested as well as extra strategies. Excerpts 12, 13, and 14 show some of the actions that participants took in regards to extra strategies:

"When the videos are difficult to listen, I listen twice, and then, if I do not understand the video at all, I activate the subtitles to identify the words that I do not understand"

(Excerpt No 12, Carlosf. While-questionnaire. Cycle 1)

"When we don't know about of the topic of the video, it´s necessary to search about it or to use the dictionary because if we know about of topic before watching the video, it's easier to understand the general idea"

(Excerpt No 13, Ingrid. E-tivity 11. Cycle 1)

"At first I felt a little lost and did not understand the subject very well but I asked the help of a friend to understand it better."

(Excerpt No 14, Ingrid. E-tivity 6. Cycle 1)

Excerpt 15 shows that a student uses "imagery" and "direct attention" (Chamot, 1999, p. 19) to create an image or to represent information in order to have a better idea of the video. It is relevant to support the *awaking consciousness of needs for extra strategies* subcategory since the learner used direct attention and imagery strategies without a strict suggestion from the teacher. Similarly, excerpt 16 evidences the extra actions a student takes to have better listening comprehension. This student states her preference towards selecting her own strategies from those used during the training process in the framework of the MMSL. The excerpt remarks on her consciousness of the importance of using extra strategies when the situation requires.

"Well, when I have and image and I am concentrate in the video and in the voice, I understand better and I intent to create one general idea."

(Excerpt No 15, Angelita, E-tivity 1. Cycle 1)

"In the first case I felt confused because I didn't understand the video, I found the video run very quickly and I didn't like it because I thought that was a topic that I could recognize easily, but then, I found that I didn't understand it. Therefore, as I was worried, I used help of subtitles which was very important. In the second case it was easier because I used the help of the "take a notes" strategy. For this reason, I could solve the activity more quickly. I found easier to recognize the vocabulary, sometimes I used the help of the dictionary which was a great orientation for me.

I liked to use the strategies that I select because I believe this is easier for me. Each strategy is important because the goal is to help us recognize the idea of the video"

(Excerpt No 16. Amiagri. E-tivity 9-Forum 6. Cycle 2)

In terms of extra strategies, the participants used the close caption tool available in the YouTube™ platform; they read about the topic before watching and listening to the video; they used collaborative actions and the "imagery" (Chamot, 1999, p. 16) strategy; they wrote key words in relation to the images; they summarized; they looked for other people that helped them understand the videos better and used the dictionary. It is important to mention that these strategies were gradually appearing. In the first four e-tivities students worked only with the suggested strategies. Excerpts 17 and 18 are evidence of the extra strategies learners used.

16	Carlosf also expresses his feelings towards the act of watching the video. He says that he feels good with this kind of activities. He also says that he uses the caption tool offered by youtube when he does not understand some words. He calls this action "a method" that allows him to understand the topics. Regarding the "taking notes" strategy, he says that he does not take notes because it distracts him from the listening. Nonetheless he says that taking notes is necessary sometimes since this strategy is useful for "identifying key words"	case, Carlosf is also aware of the importance of evaluating for improvement. This comment about the use of the close-caption tool is important for this study since it reveals the way this student approaches the MMSL. Moreover, he explains how the concentration strategy which name given by Chamot is "direct attention" works well with him. Regarding this, I can notice that Carlosf avoids distractions to focus on the task itself. This is important since it makes reference to his learning style.

(Excerpt No-17, Carlos F. Teacher's journal. Cycle 1)

"¿Has hecho actividades diferentes a las propuestas haciendo uso de las estrategias que has practicado?

Si X   No____

¿Cuáles? He visto programas de televisión en inglés sin subtítulos tratando de entender las palabras que tomo y relacionándolas con las imágenes. Por otro lado hablo por MSN con mis amigos en inglés tratando de que ellos me corrijan en mis errores o me enseñen nuevo vocabulario."

(Excerpt No. 18. Vivi. Questionnaire 2. Cycle 1)

Second, *developing awareness over the individual performance* has to do with the consciousness of strategy use. This was evidenced as students became conscious about the importance of knowledge regarding strategies. Students knew that having the experience of the strategy training was helpful for their improvement in listening. This is a key aspect of metacognition. Chamot (2009) explains that the explicit teaching of learning strategies to students helps them develop awareness. Moreover, the understanding of their own learning process helped learners reflect on the effectiveness of the strategies they used. Therefore, the training with the MMSL increased the student's reflections on their individual performance.

Excerpts No. 19, 20, and 21 evidence the students' and the teacher's perceptions about learners' linguistic performance and the importance given to the use of strategies.

"How important are for you the strategies used within the model?

Well, yes, I give importance to the use of strategies because thanks to them I could recognize better the objectives of each video. I improved my listening and my vocabulary."

(Excerpt No 19. Amiagri. Interview. Cycle 2)

"According to these comments I can notice that she gives much importance to the ideas and the knowledge of the topic previous to the task. This is really important because she is aware that setting the context and the background knowledge is something that she can take as a tool for having a better understanding. According to Oxford (1990: 60) the associating/elaborating strategy is likely to strengthen comprehension since it makes the familiar concepts, already in memory, easier to remember."

(Excerpt No 20. Teacher´s journal 3 / lines 8 to 20. Cycle 2)

"Me sentí realmente incomoda y molesta conmigo misma. Algunas veces pensé que había temas relacionados con Economía que eran fáciles de relacionar para mí. Pero me sentí perdida con algunos videos y me sentí perdida y frustrada. Pero todo esto pasaba en un primer momento porque era difícil para mi saber que soy economista y que no entendía esos temas. Por eso la aplicación de las estrategias me ayudaron

a solucionar esas sensaciones. Además yo leía artículos relacionados para tener más ideas acerca del contenido de los videos."

(Excerpt No 21. Amiagri. Interview. Cycle 2)

These excerpts show that learners were able to identify areas of improvement and weaknesses as well. Additionally, as observed in Excerpt 22, learners reflected on the stages of the MMSL by establishing relationships with the objectives set for the e-tivities. These reflections developed acquaintanceship with the individual performance, an action related to the process of developing linguistic awareness.

"The plan is very important because when I planned the form to make the activity, I organize mi ideas, establishing a series of steps that after when I watch the video, this steps permit me achieve the objectives proposed." (Excerpt No-22. Carlosf. *E-tivity 7*. Cycle 1)

In sum, the findings of this study show that the MMSL has a positive effect on learners' selective listening comprehension. Additionally, learners' perceptions show that the process of developing the e-tivities provoked different feelings as they developed awareness in terms of cognitive and metacognitive processes. It was evidenced that the use of metacognitive strategies helps learners achieve greater success in listening comprehension. For instance, applying direct attention strategies allowed learners to better understand small details of the videos that positively affected the comprehension of main ideas. Moreover, when the guidance was scaffolded students become better able to reflect on their own actions and recognize which strategies work better for them according to their preferences. The metacognitive action of reflecting on individual performance develops linguistic awareness, a key aspect of success in learning a foreign language.

Chapter 6. **Conclusions and Pedagogical Implications**

In the search of how the application of a Metacognitive Model of Strategic Learning could relate to the selective listening comprehension of a group of A2 level students, the findings summarized in the upcoming paragraphs emerged. These results were the product of this Action Research study aimed at covering a problem found in a group of college learners in regards to strategic learning. According to needs analysis and students' motivations, selective listening comprehension, in the foreign language, was a skill that needed to be reinforced. This section concludes the main aspects analyzed which might be valuable for other teachers and researchers who are interested in helping learners in their process of becoming aware of their own learning processes in regards to selective listening comprehension. Moreover, students' perceptions towards the MMSL while developing online-based selective listening activities are analyzed.

On one hand, this study leads one to conclude that the MMSL helped learners develop the listening tasks better than when they lacked awareness of the model. Learners demonstrated that they improved their selective listening comprehension by applying direct attention strategies and by completing a disciplined listening process. According to learners' reflections, they became more focused on the listening tasks since they avoided distractions by deciding in advance on specific aspects they wanted to get from the videos. In this way, the planning stage of the process was the element that reinforced the application of the direct attention strategy. From the beginning of the task learners made decisions about the specific things they wanted to get from the task. Second, the fact that learners had been continuously developing listening activities by following planning, monitoring, problem solving, and evaluating procedures, had a direct influence on their disciplined listening process. For instance, after training in the use of the model, when learners were not given strategies, they selected those they considered useful for

them and always followed a disciplined process. These results reflect the impact that the training in the MMSL had in learners as they began to take control over their own learning. These aspects made learners better at listening to small facts and details from the videos. This made them become good selective listeners while improving in understanding global ideas.

On the other hand, learners' perceptions let the researcher know that this was a process that provoked different emotional thoughts from which positive and negative feelings were evident. Moreover, learners perceived that this process developed awareness in that they were conscious in regards to their needs for extra strategies and were able to account for their individual performance. First, students felt frustrated when they were advancing in the process and the videos were becoming more challenging to understand in terms of the content and speaking. For this reason they felt anxious and confused, which was uncomfortable for them. Nonetheless, once they started to find strategies that worked for them, such as using close caption, asking friends, using the dictionary, reading related articles, watching extra videos, etc., they became more comfortable with the tasks and also helped them improve their concentration. Taking notes was another frequent strategy that learners used when the videos were difficult to understand. Second, their linguistic awareness was developed. Learners were able to reflect on aspects they improved on and their difficulties with the language. For instance, some recognized they had improved their vocabulary, pronunciation, and writing. Although the focus of the study was mainly listening, learners found they became better at speaking and writing because these were the ways in which they could express their thoughts about the videos. In sum, awareness over the individual performance was a way to develop linguistic awareness.

The results stated in the previous paragraphs may bring different implications to all the members of the teaching and learning community. First, for the learners-participants it was an

enriching experience that helped them improve their listening skill. This might positively affect their competence in their academic and non-academic world. Learning English is a requirement for them in terms of jobs and listening was one of their challenges before the implementation of the project. During the needs analysis stage it was found that these learners wanted to improve in listening because they felt they could not understand people speaking in English. After the implementation of the project they felt satisfied not only with their improvement in listening but also with their awareness of strategies they could use in different contexts.   Second, for the researcher this project was encouraging to continue research in the same topic. Metacognition became relevant and interesting in the way it can be applied to any teaching and learning field. In addition, this topic can be complemented with other pedagogical, technological, and even disciplinary components that might enrich the model proposed by Chamot et al. (1999).

In line with other research studies described in this thesis, it has been found in different contexts that metacognition influences learning positively. One example was analyzed by Vandergrift (2003). His study demonstrated that from two groups of students, those using metacognitive strategies became more skilled listeners. Additionally, skilled listeners were found to be more dynamic in that they become more purposeful and flexible in their approach to the task. Vandergrift (2003) also states that this consciousness of planning, monitoring, and evaluating develops self-regulation in learners. Another example that reinforces the importance of applying metacognitive strategies to facilitate the listening process is given by the study carried out by Holden (n.d.). This study accounts for the success of learners in other areas of language learning and the benefits in terms of self-regulation in becoming independent learners. In the same way, Yang (2009) found that unsuccessful listeners lack metacognitive knowledge. In conclusion, studies made on the topic of metacognition and listening comprehension have

shown that learners who improve and become more aware of strategies that are able to improve their language skills as well.

Finally, it is important to remark that a distinctive feature of this research study is the fact of using online-based activities to train learners in the use of metacognitive strategies. Moreover, it was found that this type of activity is useful for populations that do not have time to for face-to-face lessons. In addition, the fact of working asynchronously, one of the characteristics of this study, worked well with these learners whose time was limited. This asynchronous work allowed learners to work at their own pace wherever and whenever they wanted. Nonetheless, the constraints found with these online-based activities were noticed during the delivery of the activities. Since learners were autonomous in the management of time, sometimes they got behind and this affected the schedule set. Additionally, the training of strategies was a good way to help learners understand and use the MMSL. Nevertheless, it is important to say that this type of instruction demands time since online learning implies concentrated learners, precise and well-explained instructions, and clear information. For this reason a continuous communication with learners is absolutely necessary to avoid misunderstandings.

Chapter 7. Limitations and Further Research

During the development of the study some limitations emerged in terms of time for the development of the e-tivities, delay in sending the e-tivities to the teacher, lack of participation in the social forums, and learners' participation in both research cycles.

Learners were given specific times for each e-tivity. However, at the beginning of the process they spent much more time than planned. For instance, for e-tivities planned to last two hours and thirty minutes, they took three or more. This caused some problems in regards to motivation because learners felt it was very difficult to understand the videos. Therefore, they had to watch the videos more times than suggested which made them double the time planned for the e-tivities. For this reason, it is important to consider that students may have to spend more time than expected. Salmon (2002) in regards to his *Model of Teaching and Learning Online Through Online Networking,* suggests that at the first stage, *Access and motivation,* participants need good regular access to the virtual environment which will help them to have enough knowledge of how to participate in the e-tivities.

The previous fact explained caused the second limitation of the study. Since learners took more time developing the e-tivities, they started to delay their submission. This issue affected the study since the analysis of data was also postponed and it was difficult to follow the timeline scheduled. For this reason, the teacher had to make use of e-mail to keep reminding learners of the agreement they had made. These messages were supportive in order to keep the Moodle Space opened for the purposes of this research study.

The third limitation was related to the use of the forums devoted for self-assessment procedures. Since the MMSL implies an evaluation stage, some forums were made available for learners to share their thoughts in regards to their own evaluation. Unfortunately, this tool was

not successful. Although some learners manifested they would have liked to have a collaborative space, they did not take advantage of the opportunity provided for interaction. The communication established was mainly teacher-student.

Another aspect that emerged as a constraint was regarding students' participation during the second cycle of research. Although learners manifested they wanted to continue with the project because they felt the positive change they had in listening comprehension, they could not participate. At the beginning of the second cycle, all the students started to participate but due to them finishing their undergraduate program and doing their first professional training, they could not manage to take extra time to develop the e-tivities. Therefore, after asking them to plan their time, only the student who was not doing the professional training decided to continue with the study. Finally, for further research it is important for researchers to know that changes in time might affect the training in the model. This project lasted two semesters and approximately 50 hours were devoted to training learners in the MMSL. Similarly, for collaborative interactions it would be necessary to plan the way to optimize time by helping learners focus their attention on the use of the strategies selected.

Further Research

For further research with a similar focus there are different aspects that could be explored. First, in a similar project it would be advisable to address the research question in terms of the technological component. In this way, other researchers could think of creating more than online-based activities and target the study to the creation of a virtual community in which learners have ample opportunities for interaction and reflection. Second, the MMSL can be applied to studies focused on writing, speaking, or reading. Third, further research on

collaboration and metacognition would probably end in interesting findings that would help learners advance. Fourth, researchers could expand their tests and use instruments to get more informed results about learners' listening comprehension. Finally, a blended-learning environment could be applied to train learners in metacognitive processes for the improvement of their language skills. Since continuous communication is needed, face-to-face instruction might facilitate explanations and optimize time.

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APPENDICES

APPENDIX A

NEEDS ANALYSIS QUESTIONNAIRE SAMPLE

UNIVERSIDAD SANTO TOMÁS/ Instituto de Lenguas Fray Bernardo de Lugo OP.
UNIVERSIDAD DE LA SABANA / Maestría en Didáctica del Inglés
The Metacognitive Model of Strategic Learning for Listening Comprehension by means of online-based activities
Docente Investigador: Sandra Patricia Barbosa Hernández

CUESTIONARIO – ANÁLISIS DE NECESIDADES

Querido estudiante,

La siguiente encuesta tiene como objetivo comprender algunos aspectos relacionados con tu aprendizaje de la lengua extranjera – inglés. Tus respuestas formarán parte de un corpus investigativo que permitirá determinar las necesidades que tienes frente al uso de estrategias para el aprendizaje del inglés lo cual será un marco de referencia para la implementación del proyecto que tú ya conoces. Recuerda: no hay respuesta correcta, puedes contestar abierta y francamente a la misma, y usa tu apodo en el espacio de nombre.

Nombre: Carlos F.   Edad: 20 Años.

Género:Masculino Carrera: Economía   Semestre: Octavo

Nombre para el proyecto: Carlosf

1. ¿Cuáles son tus motivos para estudiar inglés?

Quiero ser competitivo en el mercado Laboral además de poder conocer, entender y hablar un idioma distinto al español para aumentar mi conocimiento.

2. Para la siguiente lista de habilidades indica cuál se te facilita más. Marca dentro del rango de 1 a 5 donde 1 es más difícil y 5 más fácil.

   a.   Writing   1 ___   2____   3_X__   4____   5____

   b.   Speaking   1 ___   2____   3_X__   4____   5____

   c.   Listening   1 ___   2_X__   3____   4____   5____

   d.   Reading   1 ___   2____   3_X__   4____   5____

3. Para practicar la habilidad de escucha en inglés ¿cuál de las siguientes actividades prefieres?

   Marca con una X la opción u opciones que escojas.

   a.   Escuchar la radio en inglés.   _X__

   b.   Escuchar grabaciones y repetirlas.   ____

   c.   Escuchar diálogos.   ____

   d.   Ver programas de televisión.   _X__

e. Ver videos en internet. _X__

f. Otras. ____

Si marcaste la opción "otras", indica cuáles son esas actividades:

_____

_____

Explica la razón de tus elecciones en la anterior lista:

_____

_____

4. ¿Has tenido dificultades para entender lo que escuchas en inglés?

Si _X____ No____

¿Cuáles?

Cuando escucho musica y se abrevian algunas palabras o por el tipo de inglés.

Si la respuesta a la pregunta anterior es afirmativa responde: ¿Has podido superar esas dificultades?

Si__X__ No____

¿Cómo?

En el caso de la música busco la letra de la canción para entender mejor las palabras que no pude captar.

5. ¿Utilizas alguna estrategia para practicar las habilidades mencionadas en el punto número 2?

Si_____ No_X__

¿Cuál o cuáles?

_____

_____

_____

6. Cuando escuchas algo en inglés ¿haces algo para comprender mejor?

Si__X___ No____

¿Qué haces para comprender mejor?

Si es música busco la letra, si es una persona le pido que me repita, si es una película la devuelvo para entender que fue lo que se dijo en el caso de un programa de televisión intento hallar la idea con el contexto.

7. ¿has visto y escuchado videos usando la internet?

Si_X___ No____

Si la respuesta es afirmativa menciona las páginas que conoces donde hayas encontrado videos en inglés.

YouTube.

¿Qué opinas del uso de recursos virtuales para aprender inglés?

Son de ayuda pero es mejor conversar con las personas nativas.

8. ¿Sabes cómo utilizar la plataforma Moodle de la Universidad?

   Si __X___   No_____

9. ¿Has tenido cursos virtuales en Moodle?

   Si _____ No_X___

10. ¿Qué opinión tienes de la plataforma Moodle?

    Es la primera vez que tengo uso de la plataforma así que no tengo muchas opiniones.

11. Si tienes alguna sugerencia para el uso de la plataforma Moodle menciónala.

12. Has una lista de los temas que más te llaman la atención para ver en videos.

    - Innovación.

    - Cultura.

    - Globalización.

    - Economía.

Muchas gracias por tu colaboración!

APPENDIX B

PRE, WHILE, AND POST-QUESTIONNAIRES

1. Pre-questionnaire sample

UNIVERSIDAD SANTO TOMÁS/ Instituto de Lenguas Fray Bernardo de Lugo OP.
UNIVERSIDAD DE LA SABANA / Maestría en Didáctica del Inglés
The Metacognitive Model of Strategic Learning for Listening Comprehension by means of online-based activities
Docente Investigador: Sandra Patricia Barbosa Hernández

CUESTIONARIO 1

Nombre: Julia Viviana Mendoza   Fecha: Octubre 11/2010

Querido estudiante,

Como es de tu conocimiento este instrumento hace parte de la investigación de Maestría que estamos llevando a cabo. Por tanto, las siguientes preguntas tienen por objetivo conocer tu proceso de aprendizaje relacionado con la comprensión de escucha en inglés.

De antemano agradezco tu participación.

1 ¿Crees que el uso de acciones específicas o estrategias para trabajar videos en inglés mejora la comprensión de escucha?

si X No____

¿Por qué? Existen Diferentes métodos de aprendizaje para cada persona ya que no todas las personas aprendemos de igual manera unos parende eschuchadno, viendo, escribiendo o leyendo.

¿Utilizas estrategias o acciones específicas para comprender lo que escuchas en inglés?

Si X   No____

¿Cuáles? Relacionara las palabras o vocabulario conocido para darle significado al contexto en el cual se encuentra alguna canción o texto

2. Describe todo lo que haces cuando abordas una tarea de escucha en inglés.

Toma las palabras entendidas y las relaciono, escucho varias veces de 2-4 veces para entenderlo mejor

¿Cómo te sientes cuando abordas tareas de escucha en inglés?

En ciertas ocasiones muy desubicad por que quizás no entiendo por su pronunciación o confundida por uqe hay algunas palabras que son similares pero no iguales en pronunciación

3. Antes de escuchar algo o de ver un video en inglés ¿haces un plan para entender mejor lo que vas a escuchar?

Si X   No_____

¿Con qué frecuencia? Marca con una x una de las siguientes opciones.

Siempre	
La mayoría de las veces	X
Algunas veces	
Casi nunca	
Nunca	

Si la respuesta es "si", describe qué haces antes de escuchar algo en inglés:

Tengo diccionario para buscar las palabras que no entiendo, tomo noto de las palabras e ideas principales que entiendo.

¿Por qué? Es de suma importancia que lo haga o por el contrario no tengo un aprendizaje satisfactorio por que me quedan muchos vacios de entendimiento de la lengua de ingles

4. ¿Crees que hacer un plan antes de escuchar algo en inglés es importante? Marca con una X una de las siguientes opciones.

Absolutamente importante	X
Muy importante	
Importante	
No tan importante	
No importante	

¿Por qué? Realmente es necesario ya que no poseo herramientas competitivas en la lengua necesito mis herramientas de apoyo que me sostenga en el aprendizaje.

¿Crees que realizar un plan antes de trabajar con un video mejora la comprensión de escucha?

Si X   No_____

¿Por qué? Si no se posee gran herramientas comunicatiavas es imposible de realacionar y entender el idoma

5. Mientras escuchas un video en inglés ¿Qué haces? Marca una o varias de las siguientes opciones de acuerdo a su pertinencia.

a. Me pregunto si lo que estoy escuchando tiene sentido	X
b. Concentro mi atención en aspectos específicos de lo que escucho	X
c. Reflexiono acerca de explicaciones relacionadas con la gramática, la pronunciación, o la forma de lo que escucho	
d. Comparo el mensaje de lo que escucho con lo que yo conozco de mi realidad para ver si tiene sentido.	X
e. Tomo notas acerca de la información más importante.	X
f. Me fijo en las imágenes para ayudarme a entender	X
g. Me hablo a mi mismo para buscar estrategias que me ayuden a entender.	
h. Trabajo con mis compañeros para aportar y recibir ideas.	X

Si haces otras acciones descríbelas:_____

_____
_____

¿Crees que esas acciones ayudan a comprender mejor lo que escuchas?

Si X   No_____

Justifica tu respuesta: Realmente si aplico estrategias de aprendizaje es de gran influencia para desarrollar entendimiento en las actividades de ingles.

6. Cuando tienes inconvenientes para entender lo que escuchas en inglés: Cuando habaln muy rápido y no entinedo nada de lo que están diciendo.

¿Qué haces? Marca con una X la opción u opciones apropiadas.

Trato de adivinar lo que podría significar.	X
Trato de relacionar lo que estoy escuchando con otras palabras.	X
Pienso en buscar ayuda.	X
Pregunto a alguien más.	
Uso otros materiales que me ayuden a entender mejor	

Si tienes otras opciones descríbelas:_____

_____
_____

7. ¿Cuál crees que sea el efecto de resolver problemas o ejercicios relacionados con lo que se escucha en inglés?

Se adquiere nuevo vocabulario, se toma practica y se conoce realmente como se pronuncian las palabras.

8. Después de haber escuchado o visto algo en inglés ¿piensas en qué aprendiste?

Si X   No____

¿Con qué frecuencia?

Siempre	X
La mayoría de las veces	
Algunas veces	
Casi nunca	
Nunca	

Si la respuesta es afirmativa, ¿qué actividades haces al final de haber trabajado algo de escucha en inglés?

Siempre lo hago y después me auto evaluó diciéndole a otras personas que me pregunten de que se trataba o que hablemos o escribamos en ingles

9. ¿Crees que evaluar las actividades después de escuchar algo en inglés es importante? Marca con una X una de las siguientes opciones.

Absolutamente importante	
Muy importante	X
Importante	
No tan importante	
No importante	

¿Por qué? Para conocer en que nivel me encuentro y que competencias y habilidades posee en el idoma ingles

¿Crees que evaluar las actividades mejora la comprensión de escucha?

Si X   No____

¿Por qué? Mejoro o cambio s mis falencias y hago mas practica y me enfatizo en la paractica

MUCHAS GRACIAS POR TU COLABORACIÓN!

2. **While-questionnaire sample**

UNIVERSIDAD SANTO TOMÁS/ Instituto de Lenguas Fray Bernardo de Lugo OP.
UNIVERSIDAD DE LA SABANA / Maestría en Didáctica del Inglés
The Metacognitive Model of Strategic Learning for Listening Comprehension by means of online-based activities

Docente Investigador: Sandra Patricia Barbosa Hernández

CUESTIONARIO 2

Nombre: AIDA MILENA AGUDELO RINCON   Fecha: 8 DE NOVIEMBRE DE 2010

Querido estudiante,

Como es de tu conocimiento este instrumento hace parte de la investigación de Maestría que estamos llevando a cabo. Por tanto, las siguientes preguntas tienen por objetivo conocer tu proceso de aprendizaje relacionado con la comprensión de escucha en inglés.

De antemano agradezco tu participación.

1.Las sesiones en las cuales has trabajado han sido diseñadas para que uses estrategias que guíen tu aprendizaje.

¿Crees que el uso de estrategias para planear, monitorear el video que se escucha, resolver un problema y evaluar la actividad te han sido útiles para comprender mejor lo que escuchas?

Si__X__   No_____

¿Por qué? Si con la practica, se ha logrado identificar más la forma como hablan el idioma ingles, además las realizaciones de las preguntas son muy importantes por que ayudan a identificar más el contenido del video.

2. Describe en general lo que has hecho para abordar los videos en las sesiones.

Primero veo el tema en el documento a trabajar, trabajo en la parte que es antes del video, por lo general en un primer momento no entiendo mucho lo que dicen, pero ya después repitiendo más el video y acercando más los audífonos a mi oído, logro identificar la importancia del video, cuando no entiendo algo que considero importante, lo vuelvo a repetir y dejo avanzar un poco para ver si así puedo entender mejor.

¿Cómo te has sentido con las actividades? a veces bien, pero por lo general un poco consternada y confundida, por que en si tengo que repetir en varias ocasiones los videos y para mi eso es tedioso ya que me demuestran lo mal que estoy en la escucha del idioma ingles.

¿Has hecho actividades diferentes a las propuestas haciendo uso de las estrategias que has practicado?

Si_x__ No____

¿Cuáles? Trato de escuchar música y ver videos, tratando de comprender lo mejor posible el contenido que hay en ellos.

3. ¿Antes de escuchar los videos realizaste las actividades de planeación?

Si_x__   No___

¿Con qué frecuencia?

Siempre	
La mayoría de las veces	x
Algunas veces	
Casi nunca	
Nunca	

¿Por qué?

Tan solo una vez mire primero el video y después la actividad de planeación, pero no me fue muy útil porque no comprendía que era lo que me hablaban, fui más difícil y ello por que o hable primero acerca el tema

4. ¿Qué tan importante te parece utilizar estrategias de planeación antes de escuchar algo en inglés?

Absolutamente importante	
Muy importante	x
Importante	
No tan importante	
No importante	

¿Por qué? Por que con estas estrategias es más fácil identificar la idea y el propósito del video

¿Crees que realizar un plan antes de trabajar con los videos ha mejorado la comprensión de escucha?

Si__x__ No____

¿Por qué? Por que hay más disposición para comprender

5. Mientras escuchas los videos en inglés ¿Qué haces? Marca una o varias de las siguientes opciones de acuerdo a su pertinencia.

| a. Me pregunto si lo que estoy escuchando tiene sentido. | |
| b. Concentro mi atención en aspectos específicos de lo que escucho. | x |

c. Reflexiono acerca de explicaciones relacionadas con la gramática, la pronunciación, o la forma de lo que escucho.	
d. Comparo el mensaje de lo que escucho con lo que yo conozco de mi realidad para ver si tiene sentido.	
e. Tomo notas acerca de la información más importante.	x
f. Me fijo en las imágenes para ayudarme a entender.	x
g. Me hablo a mi mismo para buscar estrategias que me ayuden a entender.	x
h. Trabajo con mis compañeros para aportar y recibir ideas.	

Si has hecho otras acciones descríbelas: me elevo mirando otras cosas y pierdo la ideo por completo

¿Crees que esas acciones ayudan a comprender mejor lo que escuchas?

Si_x__ No____

Justifica tu respuesta: si para mi tomar notas y hacer reflexiones es muy importante

6. ¿Durante los videos has tenido inconvenientes para entender lo que escuchas?

Si__x_____   No_____

Si la respuesta es "si" ¿Cómo solucionas esas dificultades durante la actividad? Marca con una X la opción u opciones apropiadas.

a. Trato de adivinar lo que podría significar.	
b. Trato de relacionar lo que estoy escuchando con otras palabras.	X
c. Pienso en buscar ayuda.	X
d. Pregunto a alguien más.	
e. Uso otros materiales que me ayuden a entender mejor.	

Si tienes otras opciones descríbelas:_____

_____
_____
_____

7. ¿Crees que las estrategias de resolver problemas durante o después de ver los videos te ha ayudado a mejorar la comprensión de lo que escuchas?

Si__x__ No____

¿Por qué? esta uno más identificado con el tema

8. ¿Al final de las actividades evaluaste lo aprendido?

Si_x__   No___

¿Con qué frecuencia?

Siempre	x
La mayoría de las veces	
Algunas veces	
Casi nunca	
Nunca	

¿Por qué? Por requisito y desahogarme

¿Evaluaste la actividad con estrategias diferentes a las propuestas?

Si____ No_x___

Justifica tu respuesta: trabajo con las estrategias propuestas en el video

9. ¿Qué tan importante te parece utilizar estrategias de evaluación después de escuchar algo en inglés?

Absolutamente importante	
Muy importante	
Importante	x
No tan importante	
No importante	

¿Por qué?

¿Crees que evaluar las actividades te ha ayudado a mejorar la comprensión de escucha?

Si____ No_x___

¿Por qué? Por que no considero que la reflexión y contando acerca delo que se me dificulto me ayude para que yo pueda comprender mejor.

¡MUCHAS GRACIAS POR TU COLABORACIÓN!

3. **Post-questionnaire sample**

UNIVERSIDAD SANTO TOMÁS/ Instituto de Lenguas Fray Bernardo de Lugo OP.
UNIVERSIDAD DE LA SABANA / Maestría en Didáctica del Inglés
The Metacognitive Model of Strategic Learning for Listening Comprehension by means of online-based activities
Docente Investigador: Sandra Patricia Barbosa Hernández

CUESTIONARIO 3

Nombre:INGRID MENDOZA   Fecha: 24/11/2010

Querido estudiante,

Como es de tu conocimiento este instrumento hace parte de la investigación de Maestría que estamos llevando a cabo. Por tanto, las siguientes preguntas tienen por objetivo conocer tu proceso de aprendizaje relacionado con la comprensión de escucha en inglés.

De antemano agradezco tu participación.

1. Las sesiones en las cuales trabajaste fueron diseñadas con el objetivo de que utilizaras estrategias de manera consciente que te ayudaran a guiar y a mejorar tu proceso de aprendizaje.

¿Crees que el uso de estrategias como planear, monitorear el video que se escucha, resolver un problema y evaluar la actividad fueron útiles para mejorar tu comprensión de escucha?

Si X   No_____

¿Por qué? YA QUE ME AYUDO A ENTENDER LOS DIEFERENTES TEMAS QUE SE PUBLICARON AYUDANDOME A LA COMPRENSION DE ESCUCHA

_____
_____
_____

2. Describe en general lo que hiciste para abordar los videos en las sesiones.

REPETIR EL VIDEO MUCHAS VECES ESCRIBIENDO EL VOCABULARIO QUE NO ENTENDIA PARA UN MEJOR ENTENDIMIENTO

¿Cómo te sentiste?

BIEN, AUNQUE SE ME DIFICULTABA MUCHAS PALABRAS POLKE LA PRONUNCIACION NO ERA MUY ENTENDIBLE

3. Cuando tuviste que trabajar los videos sin que se te dieran las estrategias ¿realizaste estrategias de planeación?

Si X   No___

¿Con qué frecuencia?

Siempre	
La mayoría de las veces	X

Algunas veces	
Casi nunca	
Nunca	

¿Por qué? PARA TENER UNA GUIA Y ASI ENTENDER MAS RAPIDO EL VIDEO CON LAS FALENCIA QUE TENIA

¿Hiciste actividades diferentes a las propuestas?

Si X No____

¿Cuáles? ESCUCHAR MUSICA Y VER PROGRAMAS EN INGLES

4. ¿Qué tan importante te parece utilizar estrategias de planeación antes de escuchar algo en inglés?

Absolutamente importante	X
Muy importante	
Importante	
No tan importante	
No importante	

¿Por qué? ASI SE VA AGILIZAR EL APRENDIZAJE PARA EL ENTENDIMEINTO DE LOS VIDEOS YA QUE ES UNA METODOLOGIA QUE LE AYUDA AL ESTUDIANTE A ESTIMULAR SU APRENDIZAJE

¿Crees que realizar un plan antes de trabajar con un video te ayudo a mejorar la comprensión de escucha?

Si X No____

¿Por qué? SI POR SUPUESTO HE TENIDO UNMEJORAMIENTO EN LA PARTE DEL ESCUCHA Y ME HA AYUDADO A COMPRENDER EL LISTENING

5. Mientras escuchabas los videos que no sugerían estrategias ¿Qué hacías? Marca una o varias de las siguientes opciones de acuerdo a su pertinencia.

a. Me pregunté si lo que estaba escuchando tenía sentido	X
b. Concentré mi atención en aspectos específicos de lo que escuchaba	X
c. Reflexioné acerca de explicaciones relacionadas con la gramática, la pronunciación, o la forma de lo que escuchaba	X
d. Comparé el mensaje de lo que escuchaba con lo que yo conocía de mi realidad para ver si tenía sentido.	

e. Tomé notas acerca de la información más importante.	X
f. Me fijé en las imágenes para ayudarme a entender	X
g. Me hablé a mi mismo para buscar estrategias que me ayudaran a entender.	
h. Trabajé con mis compañeros para aportar y recibir ideas.	X

¿Crees que esas acciones ayudan a comprender mejor lo que escuchas?

Si X No_____

Justifica tu respuesta: SI YA QUE SE PUEDE COMPRENDER MAS EL ESCUCHA COMO LO HABIA DICHO ANTERIORMENTE ES UNA BUENA FORMA DE ENTENDER LOS PROGRAMAS O VIDEOS EN INGLES

6. ¿Durante los videos tuviste inconvenientes para entender lo que escuchabas?

Si X   No_____

Si la respuesta es positiva ¿Cómo solucionaste esas dificultades durante la actividad? Marca con una X la opción u opciones apropiadas.

a. Traté de adivinar lo que podría significar.	
b. Traté de relacionar lo que estoy escuchando con otras palabras.	X
c. Pensé en buscar ayuda.	
d. Pregunté a alguien más.	X
e. Usé otros materiales que me ayuden a entender mejor	

6. ¿Cuándo tuviste que abordar los videos sin que se te dijeran las estrategias, trabajaste estrategias para resolver problemas?

Si X No_____

¿Por qué PARA ENTENDER MEJOR EL VIDEO YA QUE LO RELACIONABA HAY VECES CON IMÁGENES SIN SABER QUE ERA UNA DE LAS ESTRATEGIAS.

Si la respuesta es positiva ¿crees que el uso de esas estrategias te ayudó a comprender mejor lo que escuchabas?

Si X   No_____

¿Por qué? SI YA QUE ES UNA METODOLOGIA MAS COMPRENSIVA Y DE MEJOR ENTENDIMIENTO

8. Cuando tuviste que trabajar los videos sin que se te dieran las estrategias ¿evaluaste lo aprendido?

Si X   No___

¿Con qué frecuencia?

Siempre	
La mayoría de las veces	X
Algunas veces	
Casi nunca	
Nunca	

¿Por qué? ERA IMPORTANTE EVALUAR LO QUE HABIA HECHO PARA SABER COMO ME HABIA SENTIDO REALIZANDO ESTA ACTIVIDAD Y QUE FALENCIAS TUVE PARA MEJORAR.

_____
_____
_____

Si la respuesta es afirmativa ¿Cómo evaluaste la actividad? FUE UNA ACTIVIDAD QUE ME YUDO A IDENTIFICAR VOCABULARIO QUE NO RECONOCIA ME HA AYUDADO MUCHISIMO PARA MI CARRERA YA QUE HABIAN PALABRAS QUE LAS PODIA ARGUMENTAR CON LO QUE SE DE MI PROFESION

9. ¿Qué tan importante te parece utilizar estrategias de evaluación después de escuchar algo en inglés?

Absolutamente importante	
Muy importante	X
Importante	
No tan importante	
No importante	

¿Por qué? ME AYUDA A VER COMO ME SENTI Y EN QUE TENGO QUE MEJORAR

¿Crees que evaluar las actividades ayudó a mejorar la comprensión de escucha?

Si X No_____

¿Por qué? ENTENDIA MEJOR Y SABIA COMO ME SENTIA Y EN QUE TENIA QUE MEJORAR

NOTA:

PROFESORA TE ESCRIBO PARA DECIRTE QUE CON ESTE CURSO ME HA AYUDADO A TENER Y COMPRENDER MAS VOCABULARIO ME HA AYUDADO A LA COMPRESION DE ESCUCHA, LOS

TEMAS QUE COLOCAS EN LOS VIDEOS SON CHEVERES YA QUE TIENEN QUE VER CON MI CARRERA Y LO HACEN INTERESANTES.

QUISIERA SEGUIR CON ESTE CURSO YA QUE ESTUY APRENDIENDO Y EN LAS VACACIONES ME PUEDO DEDICAR MAS EN ESTE TEMA Y ME VA AYUDAR PARA UN FUTURO.

Appendix C

TEACHER´S JOURNAL SAMPLE

UNIVERSIDAD SANTO TOMÁS/ Instituto de Lenguas Fray Bernardo de Lugo OP.
UNIVERSIDAD DE LA SABANA / Maestría en Didáctica del Inglés
The Metacognitive Model of Strategic Learning for Listening Comprehension by means of online-based activities
Docente Investigador: Sandra Patricia Barbosa Hernández

JOURNAL

This reflective instrument is aimed at keeping notes about the implementation of my project. It narrates all the information about the virtual sessions with my students. Moreover, it provides comments or reflections about the facts described.

QUESTION

What is the effect of applying the Metacognitive Model of Strategic Learning by means of online-based activities on Intermediate level students' selective listening comprehension?

SUBQUESTION

How do students perceive the use of online-based selective listening activities?

How do students approach the Metacognitive Model of Strategic Learning to develop the online-based actitvities?

JOURNAL NUMBER 11	
TOPIC: E-TIVITY 7	
DATE: November 10th, 2010	
FACTS	**REFLECTIONS**
1 Students are able to relate the topic of e-tivity 7 2 because we worked on it in a previous class. 3 4 Carlosf states that planning is very important 5 because when he plans he organizes his ideas by 6 establishing a series of steps that allow him to 7 achieve the objectives proposed for the e-tivity. 8 9 "I think in the objectives because they are my 10 guide to understand the context and the topic, 11 beside the objectives are my steps and my 12 question that I want to answer about the video" 13 (Carlosf, e-tivity 7) 14 Carlosf also expresses his feelings towards the 15 act of watching the video. He says that he feels 16 good with this kind of activities. He also says 17 that he uses the caption tool offered by youtube	It is very nice and encouraging to see that my students are becoming reflective learners. Carlosf is stating very important aspect of planning. He is now better able to express his opinions in regards to the stages of the MMSL. This was something he did not do for the first e-tivities. Something interesting about him is that he is analyzing the influence that planning has over evaluating the achievement of objectives. According to Chamot (1999) the awareness over the stages of the MMSL is a crucial step for becoming self regulated learners. In this case, Carlosf is also aware of the importance of evaluatiog for improvement.

18	when he does not understand some words. He	This comment about the use of the close-caption
19	calls this action "a method" that allows him to	tool is important for this study since it reveals the
20	understand the topics. Regarding the "taking	way this student approach the MMSL. Moreover,
21	notes" strategy, he says that he does not take	he explains how the concentration strategy which
22	notes because it distracts him from the listening.	name given by Chamot is "direct attention" works
23	Nonetheless he says that taking notes is	well with him. Regarding this, I can notice that
24	necessary sometimes since this strategy is useful	Carlosf avoids distractions to focus on the task
25	for "identifying key words"	itself. This is important since it makes reference to
26		his learning style.
27		
28		
29	Amiagri: For this e-tivity Amiagri states	Perhaps the training on metacognitive strategies
30	objectives related to listening comprehension.	has helped her to know the kind of objectives for
31	She is also recognizes the importance of	listening comprehension.
32	planning.	
33		
34	Something she says is that she does not feel sure	These feelings help me know that Amiagri is
35	about some of her answers because she found the	feeling anxious about her performance. Something
36	listening a little bit difficult.	that worries me is that she believes that she needs
37	These are her feelings *towards the e-tivity:*	to understand every single word to have
38	*"I felt some confused, because in really i don't*	comprehension. According to Rost (2002)
39	*understood good the that wanted talk in the*	comprehension entails the relationship of previous
40	*video, as said in the previous point, I believe that*	and new knowledge. After revising her e-tivity I
41	*the voices of the people in the video not were*	could notice that she was able to answer the
42	*clear, I think that talked between the teeth, or*	comprehension questions; therefore, I can say that
43	*were very downs and maybe was for this cause, i*	there is a listening comprehension process. The
44	*don't understood good the video, although I*	issue is that she needs to understand this. I need
45	*knew about of topic."*	provide comments in the assessment part to let her
46		know she is having a comprehension process each
47	Amiagri sets the relevance that evaluating has for	time that she works with the MMSL for the videos.
48	reflecting on her performance.	
49		
50		
51	Ingrid: uses the taking notes strategy to get	Ingrid is making use of strategies previously
52	accuainted of the vocabulary provided y the	provided for her learning purposes.
53	video. She says that the establish relationships	
54	between the topic of the video with business and	
55	that she spoke with a friend about the content of	Here it is relevant to see that this student is making
56	the video to understand it better. An extra	use of extra strategies. Collaborative work is
57	strategy is writing conclusions after talking to her	necessary for her to build knowledge. Nonetheless,
58	friend.	it is important to explain here that her "friend" was
59		not from the environment where the e-tivities are
60		provided. Perhaps I need to find strategies to foster
61		collaborative work there.
62		
63		
64	She says it is difficult for her when she does not	This comment about feeling good when taking
65	understand the vocabulary, but she feels "good"	notes is relevant for this study because it means
66	if she takes notes.	that the student is starting to feel that she needs
67		other strategies and that she needs to start looking
68		for them. ☺
69		
70	"Buenas trade profesora pues la verdad quiero	Ingrid feels worried and I need to lower that feeling
71	que mire mis respuestas para saber si lo hice bien	because it can influence her perceptions towards
72	la pregunta 3.2 no la entendi me trade 2 horas y	learning English. This is something I need to talk
73	media para resolver este taller gracias por su	to her about.

74	atención"	
75		
76	**Fula** also understands the importance of making	I am happy to notice that all my students recognize
77	plans and evaluating. She perceives evaluating as	the importance of the planning and evaluating
78	an opportunity to reflect on her performance for	stages. They are very good at reflecting about these
79	improvement.	aspects. I think it would be nice to have more time
80	She says she focuses on understanding,	to work with the same model but focusing it
81	vocabulary, pronunciation, and that she likes	towards the other three skills (reading, writing,
82	taking notes.	speaking)
83		
84	Angie: for this student, the planning stage is	
85	useful to anticipate the topic of the video. She	This issue about establishing objectives is
86	thinks about the objectives that I establish for	important because it clarifies the purposes of the
87	each e-tivity.	tasks. For that reason, students could work better if
88	This is her extra comment:	they look for reaching the objectives.
89	"I feel that I have improved a lot with this	This last comment about improvement is essential
90	exercises"	to answer the main question. I have not obtained to
91	She also says that the strategies and her	much information to this respect yet because this is
92	awareness towards them has helped her to	just the middle of my implementation. I think I will
93	become a better listener. She feels happy with	have more comments regarding this later.
94	her process.	
95		
	I do not have Sandy´s e-tivity7 yet! ☹	It has been difficult to work with this group
		because it is the end of the semester and they do
		not want to do more things in their extra-time.
		Therefore, sometimes they are behind.

Appendix D

LEARNERS' JOURNAL

This is a compilation of the evaluating stages from e-tivity 1 to e-tivity 5 of one participant.

EVALUATING (After watching the video)

Name: Andres Fabian Peñaloza R. **Nickname:** Carlosf

E-TIVITY 1

Video: Marketing

http://www.youtube.com/watch?v=la4HAl4W1ZQ&p=D02C524EC7196798&playnext=1&index=33

1. How well did you do the tasks of the e-tivity?

2. How did you feel with the tasks?

3. Write extra comments.

The video was very easy to understand and this permit me do the task of the activity, I had to watch the video 2 times for have a major idea about the topic and it help me do the tasks. As the video was easy I feel that the answer are right, the strategies help to answer the questions the way more easy.

E-TIVITY 2

Video: The Metacognitive Model

http://www.youtube.com/watch?v=kdZ1egWBSYw

1. Did you understand the purpose of the video? Explain.

2. How did you feel with the tasks?

3. Write extra comments.

I understand the video purpose different steps for learning of easy way, the metacognition is the element

proposed in that project to improve the listen by different activities. the methodology consist in watch a video than explain the topic and then answer some questions according to the topic, in these questions is evaluated four steps; planning, monitoring and problem solving, evaluating and the last that is share comments or ideas with the classmates.

I feel that the tasks are very easy to understand and I answer the tasks with the elements that I understand the video.

E-TIVITY 3

Video: Applying the strategies of good learners.

http://www.youtube.com/watch?v=uw1pijhseV4

Evaluate yourself: This evaluating strategy is used to judge how well a person learned the material or how well the person did in the task. For this strategy we self-evaluate or self-assess while remembering information.

Let´s practice! ☺

Write your opinion about this e-tivity. Take into account if you consider important to learn about the strategies you will be using during the virtual sessions. Moreover, explain your opinion about the "setting goals strategy" and the "taking notes strategy", have you ever used them for your listening activities? Are they useful for you? What do you think about the Metacognitive Model explained in the video?

The video that the teacher gives is interesting because I can know the things that successful listeners do. Also I can understand better the strategies for this course that I am will using.

The setting goals strategy is important because you know the objectives and you can follow a route for the video.

The notes strategy is too important because a person can remember things and it is good to understand the listening. I note the thing I think important but only sometimes. But I think this is very necessary for leraning.

E-TIVITY 4

Video: Understand your customers´minds.

http://www.youtube.com/watch?v=NQzYclR8ufM

Verify predictions and guesses: This evaluating strategy is used to check whether your predictions or guesses were correct.

Let´s practice! ☺

1. Write if your guesses on the planning stage (point number 1) were right. Moreover, explain why your guesses were right or wrong.

2. Describe how well you did this activity. How many times did you watch the video? Did you have problems with it?

    I think that the answer on point number 1 were right because I had the idea about methapor and this generated that I compare the "mind's of the customers" with "the methapor", then when I watched the video, I compared my first answer with some phrases and I identified that are similar.   Also I had watched 6 times the video because was very difficult understand all dialogue.

E-TIVITY 5

Video: How to collapse sales resistance.

http://www.youtube.com/watch?v=ZTUOy0i1zdI

Write a reflection taking into account the process of this e-tivity and explain how you felt during it.

Address the next question in your reflection and explain it **thoroughly**:

Has this process of planning, monitoring, solving problems and evaluating helped you to understand better what you listen? Why or why not?

*   I felt good because in the video, we could to know about the bad and goods habits in the moment to sold, so, is important to know how we can keep a good process and therefore make true the object of the mission.

    This process helped to me to listen better because I didn't some words and some phrases, therefore after of that I could understand better the meaning of the context in the video, so that helps a lot.

Appendix E

ARTIFACT SAMPLE

E-TIVITY # 3

<u>Name</u>: Viviana Mendoza Gonzalez   <u>Nickname</u>: Fula

<u>Date</u>: 22-10-2010

<u>Topic</u>:   Understand your customers´ minds.

<u>Objective</u>:   *To learn about the importance of understanding the way metaphors

          Work as marketing techniques.

<u>Time</u>:   1 hour

PLANING   (Before Watching the video)

Direct attention: this planning strategy helps to decide in advanced to focus on particular tasks and ignore distractions. Moreover, it helps to get a general understanding on what is being said.

Let´s practice! ☺

3. The video you will watch and listen is called *"Understand your customers´ minds".*

   Based on the name of the video and on the following key words write five lines on the topic you think you will find in the video.

   Key words: Metaphor, marketing metaphoria, unconscious minds, fell, hear, actions, deep metaphors, process the topic unconsciously, visuals, images.

   RTA: The video was speaking it brings over of the habits of consumptions of the clients, in which they were showing that aspects are important for the managing of the mentality of the client by means of systems of attention to the client personalized to know the principal behaviors of the clients. Working with his emotions and needs by means of strategies of marketing.

MONITORING   (while watching the video)

Selective attend: This monitoring strategy helps to focus on key word phrases and ideas. This strategy is useful for finding specific information.

Let´s practice! ☺

4. Write key phrases that you think are important about the topic of the video.

RTA: Where and since the clients are

To implement showy advertising by means of newspapers magazines

To choose special methods of attention with the client

He interviews the client to evaluate that he thinks brings over of the product or service

Suggestions or opinions it brings over of the services or products

Big companies have associations in which they do permanently of studies of markets

PROBLEM SOLVING   (while and after watching the video)

Ask questions to clarify: This strategy problem solving is useful to ask for explanation, verification, and examples. It is also useful to pose a question to self.

Let´s practice! ☺

5. Watch the video and answer the next questions.

a. What is a deep metaphor?

b. Why is it important for companies to learn about metaphors?

c. What is the advice that the professor Zaltman gives for managers?

RTA: A. metaforas deep " It is the feature important of knowing the consumer behavior

b. To understand all the mental characteristics, his thoughts and behaviors of the consumers, analyzing deep characteristics of the mind of the clients.

c. The environment and the clients to analyze detailed, and to apply an extremely attractive advertising as of podria to name that of Coca Cola which have a great recall in the mind of the consumers.

6. Based on an aspect you would like to clarify ask a question for yourself. Then, watch the video again and answer your own question.

RTA: Does the psychology of the consumer take charge identifying the aspects of importance to which there are generated the habits of consumption, the deep metaphor of which he supports in this analysis?

Clear that if since the deep metaphor encraga of evaluating conciente and inconcientemente that are the factors of major predominacion in order that the client inclines for a product and service analyzing aspects, religious, cultural, political and economic.

EVALUATING (After watching the video)

Verify predictions and guesses: This evaluating strategy is used to check whether your predictions or guesses were correct.

Let´s practice! ☺

7. **Post 1:** In the forum write if your guesses on the planning stage (point number 1) were right. Moreover, explain why your guesses were right or wrong.

8. **Post 2:** In the forum describe how well you did this activity. How many times did you watch the video? Did you have problems with it?

☺ **Remember to upload this template in the link "UPLOAD E-TIVITY 3"** ☺

APPENDIX F

PRE-TEST

TEST

Name:

Date:

Topic: Twitter and Square Co-Founder Jack Dorsey Interview

Objective: -To understand the main ideas addressed in the interview.

-To be able to express the own opinions about the topic of the listening.

Time: 30 minutes

Video taken from: http://www.youtube.com/watch?v=OOSD-2ZEE3w

Instructions: Before watching the video read the instructions and the questions. Then, watch it **twice** to answer the questions.

Dorsey is a co-founder and chairman of twitter. He is also a co-founder of the ubiquitous 140-character phenom called **Square** which is aimed at making payment system more accessible.

Listen to him explaining what *Square* is and answer the following questions.

1. Since what age has he been a programmer?

2. What is *Square?*

3. How does the *Square* device function?

4. What does an innovation require?

5. Why is *S*quare an innovation?

6. In your opinion, what are the benefits of *Square* for business?

7. Do you think this device can have disadvantages in terms of business? Which ones?

REFLECTION: Describe all the actions you took to understand the video and your feelings while doing the test.

Did you take more time than the expected (30 minutes)? Why?

_____
_____
_____
_____
_____
_____

APPENDIX G

POST-TEST

TEST

Name:

Date:

Topic: Business Planning Expert Tim Berry

**Objective:** -To understand the main ideas addressed in the video.

-To be able to express the own opinions about the topic of the listening.

Time: 30 minutes

Video taken from: **http://www.youtube.com/watch?v=ZVg27TQqMnc**

Instructions: Before watching the video read the instructions and the questions. Then, watch it **twice** to answer the questions.

Tim Berry is president and founder of Palo Alto Software, co-founder of Borland International, and founder of bplans.com. He writes about business planning, entrepreneurship, and small business in his blogs Planning Startups Stories and Up and Running.

Tim Berry
Taken from:
http://www.smartups.org/tag/investors/

Listen to Tim Berry talking about business planning and answer the following questions.

1. Why are businesses plans always wrong?

elij**:**

Appendix H

THE MOODLE PLATFORM

This is a photo of one of the e-tivities from the Moodle platform. Here we can see a sample of the organization of the e-tivities with its corresponding video.

APPENDIX I

DIRECTOR CONSENT LETTER FORM

UNIVERSIDAD SANTO TOMÁS

FRAY BERNARDO DE LUGO O.P. LANGUAGES INSTITUTE

Bogotá, September 16th, 2010

Mr. Eduardo Martinez

Director

I am currently working on an action research project at the Master Program in English Language Teaching – Autonomous Learning Environments at La Sabana University. This is aimed to positively impact the student´s learning through the implementation of Metacognitive Strategies to Improve Listening Comprehension by means of online-based activities. With the desire of contributing to the development of research projects that enrich the students´ learning at USTA, I would like to ask you for your permission to carry it out.

This will be conducted during 25 hours which implies students to work outside the classroom due to they can use the Moodle platform to develop the activities. Therefore the syllabus will not be affected and the project aims to enrich it. Consequently, I also require your authorization to use the Moodle platform to design the activities to implement with my students.

This project will be conducted with the group F1 ENGLISH 5 E-C-A. Accordingly, I will also as students for their permission explaining them the objectives of this implementation and they will know that their identity will be completely confidential. Moreover, they would have to sign

a consent letter for me to be able to use the results of the gathered information for my final

Master´s thesis and further presentations.

Sincerely,

Sandra Patricia Barbosa Hernández

B.A. in English and Spanish –UPN

…………………………………………………………………………………………………

Consent:

YES_____   NO_____

NAME:_____ SIGN: _____

APPENDIX J

PARTICIPANTS CONSENT LETTER FORM

CYCLE 1

UNIVERSIDAD SANTO TOMÁS

FRAY BERNARDO DE LUGO O.P. LANGUAGES INSTITUTE

Querido estudiante,

Como es de su conocimiento me gustaría contar con su participación en un proyecto de investigación que estoy llevando a cabo para mi Maestría en Didáctica del Inglés en la Universidad de la Sabana. Éste tiene como objetivo analizar la influencia de estrategias metacognitivas en el desarrollo de habilidades para la compresión de escucha.

Para tal fin, se pretende implementar talleres que impliquen una participación de 25 horas. Por tanto, se hará uso de la plataforma Moodle con la cual se facilitará el desarrollo de las actividades. Además, para este proyecto su identidad será de total confidencialidad y su nombre real no aparecerá en los resultados de éste.

Por otra parte, la participación con el proyecto trae beneficios en términos de conocimiento. De tal manera, el proceso de aprendizaje del inglés puede verse positivamente influenciado. Además, con su participación se pueden obtener resultados que ayuden a identificar mejores métodos en la comprensión del inglés y la relación de éstos con el uso de tecnologías.

Finalmente, es importante aclarar que su participación es voluntaria y que ésta no tiene incidencia alguna en las notas del curso.

Cordialmente,

Sandra Patricia Barbosa Hernández
Licenciada en Español e Inglés - UPN

....

Por favor indique su decisión:

Si acepto_____   No acepto_____

Nombre:_____

Nombre no real para el proyecto (nickname):_____

Fecha:_____

PARTICIPANTS CONSENT LETTER FORM

CYCLE 2

UNIVERSIDAD SANTO TOMÁS/ Instituto de Lenguas Fray Bernardo de Lugo OP.
UNIVERSIDAD DE LA SABANA / Maestría en Didáctica del Inglés
The Metacognitive Model of Strategic Learning for Listening Comprehension by means of online-based activities
Docente Investigador: Sandra Patricia Barbosa Hernández

Querido estudiante,

Como es de su conocimiento me gustaría contar con su participación en el segundo ciclo del proyecto de investigación que estoy llevando a cabo para mi Maestría en Didáctica del Inglés en la Universidad de la Sabana. Al igual que en el primer ciclo, éste tiene como objetivo analizar la influencia de estrategias metacognitivas en el desarrollo de habilidades para la compresión de escucha en inglés.

Para tal fin, durante el segundo ciclo se pretende continuar con las actividades online durante 25 horas. Por tanto, se hará uso de la plataforma Moodle con la cual se facilitará el desarrollo de dichas actividades. Además, para este proyecto su identidad será de total confidencialidad y su nombre real no aparecerá en los resultados de éste.

Por otra parte, la participación con el proyecto trae beneficios en términos de conocimiento. De tal manera, el proceso de aprendizaje del inglés puede verse positivamente influenciado. Igualmente, con su participación se pueden obtener resultados que ayuden a identificar mejores métodos en la comprensión del inglés y la relación de éstos con el uso de tecnologías.

Cordialmente,

Sandra Patricia Barbosa Hernández
Licenciada en Español e Inglés – UPN
Estudiante de Maestría –U-SABANA
....
....

Por favor indique su decisión:

Si acepto_____   No acepto_____

Nombre:_____

_

Nombre no real para el proyecto (el mismo del primer ciclo)
(nickname):_____

Fecha:_March, 2011_____

APPENDIX K

INTERVIEW CYCLE 2

Research Questions

Main Question

What is the effect of applying the Metacognitive Model of Strategic Learning by means of online-based activities on Intermediate level students' selective listening comprehension?

Sub-question

- How do students perceive the use of online-based selective listening activities?
- How do students approach the Metacognitive Model of Strategic Learning to develop the online-based actitvities?

Objectives

- To determine the effect of applying the Metacognitive Model of Strategic Learning on Intermediate level students´ selective listening comprehension.
- To analyze students´ perceptions of the use of online-based listening activities.

To determine the way the students approach the Metacognitive Model of Strategic Learning to develop the online-based activities.

Based on the above questions and objectives, the following questions led in the interview.

1. What do you remember about the MMSL?
2. What was the effect of the MMSL in your listening comprehension?
3. Do you consider that the use of metacognitive strategies helped you to improve your listening comprehension? Why?
4. Were you able to focus your attention better with the use of the MMSL and the strategies used during its four stages?
5. Did the way in which you listened videos change into a disciplined and conscious process? Why?
6. With the use of the metacognitive strategies were you able to plan, monitor, solve problems, and evaluate your own progress?

7. Did you have any problems with the online based activities? Which ones? How did you feel when you had those problems? What were the actions you took to solve them?

8. Did you have positive feelings while working on the e-tivities? Which ones? How do you think those feelings influenced your learning process?

9. Which of the stages do you remember the most? Why?

10. How do you perceive the use the listening activities as online-based activities?

11. Did you follow the e-tivities as they were suggested by the teacher? Why?

12. Did you take different actions from the ones suggested by the teacher? Why?

13. Did you use different strategies to the ones proposed in the e-tivities? Why? Which ones?

14. How did you feel during the whole process?

APPENDIX L

TIME LINE AND ACTION PLAN FIRST CYCLE

Activity/Date	Month August 2010				Month September 2010					Month October 2010				Month November 2010				
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 5
Step 1: Consent Letters										▓								
Step 2: Revision of Data Collection Instruments						▓	▓	▓	▓									
Step 3: Theoretical framework	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓
Step 4: Statement of the problem, questions, and objectives	▓	▓	▓	▓	▓													
Step 5: Research Design					▓	▓	▓	▓	▓	▓	▓							
Step 6: Pedagogical Intervention Chapter					▓	▓	▓	▓	▓	▓	▓							
Step 7: Implementation and data collection													▓	▓	▓	▓	▓	
Step 8: Data Analysis													▓	▓	▓	▓	▓	▓
Step 9: Sharing Preliminary findings																	▓	

Stage DATE	Pre-stage	While-stage	Post-stage
Oct 4th- Oct 8th	-Needs analysis questionnaire -Consent letters -Learning styles questionnaire **2 hours**		
Oct 11th-15th	-Pre questionnaire -Training on a virtual session. **2 hours**		
Oct 18th-22nd		-E-tivities 1and 2 -Learner Journals 1and 2 -Teacher Journals 1and 2 **4 hours**	
Oct 25th-29th		-E-tivities 3 and 4 -Learner Journals 3 and 4 -Teacher Journals 3 and4 -While-questionnaire **4 hours**	
Nov 8th -12th		-E-tivities 5 to 7 -Learner Journals 5 to 7 -Teacher Journals 5 to 7 -While-questionnaire **6 hours**	
Nov 15th -19th		-E-tivities 8 and 9 -Learner Journals 8 and 9 -Teacher Journals 8 and 9 **4 hours**	
Nov 22th -26th		-E-tivities 10 to 12 -Learner Journals 10 to 12 -Teacher Journals 10 to 12 **6 hours**	
Nov 29th-30th			-Questionnaire -Gratitude letter -Final journals **2 hours**
TOTAL TIME: 30 HOURS			

APPENDIX M

TIME LINE AND ACTION PLAN SECOND CYCLE

Activity/Date	Month February				Month March				Month April				Month May			
	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4	Week 1	Week 2	Week 3	Week 4
Step 1: Consent letters							▓									
Step 2: Revision of Data Collection Instruments			▓	▓	▓	▓	▓									
Step 3: Pedagogical intervention chapter					▓	▓	▓	▓								
Step 4: Implementation and data collection									▓	▓	▓	▓				
Step 5: Research design chapter					▓	▓	▓	▓	▓	▓						
Step 6: Data analysis									▓	▓	▓	▓	▓	▓	▓	
Step 7: Theoretical Framework			▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓	▓		
Step 8: Reflection and conclusions									▓	▓	▓	▓	▓	▓	▓	▓
Step 9: Sharing findings																▓

Stage DATE	Pre-stage	While-stage	Post-stage
March 21st - April 1st	-Consent letters -Pre-Test **3 hours**		
April 4th – 8th		-E-tivities 1and 2 -Learner Journals 1and 2 -Teacher Journals 1and 2 **4 hours**	
April 11h – 15th		-E-tivities 3and 4 -Learner Journals 3and 4 -Teacher Journals 3and 4 **4 hours**	
April 18th – 22th		-E-tivities 5 and 6 -Learner Journals 5 and 6 -Teacher Journals 5 and6 **4 hours**	
April 25th – 29th		-E-tivities 7 and 8 -Learner Journals 7 and 8 -Teacher Journals 7 and 8 **4 hours**	
May 2nd -6th		-E-tivities 9 and 10 -Learner Journals 9 and 10 -Teacher Journals 9 and 10 **4 hours**	
May 9th -13th		-E-tivities 11 and 12 -Learner Journals 11 and 12 -Teacher Journals 11 and 12 **4 hours**	
May 16th -20th			-Post-test -Focus group -Gratitude letter **2 hours**
TOTAL TIME: 29 HOURS			

APPENDIX N

LIST OF STRATEGIES AND EXPLANATION GIVEN TO THE LEARNERS

Predict: this strategy involves thinking on the kinds of words, phrases, and information that you think you can find during the task.

Selective attend: This monitoring strategy helps to focus on key word phrases and ideas. This strategy is useful for finding specific information.

Ask questions to clarify: This strategy problem solving is useful to ask for explanation, verification, and examples. It is also useful to pose a question to self.

Evaluate yourself: This evaluating strategy is used to judge how well a person learned the material or how well the person did in the task. For this strategy we self-evaluate or self-assess while remembering information.

Activate background Knowledge: this strategy helps you to bring to your mind the information that you know about the topic. Therefore, it helps to get familiarized with the new information by relating it to your background knowledge.

Ask if it makes sense: This strategy implies that you check your understanding by asking yourself, "Is this making sense to me?" or checking your clarity by asking yourself "Am I making sense?". For example, while you are listening and watching the video you need to ask yourself if you understand what is happening.

Use Resources: This strategy is for you to use other materials to look for information that you need or to expand the information that you already got.

Setting Goals Strategy: this planning strategy is useful to determine the destination of the activity. Moreover, you can establish purposes or plan objectives.

Take notes Strategy: For these monitoring and problem solving processes you will be using the *taking notes strategy* which consists on writing down important words and concepts. For this strategy you can use lists, semantic webs, idea maps, flow charts, and outlines.

Direct attention: this planning strategy helps to decide in advanced to focus on particular tasks and ignore distractions. Moreover, it helps to get a general understanding on what is being said.

Verify predictions and guesses: This evaluating strategy is used to check whether your predictions or guesses were correct.

Substitute: This strategy is used to write a synonym or descriptive phrase for unknown words. It helps you to communicate correctly because you are relaying the language that you know. For example, if you do not know how to say a word like "sombrilla" you say its description (something people use when it is raining to cover and protect from the water).

Talk yourself through it: This evaluating strategy is used to talk to ourselves by saying positive statements like "I can continue", "I can do this", or "it´s ok if I do not understand the whole thing". This helps you to reduce anxiety while doing the activity.

Check goals: This strategy helps to realize if the goals of the task were met.