THE USE OF METACOGNITIVE STRATEGIES TO IMPROVE LISTENING
COMPREHENSION FOR ESL IN STUDENTS FROM 7TH GRADE.

A quasi-experimental study

Thesis submitted in partial fulfillment of the requirements for the degree of Master of Arts in TESOL

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ABSTRACT

The main objective of the research is to determine the effect of the use of metacognitive strategies: planning, monitoring and evaluating in EFL listening comprehension performance of students from 7th grade. The method of investigation that was used is quantitative research and a quasi-experimental study was made. The investigation was made in a school in the city of Chillán, Chile. Two groups from 7th grade were considered for the study and they were divided into control group (7th A) and experimental group (7th B). Students from the experimental group were exposed to the instruction and practice of metacognitive strategies. Students from both groups took a pre-test before the treatment and a post-test after the treatment. In order to compare results, grades from the test were used. General results of the investigation show that the use of metacognitive strategies improves the performance of students in EFL listening comprehension.

Key words: metacognitive strategies; planning; monitoring; evaluating; listening comprehension

RESUMEN

El objetivo principal de la investigación es determinar el efecto del uso de estrategias metacognitivas: planificación, monitoreo y evaluación en el rendimiento de la comprensión auditiva en EFL de estudiantes de séptimo básico. El método de investigación que se utilizó fue cuantitativo y se hizo un estudio cuasi-experimental. La investigación se realizó en un colegio en la ciudad de Chillán, Chile. Se consideraron dos grupos de séptimo básico para el estudio y fueron divididos en grupo control (séptimo A) y grupo experimental (séptimo B). Los estudiantes del grupo experimental fueron expuestos a la instrucción y la práctica de estrategias metacognitivas. Los estudiantes de ambos grupos tomaron una prueba previa antes del tratamiento y una prueba después del tratamiento. Con el fin de comparar los resultados, se utilizaron las calificaciones de las pruebas. Los resultados generales de la investigación muestran que el uso de estrategias metacognitivas mejora el rendimiento de los estudiantes en la comprensión auditiva de EFL.

Palabras claves: estrategias metacognitivas; planificación, monitoreo; evaluación; comprensión auditiva.
Chapter 1

1.0 INTRODUCTION AND STATEMENT OF THE PROBLEM

According to the Chilean National Curriculum, English is taught as a foreign language (MINEDUC, 2012): “A foreign language is a language studied in an environment where it is not the primary vehicle for daily interaction and where input in that language is restricted” (Oxford, 2003). English language input for at least 60% of Chilean students mostly occur inside the classroom or in a learning environment (British Council, 2015).

In Chile, English is taught considering the four basic language skills: Listening, Reading, Speaking and Writing (Clausen, 2009). Although the four skills work together, complementing each other, they are divided into receptive skills (listening and reading): “skills where meaning is extracted from the discourse” (Harmer, 2007), and productive skills (speaking and writing): “skills where students actually have to produce language themselves” (Harmer, 2007). The Chilean National Curriculum has taken a communicative approach to be the main focus of the education (MINEDUC, 2013). For this reason, there should be an integrated skill instruction where students can be able to participate in communicative tasks in English (Oxford, 2001).

In Chile, students have English as a compulsory subject from 5th to 12th grade. From 1st to 4th grade is still optional for every school (MINEDUC, 2012). According to the national curriculum and the new guidelines given in 2013, the level of English that students should accomplish during their secondary education is B1, level given by the Common European Framework of Reference (CEFR). Hence, by the time students graduate, they should be able to “understand the main points of clear standard input on familiar matters
regularly encountered in work, school, leisure, etc. They can deal with most situations likely to arise whilst travelling in an area where the language is spoken. They can produce simple connected text on topics which are familiar or of personal interest. They can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.” (CEFR, 2001, pp 24).

The general objectives of the Ministry of Education for Chilean students are to be able to communicate, use English as a tool to integrate a globalized world and be creative and critical thinkers (MINEDUC, 2013). These objectives might be challenging considering the amount of time students have for English classes. The number of hours that public students are exposed to English lessons are an average of 2-3 hours per week, meanwhile in private schools students have 4 hours or more per week (British Council, 2015). Even though the general objectives might be pretentious, they can be accomplished by the use of different learning strategies and promoting students’ autonomy (MINEDUC, 2013).

Students in general are unfamiliar with the benefits that entails having control of their own language learning through the use of learning strategies (Kesseli, 2006). These strategies can be defined as “specific actions, behaviors, steps, or techniques—such as seeking out conversation partners, or giving oneself encouragement to tackle a difficult language task—used by students to enhance their own learning” (Scarcella & Oxford, 1992, p. 63). By using different learning strategies, students can be able to become critical and creative thinkers. “Critical thinking is the intellectually disciplined process of actively and skillfully conceptualizing, applying, analyzing, synthesizing, and/or evaluating information gathered from, or generated by, observation, experience, reflection, reasoning, or communication, as a guide to belief and action” (Richard & Scriven, 1987).
The path to expand those mental processes is through metacognition; this term can be defined as thinking about thinking (Flavell, 1979). By using metacognitive strategies students can take control over their learning processes improving their confidence, motivation and performance on language learning (Ojeda, 2010). These strategies can be divided into planning, monitoring and evaluating (Vandergrift, 2012). Metacognitive strategies support students when they do tasks related with any of the four basic skills of the language, such as listening, speaking, reading or writing. Moreover they help in general learning of vocabulary or grammatical structures (Oxford, 2003).

Concerning standardized assessment of EFL for schools, in Chile, there is a test that evaluates only receptive skills (listening and reading), the test is English SIMCE for students of 11th grade. English SIMCE started in 2010 and it has been applied every two years. Although results have improved over the years, by 2014 only a 25% of students can reach the parameters proposed by the Ministry of Education in the National Curriculum in 2013 (MINEDUC, 2014). Among the two skills that are assessed in the test, listening and reading. It can be said that listening comprehension is the skill that is most of the time left aside in EFL lessons due to the fact that: “listening comprehension has long been regarded as a passive skill, and researchers considered it an ability that would develop without assistance” (Osada, 2004).

Due to what was previously presented, low results in English SIMCE test and the responsibility to fulfill the requirements from the Ministry of Education is that arouses the necessity to work with learning strategies, specifically, metacognitive strategies in order to improve students’ performances in listening comprehension skill.
1.1 RATIONALE AND SIGNIFICANCE OF THE STUDY.

The research was made with students from a school located in the south of Chile, in the city of Chillán. The investigation is considered to be relevant since it includes students from high school and other type of researches with similar characteristics have been made with university students, such as “A case study on the incorporation of metacognitive strategies as an effective tool to improve PET standardized test listening comprehension in 1st year students” (Arias, 2014) or “Estrategias metacognitivas en la comprensión auditiva del inglés como segunda lengua” (Sandoval, Gómez & Sàez, 2010)

1.2 GENERAL OBJECTIVE

The general objective of the study is to determine the effect of the use of metacognitive strategies: planning, monitoring and evaluating in EFL listening comprehension performance of students from 7th grade.

1.3 SPECIFIC OBJECTIVES

Specific objectives are: 1 to describe theoretically metacognitive strategies: planning, monitoring and evaluating to work the listening comprehension for EFL; 2 to compare the results of pre and post-test in EFL listening comprehension in students of 7th grade; and, 3 to prove the effectiveness of metacognitive strategies to improve listening comprehension in students of 7th grade.

In the following chapters, a theoretical framework is presented, where a wide view of listening comprehension in EFL and different teaching models and perspectives is shown. Subsequently, learning strategies are defined, especially metacognitive strategies
concerning listening comprehension. There is also a contextualization of Chilean education and the proposals to improve levels of English, as well as a short explanation of performance in students and standardized tests, such as English SIMCE.

In the methodological framework there is a description of the study, what methods were used and how the data was analyzed. Afterwards, there is an analysis of the results concerning all previous chapters. Finally, a conclusion and discussion is presented.
Chapter 2

2.0. THEORETICAL FRAMEWORK.

2.1. LANGUAGE SKILL: LISTENING.

Listening comprehension is one of the four skills that are developed in the process of learning English as a foreign language (EFL). (Mineduc, 2012) For many years, listening was left aside. Nevertheless, “in the 1970s, the status of listening began to change from one of neglected to one of increasing importance” (Celce-Murcia, 2001). The reason for this change was that different approaches were becoming very popular, such as Total Physical Response (TPR) or the communicate approach (Osada, 2004). “Throughout the 1990s, attention to listening in language instruction increased dramatically” (Celce-Murcia, 2001). Ever since, there have been studies in this area that give relevance and depth to what is known about listening comprehension in terms of its purpose, use, different perspectives of instruction, characteristics, mental processes, activities and strategies.

It must be clear that listening comprehension is an ability that is used every day, even more that other skills in EFL: “In reality, listening is used far more than any other single language skill in normal daily life” (Celce-Murcia, 2001). Human beings have different purposes when paying attention to an oral discourse, the main purpose is to look for a specific piece of information (Wilson, 2008).

In a normal day, students and people in general can be faced to situations that engage their ability to listen at different levels and purposes. The ability to listen adequately is overrated: “the process of listening comprehension is highly complexed” (Osada, 2004). To get the notion of the different categories for listening, table 1 shows four different purposes for listening (Wilson, 2008).
Table 1: Types of listening. Wilson, J. (2008) How to teach listening

<table>
<thead>
<tr>
<th>Listening for the <strong>gist</strong></th>
<th>This refers to the occasions when we want to know the general idea of what is being said, as well as who is speaking to whom and why, and how successful they are communicating the point.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening for specific information</td>
<td>This refers to the occasions when we do not need to understand everything, but only a very specific part. For example, while listening to a list of delayed trains, we are only interested in hearing news about one particular train – the one we want to catch – and so we listen selectively for this specific information. We ignore everything else.</td>
</tr>
<tr>
<td>Listening in detail</td>
<td>This refers to the type of listening we do when, for example, we need to find errors or determine differences between one passage and another. We cannot afford to ignore anything because, unlike listening to a list of delayed trains, do not know exactly what information will help us to achieve our task.</td>
</tr>
<tr>
<td>Inferential listening</td>
<td>This refers to the type of listening we do when we wish to know how the speaker feels. It may involve inferring.</td>
</tr>
</tbody>
</table>

Teaching listening is not only about teaching students how and what information pay attention to, but also it is about teaching other features of the English language, such as pronunciation: “Listening texts are good pronunciation models, in other words, and the more students listen, the better they get, not only at understanding speech, but also at speaking themselves” (Wilson, 2008); also, features like grammatical structures and vocabulary items: “listening comprehension lessons are a vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse” (Celce-Murcia, 2001). With this in mind is relevant for teachers to give real importance to listening comprehension lessons which also must
encourage real life listening situations: “the main goal of teaching listening is to enable our students eventually to cope with the natural listening situations that they are most likely to encounter in real life” (Ur, 2012).

As it was previously mentioned, students listen for different purposes; consequently, listening can be divided into extensive and intensive listening, just like in reading comprehension (Wilson, 2008). Extensive listening refers to the types of listening students normally do outside the classroom. Some examples of extensive listening could be music on CDs or mp3, movies, or videos on the internet. Extensive listening does not require the guide of a teacher since students listen to music or watch films for their own pleasure and more or less understand them without the assistance of a teacher (Day & Bamford, 1999).

On the other hand, intensive listening differs from extensive listening: “in that students listen specifically in order to work on listening skill, and in order to study the way English is spoken” (Wilson, 2008). This type of listening commonly occurs inside the classroom or at a language laboratory and it requires the presence of a teacher to help students cope with any difficulties or to point the objective of the listening (McDonought & Shaw, 1993).

The types of listening that are normally used in a listening comprehension lesson might be from different sources, such as recorded extracts, from CDs, tapes or non-authentic short conversations made just for the lesson. Another source can be of course, live listening which refers: “to situations in which teachers brings visitors into the class or, if this is not possible, role-play different characters for the students to talk and listen to” (Wilson, 2008). It would be very relevant for students if their pleasure or extensive listening situations could become part of the classroom, in that sense, they could relate their likes to a learning environment and it would not be hard for teachers to engage them in
lessons (Mothaka, 2012): “motivation is perhaps the only intake variable that has been consistently found, in various contexts and at various levels of L2 development, to correlate positively with successful ESL learning outcomes” (Kumaravadivelu, 2006)

In terms of instruction there are different perspectives since every teacher has his or her own system to teach each skill. However, there are some generic instructional models for listening (Celce-Murcia, 2001). 1) Listening and repeating; 2) listening and answering Comprehension Questions; 3) Task Listening; and, 4) Interactive Listening. Each model gives specific learner goals, instructional material, procedure, and value. The four models are explained in table 2.

Table 2 Instructional models for listening. Celce-Murcia, M 2001

<table>
<thead>
<tr>
<th>Model 1 Listening and Repeating</th>
<th>Learner Goals</th>
<th>To pattern-match; to listen and imitate; to memorize</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional material</td>
<td>Features Audiolingual style exercises and /or dialogue memorization; based on a hearing–and-pattern-matching model.</td>
</tr>
<tr>
<td></td>
<td>Procedure</td>
<td>Asks students to (a) listen to a word, phrase, or sentence pattern; (b) repeat it (imitate it); and (c) memorize it (often, but not always, a part of the procedure).</td>
</tr>
<tr>
<td></td>
<td>Value</td>
<td>Enables students to do pattern drills, to repeat dialogues, and to use memorized prefabricated patterns in conversation; enables them to imitate pronunciation patterns. Higher level cognitive processing and use of propositional language structuring are not necessarily an intentional focus.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Model 2 Listening and Answering Comprehension Questions</th>
<th>Learner Goals</th>
<th>To process discrete-point information; to listen and answer comprehension questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional material</td>
<td>features a student response pattern based on a listening-and-question-answering model with occasional innovate variations on this theme.</td>
</tr>
</tbody>
</table>
Procedure: asks students to (a) listen to an oral text along a continuum from sentence length to lecture length and (b) answer primarily factual question. Utilizes familiar type of questions adapted from traditional reading comprehension exercises; has been called a quiz-show format of teaching.

Value: Enables students to manipulate discrete pieces of information, hopefully with increasing speed and accuracy of recall. Can increase students’ stock of vocabulary units and grammar constructions. Does not require students to make use of information for any real communicative purpose beyond answering the questions; is not interactive two-way communication.

Model 3 Task Listening

Learner Goals to process spoken discourse for functional purposes, to listen and do something with the information, that is, carry out real tasks using the information received.

- Instructional material: Features activities that require a student response pattern based on a listening-and-using (i.e. “Listen-and-Do”) model. Students listen, they immediately do something with the information received: follow the directions given, complete a task, solve a problem, transmit the gist of the information orally or in writing, listen and take lecture notes, etc.

- Procedure: Asks students to (a) listen and process information and (b) use the orally transmitted language input immediately to complete a task which is mediated through language in a context in which success is judged in terms of whether the task is performed.

- Value: the focus is on instruction that is task-oriented, not question-oriented. The purpose is to engage learners in using the informational content presented in the spoken discourse, not just in answering questions about it. Two types of tasks are (a) language use tasks, designed to give students practice in listening to get meaning from the input with the express purpose of making functional use of it immediately and (b) language analysis tasks, designed to help learners develop cognitive and metacognitive language learning strategies (i.e., to guide them toward personal intellectual involvement in their own learning). The latter features consciousness rising about language and language learning.

Model 4 Interactive Listening
**Learner Goals** to develop aural/oral skills in semiformal interactive academic communication; to develop critical listening, critical thinking, and effective speaking abilities.

- **Instructional material:** Features the real-time/real-life give-and-take of academic communication. Provides a variety of students’ presentation and discussion activities, both individual and small-group panel reports, that includes follow-up audience participation in question/answer sessions as an integral part of the work. Follow an interactive listening-thinking-speaking model with bidirectional (two-way) listening/speaking. Includes attention to group bonding and classroom discourse rules (e.g., taking the floor; yielding the floor, turn taking, interrupting, comprehension checks, topic shifting, agreeing, questioning, challenging, etc). (See Morley 1992 and 1995.)

- **Procedure:** Asks students to participate in discussion activities that enable them to develop all three phases of the speech act: speech decoding, critical thinking, and speech encoding. These phases involve (a) continuous on-line decoding of spoken discourse, (b) simultaneous cognitive reacting/acting upon the information received (i.e., critical analysis and synthesis), and (c) instant response encoding (i.e., producing personal propositional language responses appropriate to the situation).

- **Value:** the focus here is instruction that is communicative/competence-oriented as well as task oriented. Learners have opportunities to engage in and develop the complex array of communicative skills in the four competency areas: linguistic competence, discourse competence, sociolinguistic competence, and strategic competence (Canale and Swain 1980).

Students at school have to deal with all categories and models of listening that were previously mentioned. But also, they have to be able to differentiate several characteristics of the listening and its delivery. Wilson (2008) classifies 2 types of delivery in listening, reciprocal or nonreciprocal listening, additionally; they can be compared and complemented with the modes proposed by Celce-Murcia (2001) which are, Bidirectional
Listening Mode and Unidirectional Listening Mode: “Bidirectional listening is a listening activity we encounter the most in daily lives” (Morito, 2002). For instance, when students are faced to a conversation with their teacher or classmates in English and they are able to react to what the other person is saying it corresponds to a Reciprocal listening or Bidirectional Listening Mode. Nonreciprocal Listening or Unidirectional Listening Mode: “represents one way flow of information” (Morito, 2002), It corresponds to the listening activities students are exposed to in their everyday life and they cannot contribute to the conversation such as, television, radio or specific instructional situations.

An advantage of reciprocal listening/ bidirectional listening mode is that students can communicate with facial expressions or with words that they do not understand the message, so the interlocutor can repeat, change the message or slow down the speed of speaking: “Interactive listening situations include face-to-face conversations and telephone calls in which listener has a chance to ask for clarification, repetition, or slower speech from conversation partner” (Saha & Talukdar, 2015). This can be very beneficial for students and their understanding of the message. In nonreciprocal listening /unidirectional listening mode is not possible to ask the speaker for any clarification or repetition of the message so it is often considered as be more difficult that reciprocal listening (Wilson, 2008). Consequently, there are other characteristics that listeners need to get around in order to understand a message, such as, the organization of the message, duration, number of speakers and accent: “too many genres of accented speech would result in a significant reduction in comprehension”(Derwing, 1998). If the text contains a lot of information, it is not easy to store everything in mind, exceptional listening ability and strategy required to understand (Carroll, 1977).
Listening is considered to be a receptive skill because human beings receive the information from the outside world (Harmer, 2007). Even so, students have to put in progress many processes inside their brains just to get the meaning of words and at the same time they have to interpret aural text dealing with its different characteristics of delivery and contexts (Littlewoods, 1998). Students need to use certain microskills of listening comprehension in order to understand the whole message: “They need to be able to recognize paralinguistic clues such as intonation in order to understand mood and meaning. They also need to be able to listen for specific information (such as times, platform numbers, etc), and sometimes for general understanding (when they are listening to a story or interact in a social conversation)” (Wilson, 2008). This is the reason why, listening comprehension is definitely not a passive skill. Different processes occur in the brain which allow students to accomplish what they are required, “it is an interactive process as the brain acts on the impulses, bringing to bear a number of different cognitive and affective mechanisms” (Harmer, 2007)

There are two well-known mental processes that are used in listening and reading, top down and bottom up processing. Top down processing is considered to be internally based (Celce-Murcia, 2001), and consists in getting “a general view of the reading or listening passage by, in some way, absorbing the overall picture” (Harmer, 2007). In this process, students can anticipate what to expect from the listening because they are asked to use their background knowledge to foresee the content (Saha & Talukdar, 2015). In fact, to have this mental procedure students need to have: “a bank of prior knowledge and global expectations about language and the world” (Celce-Murcia, 2001). Bottom-up is considered to be an externally based process, and it consists in focusing: “on such things as individual
words, phrases or cohesive devices” (Harmer, 2007). This process requires students to pay close attention to details in the oral discourse and get understanding of the text by joining all the pieces together and build up a complete idea (Rost, 1990). These two processes work together in an interactive model of listening comprehension, allowing the listener understand what is been said using internal and external help. “the top-down model is based, at least in part, on the listener; much of the comprehension relies on what happens in the mind before the listening has even begun, whereas the bottom-up approach depends more on the sounds heard” (Wilson, 2008).

These two processes are used in listening comprehension lessons at the same time: “students will have to use a combination of the two processes, with more emphasis on top-down or bottom-up listening depending on their reasons for listening” (British Council, 2007). In addition, there is a sequence that should be followed at the moment of working with listening. This sequence is divided into three phases: pre-listening, while-listening and post listening (Underwood, 1989). In most course books or textbooks that students use, these stages have been previously divided and explicitly shown. Despite this, students do not pay much attention to them. That is the reason why it is extremely important the role of the teacher as a guide and model (MINEDUC, 2014).

Pre-listening stage requires activities that allow students to activate their previous knowledge and understand the importance of listening to the track, as well as, the prediction and anticipation to the content of it (Wilson, 2008): “this stage serves as a preparation for listeners in order to get the most from the listening passage” (Rixon, 1986). It is important that teachers give students enough pre-listening support so they can feel confident about what to expect from the listening (Macháčková, 2009). Teachers should
give different types of tasks: “pre-listening task can consist of a variety of activities, which can help the teacher to focus the students’ minds on the topic by narrowing down the things that the learners anticipate to hear and stimulating relevant previous knowledge and already known language” (Underwood, 1989). In addition, other important aspect to have in mind at the moment of designing pre-listening tasks is the type of material that is used, authentic material is encouraged: “things that can imitate the real life situations; give the students clear instructions so that they know what to do” (Macháčková, 2009).

While-listening is the middle phase, where students do activities during the listening passage (Macháčková, 2009). At this stage, teachers have to point out that students should not worry about interpreting long and difficult questions and subsequent production of complex answers, but they should be concerned with the demonstration of the important information (Rixon, 1986): “Students must, in some way, use the information that they hear. The content should demand response. It should make them think and react” (Wilson, 2008). It is important that teachers guide and maintain tasks interesting, challenging according to the level and short, so that students do not get bored or frustrated with the activities: “good while-listening activities help listeners find their way through the listening text and build upon the expectations raised by pre-listening activities” (Underwood, 1989).

Finally, the post-listening stage requires the corroboration of the answers and predictions or if the required tasks were completed. At this stage students use their knowledge gained during the previous stage, while-listening stage, for completing the exercises (Macháčková, 2009). Teachers and students together “go into detail, looking at both top-down features such as the exact setting of the passage or information about the speakers, and bottom-up features such as individual words or phrases” (Wilson, 2008). At
the final phase it is important that students have the opportunity to reflect about their
difficulties and understanding of the topic in general, so that they can express opinions
about it (Underwood, 1989)

Taking into account the three previously mentioned stages, it is also significant for
teachers to have certain tips or principles in mind to follow at the moment of doing
listening comprehension lessons. In terms of designing listening techniques and instruction,
Harmer (2007), Wilson (2008) and Scrivener (2011) recall different principles or tips that
can help teachers accomplish better listening comprehension lessons. The following
principles were taken from the book “How to teach listening” (Wilson, 2008); nevertheless,
they are complemented with the principles given by the other two authors. The principles
are; 1-Encourage students to listen as often and as much as possible; 2- Help students
prepare to listen; 3- Once may not be enough; 4- Encourage students to respond to the
content of a listening, not just to the language; 5- Different listening stages demand
different listening tasks; and, 6-Good teachers exploit texts to the full.

The first principle, **“Encourage students to listen as often and as much as possible”** refers to the amount of exposure students have regarding English language (Wilson, 2008). In Chile, English is taught as a foreign language; therefore, it is very important that teachers motivate students to listen to more music in English or watch movies with subtitles (MINEDUC, 2014): “The more students listen, the better they get at listening- and the better they get at understanding pronunciation and at using it appropriately themselves” (Wilson, 2008). If students do not have the opportunity to listen to English outside the classroom, it is the teacher´s duty to provide as many listening opportunities as possible (Scrivener, 2011).
The second principle, “Help students prepare to listen” makes reference to the pre-listening stage. This means that students have to be ready to be exposed to the listening with a clear vision of what they might hear (Underwood, 1989). In this case, students need to look at pictures, talk about the topic and discuss it beforehand. It is relevant for students that teachers give them real contexts as well as real language to work with (Rixon, 1986). At the moment that teachers “introduce natural texts rather than concocted, artificial material, students will more readily dive into the activity” (Harmer, 2007).

The third principle “Once may not be enough” deals with the fact that students need to hear more than one time an audio track in order to succeed in the listening task: “The first listening to a text is often used just to give students an idea of what the speakers sound like, and what the general topic is, so that subsequent listening are easier for them” (Wilson, 2008). It is necessary that teachers be aware that sometimes: “students found the material a lot more difficult than the teacher realized” (Scrivener, J 2011). For this reason, it is beneficial for students to hear the recording an adequate number of times, of course, with different and adequate tasks (Macháčková, 2009).

The fourth principle “Encourage students to respond to the content of a listening, not just to the language” refers to how important is: “for teachers to draw out the meaning of what is being said, discern what is intended and find out what impression it makes on the students” (Wilson, 2008). This principle goes beyond words, it states that is significant to have students’ opinion in the topic of the listening; thus, students may have the need to think critically about the aural text and give their point of view (Macháčková, 2009). For those students who are shy at speaking, teachers should “design techniques in such a way that students’ responses indicate whether or not their comprehension has been
correct” (Harmer, 2007), as well as design techniques that reflect students’ thoughts about each topic (Underwood, 1989).

The fifth principle “Different listening stages demand different listening tasks” alludes to the level of thinking and stress teachers put on students. If it is the first time students are going to listen to an audio track the task or level of thinking required must be coherent to it (Rixon, 1986). For instance, for the first listening the job should be to get general information. As a result, “students’ general understanding and response can be successful – and the stress associated with listening can be reduced” (Wilson, 2008). It is also relevant that students feel comfortable with the task they have to complete so that by the end they can feel a sense of achievement. In this principle, teachers should include both bottom-up and top-down listening techniques as Harmer (2007) suggests “it is important for learners to operate from both directions since both can offer keys to determine the meaning of spoken discourse”.

Finally, the sixth principle “Good teachers exploit texts to the full” deals with the investment of time that teachers and students have on a piece of listening (Underwood, 1989). For teachers is very time consuming to find an adequate listening; hence, he or she might have a good use of it in the classroom and have as many different uses as possible: “the listening then becomes an important event in a teaching sequence rather than just an exercise by itself” (Wilson, 2008).

Harmer, (2007) states one principle that is worth mentioning which is to encourage the development of listening strategies. This principle deals with the fact that teachers must provide students with learning strategies that carry on beyond the classroom: “As you teach
learners how to learn by helping them to develop their overall strategic competence, strategies for effective listening can become a highly significant part of their chances for successful learning” (Harmer, 2007). Learning strategies will be described in the following section.
2.2. LEARNING STRATEGIES

Students have to develop specific skills in order to speak or understand other language. To develop each skill students can use learning strategies which Rost (2011) defines as any attitudinal plans or behavioral devices that students use to acquire knowledge or skills. “Learning strategies are steps taken by students to enhance their own learning” (Oxford, 1990). Language learning strategies are particularly important because they are key tools to accomplish the active and self-directed involvement of students, which is necessary to develop communicative competence. The term self-direction refers to the own work students need to have in order to use the language outside the classroom, since a teacher will not always be near them to guide them (Oxford, 1990).

The use of language learning strategies is students’ responsibility; even so, at the beginning it is teachers’ responsibility to teach them. At this point, the role of the teacher changes from being a figure of power and very strict to a person who guides and facilitates learning. The role of the student changes as well, from being passive to an active generator of his or her own learning and knowledge (O’Malley, 2002). “When students take more responsibility, more learning occurs, and both teachers and learners feel more successful” (Oxford, 1990).

Learning strategies can be divided into direct and indirect strategies which work together to accomplish the learning of another language. Oxford (1990) defines direct strategies as the first major class, and they are in charge of dealing in a direct form with some features of the language. She also defines indirect strategies as the second major class of strategies, which cover a much more range than direct strategies: “They are in charge of
organizing; focusing, guiding and checking if the other strategies are being well used” (Oxford, 1990).

Direct as well as indirect strategies are divided in three, so they are a total of six strategies. Oxford (1990) states that direct strategies are composed of memory strategies for remembering and retrieving new information, cognitive strategies for understanding and producing the language, and compensation strategies for using the language despite knowledge. In addition, indirect strategies are composed of metacognitive strategies for coordinating the learning process, affective strategies for regulating emotions, and social strategies for learning with others. A diagram of the strategies is shown in figure 1.

To have effective learners it is necessary to teach them how to use direct and indirect strategies. However, there are certain strategies that regulate the use of the others and these are metacognitive strategies, since they allow students to realize what plan they need to follow in a certain learning situation (Vandergrift, 2002). At the moment of dealing with listening comprehension Celce-Murcia (2001) states that for listening some strategies are used, such as, cognitive, socio-affective, and metacognitive strategies. Studies from Vandergrift (2002) and Rost (2011) also back up this statement.
Figure 1 Diagram of the Strategy System Showing Two Classes, Six Groups, and 19 Sets.

Oxford, L 1990

DIRECT STRATEGIES

I. Memory strategies
   - A. Creating mental linkages.
   - B. Applying images and sounds.
   - C. Reviewing well.
   - D. Employing action.

II. Cognitive strategies
   - A. Practicing.
   - B. Receiving and sending messages.
   - C. Analyzing and reasoning.
   - D. Creating structure for input and output.

III. Compensation strategies
   - A. Guessing intelligently.
   - B. Overcoming limitations in speaking and writing.

INDIRECT STRATEGIES

I. Metacognitive strategies
   - A. Creating your learning.
   - B. Arranging and planning your learning.
   - C. Evaluating your learning.

II. Affective strategies
   - A. Lowering your anxiety.
   - B. Encouraging yourself.
   - C. Taking your emotional temperature.

III. Social strategies
   - A. Asking questions.
   - B. Cooperating with others.
   - C. Empathizing with others.
Vandergrift (2002) classifies and defines these strategies as following: Cognitive strategies manipulate the material to be learned or apply a specific technique to a listening task. Socio-affective strategies describe the techniques listeners use to collaborate with others, to verify understanding or to lower anxiety. Finally, Metacognitive strategies are important because they oversee, regulate or direct the language learning process.

To give a deeper definition of metacognitive strategies, it is necessary to say that metacognitive means going beyond the cognitive. As Flavell (1976) also states, metacognition is: “knowledge concerning one’s own cognitive processes and products or anything related to them”. These strategies, when used adequately, can direct students to good and significant language learning, in this case of EFL listening comprehension skill (Vandergrift, 2002). As Oxford, (1990) declares, students sometimes might feel overwhelmed by all the new features dealing with EFL, such as vocabulary, grammatical rules, different writing system, learning about different cultures, and in some classrooms nontraditional instructional approaches. When that happens, learners lose their focus, which can only be regained by the conscious use of metacognitive strategies such as paying attention and overviewing/linking with already familiar material.
2.3. METACOGNITIVE STRATEGIES

In order to have successful students inside and outside the classroom, they can learn to use strategies appropriately during real-time listening and to direct their own learning through the phases of metacognitive strategies; planning, monitoring, problem-solving and evaluation, so that they continuously improve their listening abilities over months and years. (Vandergrift, 2012).

“Planning is a key metacognitive strategy for second language acquisition, involved in directing the course of language reception and production.” (O’Malley, 2002). This first phase of metacognitive strategies deals with the setting of goals, selecting adequate cognitive strategies to achieve this goal, as well as the allocation of personal resources such as effort or time (Nett; Goetz; Hall & Frenzel 2012). Vanderdrift, (2012) describes this phase as critical for the listening process because it helps students make decisions about what to listen for and, subsequently, to focus attention on meaning while listening. At this moment, teachers prepare students for what they will hear and what they are expected to do by writing the topic on the board or presenting the topic in context, (Rost, 2005). Students can bring to consciousness their knowledge of the topic and any relevant cultural information; analyze the text genre and recall how information might be organized in it; anticipate words and/or ideas that they may hear; determine where to pay attention and decide on how much detail to find, based on their purpose for listening, in order to direct listening efforts; predict what they will hear, based on information brought to consciousness and any relevant contextual information; and, prepare the conditions for listening by clearing their minds of distractions and focusing their attention, (Vandergrift, L2012).
Monitoring is the second phase of metacognitive strategies; it can be related to the while-listening stage: “monitoring refers to being aware of one’s comprehension and task Performance” (Boekaerts, 1999). Sometimes language learners may have problems at this phase because they cannot monitor accurately their performances due to many mistakes committed in the past and perhaps traumas from their childhood; therefore, teachers should encourage students to learn from their mistakes and take advantage of this phase (Oxford, 1990). At this phase, teachers ask some questions about the topic to clarify and confirm students’ information. He/she establishes key words and grammatical structures and monitors students work (O’Malley; Michael; Chamot &Uhl. 2002).

During listening activities, students monitor their comprehension and they can check for consistency with their predictions, for appropriateness with world knowledge and for internal consistency: that is, the ongoing interpretation of the co-text; verify predictions and accept the fact that they do not need to understand every word; assess their level of comprehension; verify progress in their comprehension of the desired information and necessary details; and determine whether the approach to understanding the text is working or not, (Vanderdrift, 2012). At this stage students self-monitor their performance (O’Malley, 2002).

Together with monitoring there is problem-solving in which students can adjust their approach to the text or activate a more suitable strategy if the one that he/she is currently using is not working (Oxford, 1990). In other words, students can adjust their approach by activating more appropriate strategies as required: for example, revise predictions or adjust their inferences to reflect new possibilities; make inferences about the meaning of a chunk of text they did not understand by deducing from the information they
are confident they have understood; or ask for clarification, if the listening context allows for this. (Vanderdrift, 2012).

Finally, the last phase is evaluating learning, at this phase students should be able to realize to what extent they complete the task adequately and whether the strategy used was effective or not. Self-evaluation and reflection is encouraged (O’Malley, 2002). By carrying out class discussions or establishing tasks with tangible results, (Rost, 2005), teachers can promote that students realize of what mental paths their classmates followed and compare them with their own paths. Students can also reflect on difficulties encountered, what went wrong, and why; confirm comprehension with a transcription of parts or all of the text; or reflect on the success of problem-solving efforts, such as the success of an inference or modification of a particular strategy, if the listening context allows for it. This final phase can be related with post listening stage. (Vandergrift, 2012).

Teaching metacognitive strategies to students require preparation and patience; students need time to learn and master these strategies, but when they do, these strategies facilitate students to have the ability and criteria to check the strategy effectiveness or failure (Ojeda, 2010). In terms of the use of metacognitive strategies in a listening comprehension lesson, there is a metacognitive pedagogical sequence (Vandergrift, 2012), which shows clearly the moment of each phase (See figure 2) and what strategy students should be using. Although, each phase can be mostly used at a specific listening stage (pre-while-post). It is important to mention that as metacognitive strategies occur inside the brain, they can interchange among the stages as much as students require it (Vandergrift, 2012).
Figure 2. Stages in the Metacognitive Pedagogical Sequence for Listening Instruction. Vandergrift, 2012
2.4. CHILEAN CONTEXT

In Chile, English is taught as a foreign language and it is considered to be very important for the development of every professional. In fact, in the year 2010 was the first time that English was included in a national examination such as SIMCE (British Council, 2015). By the end of Sebastian Piñera’s government a National English Strategy was declared, which was a proposal for the years 2014 until 2030 (Mineduc, 2014 National English Strategy 2014-2030). Although the proposal has not been implemented as expected, it did contain important information about the reality and expectations for English in Chile. Currently Michelle Bachelet’s government is working with the Strengthening of Public Education (Mineduc, 2015), which carries out almost the same ideas as the National English Strategy. English is considered to be an elementary tool to improve a persons’ professional career. (Mineduc, 2014 National English Strategy 2014-2030).

According to public policies, the objective for English in Chile is to develop and strengthen Chilean people’s competencies in English language not only as part of the education system but also as a tool for economic prosperity (Mineduc, 2014 National English Strategy 2014-2030). This is the reason why it is important to take a look at different aspects of Chilean society. Such as, a) family and society; b) schools and students; c) initial and continuous training of English teachers; and finally, d) English for specific purposes. (Mineduc, 2014 National English Strategy 2014-2030).

As stated by the information delivered in 2013 by Education First (EF) and its report English Proficiency Index (EPI). Chilean people are classified as having a very low
skill for the language. These results are very similar to the results for students by the test SIMCE, which shows that by the year 2014 only a quarter of the students in 11th grade (25%) were able to obtain a certification in English. (MINEDUC, 2015)

Bad results are a consequence of having few hours of English every week and having English classes taught in Spanish, which is harmful for the development of the listening and speaking skills (MINEDUC, 2015).

A diagnose for English teachers and their initial and continuous training is given as a conclusion of a conference held by the British Council and the Ministry of Education in 2012, the name of the conference was “The formation of English teachers in Chile: the challenge of quality and pertinence”. After the conference it was stated, among other things, that there is a deficit on the certification of future teachers and that there are no programs of continuous formation for working teachers (British Council, 2014).

According to data from the English Opens Door Program (EDOP), until August from 2013, in Chile, there are 7,990 teachers who work teaching English in public schools. Out of that number a 17% does not possess teacher formation and 96% does not have English domain. These results are worrying considering that those teachers are forming students who are expected to have a good performance in standardized tests such as SIMCE. The Ministry of Education has been providing teachers of public and semi-private schools the opportunity to have a certification using the First Certificate in English (FCE) (MINEDUC, 2014 National English Strategy 2014-2030). By 2013, 832 teachers have participated in the certification process and only a 58% accomplished the standard proposed

There has been a change in the Chilean approach to English teaching away from teaching English in the mother tongue (Spanish) and towards the communicative style found in British and North American textbooks (MINEDUC, 2013). This change is due to a reform in the English field in which, the EODP asked primary and secondary school teachers to use their knowledge and experience to design new courses. They were supported in this by foreign experts and expanded their knowledge by visiting overseas institutions, attending seminars and workshops and observing teachers at work. In the year 2105 there has been a strengthening of public education; as a result, there has been an increase in funding to public schools, the EODP aimed to make English language learning accessible to all (British Council, 2015).

Finally a diagnose for English for specific purpose is taken from “The TOEIC Test, Report on the test takers worldwide 2012”. the results state that Chilean professionals concerning listening comprehension are able to understand explanations about work problems and understand news titles. In speaking, they are able to maintain conversations about current events with native speakers. Concerning reading comprehension, Chilean professionals are able to understand technical manuals for beginners. Finally, concerning writing skill professionals are able to write, with some difficulty, short memos, descriptions of processes and fill out forms. (Mineduc, 2014 National English Strategy 2014-2030)

The purpose of teaching English in Chile for schools is to facilitate the development of effective communicative strategies for students in all levels of a school, which means
from kindergarten to 12th grade of high school. Currently the Ministry of Education and its English Opens Door Program have many initiatives to help accomplish the objective. For example, a special support for public education, giving training to teachers and encouraging activities for students such as, spelling bee contests for 5th and 6th grade, public speaking (7th and 8th grade), and debates for students from 9th to 12th grade (MINEDUC, 2014 National English Strategy 2014-2030). While the programme targets schools and young people, it has the much broader goal of raising the English proficiency of the nation so that every citizen has at least a degree of fluency in English. This initiative goes hand in hand with Chile’s plans to integrate more fully with the global economy, as signaled by the recent signing of numerous free trade agreements. Chilean government policies (British Council, 2015)
2.5. LEVEL OF ENGLISH REQUIRED FOR STUDENTS AND RESULTS OF STANDARIZED ENGLISH TEST IN CHILE FOR SCHOOLS (SIMCE)

The national curriculum of English and its objectives for the language are aligned with the Common European Framework of Reference for languages (CEFR, 2001). The Ministry of Education states standards for students in their different levels. For students in 8th grade the standard is A2 that according to the CEFR, students can understand and use familiar everyday expressions and very basic phrases aimed at the satisfaction of needs of a concrete type. Can introduce him/herself and others and can ask and answer questions about personal details such as where he/she lives, people he/she knows and things he/she has. Can interact in a simple way provided the other person talks slowly and clearly and is prepared to help. For students in 12th grade of high school the standard is B1 that according to the CEFR, students can understand the main points of clear standard input on familiar matters regularly encountered in work, school, leisure, etc. Can deal with most situations likely to arise whilst travelling in an area where the language is spoken. Can produce simple connected text on topics which are familiar or of personal interest. Can describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.” (CEFR, 2001, pp 24)

Due to the levels of English that students are required is that it was almost a requirement to have a test that could measure if the levels are actually being accomplished or not. Cambridge ESOL examination was in charge of designing the test that measures students’ ability to listen and read (listening and reading comprehension). In 2010 was the first time that students from 11th grade had to take the English Simce test. (Mineduc, 2012) The test has been taken in 2010, 2012 and 2014. Although results of the test have improved
over the years, they are not very encouraging. By 2014 only 25% of the students who took the test were able to have a certification in English with the levels A2 or B1, in comparison with the results in 2010 which were only 11% of students were able to obtain a certification. See table 3. (Mineduc, 2014).

Table 3: Results English Simce: percentages of certificated students 2010-2014.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2012</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>11%</td>
<td>18%</td>
<td>25%</td>
<td></td>
</tr>
</tbody>
</table>

The SIMCE test is constituted by a total of one hundred questions which are divided into two sections; fifty questions of reading comprehension and fifty questions of listening comprehension. Each section has different levels of difficulty which goes from the degrees A1 to B1 according to the CEFR. The test includes questions with a variety of grades of difficulty, which allow to gather information about students with different levels of English domain. (MINEDUC, 2010). “It is important to notice that English SIMCE test assesses the knowledge and skills that students should develop in the subject, and, that can be assessed by multiple choice tests” (MINEDUC, 2010). In the test, there are no questions related to oral or written expression.

In the test low levels of thinking are assessed, this means that students should be able to recognize sounds of the English language as well as to identify explicit information. In the section corresponding to listening comprehension; students are assessed under their ability to recognize the meaning of specific words in a given context, and to differentiate between words with similar pronunciation. In the section corresponding to reading
comprehension, students are assessed in their ability to understand a message of one phrase or short text (MINEDUC, 2010).
Chapter 3

3.0. METHODOLOGICAL FRAMEWORK.

The method of investigation that was used is quantitative research, which is defined by Aliaga and Gunderson (2000) as following: “Quantitative research is explaining phenomena by collecting numerical data that are analyzed using mathematically based methods (in particular statistics)”. Specifically in this study, students’ grades taken from pre and post- tests were used as the numerical data analyzed.

The type of study was quasi-experimental due to there is a manipulation of an independent variable (metacognitive learning strategy); nevertheless, there is no control whatsoever on the formation of groups (control and experimental) (Sampieri, 2014). This type of design is characterized because the subjects are not assigned at random or level to each other. The experimental and control group were already formed before the experiment (Sampieri, 2014). It was the researcher’s choice to designate each group.

The population used for the study was students from the School “Colegio Polivalente Padre Alberto Hurtado” (CPPH) located in Chillan, eighth region in Chile. The sample was of 84 students of 12 and 13 years old, divided in 2 groups of the same level, seventh grade (7th A and B). From the total number of students, 44 students are female and 40 students are males, groups are mixed and count with 42 students each. Students belong to the similar socio economic level (CPPH, 2014). The technique to select the sample type is non probabilistic, due to the fact that subjects are in the place and moment of the research (Sampieri, 2014). Groups were divided into control group (7th A) and experimental group (7th B).
To collect data, two standardized sample tests were used to measure listening comprehension in both groups. Tests were used at the beginning and at the end of the investigation. Pre-test and post-test were samples design by Cambridge ESOL examination for English SIMCE test available at the web page of SIMCE (www.simce.cl). As these tests are given as samples to use with students, they have already been validated by MINEDUC (MINEDUC, 2014 Manual del Profesor SIMCE Inglés).

The sample tests in the listening comprehension section contain thirty questions that assess different levels according to the CEFR, A1, A2 and B1. All the questions assess contents that are included in the Fundamental Objectives and the Mandatory Minimum Contents required by the curricular adjustment in 2009 (Decree No. 254).

In the listening comprehension section, questions are divided into five parts. Each part presents different dialogues and their respective questions. Sections are divided into multiple choice and matching the correct information. Each dialogue is played two times, giving some seconds to students to analyze the information and answer each question (MINEDUC, 2014 Manual del Profesor SIMCE Inglés). Questions about listening comprehension are established over three sub-skills; A) to identify key information related with a picture; B) to identify needed key information, and, C) to identify key information to answer questions. (MINEDUC, 2014 Manual del Profesor SIMCE Inglés). These sub-skills were analyzed as a complement to support results.

The sample test is intended for students of 11th grade; nevertheless, the test is taken by students of 7th grade. Different levels and contents from both grades are taking into account and a revision of the Fundamental Objectives and Mandatory Minimum Contents
is made (MINEDUC, 2013). Results from the revision show that the contents in the sample test corresponding to listening comprehension skill are appropriate for students from 7th grade.

Results from the investigation were used with deductive quantitative purposes, thus it was expected to fulfill the objective of investigation (Sampieri, 2014). For the analysis of the data the program SPSS statistic and ANOVA test were used. ANOVA test of one way was used considering metacognitive learning strategies as a factor (Sokal & Rohlf 1995). To establish differences in the data, average grades were calculated, as well as the standard deviation and variance (Sokal y Rohlf, 1995). To do this data from pre and post-test was used.

Concerning the intervention, metacognitive learning strategies (planning, monitoring and evaluating) were directly taught to the experimental group and practiced to improve listening comprehension skills. “In direct instruction, students are informed of the value and purpose of the strategy training” (O’Malley, 2002) Students from control group received a normal treatment for each lesson. This means that control group did not work with the knowledge and use of metacognitive learning strategies to work with listening comprehension lessons. The models to teach both groups correspond to the ones described by Celce-Murcia (2001) Model 2 Listening and Answering Comprehension Questions and Model 3 Task Listening.

The intervention had a space time of three weeks. Every week each group had three hours of English classes, two times a week, distributed in one session of ninety minutes and another session forty-five minutes. Students from both groups worked with the book
delivered by the Ministry of Education for 7\textsuperscript{th} grade, especially the unit 4 and the lessons B and D, which correspond to listening comprehension lessons (Alvarado, 2015).

Before and after the intervention, students had to complete a listening sample test from MINEDUC to quantify their level of listening comprehension (MINEDUC, 2014). In figure 3 a diagram is shown with the stages of the intervention.
Figure 3 Stages of the intervention.

Control Group
7th A

Pre-test

Normal treatment

Post-test

Results

Experimental Group
7th B

Pre-test

Treatment with metacognitive learning strategies

Post-test

Results
CHAPTER 4

4.0. ANALYSIS AND RESULTS

The process to obtain the results is divided into three stages, first stage of the investigation was to apply the pre-test; second stage was to work in class with listening comprehension lessons with both groups, giving the experimental group the knowledge to work with metacognitive learning strategies. Finally, the third stage was to apply the post-test.

Results are taken from the pre and post-test grades from both groups and compared to see any significant difference concerning the use of metacognitive learning strategies with the experimental group. In table 4, an average and standard deviation of final grades from both groups according to the applied treatment is shown. Variance is also present in the table and it is shown in parenthesis.

Table 4. Average ± standard deviation of final grades from both groups according to the applied treatment. Variance is shown in parenthesis.

<table>
<thead>
<tr>
<th></th>
<th>Control Group</th>
<th>Experimental Group</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-test</td>
<td>4.1 ± 0.4</td>
<td>4.1 ± 0.4</td>
<td>4.1 ± 0.4</td>
</tr>
<tr>
<td></td>
<td>(0.16)</td>
<td>(0.18)</td>
<td>(0.17)</td>
</tr>
<tr>
<td>Post-test</td>
<td>4.2 ± 0.4</td>
<td>4.5 ± 0.5</td>
<td>4.37 ± 0.47</td>
</tr>
<tr>
<td></td>
<td>(0.17)</td>
<td>(0.25)</td>
<td>(0.22)</td>
</tr>
</tbody>
</table>

Results obtained after the application of the tests showed significant differences between the experimental and control group (one way ANOVA, $F_{(1,75)} = 8.953$, $P < 0.01$),
which indicate that the experimental group which had the special treatment with metacognitive learning strategies had significantly higher grades than control group. See figure 3.

![Figure 3. Grades obtained by control and experimental group.](image)

In table 5, results of the analysis of one way Anova is shown, considering metacognitive learning strategies as a factor over the average grades of students considered in the study.

Table 5. Results of the analysis of one way Anova considering metacognitive learning strategies as a factor over the average grades of students considered in the study.

<table>
<thead>
<tr>
<th>Effect</th>
<th>Sum of Squares</th>
<th>Degrees of Freedom</th>
<th>Mean Square</th>
<th>F</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intercept</td>
<td>1,860</td>
<td>1</td>
<td>1,860</td>
<td>8,953</td>
<td>0,004</td>
</tr>
<tr>
<td>Strategy</td>
<td>1,860</td>
<td>82</td>
<td>1,860</td>
<td>8,953</td>
<td>0,004</td>
</tr>
<tr>
<td>Error</td>
<td>0,631</td>
<td>82</td>
<td>0,208</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

On the other hand, a comparison of the sub-skills in listening comprehension was made in the test. The aim of this was to give more detailed results to back up the significate
difference previously shown. In this sense it is possible to observe in figure 4 that sub-skills (A, B, C) show differences in the average of correct answers between pre and post-test in the experimental group. These results are opposed to what is shown for control group in figure 5, in which there is no significant difference in the average of correct answers per sub-skill (A, B, C). In figure 6, there is a general view of the obtained results according to students` performance in pre and post-test in both groups.

Figure 4. Average of correct answers per each sub-skill in experimental group.
Figure 5. Average of correct answers per each sub-skill in control group.

Figure 6. Average of correct answers per each sub-skill in control and experimental group.
CHAPTER 5

5.0. CONCLUSION AND DISCUSSION

The learning of another language is a complex process, which involves the development of four main skills: listening, reading, speaking and writing (Harmer, 2007). EFL listening comprehension is an important skill to work with since it is the most used skill in everyday life. “In reality, listening is used far more than any other single language skill in normal daily life” (Celce-Murcia, 2001). Despite this fact, listening has been poorly developed in many contexts since it was considered to be a passive skill which did not need to be taught (Osada, 2004). In order to fully understand the relevance of this skill, a revision of the main elements of listening comprehension was exposed the theoretical framework. Since through listening many other features of English language can be taught, “listening comprehension lessons are a vehicle for teaching elements of grammatical structure and allow new vocabulary items to be contextualized within a body of communicative discourse” (Celce-Murcia, 2001). Listening is also important to teach appropriate pronunciation, right intonation and pitch (Wilson, 2008).

Different perspectives for listening instruction were presented and described, 1) Listening and repeating; 2) listening and answering Comprehension Questions; 3) Task Listening; and, 4) Interactive Listening. (Celce-Murcia, 2001), which were used as a support for the implementation of the classes in the intervention.

There are two approaches in relation to listening comprehension, top down and bottom up: “bottom-up approach sees comprehension as a matter of listeners first decoding (or understanding) the smallest elements of what they hear… The top-down approach starts
from the opposite end, it sees understanding as starting from the listener’s background knowledge of the non-linguistic context and of working down towards the individual sounds.” (Anderson & Lynch, 1988). These processes are used by students at the moment of listening to understand the information (Wilson, 2008). In addition, teachers guide students to use top down and bottom-up in the three stages of listening, pre-listening, while-listening and post listening (Underwood, 1989)

Another important aspect at the moment of learning a language is the use of language learning strategies, since they are the gate between what is being taught and what is being learned: “Appropriate language learning strategies result in improved proficiency and greater self-confidence” (Oxford, 1990). Learning strategies were defined as “processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language” (Cohen, 1990). Celce-Murcia (2001) stated that for listening comprehension are used cognitive, socio-affective, and metacognitive strategies. The three strategies are very valuable in order to learn and work listening comprehension; nevertheless, metacognitive strategies stand out since they oversee, regulate or direct the language learning process. They are divided into three main phases: planning, monitoring and evaluating. (Vandergrift, 2002). Metacognitive strategies were previously defined in the theoretical framework with the main purpose to be used by teachers in their daily practices and have: “a positive impact in terms of specific teacher instruction and elevate students' performance” (Ojeda, 2010).
Metacognitive strategies and the three phases of listening comprehension complement each other since they can act simultaneously in the process of listening comprehension (Vandergrift, 212).

In Chilean context English, listening comprehension is important because in public policies of the Ministry of Education it is stated that: “the objective for English in Chile is to develop and strengthen Chilean people’s competencies in English language not only as part of the education system but also as a tool for economic prosperity” (MINEDUC, 2014 National English Strategy 2014-2030). However, results from English SIMCE do not demonstrate the achievement of such objective with only a 25% of certificated students (MINEDUC 2014)

This is the reason why this research has as a main objective to determine the effect of the use of metacognitive strategies: planning, monitoring and evaluating in EFL listening comprehension performance of students from 7th grade. This objective was chosen in order to have empirical evidence in the advantages of the use of metacognitive strategies in listening comprehension skill of high school students, and with this make a contribution to improve Chilean students ability in English. To accomplish this objective, two groups with similar characteristics were chosen to put in practice a quasi-experimental study. Groups were students from 7th grade (A and B) who were designated into control and experimental group respectively.

Both groups took a pre-test extracted from a sample of the English SIMCE test concerning the section where listening comprehension is assessed (Sample test 1). Afterwards, students were exposed to listening comprehension lessons for a period of three
weeks. Only the experimental group had a special treatment by learning and working with metacognitive strategies: planning, monitoring and evaluating. The control group had a normal treatment. Both groups worked with the same text book given by the Ministry of Education for 7th grade (Alvarado, 2015). By the end of the third week both groups took a post-test extracted from a sample of the English SIMCE test concerning the section where listening comprehension is assessed (Sample test 2).

After the intervention and the analysis of results, it can be said that the use of metacognitive strategies improved students’ performance concerning listening comprehension skills. On account of the fact that students from the experimental group (7th B) had a significant improvement from 4,1 to 4,5 in the average grades between the pre and post-test, in contrast to the control group (7th A) who did not have much improvement from 4,1 to 4,2. This advance entails that students raised certain listening skills by using metacognitive strategies.

In other words, results of this study give factual evidence of the advantages that provide the use of metacognitive strategies in students from high school in the improvement of listening comprehension skills in a context where English is taught as a foreign language. Results also give confirmation to the theories that were exposed in previous chapters by Oxford (1990), Rost (2002) and Vandergrift (2012); in addition, outcomes of this study corroborate the investigations made in Chile by Sandoval, Gómez & Sáez (2010) and Arias (2014). These last two studies have as a result the improvement of listening comprehension skill by means of the use of metacognitive strategies in university students.
In addition to general results of the use of metacognitive strategies in listening comprehension, there was an analysis according to the subskills that were assessed in the pre and post-test. Sub-skills of listening comprehension were defined in the methodological framework with the purpose of giving a more detailed explanation concerning skills that are used in daily life (MINEDUC, 2014). Results from this extra examination show that there was a significant improvement in individual sub-skills in the experimental group which gives proof that metacognitive strategies help students to upgrade their understanding in listening comprehension tasks (Vandergrift, 2012).

Good results in the investigation and theories related to the use of metacognitive strategies in listening comprehension such as Oxford (1990), Rost (2002) and Vandergrift (2012) lay down certain contributions for teachers and subsequently for students. Teachers should establish the necessity to include metacognitive strategies in their classes to improve students’ listening comprehension skill as well as empower students to take control over their own learning by using these strategies (Oxford, 1990).

The use of language learning strategies are useful for teachers to make better learning in students, but also they are an advantage for students and their own management of language learning (Kesseli, 2006). “When the learner consciously chooses strategies that fit his or her learning style and the L2 task at hand, these strategies become a useful tool kit for active, conscious, and purposeful self-regulation of learning” (Oxford, 2013).

Concerning Chilean’s reality, the systematic use of metacognitive strategies with students from schools leads to attain the levels that are settled for students for the Ministry of Education at the end of their secondary education, B1 according to CEFR (CEFR, 2011)
and provide young adults with the necessary abilities to understand and communicate in a foreign language such as English. (MINEDUC, 2013).

As final suggestions, this investigation can be developed in other contexts and for longer period of time as well as using metacognitive strategies to improve listening comprehension in everyday classes. As it was stated in the theoretical framework, metacognitive strategies can be used to increase listening comprehension skill; nevertheless they can also be used with the other skills, such as reading, speaking or writing. (O'Malley, 2002).
BIBLIOGRAPHICAL REFERENCES


- Arias, E. (2014) A case study on the incorporation of metacognitive strategies as an effective tool to improve PET standardized test listening comprehension in 1st year students. Universidad Andres Bello, Concepción, Chile.


- Carroll, J. B. (1977). On learning from being told In M. C. Wittrock (Ed.), Learning and instruction. Cambridge; Berkeley, CA. McCutchan.


**APPENDIX A: PLANNING OF CLASSES FOR EXPERIMENTAL GROUP**

<table>
<thead>
<tr>
<th>Number of class</th>
<th>1 (90 minutes)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Objective of the class</strong></th>
<th>To identify general and specific information of short conversations.</th>
</tr>
</thead>
</table>

| **Activities of the class** | Start: students order into columns and get ready for the test  
Development: students complete their personal information in the answer sheet. Then, they start completing the test. Students listen every short conversation of the test twice. After the test students give their answer sheet to the teacher.  
End: students go back to the order of the classroom and comment their thoughts about the test  
Resources.  
Simce sample test recording / Simce sample test 1/ answer sheet |
|-----------------------------|---------------------------------------------------------------------|

<table>
<thead>
<tr>
<th>Number of class</th>
<th>2 (45 minutes)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Objective of the class</strong></th>
<th>To analyze listening structure of lessons.</th>
</tr>
</thead>
</table>

| **Activities of the class** | Start: students remember the test from last class and talk about the difficulties they had.  
Development: students learn metacognitive strategies to improve listening comprehension (planning, monitoring and evaluation). They receive examples about them and how to work with them. Students talk about the strategies they used to answer to some questions. Students look at their workbook and analyze structures of some listening lessons.  
End: students summarize what the metacognitive strategies are.  
Resources.  
Power point presentation / workbook Travellers |
|-----------------------------|---------------------------------------------------------------------|

<table>
<thead>
<tr>
<th><strong>Resources.</strong></th>
<th>Simce sample test recording / Simce sample test 1/ answer sheet</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>Resources.</strong></th>
<th>Power point presentation / workbook Travellers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of class</td>
<td>3 (90 minutes)</td>
</tr>
<tr>
<td>-------------------</td>
<td>----------------</td>
</tr>
<tr>
<td>Objective of the class</td>
<td>To identify general and specific information about a conversation.</td>
</tr>
<tr>
<td>Activities of the class</td>
<td>Start: students remember metacognitive strategies (planning, monitoring and evaluation). Students remember vocabulary of the unit. Development: students work on lesson 2 (listening comprehension) of unit 4, page 100, they look at the pictures and match vocabulary with them. Students predict the topic of the listening. Students listen to the conversation three times, page 101. Then, they answer questions about the listening. Students identify the grammatical structure and practice it, page 102. They write sentences and complete a conversation. Students read their sentences to the class. End: students summarize the topic of the listening and the grammatical structure.</td>
</tr>
<tr>
<td>Resources.</td>
<td>Student´s Workbook Travellers / cd / cd player</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Number of class</th>
<th>4 (45 minutes)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Objective of the class</td>
<td>To analyze specific questions about a conversation.</td>
</tr>
<tr>
<td>Activities of the class</td>
<td>Start: students remember the metacognitive strategies they learned. Development: students work on page 103 in the activity “Travel back”. Students listen the conversation from last class again and complete activities 3 and 4. Students answer if some sentences are true or false according to the listening and then circle the correct word to make true sentences. End: Students reflect on what strategies they have to use for each exercise.</td>
</tr>
<tr>
<td>Resources.</td>
<td>Student´s Workbook Travellers / cd / cd player</td>
</tr>
</tbody>
</table>
### Number of class

5 (90 minutes)

### Objective of the class

To identify general and specific questions about a conversation.

### Activities of the class

Start: students remember vocabulary from last class and metacognitive strategies.
Development: students work on lesson 4 (listening comprehension) on page 108. They look at the pictures and match vocabulary with each picture. Students predict the topic of the listening. Students read the question for each activity about the listening and understand what is the information they have to recognize in the listening. Students listen to the conversation two times, page 109. Then, they answer questions about the listening, page 110. Students remember to use the strategies of planning, monitoring and evaluating to answer the activity.
End: students summarize the topic of the listening and say what strategies did they used.

### Resources.

Student’s Workbook Travellers / cd / cd player

---

### Number of class

6 (45 minutes)

### Objective of the class

To recognize information and questions about a dialogue.

### Activities of the class

Start: students remember the metacognitive strategies they learned.
Development: students work on page 111 in the activity “Travel back”. Students listen the interview from last class again and complete activities 3 and 4. Students determine the purpose of the interview and complete some question. Students ask the questions to their classmates and report the answers to the class.
End: Students reflect on what strategies they have to use for each exercise.

### Resources.

Student’s Workbook Travellers / cd / cd player
<table>
<thead>
<tr>
<th><strong>Number of class</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>7 (90 minutes)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Objective of the class</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>To identify general and specific information of short conversations.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Activities of the class</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Start: students order into columns and get ready for the test</td>
</tr>
<tr>
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</tr>
<tr>
<td>End: students go back to the order of the classroom and comment their thoughts about the test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Resources.</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Simce sample test recording / Simce sample test/ answer sheet</td>
</tr>
</tbody>
</table>
APPENDIX B: ENGLISH SIMCE SAMPLE TEST, PRE-TEST

Simce Inglés 2014
III Educación Media

PAPER 2 Listening

Sample Test 1
Approximately 30 minutes

Additional materials:
Answer sheet

Time
Approximately 30 minutes (including 8 minutes’ transfer time)

INFORMATION FOR CANDIDATES
There are 30 questions.
Each question carries one mark.
You will hear each piece twice.
While you are listening, write your answers on the question paper.
You will have 8 minutes at the end of the test to write your answers onto the separate answer sheet. Use a pencil.

INSTRUCTIONS TO CANDIDATES
This is the SIMCE English Test, Listening Test One
There are five parts to the test. Parts One, Two, Three, Four and Five.
We will stop for a moment before we start the test.
Please ask any questions now because you must NOT speak during the test.
Now, look at the instructions for Part One.
Part 1

Questions 1 – 10

You will hear ten short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1 – 10, put a tick (✓) under the right answer.

Example:

How many people were at the meeting?

A 3  B 13  C 30

1  Where is the woman going to go on holiday this year?

A Canada  B Italy  C Turkey

2  What will the weather be like?

A  B  C

2
3. How far is the nearest supermarket?

A. 5 km  B. 3 km  C. 1 km

4. Which table does Sally like?

A. Round table  B. Pedestal table  C. Square table

5. What animals has Sue got?

A. Dog and rabbit  B. Dog and cats  C. Dog and pig

Turn over ➤
6. What time will they go to the cinema?

- 5.30
- 8.30
- 10.00

A  
B  
C  

7. What is Joe going to do at the weekend?

- Swimming
- Playing football
- Cycling

A  
B  
C  

8. Which man is the English teacher?

- Man in a white shirt
- Man in a dark jacket
- Man in a suit

A  
B  
C  

4
9. How many bottles of lemonade do they buy?

10 A 10 B 6 C 4

10. When will the shop open again?

30 September 1 October 3 October

A  B  C
Part 2
Questions 11 – 15
Listen to Steve telling Olga about his birthday presents. Which present did each person give him?

For questions 11 – 15, write a letter A – H next to each person. You will hear the conversation twice.

Example:

<table>
<thead>
<tr>
<th></th>
<th>Mary</th>
<th>D</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>PRESENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Harry</td>
<td>A book</td>
</tr>
<tr>
<td>12 Linda</td>
<td>B camera</td>
</tr>
<tr>
<td>13 Thomas</td>
<td>C chocolates</td>
</tr>
<tr>
<td>14 Victoria</td>
<td>D jacket</td>
</tr>
<tr>
<td>15 James</td>
<td>E pen</td>
</tr>
<tr>
<td></td>
<td>F socks</td>
</tr>
<tr>
<td></td>
<td>G sweater</td>
</tr>
<tr>
<td></td>
<td>H video</td>
</tr>
</tbody>
</table>
Part 3

Questions 16 – 20

Listen to Nick and Jenny talking about their friends. Which food does each person have for breakfast?

For questions 16 – 20, write a letter A – H next to each person. You will hear the conversation twice.

Example:

<table>
<thead>
<tr>
<th></th>
<th>Nick</th>
<th>A</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>FOOD AND DRINK</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td>Chris</td>
</tr>
<tr>
<td>17</td>
<td>Susan</td>
</tr>
<tr>
<td>18</td>
<td>Jenny</td>
</tr>
<tr>
<td>19</td>
<td>Linda</td>
</tr>
<tr>
<td>20</td>
<td>Carol</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Part 4

Questions 21 – 25

Listen to Paul asking about a club for children.

For questions 21 – 25, tick (✓) A, B or C.
You will hear the conversation twice.

Example:

0  The Children's Fun Club has offices in
    A  the U.S.
    B  India.
    C  London. ✓

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>21</td>
<td>The club tries to help children with their</td>
<td>A  studies.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B  sports.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C  painting.</td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>This month, the children will get a</td>
<td>A  video.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B  magazine.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C  pen.</td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>The club has a competition every</td>
<td>A  week.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B  month.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C  year.</td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>The club is for children under</td>
<td>A  10.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B  13.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C  16.</td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>The club costs</td>
<td>A  £3 a year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>B  £5 a year.</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>C  £12 a year.</td>
<td></td>
</tr>
</tbody>
</table>
Part 5

Questions 26 – 30

Listen to Jenny talking to Mark about buying a computer game.

For questions 26 – 30, tick (✓) A, B or C. You will hear the conversation twice.

Example:

0  The name of the computer game is
   A  City 2010. ✓
   B  City 2001.
   C  City 2100.

26  The game is not good for people under
    A  eight. 
    B  ten. 
    C  twelve.

27  Black's PC Shop is in
    A  Cambridge.
    B  London.
    C  Peterstown.

28  The address of the shop is
    A  29 Hunter Road.
    B  29 Walker Street.
    C  29 Marsden Street.

29  The last day you can get a free game is
    A  Monday.
    B  Thursday.
    C  Friday.

30  The computer game cost
    A  £26.
    B  £30.
    C  £48.

You now have 8 minutes to write your answers on the answer sheet.
## LISTENING

<table>
<thead>
<tr>
<th>Q1</th>
<th>C</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2</td>
<td>A</td>
</tr>
<tr>
<td>Q3</td>
<td>B</td>
</tr>
<tr>
<td>Q4</td>
<td>C</td>
</tr>
<tr>
<td>Q5</td>
<td>C</td>
</tr>
<tr>
<td>Q6</td>
<td>A</td>
</tr>
<tr>
<td>Q7</td>
<td>B</td>
</tr>
<tr>
<td>Q8</td>
<td>C</td>
</tr>
<tr>
<td>Q9</td>
<td>B</td>
</tr>
<tr>
<td>Q10</td>
<td>C</td>
</tr>
<tr>
<td>Q11</td>
<td>B</td>
</tr>
<tr>
<td>Q12</td>
<td>G</td>
</tr>
<tr>
<td>Q13</td>
<td>H</td>
</tr>
<tr>
<td>Q14</td>
<td>E</td>
</tr>
<tr>
<td>Q15</td>
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<td>Q16</td>
<td>G</td>
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<td>Q17</td>
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<td>Q18</td>
<td>B</td>
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<td>Q19</td>
<td>H</td>
</tr>
<tr>
<td>Q20</td>
<td>E</td>
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<td>Q21</td>
<td>A</td>
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<tr>
<td>Q22</td>
<td>B</td>
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<td>Q23</td>
<td>C</td>
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<td>Q24</td>
<td>C</td>
</tr>
<tr>
<td>Q25</td>
<td>B</td>
</tr>
<tr>
<td>Q26</td>
<td>A</td>
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<tr>
<td>Q27</td>
<td>B</td>
</tr>
<tr>
<td>Q28</td>
<td>C</td>
</tr>
<tr>
<td>Q29</td>
<td>C</td>
</tr>
<tr>
<td>Q30</td>
<td>A</td>
</tr>
</tbody>
</table>
APPENDIX C: ENGLISH SIMCE SAMPLE TEST 2: POST-TEST
Questions 1 – 10

You will hear ten short conversations.
You will hear each conversation twice.
There is one question for each conversation.
For questions 1 – 10, put a tick (√) under the right answer.

Example:

Which is the girl's horse?

![Horse images with options A, B, C]

1. How many children went on the school trip?

![Numbers 6, 12, 18 with options A, B, C]

2. Which campsite did Josh stay at last year?

![Campsite images with options A, B, C]
3. How much is the skirt?

A £15 B £20 C £25

4. What's the weather like now?

A ☁️ B ☀️ C 🌂

5. What will the girl cook?

A 🍲 B 🍰 C 🦃
6. What's Jill's favourite food?

A  

B  

C  

7. What time will Barry phone back?

A  

B  

C  

8. What was the weather like last weekend?

A  

B  

C  

4
9  Where are they going to meet?

A  
B  
C  

10  What's still in the car?

A  
B  
C  

5  Turn over ➤
Part 2

Questions 11 – 15

Listen to Nick talking to a friend about his birthday presents. What present did each person give him?

For questions 11 – 15, write a letter A – H next to each person. You will hear the conversation twice.

Example:

<table>
<thead>
<tr>
<th></th>
<th>Cousin</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>B</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PEOPLE</th>
<th>PRESENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 Mum</td>
<td>A bike</td>
</tr>
<tr>
<td>12 Brother</td>
<td>B book</td>
</tr>
<tr>
<td>13 Aunt</td>
<td>C cinema tickets</td>
</tr>
<tr>
<td>14 Uncle</td>
<td>D clothes</td>
</tr>
<tr>
<td>15 Grandmother</td>
<td>E computer game</td>
</tr>
<tr>
<td></td>
<td>F mobile phone</td>
</tr>
<tr>
<td></td>
<td>G money</td>
</tr>
<tr>
<td></td>
<td>H music CD</td>
</tr>
</tbody>
</table>
Part 3

Questions 16 – 20

Listen to Tom talking to a friend about a sports afternoon.
What sport did each person do?

For questions 16 – 20, write a letter A – H next to each person.
You will hear the conversation twice.

Example:

0       Tom       D

<table>
<thead>
<tr>
<th>PEOPLE</th>
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<tbody>
<tr>
<td>16</td>
<td>Sam</td>
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<tr>
<td>17</td>
<td>Jane</td>
</tr>
<tr>
<td>18</td>
<td>Paul</td>
</tr>
<tr>
<td>19</td>
<td>Susan</td>
</tr>
<tr>
<td>20</td>
<td>Anne</td>
</tr>
<tr>
<td></td>
<td>A   basketball</td>
</tr>
<tr>
<td></td>
<td>B   football</td>
</tr>
<tr>
<td></td>
<td>C   golf</td>
</tr>
<tr>
<td></td>
<td>D   horse-riding</td>
</tr>
<tr>
<td></td>
<td>E   skiing</td>
</tr>
<tr>
<td></td>
<td>F   table-tennis</td>
</tr>
<tr>
<td></td>
<td>G   tennis</td>
</tr>
<tr>
<td></td>
<td>H   volleyball</td>
</tr>
</tbody>
</table>
### Part 4

**Questions 21 – 25**

Listen to Susie talking to her friend Matt about going to the cinema.

For questions 21 – 25, tick (✓) A, B or C.

You will hear the conversation twice.

**Example:**

<table>
<thead>
<tr>
<th></th>
<th>Who is going to the cinema with Susie?</th>
<th>A Jane</th>
<th>B Sam</th>
<th>C Pete</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>![✓]</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>21</th>
<th>Which film will they see?</th>
<th>A Sunny Day</th>
<th>B Field of Green</th>
<th>C Heart of Gold</th>
</tr>
</thead>
<tbody>
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<td></td>
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<table>
<thead>
<tr>
<th>22</th>
<th>They are going to the cinema</th>
<th>A by the market.</th>
<th>B In the shopping centre.</th>
<th>C opposite the park.</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>23</th>
<th>How will they get there?</th>
<th>A by car</th>
<th>B on foot</th>
<th>C by bus</th>
</tr>
</thead>
<tbody>
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</table>

<table>
<thead>
<tr>
<th>25</th>
<th>The cinema tickets will cost</th>
<th>A £5.50.</th>
<th>B £6.20.</th>
<th>C £8.00.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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Part 5

Questions 26 – 30

Listen to James talking to a friend about a new music club.

For questions 26 – 30, tick (✓) A, B or C.
You will hear the conversation twice.

Example:

0 The club is next to the
A cinema.
B university.
C park.

26 The club opened
A yesterday.
B a week ago.
C a month ago.

27 What did James like about the club?
A the good dancers
B the fast music
C the friendly people

28 At the club, you must not wear
A t-shirts.
B jeans.
C sports shoes.

29 Yesterday, James’s ticket was
A £5.
B £7.50.
C £10.

30 The club stays open until
A 12.00.
B 2 a.m.
C 5 a.m.

You now have 8 minutes to write your answers on the answer sheet
<table>
<thead>
<tr>
<th>LISTENING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
</tr>
<tr>
<td>Q2</td>
</tr>
<tr>
<td>Q3</td>
</tr>
<tr>
<td>Q4</td>
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<td>Q5</td>
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<td>Q6</td>
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<td>Q7</td>
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<td>Q8</td>
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<td>Q9</td>
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<td>Q10</td>
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<td>Q11</td>
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<td>Q26</td>
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<td>Q27</td>
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<tr>
<td>Q28</td>
</tr>
<tr>
<td>Q29</td>
</tr>
<tr>
<td>Q30</td>
</tr>
</tbody>
</table>
APPENDIX D: EXTRACT FROM WORKBOOK TRAVELLERS

WHAT ARE WE DOING TO OUR PLANET? Lesson 2

BEFORE LISTENING

1. Are the following sentences true (T) or false (F)?
   a. _____ Human beings are making rainforests disappear.
   b. _____ Lots of animal and plant species are dying.
   c. _____ The world's climate is changing.

2. The pictures (1 – 4) illustrate important environmental problems. Can you find their names in the box?

   ozone layer depletion  ocean pollution
   acid rain     air pollution

Pictionary

hang
form
oil tanker
pour
rainforest

3. Which of these problems is the most dangerous for the environment? Why? Do you think any of them is affecting your city/area/country? How do you know?

4. Read what the school reporter, Kelly Hardrock, says.

5. Study the pictures and the words in the Pictionary. Can you predict what the text is about?
LISTENING

6. Listen to the recording and check your prediction in Exercise 5. Was it correct?

7. What kind of text did you listen to? How did you know?
   a. A conversation.
   b. An interview.
   c. An advertisement.

8. Match the phrases in column A with the phrases in column B.

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oil tankers</td>
<td>over the most important cities.</td>
</tr>
<tr>
<td>Eating fish</td>
<td>participate in Earth Day projects.</td>
</tr>
<tr>
<td>Snog is hanging</td>
<td>becoming dangerous to human health.</td>
</tr>
<tr>
<td>Everybody can</td>
<td>are pouring oil into the oceans.</td>
</tr>
</tbody>
</table>

9. Choose the correct alternative to fill in the blanks.

a. The destruction of rainforests is endangering _________ of animals.
   I. Thousands  II. Dozens  III. A lot

b. Every Earth _________ we take care of our planet’s problems.
   I. Week  II. Month  III. Day

c. What is the purpose of this text?
   I. To explain and describe a problem in detail.
   II. To motivate people to participate in a project that can help the environment.
   III. To reflect about the future environmental problems the world will have.

AFTER LISTENING

LANGUAGE FOCUS  The Present Continuous

1. Read the sentences from the text. Are they similar or not? Why?
   a. ... a lot of people are feeling the environment is in real trouble.
   b. ... human beings are causing much of that trouble.

2. What do you think the sentences refer to? Choose an alternative.
   a. Events that happened in the past.
   b. Events that are happening at this time.
   c. Events that will happen in the future.

3. Complete the following statement.
   When we describe an action that is happening at the moment of speaking, we use the _______. We also use this tense to talk about trends or tendencies (things that are changing in a specific direction).
10. With your partner, follow the patterns below to ask and answer questions about the text. Then, listen and practice with your own ideas.
   a. A: Where is ______________________ (hang)?
      B: Over ______________________.
   b. A: What is ______________ (pollute) the ________?
      B: Heavy ______________________.
   c. A: ______________ are oil tankers _______ (do)?
      B: They ______________________.

11. Match the words in column A with the words in column B to form collocations. Then choose three pairs of words and create example sentences with each pair.

   A
   global
   acid
   ozone
   oil
   greenhouse
   ecological
   catalytic

   B
   disaster
   effect
   warming
   converter
   rain
   layer
   spill

12. Listen and repeat.
   a. What are you doing after class?
   b. They’re waiting for the next act.
   c. The actors are learning their lines.

13. In your group, think about your school and the environmental problems you think are affecting your school community.
   a. Create a survey of seven yes / no questions related to the problems you discussed and ask the questions to your classmates.
   b. Take notes of the answers.

14. Discuss your classmates’ answers in your group and answer the following questions:
   a. What questions got more Yes answers than others?

   __________________________

   b. What consequences of Global Warming in your area did your group mention?

   __________________________

15. With your partner, write a list of actions you can take to help make your school a better and cleaner place.

16. Imagine you are the leaders of a ‘Green Committee’ at your school and you need to create an activity to motivate students to help the environment. What project would you create? Discuss it with your partner.
TRAVEL BACK

READING
1. Read the text in Lesson 1 again and answer the following questions.
   a. How is Global Warming caused?
   b. Where does carbon dioxide come from?
   c. What do scientists think about temperatures in the future?

2. Read the text again and match the cause in column A (a – d) with the consequence in column B (I – IV).

   A
   a. Temperatures go up.
   b. We burn gasoline in our cars.
   c. Carbon dioxide goes up.
   d. There is more evaporation.

   B
   I. The earth heats up.
   II. There will be more clouds and rainfall.
   III. We release carbon dioxide.
   IV. We have Global Warming.

LISTENING
3. Listen to the recording in Lesson 2 again. Are these statements true (T) or false (F)?
   a. T On Earth Day, we take care of our planet.
   b. F Animals and plants are disappearing.
   c. F Cities don’t have any problems.
   d. F School children can’t participate in Earth Day activities.
   e. T Everybody can help change the planet.

4. Listen to the recording again and circle the correct alternative.
   a. Soil is polluting water.
   b. Tankers are pouring oil into rivers / oceans.
   c. Eating birds / fish is dangerous.
   d. The destruction of rainforests / woods is threatening animals.
   e. We can recycle gas / glass and paper.

LANGUAGE
5. What do you think life will be like in the future? Answer this question writing a paragraph in which you use the future form of the words in the box.
   be be cause increase rain

   Scientists predict that in the next twenty years,
BEFORE LISTENING

1. What is pollution?

2. Look at the pictures (1 – 4). How many kinds of pollution can you see?

3. Write the names in the box on the line below each picture (1 – 4).

   - oil spill
   - acid rain
   - smog
   - noise pollution

4. Read and do what Kelly says.
   a. Pollution is one of the biggest global killers, affecting over 100 million people.
   b. Pollution solutions are relatively low-cost.
   c. Children are most susceptible to pollution.

5. Kelly Hardrock interviewed a neighbor and asked him questions about pollution. Look at the words in the Pictionary that the man mentions in the interview. Do you think the man has a pessimistic or optimistic opinion? Why?
LISTENING

6. Listen to the recording and confirm or correct your ideas in Exercise 5. Were you right? How do you know if the man's attitude is optimistic or pessimistic?

7. Kelly's neighbor mentions four negative effects of pollution. What negative effects does he mention? Listen to the interview again and complete the answers (a - d).
   a. It's irritating people's ________.
   b. It's changing the ________.
   c. It's damaging our ________.
   d. It's poisoning the ________.

8. Which of these suggestions does Kelly's neighbor mentions? Check (✓) the suggestions he gives.
   a. ___ Engineers shouldn't build more cars, we should use other vehicles.
   b. ___ We shouldn't use gasoline cars.
   c. ___ Engineers should learn how to use alternative sources of energy, like solar and wind energy.

9. Listen to the interview for the last time. Imagine Kelly is interviewing you. In your notebook, take notes of your own answers to her questions and share your ideas with your classmates, explaining your points of view.

AFTER LISTENING

10. In your group, use the model below to talk about the different types of pollution that were mentioned. Then, listen and complete.

   A: How many types of pollution can you remember?
   B: There are __________ types of pollution: ______________.
   A: How does pollution affect our environment?
   B: It ________________.
   A: What type of pollution most affects our city / town?
   B: I think ________________ is our worst problem.
11. First only listen. Then listen and repeat this tongue twister.

Sean and Shane shipped the sheep ships cheaply.

**Language Focus**

**Inviting and asking for help**

1. Read these conversations.
   a.
   A: Can you help me, Sir?
   B: Sure!
   b.
   A: Would you like to participate in an interesting survey?
   B: Sorry! I don’t have time now.
   c.
   A: Teacher, can you help me with this question?
   B: I’m sorry, I can’t answer questions in this exam.

2. Which of the sentences in Point 1 is used to
   a. Ask for help? ________
   b. Make an invitation? ________
   c. Accept to do something? ________
   d. Reject to do something? ________

3. Complete.
   We use polite phrases such as ___________ ________
   when we want to ___ or ___.
   We use ___________ when we want to accept invitations, and
   ___________ when we want to reject them.

12. Role-play the conversations in the Language Focus and create two more of your own in which you use the new expressions you learned.

13. In groups of three, take turns to describe each picture. Describe what you see, say what type of pollution is illustrated and give possible solutions.

14. Find more information about a type of pollution and possible ideas to stop it. Take notes in your notebook and share them with your class.
TRAVEL BACK

READING

1. Read the text in Lesson 3 again. Are these statements true (T) or false (F)?
   a. _____ We can contribute to stop Global Warming with personal actions.
   b. _____ We should use more chemical products.
   c. _____ We must throw away all bottles and cans.
   d. _____ We should use our bicycles instead of cars.

2. Read the text again. Find a suitable verb to go with each word or phrase.
   a. _______ efficient light bulbs.  
   b. _______ paper waste.  
   c. _______ water use.  
   d. _______ plastics.  
   e. _______ hybrid cars.  
   f. _______ old products.  
   g. _______ used bottles.  
   h. _______ a mosaic.

LISTENING

3.  Listen to the recording in Lesson 4 again. What is the purpose of Kelly Hardrock’s interview?
   a. To communicate an important event related to pollution that has taken place recently.
   b. To show the opinion of a person who is not a celebrity about the problem of pollution.
   c. To discuss the problem of pollution in detail and generate a debate.

4.  Listen to the recording again and complete these sentences.
   a. Do you think pollution is an important ____________________?
   b. It’s also changing the ____________________.
   c. ____________________ should build cleaner cars.
   d. Can you make any ____________________?

LANGUAGE

5. Write a brief paragraph that summarizes what you learned in the Unit. Use the words in the box

   follow  reduce  reuse  recycle

   0 - 4  5 - 9  10 - 14  15 - 21
   Keep trying  Review!  Well done!  Excellent!
   TOTAL SCORE
   21 pts

   111