

***Using metacognitive strategy instruction
in a TED Talks-based L2 listening programme***

By

Naheen Madarbakus-Ring

A thesis

submitted to Victoria University of Wellington

in fulfilment of the requirements for the degree of

Doctor of Philosophy

in Applied Linguistics

Victoria University of Wellington

2021

Abstract

The ephemeral nature of listening makes it challenging to teach and learn as a language skill. One approach to addressing this challenge is to focus on listening strategy instruction. This thesis investigates process-based metacognitive instruction in a pre-sessional English for Academic Purposes (EAP) programme at a New Zealand university using two research methods: a situation analysis (Phase 1) and a quasi-experimental study (Phase 2).

The Phase 1 situation analysis investigated teacher and learner perspectives and practices in teaching and learning listening in the programme. Data consisted of a survey, focus groups with learners, interviews with teachers, and classroom observations. The findings revealed that the teachers (n=15) give equal time to teaching all four skills, although they find listening to be the most difficult skill to teach. The teachers are guided by a three-stage approach when using the listening textbook and supplementary materials. However, they find selecting supplementary materials time-consuming and problematic. The teachers also prioritised using metacognitive and vocabulary-based activities but expressed a need for more guidance in using perception activities (e.g., distinguishing word boundaries) in listening lessons. The learners (n=63) reported being positive about their listening in general but were not confident listeners. They preferred audio-visual and entertainment resources to audio-only and factual resources when listening. They reported an awareness of metacognitive (e.g., planning and evaluation and directed attention) and vocabulary-based (e.g., mental translation and problem solving) strategies. In lessons, the learners believed that product-based activities (e.g., comprehension questions) were more helpful than process-based activities (e.g., listening journals) for their listening improvement. These findings indicate the teachers and learners have some awareness of metacognitive instruction but further guidance in using process-based listening frameworks could help address learners' difficulties.

Phase 2 used a quasi-experimental design to investigate the impact of a *TED Talks*-based metacognitive intervention on the learners' use of listening strategies. The intervention consisted of five *TED Talks*-based listening lessons delivered in two modes; either self-study (n=13) or classroom instruction (n=11). A third group, a control group (n=9), received regular

listening instruction but did not receive any *TED Talks*-based metacognitive strategy instruction. Data were collected via surveys, focus group interviews, and journal data and analysed using inferential statistics. The results showed that the self-study group showed meaningful gains in one strategy subscale (planning and evaluation). Although this gain was more than the other groups, there was minimal change. Further, only the classroom instruction group showed meaningful gains in *before-listening* and *listening behaviour*, although these gains were marginal. After receiving different types of metacognitive instruction, the results showed both the classroom instruction and self-study group approached their listening differently but identified the same listening difficulties. Both groups found resource familiarity helpful for their listening comprehension, but had difficulties using *visual aids*, *taking notes*, and understanding the speaker *while-listening*. Thus, although metacognitive instruction had a minimal impact on the use of listening strategies by learners, guided listening resource selections helped them interact with the listening text.

This thesis presents theoretical, methodological, and pedagogical implications for research. Theoretically, the research contributes to our understanding of how theoretically derived accounts of the L2 listening process can be translated into instructional models. Methodologically, the thesis highlights how established research methods (i.e., quasi-experimental study, situation analysis) can be complemented by listening-specific research instruments (e.g., listening journals) which provide a richer emic perspective on the topic being investigated. Pedagogically, this thesis has shown how *TED Talks* can be selected using McGrath's guiding principles (Field, 2008) and Romanelli, Cain, and McNamara's (2014) Essential Aspects and used as the basis for process-based listening lessons.

Acknowledgements

First, I would like to thank my supervisors Jonathan Newton and Peter Gu for their invaluable help throughout my PhD journey. I thank them both for their support, guidance, and patience throughout the process.

My heartfelt thanks to all the teachers and the learners at the English Language Institute at Victoria University of Wellington for their help and participation in this study. A special thanks to Angela Joe who made it all possible. Also, my thanks goes to Anna Dowling, Le Nguyen, Susan Smith, Allison Hamilton-Jenkins, Karen Falconer, David Holmes, Nicky Riddiford, and Natasha Clarke for their constant support and motivation throughout my PhD.

Thanks to the front line at LALS, Janet Attrill, Bernie Hambleton, and Matthew Vink, for their quick replies to emails, help, and impromptu chats. Thanks also to all the morning tea comrades (especially Patrick Coelho and Laurie Bauer) who kept the conversation flowing; thank you for the biscuits, the banter, and for putting up with my laughter. To the Milk and Honey crew who made Fridays social again. To my lunch buddies for making sure that I had a break when I needed one. To my friends and fellow PhDs, thanks to Judy, Vola, and Quynh for their food and friendship.

A huge thanks to those who kept the PhD dream real in VZ306. Stuart, Olcay, and Mengzhu, we had some good times, bad times, and some very, very fun times. You will always be my PhD family. A special thanks to Stuart for keeping me on track during the rollercoaster ride. I made it out of the tunnel!

To my family, thank you for believing in me and for supporting me during every step of my academic journey. To my husband Liam, thank you for your constant support and for putting up with me. I appreciated every moment you listened to me and I hope that now I have finally learned how to listen as well. This PhD is dedicated to you.

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Chapter 1. Introduction: Listen to learn or learn to listen?

“Of course, my job is all about listening. And my aim, really, is to teach the world to listen. That's my only real aim in life. And it sounds quite simple, but actually, it's quite a big, big job”.

(Evelyn Glennie, How to Listen, TED Talks, 2003)

1.1 Introduction

Listening: My personal journey.

As the youngest of three, the word ‘*listen!*’ was very prominent in my upbringing. I was an outgoing, talkative child, and I would constantly hear the word as my brother and sister struggled to get me to pay attention. At school, my friends would say the same; I would always talk at the same time they did, eager for their turn at speaking to end before enthusiastically offering a thought of my own.

Some twenty years later, I became a teacher of English as a foreign language in Japan. I had smaller classes where both the adults and children were experiencing problems with listening, but for very different reasons. For the adults, it didn’t matter how many times I instructed with the word ‘*listen*’; they couldn’t quite replicate the words I was saying in listen-and-repeat activities or answer the questions I had asked them. For the children, it was probably more fun to vocalise words in Japanese than pay attention to the foreigner presenting words in a foreign language for 40-minutes once a week.

I assumed this was due to my inexperience as a teacher and, when I moved to South Korea to teach at a university in Seoul, resolved to be and do better. I was now a motivated Masters student, and teaching Academic English to freshmen would, I was sure, result in more positive classroom engagement. After all, I was growing as a teacher. Plus, I was now in an environment where my students needed to listen so they could learn and improve their language skills.

As Academic English was a compulsory course, motivation was a factor. However, in English class, especially any academic listening practice, it seemed that an immediate motivation

many of my students had was to rest. When the CD or video was played, they lost focus. This intrigued me. Why did I encounter this attitude towards listening with different groups, semester after semester? I resolved to more closely monitor the type of instruction that my learners were following in listening classes. I found that they were interested in finding out about the topic and liked to be presented with questions that had concrete answers. However, within an academic context, it was when they were required to take notes *while-listening* that many individual learning problems would present themselves. Learners would be uninterested in the topic, get transfixed on a word, or be unsure about how to refocus if they lost their place in the listening. Then I realised something. I was asking them to listen by giving the simple instruction of '*listen*'. Were the strategies I was using all that much better than the ones my brother and sister used all those years ago? Do any of us really know *how* to listen? And by extension, how do we teach this concept to other people?

After completing my Masters, I moved to New Zealand where I taught English on a pre-session programme. As these learners were completing an English course that would help them gain entry onto their chosen university course, I thought that their attitude toward listening would result in a different experience. However, I found that although these learners were more motivated to learn, they still experienced the same difficulties that I had seen learners previously encounter. Thus, the current research stems from my own experience and personal interest of teaching listening skills to learners of English as a second or foreign language. The next section presents the current position of L2 listening in the research field which led me to examine teachers and learners in a pre-session university context in New Zealand and investigate the impact of a *TED Talks*-based metacognitive strategy instruction programme on learners in L2 listening.

1.2 Background of this thesis

Listening has often been labelled the Cinderella skill in language teaching (Nunan, 1999). Although recent language learning research has seen increased interest devoted to investigating listening, the importance of the skill continues to be overlooked and, arguably, remains the least understood of the four skills (i.e., listening, speaking, writing and reading) (Newton & Nation, 2020). Many people acquire their first language listening skills (L1) in a seemingly effortless manner without giving it much attention (Flowerdew & Miller, 2005).

The field of teacher cognition examines “what teachers know, think, and believe and how these relate to what teachers do” (Borg & Burns, 2008, p. 457). Teacher cognition studies allow us to understand how teachers in specific contexts think about the listening process and how to teach listening, and how, from their perspective, this informs the teaching practice. For the current study, Phase 1 was intended to provide information on teacher perspectives, and especially their views on metacognitive instruction, so as to strengthen the ecological validity of the metacognitive intervention introduced in Phase 2. In one study, Graham and Santos (2015) found that the 115 foreign language teachers they surveyed in the United Kingdom reported a reliance on teaching listening from the textbook, as they felt unequipped to help learners with their listening difficulties. The researchers comment that some educators may feel inexperienced in using established listening pedagogic structures while others may feel more confident teaching speaking or writing skills instead. Similarly, Siegel (2015b) found in his investigation of 10 university EFL teachers in Japan that they focused on comprehension questions rather than listening strategies in class. These teachers reported feeling unqualified to teach listening strategies due to the lack of support. Thus, this research examines how teachers prioritise and practice the teaching of L2 listening.

Similarly to teachers, L2 learners feel impatient when dealing with the high cognitive demands that result from the ephemeral nature of listening (Graham, 2006). Siegel (2014) highlights that the added pressure of real-time listening with no clarification opportunities results in learners finding listening tasks difficult. Flowerdew and Miller (2005) note that when learning our mother tongue, people spend approximately 40% of their communication time on listening. However, L2 listening in language learning is often mistakenly assumed to be a skill already learnt throughout first language acquisition. Therefore, it could be assumed that people do not need to be taught *how to listen*. Such an assumption results in L2 learners often receiving little, if any, explicit listening training. Studies such as those by Graham (2006) and (2011) highlight how learners in their studies reported a lack of confidence when listening in class and felt that their previous experience in learning to listen did not equip them for listening. Thus, this research aims to understand learners’ perceptions on listening and their experience of L2 listening.

In response to these difficulties, recent research has focused on metacognition to provide learners with an effortful and conscious approach to learning. Metacognitive approaches emphasise coping and noticing strategies (e.g., using checklists) for learners to attend to difficulties and address challenges more easily (Rahimirad & Moini, 2015). Rahimi and Katal (2012) point out that using a broader repertoire of metacognitive strategies assists learners in understanding how to effectively process and store the input. Vandergrift et al.'s (2006) metacognitive awareness listening questionnaire (MALQ) draws on 21 strategies that "enable and empower L2 learners to become self-regulated learners who can better capitalise on the aural input that they receive" (p. 454). The survey has been used in numerous studies (Gagen-Lanning, 2015; Goh & Hu, 2014; Vandergrift & Tafaghodtari, 2010; Zeng & Goh, 2015) to provide self-reports on learners' beliefs, practices, and strategy use. For example, researchers have examined increasing listening strategy awareness to improve listening comprehension (Zhang, 2012) and using strategy-based instruction with different resources (Chen, 2016). Metacognition also helps learners to report on their intrinsic motivation, regulate their learning, and understand different approaches to learner autonomy that can help learners control their learning more effectively (Vandergrift, 2008). Other studies have presented accessible ideas for the listening classroom, such as note-taking (Siegel, 2020), and journaling (Kemp, 2009; Roe, 2013). These studies illustrate how the multi-dimensional nature of listening can be used to assist learners control their comprehension of the input and develop their perception skills using orchestrated top-down and bottom up approaches (Vandergrift, 2008).

Another option to address learners' listening difficulties is by raising their awareness of these issues. Goh (2000) identifies "knowing why some of the problems occur will naturally place [teachers] in a better position to guide our learners in ways of coping with or overcoming some of their listening difficulties" (p. 57). Goh's (2018a) task-based metacognitive instruction for listening framework (TBMIL) provides learners with a balanced practical and metacognitive approach to listening. As Vandergrift and Goh (2012) maintain, equipping learners with cognitive frameworks and input processing skills will help them address real-time listening difficulties. Anderson (1995) describes processing skills further, recognising input processing as not linear; while input is being passed on from the short-term memory to the long-term memory, new input is simultaneously being processed.

Flowerdew and Miller (2005) identify how raising learners' awareness of input processing can help them manage their listening experiences (e.g., by choosing when to attend to or redirect their attention in listening).

As well as metacognitive instruction, attention has also turned to pairing listening lessons with natural, authentic texts like *TED Talks* to provide real-world listening scenarios for tertiary level learners (Cross, 2009; Elk, 2014; Leopold, 2016; Roe, 2013; Takaesu, 2013). The shift from inauthentic textbook resources to using more accessible real-world listening resources raises an interesting question concerning how prominently the real-world should feature in listening lessons. Researchers have also highlighted how the complexity of using both listening strategies and task interventions is problematic in two areas: guiding learners to use metacognitive goals which relate to real-world learning situations (Elk, 2014) and attending to process-oriented measures to provide holistic accounts of listening strategy training (Cross, 2009). Thus, the relationship between how teachers teach listening, how learners learn from listening, and how these approaches can be used effectively in metacognitive instruction to address L2 listening need to be ascertained. Arising from such considerations, this thesis also investigates the impact of a *TED Talks*-based metacognitive programme on learners' L2 listening.

1.3 Aims of this thesis

This thesis investigates metacognitive strategy instruction in an academic listening programme in New Zealand. It is a two-phase project and has two main aims. The first aim is to use a situation analysis to explore teachers' priorities and practices when teaching listening, and learners' preferences and experience of L2 listening. Data includes surveys, interviews, and classroom observations.

The second aim is to investigate the impact of a *TED Talks*-based metacognitive intervention on learners' L2 listening strategy use and their experience of metacognitive instruction. A quasi-experimental research design is used and data were drawn from surveys, focus group interviews, and journal data gathered from the learners who were given different types of metacognitive instruction. The aim is to identify if different types of instruction (e.g., self-

study, classroom instruction) affect the way learners approach L2 listening, especially in relation to their use of metacognitive strategies.

1.4 Organisation of this thesis

This thesis consists of eight chapters. Following this introductory chapter, the literature review (Chapter 2) provides an overview of the research related to L2 listening in three parts. First, an overview of listening theory (e.g., listening processes) and frameworks (e.g., metacognition) presents a general understanding of what is listening and how we listen. Second, an outline of how listening theory has been applied to listening pedagogy in learning and an overview of the previous research conducted in listening practice examines metacognitive strategy instruction in the L2 listening context. Third, an overview of previous research conducted on the listening perceptions of both teachers and learners outlines their experience and priorities in the L2 listening context.

Chapter 3 details the methodology employed in the Phase 1 situation analysis and the Phase 2 quasi-experimental study. The first section presents the research aims, questions, and rationale for the two phases. This includes the design of the study, an outline of the pre-session context and the current listening component. The second section details the teacher and learner participants and the ethics approval obtained. The third section describes the six research instruments (e.g., survey, classroom observation, interview methods) used for this research and the data collection procedures employed for both phases. The fourth section outlines the development of the *TED Talks*-based lessons and outlines the model of strategy instruction employed for the quasi-experimental study. The last sections detail the quantitative and qualitative data analysis and piloting procedures.

The results are presented in three chapters. First, Chapter 4 and Chapter 5 present the Phase 1 situation analysis findings. Chapter 4 focuses on the teacher findings pertaining to their teaching priorities, experiences, and practices in L2 listening. Chapter 5 presents the learner findings consisting of their resource preferences, experiences, and perceived strategy awareness in listening. Second, Chapter 6 presents the Phase 2 quasi-experimental study results. This chapter presents the study's intervention results, detailing the effects of metacognitive instruction on the learners' strategy use, their approaches to listening tasks,

their experience, and their preferences. The results have been presented in this order to first provide an overview of both teacher and learner perspectives on L2 listening in the pre-sessional context, before examining whether metacognitive instruction affects the learners' listening after an intervention.

Chapter 7 explores the main themes that emerged from the results detailed in Chapters 4, 5, and 6. First, the main themes from the situation analysis discuss the teachers' and the learners' listening preferences, priorities, and their practices of listening. Second, the main observations from the quasi-experimental study examine the impact of metacognitive instruction on the learners from the intervention. Chapter 8 concludes the thesis by presenting the methodological and pedagogical contributions of this study. This chapter also discusses the research limitations and potential future directions for research pertaining to L2 listening.

Chapter 2. Understanding listening

“We are losing our listening. We spend roughly 60 percent of our communication time listening, but we're not very good at it. We retain just 25 percent of what we hear. Now - not you, not this talk, but that is generally true”.

(Julian Treasure, 5 Ways to Listen Better, TED Talks, July 2011)

2.1 Introduction

This thesis investigates metacognitive strategy instruction in a pre-sessional academic listening programme at a New Zealand university. This chapter begins by defining the theoretical concepts involved in listening. Next, an outline of metacognitive strategy instruction and the different pedagogical approaches used to teach listening are reviewed. After that, a review of teachers' priorities and learners' listening preferences is discussed. Each main section ends by examining the methods chosen to investigate the key issues this thesis will address.

Research into L2 listening has continued to expand since the 1970s. Often regarded as a passive skill, studies examining the complex yet active role that listening plays in language learning have established several models of listening, such as the information processing (Rost, 2011) and cognitive processing models (Lynch & Mendelsohn, 2013; Vandergrift & Goh, 2012), as a means to understand how listening works. Despite this attention, listening remains an undervalued and under-researched skill. In the teaching realm, Graham (2017) highlights how teachers may lack sufficient guidance to teach listening, and in learning, Vandergrift and Goh (2012) emphasise how learners remain unsure about how best to approach this skill. Many studies have drawn on process-based and metacognitive approaches that help learners imitate how native listeners listen intrinsically. This process involves learners engaging in an implicit store of knowledge that enables them to build contextualized meaning from speech that draws very little on their cognitive resources. However, these studies have yet to conclude which approaches are the most effective (Field, 2008; Goh, 2000; Goh & Vandergrift, 2018). This thesis explores how previous research has

presented listening theory and strategies, investigated listening in practice, and examined teachers' listening priorities and learners' listening perceptions to date.

2.2 The L2 listening process

This section presents three theoretical accounts of the listening process: information processing, top-down and bottom-up processing, and controlled and automatic processing. It then discusses two practical models which illustrate the listening process: the reiterative and cognitive processing models. Finally, metacognition is examined as a process-based approach to listening.

2.2.1 Information processing

The first theoretical account explains how people use information processing to decode and construct what they hear (Rost, 2011).

1. Neurological processing (individual differences in listening consciousness, hearing, and attention),
2. Linguistic processing (perceive speech, use prosodic features, and parse speech),
3. Semantic processing (use memory and prior experiences to construct meaning),
4. Pragmatic processing (relate verbal/non-verbal input and own ideas to construct meaning).

Information processing describes how the listeners' attention, perception, and memory interact to create an interpretation of the input (Goh & Vandergrift, 2018). In neurological processing, Rost (2011) details how once the input is heard, the listener attends to the message by consciously selecting what to address, interpret, or discard from the message. In linguistic processing, Goh and Vandergrift (2018) emphasise the importance for listeners to focus on recognising speech sounds and words (e.g., word recognition), grouping speech components together (e.g., redundancies, discourse markers) and identifying intonation units (e.g., rising/falling tones) to help tolerate ambiguity and understand the input. Semantic processing involves the short-term and long-term working memory. Short-term memory temporarily stores and manipulates information using inferencing or mental images to process or discard information. Long-term memory draws on listeners' total world

knowledge/experience to decode and interpret input while they listen (Flowerdew & Miller, 2005). In pragmatic processing, listeners consider how to respond to the speaker's intended input, drawing on their knowledge of social conventions to link known language with real-world knowledge (Rost, 2011).

2.2.2 Top-down and bottom-up processing

The second theoretical account encompasses two distinct, yet complementary processes referred to broadly in the L2 listening literature as top-down and bottom-up processes. Top-down processing involves the listener drawing on their contextual or prior knowledge to make sense of the input (Field, 2008; Newton & Nation, 2020). Bottom-up processes recognise how listeners build their understanding of a message by identifying different levels of knowledge from the smallest unit (e.g., individual sounds, then phonemes, then words, then phrases and finally sentences) to interpret ideas and relationships in a linear manner (Flowerdew & Miller, 2005). Research has shown that learners vary in their reliance on top-down or bottom-up processing, and that learners tend to overemphasise bottom-up processes to master word-level skills before they start using top-down processes (Shang, 2008; Tsui & Fullilove, 1998). For example, Field (2004) asked 48 EFL learners to write down the last word they heard for each of the 20 sentences played. Each sentence was substituted with a high frequency word option that differed by one phoneme from the correct answer (e.g.,: *I couldn't listen to the radio because of the (boys) NOISE*). He found that learners substituted only seven of the 20 words in sentences correctly. Field (2004) concluded that although these learners were competent at using familiar words in sentences, they were overly reliant on bottom-up processing to interpret listening input without sufficiently engaging in top-down processing.

In a large-scale study, Tsui and Fullilove (1998) investigated the top-down and bottom-up processing of public examination candidates from Hong Kong. Learners sat an annual Hong Kong certificate of Education Examination (HKCEE) English language exam which included a two-part listening section made up of short and extended texts. The researchers analysed 177 items from 20,000 candidates' exam papers between 1988 and 1994. Questions focused on identifying gist and specific details chosen from discourse-level (top-down) and word-level (bottom-up) multiple-choice responses. The researchers found the more-skilled

learners correctly answered word-level more than discourse-level question types, while less-skilled learners performed better on discourse-level questions. More specifically, Tsui and Fullilove (1998) comment on the importance of bottom-up processing “in discriminating the listening performance of L2 learners on test items” (p. 432). This finding is echoed in Graham et al.’s (2010) study in which they found that learners with higher linguistic knowledge could better integrate topic knowledge into their inferencing to facilitate, rather than guess, more effective interpretations. In this way, these findings illustrate how learners who are unable to employ lexical support to inference are over-reliant on guessing.

Nevertheless, Long (1989) argues that top-down information is vital for learners to arrive at the final interpretation of any message. Field (2004) notes that when a text is harder (characterised by word choice), learners are more inclined to use top-down approaches in their interpretations first. The difficulties that both processes present are succinctly described by Tsui and Fullilove (1998); bottom-up difficulties include the rapid decoding of text-based grammatical and lexical forms while top-down difficulties mean a knowledge-based psychological guessing game for learners. Yeldham and Gruba (2016) observe that teaching less-skilled learners the strategies that more-skilled learners already use well may not be a remedy, as differences in their existing knowledge could affect how they inference from unknown contexts. Similarly, Goh (2000) found that if learners lack contextual knowledge, they may be unsure about the direction of the interpretation (see Section 2.2.4). But, bottom-up and top-down processes are not alternatives; learners use contextual top-down information to assist their initial bottom-up word-level interpretation and vice versa (Field, 2004) (see Section 2.2.5). Accordingly, research highlights the value of adopting a strategic approach to listening instruction that guides learners to manage these complex interrelated listening processes.

2.2.3 Controlled and automatic processing

The third theoretical account describes how listeners construct the message using controlled and automatic processes. Controlled processing refers to conscious attention given to processing the speech stream while automatic processing refers to less “conscious attention (given) to individual sounds or words” (Goh & Vandergrift, 2018, p. 130). Goh and Vandergrift (2018) comment that skilled learners automatically decode input more quickly

than low-skilled learners who need to attend consciously to their limited perceptual processing. Learners tend to develop their perceptual processing first by recognising spoken words and chunks from input. Goh and Vandergrift (2018) argue that automaticity “plays a critical role in successful listening comprehension” (p. 131). This is because the more learners automate their perceptual processing, the more they can attend to new information related to semantic knowledge. As learners automate their linguistic processes, they free up cognitive space to attend to higher levels of propositional and pragmatic processing on input (Goh & Vandergrift, 2018).

2.2.4 The reiterative processing model (perception, parsing and utilisation)

The models discussed above draw on the reiterative processing model (Anderson, 1995), which shows how the following three interconnected and recursive phases of the listening process work (Vandergrift & Goh, 2012, pp. 41-43):

1. Perception: the recognition of sound signals by the listener as words or meaningful chunks of language.
2. Parsing: the segmentation of an utterance according to syntactic structures or semantic cues to create a mental representation of the combined meaning of words.
3. Utilisation: creating a mental representation of what is retained by the perception and parsing processes and linking this to existing knowledge in the long-term memory.

Goh and Vandergrift (2018) describe the three phases as follows: first, perception refers to learners using bottom-up processing to identify sounds and word boundaries in the working memory. As learners recognise more words, their perception becomes more automated. Next, in parsing, learners create a mental representation of the input by using top-down (e.g., contextual, discourse-level text) and bottom-up (e.g., categorising words by sound, grammar, or meaning) representations to interpret messages. Finally, utilisation relates to learners using top-down processes to interpret the intended message by linking existing information before deciding to store or discard the information as appropriate. This model highlights how the three iterative phases interact between top-down/bottom-up and automatic/controlled processes for listeners to interpret the input (Goh & Vandergrift, 2018; Rost, 2011).

Research has shown how reiterative processing can result in varying difficulties for learners. For example, Goh (2000) investigated the listening comprehension problems of 40 tertiary-level learners from China, who wrote weekly diaries about what they heard in the text, what they did to understand the listening, and the problems they encountered. Goh (2000) categorised ten problems using Anderson's (1995) iterative processing phases:

- Five perception problems relating to learners' linguistic difficulty in recognising sounds and directing their attention.
- Three parsing problems showing learners having pragmatic difficulty with developing mental representations of the input.
- Two utilisation problems showing learners were unable to understand the text semantically or apply their prior knowledge appropriately.

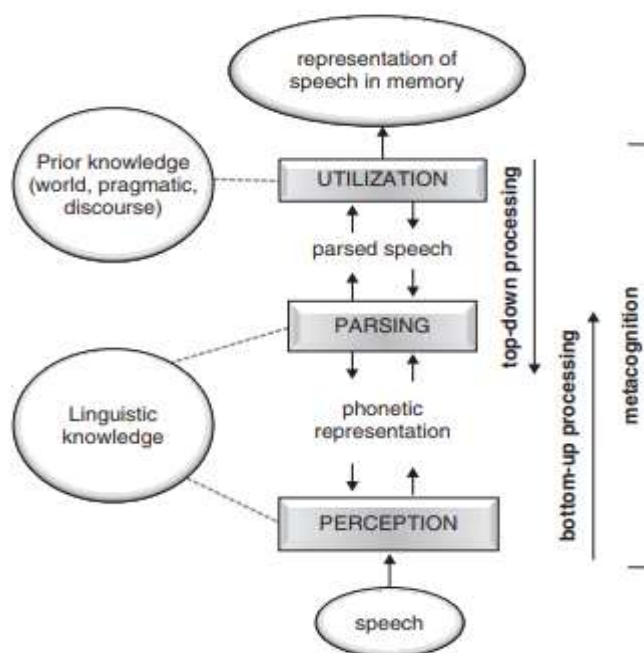
In line with previous research (Field, 2004; Tsui & Fullilove, 1998), Goh (2000) observed that although the learners in her study could parse the speech stream, the more low-skilled learners had more problems with bottom-up perception interpretations than the high-skilled learners who experienced top-down utilisation difficulties. However, Goh (2000) comments that this does not indicate more listening capability on the part of high-skilled learners, but that low-skilled learners spent more time on the perception and parsing stages.

Another difficulty is evidenced in learners who lack vocabulary knowledge. This group may experience delays in interpreting the input (Goh & Vandergrift, 2018). Flowerdew and Miller (2005) explain that learners can lose their attention when encountering unknown or lengthy words in the perception stage. As a result, learners only attend to larger chunks and return their attention to individual words when the message breaks down in the parsing stage. This difficulty highlights the importance of interrelated top-down and bottom-up processing for learners to draw upon both word-level and discourse-level knowledge to address the message in the utilisation stage. Strategy-based activities are one option for raising learners' awareness of how to resolve word-level difficulties in the perception stage.

2.2.5 The cognitive processing model

As Figure 2.1 shows, the cognitive processing model combines the three processes described above (information, top-down and bottom-up, and controlled and automatic processing) with metacognition (Vandergrift & Goh, 2012).

Figure 2.1. Cognitive processes and knowledge sources in listening comprehension



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Vandergrift and Goh (2012) emphasise that the concepts and processing skills in this model help learners attend to input by using real-time information processing. As shown in Figure 2.1, the iterative framework links with top-down and bottom-up processes to identify speech input (perception), interpret messages from word level to sentence level (parsing), and add prior knowledge to prepare the appropriate output (utilisation). In contrast to traditional models of listening which emphasise the linear nature of processing (e.g., the Human Information-Processing System proposed by Bourne et al. (1979)), input is passed on for processing and sent back as new input is simultaneously being processed (Anderson, 1995). Flowerdew and Miller (2005) explain how top-down and bottom-up processes orchestrated through interaction between the information processes (phonological,

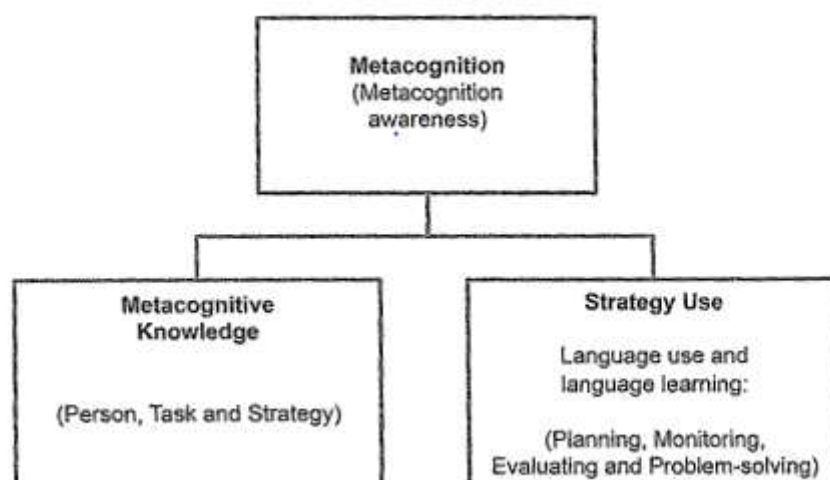
syntactic, semantic, and pragmatic processing) attend to learners' difficulties in parsing. However, as Field (2004) observes, learners use vocabulary to interpret context when they are unable to understand the input. Goh (2000) identifies this as a problem for learners who possess limited vocabulary as they have no choice but to continue trying to parse unfamiliar words in the input without the help of inferencing from context. As Vandergrift (2007) observes, top-down and bottom-up parallelism is not a choice given to learners, since their processing options are pre-determined by their knowledge. Vandergrift and Goh's (2012) model shows how "cognitive processing at each level can influence and be influenced by the results of cognitive processing that precedes or follows" (p. 23). In other words, learners can decode and respond to the message concurrently, using multiple processes that require them to quickly interpret and respond to larger units of meaning in real-time listening.

Vandergrift and Goh (2012) propose the orchestration hypothesis to explain the continuous exchange of information in the cognitive processing framework. This hypothesis advocates employing parallel processing to provide learners with integrated top-down (e.g., make predictions) and bottom-up (e.g., identify sounds) approaches while simultaneously processing the input (Flowerdew & Miller, 2005). As learners become more experienced in using these parallel approaches, fewer cognitive constraints are apparent as words are processed faster, freeing up working memory to process listening in real-time (Field, 2008; Flowerdew & Miller, 2005). In this way, learners are given the orchestration opportunities they need to use both processes in tandem rather than in isolation to achieve meaning and avoid relying on one process more than another. Learners can engage in using these phases by employing effective learning strategies, such as metacognition, to develop their approaches to listening (Goh & Vandergrift, 2018).

2.2.6 Metacognition

Metacognition "is our ability to think about our own thinking, and by extension, to think about how we process information for a range of purposes and manage the way that we do it" (Vandergrift & Goh, 2012, pp. 83-84). Implicit in this definition are three key components of metacognition (awareness, knowledge, and strategy use), as shown in Figure 2.2.

Figure 2.2. *Metacognition components in listening comprehension*



Reprinted from *Teaching English to second language learners in academic contexts: Reading writing, listening, and speaking* (1st ed., p134), by C Goh and L Vandergrift, 2018, Routledge.

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1. Metacognitive awareness: a state of consciousness of our own thoughts as we focus on a particular cognitive or learning situation (Vandergrift & Goh, 2012, p. 84).
2. Metacognitive knowledge: learners store three kinds of knowledge about cognition: person, task, and strategy (Vandergrift & Goh, 2012, p. 86).
3. Strategy use: an individual's ability to use appropriate strategies to achieve cognitive, social, and affective goals (Vandergrift & Goh, 2012, p. 89).

As these three components outline, metacognition helps learners to focus on how they process the listening input and consider different ways to manage their cognitive processes (Goh & Vandergrift, 2018). Metacognition provides learners with a self-regulated learning environment that increases their awareness and knowledge to plan, monitor, evaluate, and problem-solve (Vandergrift & Tafaghodtari, 2010). Graham (2006) advocates the need for metacognitive awareness (e.g., one's belief to accomplish a task) and metacognitive knowledge (e.g., how one processes, controls, or directs their approach) to be used together so learners can actively orchestrate their cognitive processes effectively. Metacognition provides learners with a clearer understanding of the difficulties they can attend to by regulating listening processes (Graham, 2006).

In summary, this section has presented three theoretical accounts and two practical models of the listening process, before outlining metacognition as a process-based approach to listening. The next section describes how process-based frameworks are employed in L2 listening instruction.

2.3 Process-based frameworks for listening instruction

This section outlines process-based frameworks for listening instruction and relates these frameworks to curriculum design and lesson stages. Process-based approaches to L2 listening instruction emerged in the field in the 1990s, building on earlier approaches which emphasised the product of listening and the learners' awareness of listening strategies. These trends in the general evolution of listening instruction are summarised in Table 2.1.

Table 2.1. Listening instruction approaches (adapted from Goh, 2008, p. 190; 2018a, p. 147)

	Text and comprehension (1950s-1960s)	Communication and comprehension (1970s-1980s)	Learner awareness and the listening process (1990s-present)
<i>Definition</i>	Learners demonstrate their accurate comprehension of what is in the text through answering questions	Learners demonstrate comprehension of what occurs during an interaction in order to achieve a communicative outcome	Learners experience and unpack the cognitive and social processes of listening and use top-down and bottom-up skills and strategies to enhance comprehension and overall listening development
<i>Input</i>	*Words, phrases, sentences read aloud * Written passages read aloud	*Spontaneous learner-learner talk during interaction *Scripted or semi-scripted (transaction or interactional) recorded texts, authentic listening/oral interaction materials	*Spontaneous learner-learner talk during interaction *Scripted or semi-scripted (transaction or interactional) recorded texts *Authentic listening/oral interaction materials
<i>Focus</i>	*Decode sounds (e.g., phonemes, word-/sentence-level intonation) *Listen to, imitate and memorise sound and grammar patterns *Identify relevant details from oral input *Demonstrate understanding of the meaning of the passage	*Understand information appropriate to the purposes of the spoken texts *Practise main sub-skills for listening *Respond to spoken input in socially appropriate ways	*Understand information appropriate to the purposes of the spoken texts *Practise main subskills for listening *Respond to spoken input in socially appropriate ways *Increase metacognitive awareness about the listening process *Use strategies to enhance comprehension and cope with problems

Activities	<ul style="list-style-type: none"> *Drills to discriminate word-/sentence-level sounds *Dictation of written passages *Answer comprehension questions based on listening passages 	<ul style="list-style-type: none"> *Practise core listening skills *Respond to spoken texts in socially/culturally appropriate ways (e.g., inferring attitudes, taking notes) 	<ul style="list-style-type: none"> *Practise core listening skills *Responding to spoken texts in socially/culturally appropriate ways *Apply cognitive, metacognitive, socio-affective strategies during listening *Develop metacognitive awareness about L2 listening
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As Table 2.1 shows, there are three main instructional orientations. First, *text and comprehension* approaches use reading and writing passages to measure how much learners understand a text. This approach restricts learners to using linear bottom-up to top-down processing to focus mainly on accuracy. Listening skills and reflection-based activities are not prioritised, resulting in fewer process-based opportunities. Second, *communication and comprehension* approaches focus learners on listening input using communicative-oriented activities (e.g., real or simulated scenarios). Goh (2018a) highlights how this integrated approach uses all four language skills (i.e., listening, speaking, reading, and writing) that provides learners with opportunities to develop specific skills (e.g., listening for details or gist). Third, *learner awareness and the listening process* approaches encourage learner autonomy using communication strategies. Learners use metacognitive, cognitive, and socio-affective strategy-based approaches (O'Malley & Chamot, 1990) that encourage learners to metacognitively “think about their own thinking and learning through introspective learning activities as well as process-oriented listening lessons” (Goh, 2018a, p. 149). By focusing on the listening process, teachers can model listening strategies for learners to practise. Although listening instruction has shifted to become more communicative and metacognitive strategy-based, these three chronological distinctions highlight how listening instruction characteristics from earlier frameworks are still present in modern instruction (Goh, 2018a). This study aims to integrate traditional listening approaches and communicative practices to investigate the impact of metacognitive instruction on learners in L2 listening.

2.3.1 Process-based metacognitive instruction frameworks

Based on these developments, Goh and Vandergrift (2018, p. 150) propose four process-based learning frameworks:

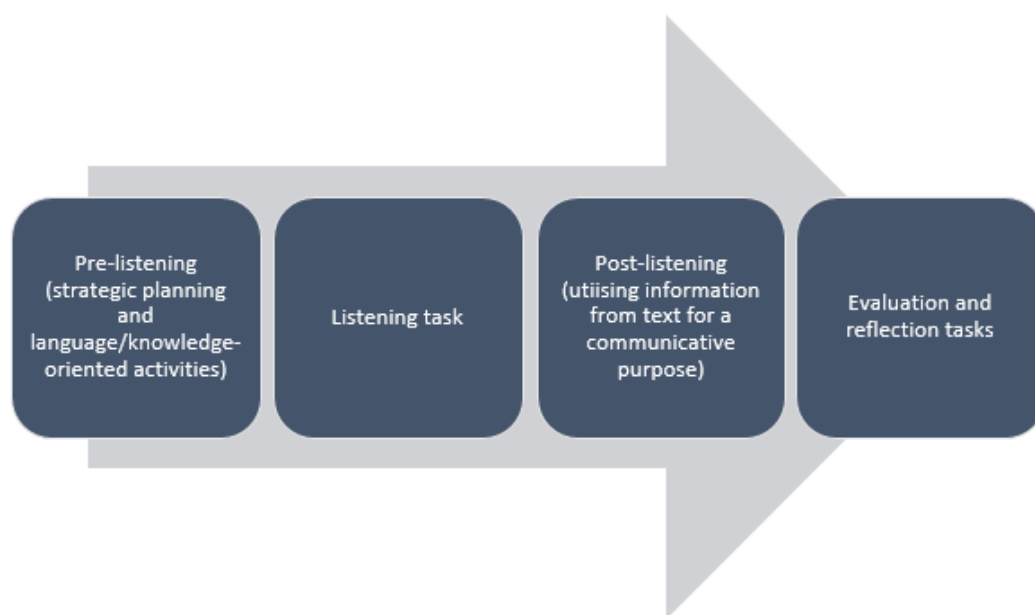
1. Metacognitive pedagogical sequence
A five-stage lesson structure that guides learners through the metacognitive processes of listening as they listen to a text several times.
2. Process-based reflections and discussions
A three-stage lesson structure led by the teacher following a listen-and-answer activity.
3. Task-based metacognitive instruction for listening (TBMIL)
Communicative listening tasks that are framed by metacognitive activities in pre- and post-listening stages of a listening lesson.
4. Scaffolded extensive listening
Extensive listening projects which integrate listening practice beyond the classroom with metacognitive tools and activities.

Each process-based framework develops learners' strategy use (e.g., plan, monitor, and evaluate listening performance), top-down and bottom-up processing (e.g., decode speech signals, attend to discourse cues, use previous contextual knowledge to interpret input), and regulates their listening processes (Goh & Vandergrift, 2018). Process-based approaches help learners to recognise and address their listening weaknesses using communicative and metacognitive activities that make learning more visible.

Task-based metacognitive instruction for listening (TBMIL)

The current study adopts the third of these process-based approaches to investigate the impact of metacognitive instruction on listening by learners. The task-based metacognitive instruction for listening framework (TBMIL) consists of a metacognitive frame situated around communicative activities to provide learners with opportunities to think strategically about their approach to listening (Goh, 2018a). As Figure 2.3 illustrates, the pre-listening and reflection tasks frame top-down/bottom-up processing and language learning strategies so as learners can metacognitively direct, oversee, and regulate their cognitive processes.

Figure 2.3. Task-based metacognitive instruction for listening (TBMIL) framework



(Adapted from Goh & Vandergrift, 2018, p154)

As shown in Figure 2.3, *Pre-listening* provides learners with metacognitive and communicative opportunities to reflect on and raise their awareness of specific strategies. In turn, these activities help learners to think more strategically about their listening and improve their management of processes before listening (Goh, 2018a). *Evaluation/Reflection* provides learners with metacognitive opportunities to plan, monitor, and evaluate their weaknesses while they develop as strategic listeners (Goh, 2018a). Therefore, in this study's listening instruction, learners are given metacognitive opportunities before and after listening to identify and address their listening weaknesses.

2.3.2 Curriculum design and lesson planning

Curriculum design

The first of two components concerned with L2 listening instruction is curriculum design. The first can be defined as “the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved” (Richards, 2013, p. 6). Table 2.2 summarises three designs.

Table 2.2. Forward, central, and backward curriculum design (Richards, 2013, p. 30)

	Forward design	Central design	Backward design
<i>Definition</i>	Develop a curriculum through moving from input, to process, and to output.	Start with a process and deriving input and output from classroom methodology.	Start from output and then deals with issues relating to process and input.
<i>Syllabus</i>	<ul style="list-style-type: none"> -Language centred. -Content-divided into its key elements. -Sequenced from simple to complex. -Pre-determined prior to a course. -Linear progression. 	<ul style="list-style-type: none"> -Activity-based. -Content negotiated with learners. -Evolves during the course. -Reflects the process of learning. -Sequence may be determined by the learners. 	<ul style="list-style-type: none"> -Needs-based. -Ends-mean approach. -Objectives or competency-based. -Sequenced from part-skills to whole. -Pre-determined prior to course. -Linear progression.
<i>Methodology</i>	<ul style="list-style-type: none"> -Transmissive and teacher-directed. -Practice and control of elements. -Imitation of models. -Explicit presentation of the rules. 	<ul style="list-style-type: none"> -Learner-centred. -Experiential learning. -Active engagement in interaction and communication. -Meaning prioritised over accuracy. -Activities that involve negotiation of meaning. 	<ul style="list-style-type: none"> -Practice of part-skills. -Practice of real-life situations. -Accuracy emphasised. -Learning and practice of expressions and formulaic language.
<i>Teacher role</i>	<ul style="list-style-type: none"> -Teacher as instructor, model, and explainer. -Transmitter of knowledge. -Reinforcer of correct language use. 	<ul style="list-style-type: none"> -Teacher as facilitator. -Negotiator of content and process. -Encourager of learner self-expression and autonomy. 	<ul style="list-style-type: none"> -Organiser of learning experiences. -Model of target language performance. -Planner of learning experiences.
<i>Learner role</i>	<ul style="list-style-type: none"> -Accurate mastery of language forms. -Application of learned material to new contexts. -Understanding of language rules. 	<ul style="list-style-type: none"> -Negotiator of learning content and modes of learning. -Development of learning strategies. -Accept responsibility for learning and learner autonomy. 	<ul style="list-style-type: none"> -Learn through practice and habit formation. -Mastery of situationally appropriate language. -Awareness of correct usage. -Development of fluency.

Richards (2013) emphasises that a curriculum can start from any of these three designs and may work concurrently rather than in a linear manner in teaching. Vandergrift (2012) presents how these designs apply more specifically to L2 listening instruction, as summarised in Table 2.3.

Table 2.3. Interactive listening curriculum design (Vandergrift, 2013, p. 7)

Design	Strategy	Definition	Example
Backward orientation	1.Global reprise/ask for repetition/ convey non-understanding	Listeners either ask for outright repetition, rephrasing or simplification of preceding utterance, or indicate non-understanding in non-verbal ways.	<i>What was the question? Pardon?</i> Confused looks, blank looks, furrowed eyebrows.
	2.Asking for clarification/specific lexical reprise.	Listeners ask a question referring to a specific word, term, or fragment that was not understood in the previous utterance.	<i>Where?</i> <i>...le souper? Is that dinner?</i> <i>...he is going?</i>

	3.Hypothesis testing/asking for confirmation.	Listeners ask specific questions about facts in the preceding utterance to verify that they have understood and/or what they are expected to do.	<i>...after finishing his homework? ..the last book?</i>
Forward orientation	4.Uptake/back-channelling.	Listeners use kinesics and verbal or non-verbal signals to indicate to their interlocutor to continue and that they understand.	Nods... <i>uh-huh, oui, ah, oh</i> Laughing at the appropriate time.
	5.Forward inference/interpretive summary.	Listeners overtly indicate current understanding by asking questions using previously understood information.	<i>If he is chosen, do you think he will go?</i>
	6.Faking/feigning understanding.	Listeners send uptake signals or non-committal responses in order to avoid seeking clarification and admitting to their interlocutor that they have not understood.	<i>Comme ci, comme ca (so so). Yes (smile) Je pense (I think so)</i>

In listening instruction, backward orientation describes how learners clarify their understanding by using strategies to confirm or verify the output (e.g., discourse-level understanding), problem-solve, or address listening difficulties. Forward orientation concerns the learners' conscious and subconscious responses to engage with the listening text (e.g., word-level understanding) or with each other (Vandergrift, 2013). The current study will adopt a combination of both types of instructional methods to address varying learner difficulties.

Lesson planning

The second component concerns the three traditional lesson stages used in L2 listening instruction, as summarised in Table 2.4.

Table 2.4. Listening lesson stages (Renandya, 2013, pp. 16-17)

Stage	Listening format	Instruction example
Pre-listening	-Establish context -Create motivation -Pre-teach critical vocabulary	Teacher conducts warm-up activities to prepare learners for the text. Pre-teaching of new vocabulary and grammar occurs.
While-listening	-Extensive listening (questions on context/attitude) -Pre-set tasks/present questions -Intensive listening -Check answers	Learners complete lesson tasks as they listen to focus their attention on some aspect.
Post-listening	-Examine functional language in text -Infer vocabulary meaning -Play: Look at transcript	Learners complete language analysis, answer comprehension questions, and other follow-up activities.

As Table 2.4 shows, *pre-listening* prepares learners by predicting the context and familiarising them with topic vocabulary (Ellis, 2003, 2006). *While-listening* consists of product-based activities (e.g., ‘describe and draw’ information gap task) that are time-sensitive, input-related, or involve decision-making (e.g., group consensus) (Ellis, 2006). *Post-listening* describes three main pedagogic goals: provide learners with opportunities to repeat the task, reflect on task performance, and attend to grammatical and listening difficulties (Ellis, 2006). Many researchers advocate *pre-/while-/post-listening* lesson formats to facilitate learning (Field, 2008; Flowerdew & Miller, 2005). However, present day models prioritise listening strategies and comprehension, advocating a shift towards including process-based approaches, as shown in Table 2.5.

Table 2.5. Proposed listening lesson formats

<i>Approach</i>	EAP Listening Lesson (Alexander et al., 2008; Smit, 2009)	Task-Based Learning (Willis, 1996)	Listening Instruction (Vandergrift, 2004, 2007)
<i>Pre-listening</i>	-Read notes from previous lecture. -Explanation of intervention.	-Introduce topic/task: use pictures/mime/ discuss personal experience. -Highlight important words/phrases.	-Directed Attention: Planning/Prediction -Predict types of information/possible words to hear.
<i>While-listening</i>	-Listen once: Make decisions of notes to make. -Listen to lecture again: make notes.	-Task: express ideas with peers. Attempt to communicate with spontaneous, exploratory talk. -Planning: Prepare by reporting. Compare and peer edit information from notes. -Report: Report back in bigger groups/survey.	-Monitoring: Verify initial hypothesis, add notes. -Monitoring/Planning/Selective Attention: compare with others.
<i>Post-listening</i>	-Recycle/link new ideas to previous ones independently -Complete gap-fill to identify intervention.	-Analysis: Language focused tasks (e.g., transcripts), conscious-raising activity. -Practice: Repeat key phrases, sentence completion, matching, dictionary reference work.	-Monitoring & Problem Solving: Verify/disagree. -Monitoring & evaluation: Discuss with others. -Selective attention & Monitoring: Listen for information not deciphered. -Evaluation: Strategy discussions/goals for next time.

Table 2.5 presents the shift from teacher-centred instruction towards more learner responsibility using process-based approaches. In the *EAP Listening Lesson*, a forward design prepares learners by introducing the input in *pre-listening*, listening to the text in *while-listening*, and achieving an output (e.g., reflect on task performance) in *post-listening*

(Alexander et al., 2008). In *task-based learning*, a central design emphasises a communicative task-cycle that prioritises interactive opportunities for learners to reflect on their interpretations as they listen (Willis, 1996). In *listening instruction*, a central design prioritises planning, monitoring, and evaluation opportunities (Vandergrift, 2007). Learners first activate any previous knowledge and personalise their strategy approach before they reflect on and evaluate their listening performance (Goh & Vandergrift, 2018). All three approaches include three traditional lesson stages (e.g., *Pre-listening*, *While-listening*, *Post-listening*) which this study adopts to integrate metacognitive frames into L2 process-based listening instruction.

2.3.3 Process-based empirical studies in listening

As Table 2.6 summarises, researchers have investigated a variety of curriculum design and lesson planning options. However, there are two generalisations from these studies. First, in curriculum design, the majority of studies draw on a central design. Four of these studies have a planning stage to encourage learners to think about the process at the start of the lesson. Vandergrift and Tafaghodtari (2010) comment that planning helps learners to focus on the process and strategy training. Likewise, Flowerdew and Miller (2005) emphasise the value of familiarising task types for learners' confidence as they can access these different methods to help address their listening difficulties. These process-based metacognitive approaches in the central design allow learners flexibility to listen in the best way they know how while providing them with strategic support to identify and address listening difficulties as and when they occur.

Second, in lesson planning, Vandergrift (2007) builds on the three-stage listening format by proposing five-stage or seven-stage task cycles in which metacognitive and processing opportunities are added. As Table 2.6 shows, Vandergrift and Tafaghodtari's (2010) five-stage format includes metacognitive frames either side of the traditional three stages that encourage learners to reflect on the listening process in addition to their listening progress. They comment that these frames encourage autonomous learning and real-world interactive listening as learners increase their strategy awareness to address their listening difficulties.

Table 2.6. Process-based empirical studies in listening

Study	Curriculum design	Stages	Lesson approach	Findings
Coskun (2010)	<i>Backward</i>	Five	1.Preparation: identify prior strategy use/knowledge 2.Presentation: teacher models/explains strategy 3.Practice: learners use strategy in task 4.Evaluation: learners self-evaluate the strategy 5.Expansion: learners extend on usefulness of the strategy by applying it to new situations	*Train learners systematically about metacognition. *Effective strategy training reported after five weeks. *Strategy training raises comprehension and metacognitive awareness.
Kuswoyo and Wahyudin (2017)	<i>Central</i>	Four	1.Planning 2.Action implementation 3.Observation 4.Reflection	*Listening skills taught in a functional class heightens learners' knowledge.
Hloba (2016)	<i>Central</i>	Five	1.Pre-view discussion 2.Vocabulary work 3.Listening to the speech 4.Post-view discussion 5.Writing the summary	*Prepares learners for listening to a specific topic and familiarise topic vocabulary. *Task clarifies understanding of the text through discussion and consolidating information.
Chen (2016)	<i>Central</i>	Three	1.Pre-view of notetaking 2.One-time listening and notetaking 3.Discuss notes taken and answers to questions	*Learners wanted notes to be evaluated. *Test to reconstruct information. *Learners want effort and performance to be evaluated.
Rahimirad and Moini (2015)	<i>Central</i>	Four	1.Planning and predicting 2.First verification stage 3.Second verification stage 4.Final verification stage and reflection	*Planning and directed attention activated most amongst learners. *Evaluation and monitoring used in discussions during the second verification stage. *Prediction and collaboration the most useful for learners.
Takaesu (2013)	<i>Central</i>	Three	1.Pre-listening: present "lecture language" (phrases from lectures) 2.While-listening: teach notetaking skills 3.Post-listening: provide listening practice (pre-recorded lectures then comprehension quizzes)	*Pre-listening tasks should precede listening tasks to prepare learners. *While-listening ensures learners integrate their own pre-listening habits. *Post-listening should be modified to make listening more manageable and motivating for learners.
Vandergrift and Tafaghodtari (2010)	<i>Central</i>	Five	1.Planning/Prediction: 2.First listen: first verification 3.Second verification: second verification 4.Third listen: final verification 5.Reflection	*Systematic listening practice helps learners focus on the process. *Teach learners to be aware of strategies using repeated occasions. *Add transcript activity after third listen to help with specific attention.

Cross (2009)	<i>Central</i>	Three	1.Pre-listening preparation 2.Monitoring of comprehension 3.Evaluation of performance	*Pre-listening preparation led to better listening performance. *Monitoring between peers heightened strategy awareness. *Positive gains in task approach and ability.
Goh and Taib (2006)	<i>Central</i>	Three	1.Listen-and-answer 2.Reflect 3.Report and discuss	*Increased confidence, strategy, and metacognitive knowledge. *Learners heightened their strategy awareness from teachers' discussion.
Maghsoudi and Golshan (2017)	<i>Forward</i>	Three	1.Pre-task: introduce/discuss topic, look at map/form, predict, focus on vocabulary 2.Actual listening (e.g., filling out a form, labelling a map/diagram). First listen - general; second listen - for details 3.Focus on form: highlight linguistic features that learners encountered during the task	*Learners improved with instruction. *Learners increased motivation when given tasks related to real tasks. *Various tasks give learners more practice with different strategies and styles.
Elk (2014)	<i>Forward</i>	Five	1.Watch the video 2.Write a summary 3.Watch again and add to summary 4.Watch again with the transcript 5.Read the transcript in their native language	*Removed teachers from the lesson. *Learners noticed and revised their own errors. *Encourages learner autonomy.
Roe (2013)	<i>Forward</i>	Three	1.Pre-listening: learners evaluate their degree of understanding 2.While-listening: make notes of the main ideas 3.Post-listening: note comments analysing how they listened, including the listening strategies they used and their effectiveness; answer comprehension questions.	Cycle enabled learners to: *Use listening strategies. *Use notetaking strategies. *Practise to improve their ability.
Bozorgian (2012)	<i>Forward</i>	Three	1.Listening: without notetaking, self-assess comprehension of the text and then listen two more times while taking notes 2.Reconstructing: in groups, use notes to reconstruct the text 3.Discovery: compare reconstructed text with the original, classify and assess importance of errors and listen again to assess performance	*Learners only slightly improved with metacognitive instruction. *Reconstruction focused on top-down/bottom-up skills rather than metacognition. *Strategy awareness heightened.
Cross (2011)	<i>Forward</i>	Seven	1.Predict information 2.Confirm/correct predictions 3.Share & compare strategies and understanding 4.Listen & attend to corrections/add content 5.Share, compare, & discuss strategies and modifications 6.Compare aural form with transcript 7.Evaluate performance and approaches	*Strategy-focused interaction benefitted weaker learners. *Explore, practise, and develop listening comprehension skills that facilitate real-life environments. *Task/text complexity could be supplemented with more bottom-up skill instruction.

Vandergrift and Tafaghodtari (2010) argue that using process-based methods increases learners' metacognitive capacity to regulate their comprehension. As Graham (2011) explains, reflecting on the process increases learners' sense of control as they can understand and draw on useful approaches to successfully achieve task outcomes. However, Goh and Taib (2006) emphasise that metacognitive frames do not replace lesson stages, reporting negligible changes to the high school learners metacognitive knowledge when omitting pre-listening activities.

In summary, this section has outlined process-based listening frameworks before presenting the framework used for the current study - the task-based metacognitive instruction for listening (TBMIL). Three types of curriculum design and three traditional stages of listening were presented to review how process-based instruction has been investigated in L2 listening. The next section describes the components employed in L2 listening instruction.

2.4 Process-based metacognitive listening instruction

This section presents research that addresses the use of listening strategies, listening tasks, and listening resources in process-based metacognitive instruction.

2.4.1 Language learning strategies

First, strategy-based instruction is fundamental to process-oriented listening instruction. Cohen (2014, p. 4) defines learning strategies as "action taken to enhance learning or use of a second or foreign language through the storage, retention, recall and application of information about that language". In the 1970s, research shifted from investigating product-based approaches to how learners use strategies in process-based approaches (White, 2008). Since then, various inventories have assisted learners in applying and using more than 600 language learning strategies (Flowerdew & Miller, 2005).

One established inventory is Oxford's (1990) Strategy Inventory for Language Learning (SILL), which categorises direct (memory, cognitive, and compensatory) and indirect (metacognitive, affective, and social) strategies. Direct strategies familiarise learners with conscious procedures to automatise their selection and coordination of strategies for different listening demands (Yeldham & Gruba, 2016). Indirect strategies refer to learning without any direction, patterns or rules, set intention, or consciousness (Oxford, 2011).

Specifically, O'Malley and Chamot (1990) categorised indirect strategies using three main categories (Flowerdew & Miller, 2005; Vandergrift, 2008).

1. Metacognitive: how learners organise, monitor and evaluate their listening, directing learners to think about thinking using active and conscious learning processes.
2. Cognitive: how learners use processes to acquire learning.
3. Socio-affective: how interaction between learners enhances and encourages learning.

Based on these categories, many researchers advocate orchestrating metacognition and cognition so learners can simultaneously direct, oversee, and regulate their interpretations (O'Malley & Chamot, 1990; Vandergrift & Goh, 2012). Table 2.7 summarises the strategy opportunities in listening instruction.

Table 2.7. Language learning strategies (Lynch & Mendelsohn, 2013, p. 187)

Strategies		
Metacognitive	Cognitive	Socio-Affective
Planning -Advanced organisation. -Self-management. Comprehension Monitoring -Confirming comprehension. -Identifying words not understood. Directed attention -Concentrating. -Persevering despite problems. Selective attention -Listening for familiar words and overall message. -Noticing the information structure and repetition/reformulation. -Listening to specific parts. Evaluation -Checking interpretations against predictions, knowledge, and context.	Predicting/Inferencing -From the text, voice, body language, and between discourse parts. Elaboration -From personal experience, world knowledge, academic learning, and imagination. Contextualisation Imagery Summarisation -Mental. -Physical (notes). Translation Repetition Transfer from other languages Deduction Fixation -Stopping to think about spelling, meaning or to memorise.	Questioning (two-way tasks) -Asking for clarification, repetition or using comprehension check. Cooperation -Working with other learners. Anxiety reduction -Encouraging yourself. -Comparing yourself with others. -Focussing on success. Relaxation -Using physical techniques and visualisation.

Vandergrift (2008) observes how metacognitive and cognitive strategies help learners to extract information using controlled and automated approaches. Numerous researchers

have welcomed these systematic approaches in their own investigations, as Table 2.8 summarises.

2.4.2 Empirical studies investigating language learning strategies in listening

From the studies in Table 2.8, we can draw four general implications. First, orchestrated strategies enhance listening comprehension. O'Malley and Chamont (1990) found that using metacognitive strategies supported learners' use of cognitive strategies. As Field (2008) observes, metacognitive strategies that are taught first must be combined with cognitive strategies when applied to listening instruction. Although Field (1998) found that low-skilled learners had difficulty distinguishing between two or more appropriate strategies, he concluded that instruction needs to include process-based (e.g., reflection journals) and product-based (e.g., comprehension questions) strategy training.

Second, the attentional demands of conscious processing and consciously attending to metacognitive listening management create listening difficulties for learners. Although Graham et al.'s (2008, 2011) studies identify how learners have better self-efficacy when they control their listening, Ridgway (2000) maintains that control varies for each learner and does not necessarily reflect the demands that occur in real-time listening. Lynch (2009) concurs, noting that "teaching cognitive strategies are a waste of time" (p. 82) as these directives do not exist in real-world listening; a controlled process for one learner may be realised as an automated action for another (Flowerdew & Miller, 2005). In other words, the strategies that will be provided to guide learners in their listening in this study may not necessarily help address their listening difficulties. These observations are useful reminders of the potential difficulties that controlled and automatic processing presents in L2 listening instruction.

Third, learning progress is measured using product-based more than process-based approaches. Table 2.8 shows seven studies that investigate comprehension monitoring in listening instruction. Field (2004) identifies how learners in his study performed better with product-based activities (e.g., *comprehension questions*). He explains how the learners used the answers to comprehension questions as a way to rely on word-level interpretations when they were unable to inference from discourse-level input.

Table 2.8. Empirical studies investigating language learning strategies

Strategy	Yeldham (2016a)	Yeldham and Gruba (2016)	Zhang (2012)	Graham et al. (2011)	Graham and Macaro (2008)	Santos et al. (2008)	Chen (2006)	Teng (2003)
Metacognitive								
Planning	X				X	X		X
Comprehension monitoring	X	X	X		X	X	X	X
Directed attention		X	X					
Selective attention	X	X	X		X	X	X	X
Evaluation			X	X	X	X		
Cognitive								
Prediction/Inferencing	X	X	X	X	X	X		X
Elaboration		X	X	X	X	X		X
Contextualisation	X	X						
Imagery		X		X	X	X		X
Summarisation			X			X		X
Translation				X	X	X		
Repetition								X
Transfer			X		X	X		
Deduction				X	X	X		
Fixation								
Socio-affective								
Questioning				X				X
Cooperation			X					X
Anxiety reduction					X	X	X	X
Relaxation								X

Goh (2000) identifies this common problem as ‘fixation’ in that learners’ ability to process the speech stream in real-time is affected by the demands that unfamiliar word items place on their attentional resources. Learners do not *lose* attention but rather *pay more* attention to word-level problems as they are unequipped to redirect their attention, which inevitably leads to isolated top-down or bottom-up interpretations (Goh, 2000). Vandergrift (2012) comments that lower-skilled learners have difficulty processing rapid speech as limited vocabulary and language experience focusses their attention on word recognition.

Fourth, listening subskills (e.g., *key words*, *discourse markers*) encourage learners to focus on meaning (e.g., linguistic cues) rather than form (e.g., grammar) (Graham et al., 2011; Yeldham, 2016a). Researchers have continued to adapt Richards’ (1983) taxonomy of 33 academic subskills to more closely align it with listening instruction, as summarised in Table 2.9.

Table 2.9. Listening comprehension subskills

Richards (1983)	Field (1998)
<ul style="list-style-type: none"> -Identify listening purpose/topic. -Identify relationships in discourse. -Recognise subject lexis. -Deduce meanings. -Identify structure/cohesion. -Follow speaker style/attitude. -Understand pronunciation/accent/speed. -Understand function. 	<ul style="list-style-type: none"> -Distinguish minimal pairs. -Identify words in continuous speech. -identify spelling of unrecognised words. -Anticipate what comes next. -Relate word parts to items. -Monitor for information. -Identify important points made.

The above subskills (e.g., *skimming*, *scanning*) help learners attend to language details that are needed for communication (Field, 1998). Richards (1983) points out how listening for purpose and topic, understanding words in context, and speaker style (e.g., rhetoric features or tripling) are necessary areas of teacher focus to help learners compensate for listening difficulties (c.f. Field 1998). Once these subskills are automatised, learners can address their listening difficulties in comprehension by identifying the spoken techniques that speakers use in the input. However, Siegel (2015b) comments that subskills should not be an alternative to providing strategy-based instruction. Field (2011) aligns with this view, noting that subskills used in isolation do not provide systematic practice for developing listening, highlighting the need for strategy-based listening instruction.

Overall, strategy instruction should reflect on what happens in real-life listening more closely (Field, 1998). Strategies to promote noticing, negotiating, and evaluating assist learners in making decisions that scaffold their use of language learning strategies (Newton & Nation, 2020). Providing learners with different strategy options helps them to mitigate their difficulties using conscious procedures that compensate for actual or anticipated breakdown in communication (Yeldham & Gruba, 2016). Therefore, an embedded, strategic approach could provide listeners with the real-world support required when listening while supporting individual learner needs sufficiently.

2.4.3 Metacognitive strategy training

From the range of language learning strategies that have been researched, the current study focuses on metacognitive strategies which allow learners to maximise their attention, control, and consciousness in learning. Metacognition allows learners to develop perception skills that regulate their cognitive processing as it imitates the multi-dimensional nature of listening (Vandergrift, 2008). Anderson (1992) and Vandergrift (2004) propose metacognitive strategy training as shown in Table 2.10.

Table 2.10. Metacognitive strategy training frameworks

Strategy training activities	
Anderson (1999; c.f. Coskun, 2010)	Vandergrift (2004)
1.Preparing and planning: <i>What is the learning goal?</i>	1.Planning <i>Draw attention to how learners intend to complete task. Make predictions.</i>
2.Deciding: <i>When to use specific strategies?</i>	2.Monitoring <i>Check consistency of predictions.</i>
3.Monitoring Strategy Use: <i>Still using the strategies that were intended?</i>	3.Evaluation <i>What were the results of decisions made in the listening task (discuss with peers)?</i>
4.Orchestrate: <i>Coordinate, organise, and link available strategies</i>	4.Problem Identification <i>What part of the task hinders successful completion of task?</i>
5.Evaluate: <i>Is the process effective (through self-questioning/checklists)?</i>	

As Table 2.10 shows, both frameworks include monitoring opportunities for learners to identify strategies they can use to address listening problems. These metacognitive opportunities enhance cognitive approaches to help learners to plan and monitor their learning as they listen (Vandergrift & Tafaghodtari, 2010).

2.4.4 The Metacognitive Awareness Listening Questionnaire (MALQ)

To assist in investigating learners' metacognitive strategy awareness and use in L2 listening, Vandergrift et al. (2006) devised the Metacognitive Assessment Listening Questionnaire (MALQ). The 21-item MALQ allows learners to self-report their strategy awareness or use on a six-point Likert-scale rating (Goh, 2018c). The MALQ represents metacognitive awareness in five broader areas as shown in Table 2.11 (Vandergrift et al., 2006, pp. 450-453).

Table 2.11. Metacognitive Awareness Listening Questionnaire items

Category	Definition and MALQ item (e.g., PE1)
Planning and Evaluation	Subscale 1: Represents the strategies listeners use to prepare themselves for listening and to evaluate the results of their listening efforts.
	PE1=Before I start to listen, I have a plan in my head for how I am going to listen. PE10=Before listening, I think of similar texts that I may have listened to. PE14=After listening, I think back to how I listened and about what I might do differently next time. PE20=As I listen, I regularly ask myself if I am satisfied with my level of comprehension. PE21=I have a goal in mind as I listen.
Mental Translation	Subscale 2: Represents strategies that listeners must learn to avoid if they are to become skilled listeners.
	MT4=I translate in my head as I listen. MT11=I translate key words as I listen. MT18=I translate word by word as I listen.
Directed Attention	Subscale 3: Represents strategies that listeners use to concentrate and stay on task.
	DA2=I focus harder on the text when I have trouble understanding. DA6=When I focus, I recover my concentration straight away. DA12= I try to focus again when I lose concentration. DA16=When I have difficulty understanding what I hear, I give up and stop listening.
Person Knowledge	Subscale 4: Represents listeners' perceptions concerning the difficulty presented by L2 listening and their self-efficacy in L2 listening.
	PK3=I find that listening in English is more difficult than reading. PK8=I feel that listening comprehension is a challenge for me. PK15=I don't feel nervous when I listen to English.
Problem Solving	Subscale 5: Represents a group of strategies used by listeners to inference (guess at what they do not understand) and to monitor these inferences.
	PS5=I use the words I understand to guess the meaning of the words I don't understand. PS7=As I listen, I compare what I understand with what I know about the topic. PS9=I use my experience and knowledge to help me understand. PS13=As I listen, I quickly adjust my interpretation if I realise that it is not correct. PS17=I use the general idea of the text to help me guess the meaning of words I don't understand. PS19=When I guess the meaning of a word, I think back to everything else I have heard to see if my guess makes sense.

The MALQ provides learners with an orchestrated cycle to develop perception and word recognition skills while maximising listening practice (Vandergrift & Goh, 2012). In their validation of the MALQ, Vandergrift et al. (2006) administered the initial questionnaire with 966 respondents from Canada, Singapore, and The Netherlands. After conducting both an

exploratory and confirmatory factor analysis, the cumulative scores on the five subscales in the model demonstrated a significant correlational relationship between participant responses to MALQ items and learners' listening behaviour. The researchers found that metacognitive awareness explained about 13% variance in listening performance by these learners, with the implication being that improved metacognitive awareness leads to improved listening performance. Coskun (2010) observes that without attending to metacognitive approaches, learners may lack direction or ability when asked to monitor progress. As Field's (2008) own studies conclude, metacognitive awareness supports learners in reflecting on fast speech, reduced forms, and elision difficulties. Including activities that offer learners opportunities to practise these approaches is therefore an important pedagogical consideration in maximising L2 listening support.

However, it is important to also acknowledge the importance of other variables when investigating listening with the MALQ. Vandergrift and Baker (2015) investigated six variables (L1 listening comprehension, L1 and L2 vocabulary knowledge, metacognition about listening, working memory, and auditory discrimination). Of the variables measured, they found that metacognition measured by the MALQ was about half as strong in its correlation with L2 listening than it was with L2 vocabulary knowledge. Additionally, a more recent study by Wallace (2021) also found that the learners in his study needed more vocabulary knowledge to better inference and make predictions when listening. Wang and Treffers-Daller (2017) conclude that the importance of vocabulary knowledge and general language proficiency is higher than metacognitive awareness in their study. Thus, it is important to consider the essential role of strategies in metacognitive awareness and these other variables (e.g., vocabulary knowledge) when investigating listening, especially with research instruments such as the MALQ.

2.4.5 Empirical studies using the Metacognitive Awareness Listening Questionnaire

Other researchers have used the MALQ in a number of empirical studies to obtain learner self-report data on metacognitive awareness and strategy use in L2 listening lessons, as summarised in Table 2.12.

Table 2.12. Empirical studies using the Metacognitive Awareness Listening Questionnaire

Study	Participants	MALQ findings
Maftoon and Fakhri (2020)	60 university EFL learners/Iran	*PS, DA, MT, PK [rated higher than] PE
Armiun et al. (2017)	135 EFL English language institute learners/Iran	*PS, DK, MT, PK, PE [in descending order]
Zeng and Goh (2015)	1044 university EFL learners/China	*PS, PE, DA [rated higher than] MT, PK
Gagen-Lanning (2015)	2 university ESL learners/USA	*PE [rated higher than] PE, MT, DA, PK
Goh and Hu (2014)	113 Chinese ESL learners/Singapore	*3.96 MALQ mean score *DA, PS [rated higher than] PE, MT, PK
Selamat and Sidhu (2013)	34 university ESL learners/Malaysia	*MT, DA, PS [rated higher than] PE, PK
Rahimi and Katal (2012)	122 university ESL & 116 high school ESL learners/Iran	*4.14 MALQ mean score *PS [rated higher than] PE, MT, DA, PK
Vandergrift and Tafaghodtari (2010)	106 French second language learners/Canada	*MALQ group outperformed control group *Less skilled > control group / more skilled group *PS, MT [rated highest in all groups]

Note: PE=Planning and Evaluation/MT=Mental Translation/DA=Directed Attention/
PK=Person Knowledge/PS=Problem Solution

From these studies, we can draw three general conclusions. First, all eight studies found that the learners had moderate metacognitive awareness prior to metacognitive training. Specifically, Goh and Hu (2014) administered the MALQ to examine the metacognitive awareness of 113 Chinese ESL learners in Singapore. These learners were asked to complete the questionnaire near the end of their six-month intensive English programme consisting of IELTS and the MALQ strategy input. Goh and Hu (2014) found that these learners had a MALQ mean score of 3.96 from a six-point Likert-scale, commenting on the potential uncertainty (4=partially agree; 3=partially disagree) of the scale. Rahimi and Katal's (2012) study also found 238 university and high school learners averaging a MALQ score of 4.14; this was a slightly higher rating than Goh and Hu's (2014) study. Although these MALQ scores indicate moderate strategy use at a value of between 3 and 4, learners may need metacognitive strategy instruction to increase their metacognitive awareness.

Second, the metacognitive category of problem solving, at a range of scores of between 4.41 and 4.96, was rated the highest in metacognitive awareness by the learners in seven studies (Armiun et al., 2017; Goh & Hu, 2014; Maftoon & Fakhri, 2020; Rahimi & Katal, 2012; Selamat & Sidhu, 2013; Vandergrift & Tafaghodtari, 2010; Zeng & Goh, 2015), while that of

person knowledge was rated the lowest, rated between 2.56 and 3.96 in six studies (Gagen-Lanning, 2015; Goh & Hu, 2014; Maftoon & Fakhri, 2020; Rahimi & Katal, 2012; Selamat & Sidhu, 2013; Zeng & Goh, 2015). The other three categories, directed attention, planning and evaluation, and mental translation, showed no similarities between the studies. These results indicate that learners prefer real-time problem solving strategies to address their listening difficulties more than person knowledge strategies which are influenced by an individual's varying previous experience and listening confidence.

Third, strategy-training sessions improve learners' metacognitive awareness. In a small investigation, Gagen-Lanning (2015) investigated the effect of two self-directed metacognitive strategy-training sessions on two university ESL learners. Using the MALQ, listening worksheets, and *TED Talks*, Gagen-Lanning (2015) found that these learners improved their metacognitive awareness by planning their listening, thinking of similar texts they had listened to previously, and reflecting on the process after listening. She found no evidence of learners adjusting their incorrect interpretations or questioning their comprehension *while-listening*. Her findings suggest that although the learners improved their metacognitive awareness before and after listening, learners should be given more opportunities to monitor their real-time listening to regulate their strategy use while listening.

However, it is important to acknowledge three limitations of the MALQ presents. First, it is an indirect, subjective, self-measure of the learners' listening experience. Although the MALQ has been validated by Vandergrift et al. (2006), learners may not have a set criteria or prior experience from which to base their self-assessments of listening. As Cross and Vandergrift (2015) comment, learners need an immediate listening event to report back on to tap more realistically into their actual metacognitive performance.

Second, as Vandergrift and Baker (2015) note, learners need to reach a certain level of proficiency to enable them to transfer their general listening skills to L2 listening tasks. The researchers explain that possessing these basic skills enables learners to apply more practical, cognitive skills to their learning. Therefore, strategy instruction could be based on including listening skills that are appropriate to the learners' proficiency level which, in turn, help them to increase their metacognitive awareness of using these strategies.

Third, Wallace's (2021) findings show how learners' previous topic knowledge, their memory, and metacognitive awareness contributed towards improved vocabulary knowledge when listening. As Wallace (2021) found, a lack of vocabulary knowledge could lead to translation problems for learners. These findings emphasise the importance of considering vocabulary knowledge when using a metacognitive approach to assist learners in their listening.

Why investigate listening with the MALQ?

The development of the MALQ provides teachers, learners, and researchers with a validated instrument to measure metacognition. For teachers, Goh (2017) explains that the MALQ can be used for three main instructional purposes in L2 listening: "assessing L2 learners' metacognitive awareness at any time, tracking their metacognitive development in L2 listening at different points, and guiding learners to reflect on their own strategy use and person knowledge" (p. 431). For learners, using the MALQ pre-/post-course helps learners to raise their awareness of the strategies they need to know to become autonomous and overcome their listening difficulties (Rahimirad & Moini, 2015). The MALQ helps them to become more aware of the listening process while simultaneously refining their strategy approaches. The more learners become aware of metacognitive strategies, the more they can consciously use them to manage their listening. As Goh (2000) explains, "knowing why some of the problems occur will naturally place us in a better position to guide our learners in ways of coping with or overcoming some of their listening difficulties" (p. 57). These studies show how strategy instruction helps develop learners' approaches to listening. As Vandergrift and Tafaghodtari (2010) show using the MALQ at three time points throughout their study, the learners receiving metacognitive instruction improved their listening comprehension. With this in mind, the current study draws extensively on the questionnaire created by Vandergrift et al. (2006) to investigate the metacognitive awareness of learners in a pre-session programme.

2.4.6 Listening tasks

Listening tasks are instrumental to process-oriented listening instruction. Researchers have several definitions of listening tasks, as summarised in Table 2.13.

Table 2.13. Definition of a ‘task’ (Ellis, 2003, p. 4)

Researcher	‘Task’ Definition
Long (1985)	A piece of work undertaken for oneself or for others, freely or for some reward.
Richards, Platt & Weber (1985)	An activity or action which is carried out as the result of processing or understanding a language.
Crookes (1986)	A piece of work or an activity, usually with a specified objective, undertaken as part of an educational course, at work, or used to elicit data for research.
Prabhu (1987)	An activity which requires learners to arrive at an outcome from given information through some process of thought, and which allows teachers to control and regulate that process.
Breen (1989)	A structured plan for the provision of opportunities for the refinement of knowledge and capabilities entailed in a new language and its use during communication.
Nunan (1989)	A piece of classroom work which involves learners in comprehending, manipulating, producing or interacting in the target language in which their attention is primarily focused on meaning rather than form.
Skehan (1996)	An activity in which meaning is primary; there’s some sort of relationship to the real world; task completion has some priority; and the assessment of task performance is in terms of task outcome.
Lee (2000)	A classroom activity or exercise that has an objective obtainable by the interaction among participants, a mechanism for structuring and sequencing interaction and a focus on meaning exchange. Also, a language learning endeavour that requires learners to comprehend, manipulate, and/or produce the target language as they perform to some set work plans.
Bygate, Skehan, & Swain (2001)	An activity which requires learners to use language, with an emphasis on meaning, to attain an objective.

As Table 2.13 illustrates, defining a task remains problematic (Ellis, 2003). Ellis (2011) notes that successful tasks involve language addressing four criteria:

1. Focus primarily on meaning,
2. Use an information gap,
3. Use linguistic and non-linguistic resources to complete the task,
4. Feature a clearly defined outcome other than language use.

Specifically, Goh (2018b) defines listening tasks as “learning activities which engage learners in listening to input in English... for a communicative purpose” (p. 163). She proposes five types of listening task for use in process-based frameworks, as summarised in Table 2.14.

Table 2.14. Listening tasks (Goh, 2018b, pp. 163-169)

Listening task	Definition	Task Example
<i>Communicative listening tasks</i>	<i>Authentic language tasks that are similar to the types of listening experience that learners are likely to encounter in real-life contexts and communication.</i>	<ul style="list-style-type: none"> -Listen to a lecture. -Participate in a seminar. -Discuss tasks in a group. -Watch a video and take notes. -Write a summary.
<i>Non-participatory (one-way) listening tasks</i>	<i>Require learners to understand the meaning of what is being said without the need to give an immediate response (e.g., make lists, categorise information, edit texts, draw/complete diagrams/pictures, writing summaries, making notes, noting down questions, individual/group responses).</i>	<ul style="list-style-type: none"> -Listen and restore. -Listen and sort. -Listen and compare. -Listen and match. -Listen and combine. -Listen and compose. -Listen and evaluate. -Listen and reconstruct.
<i>Participatory (interactive) listening tasks</i>	<i>Learner is often an active partner in an interaction (e.g., conversations, service encounters, detailed instructions, explanations, or instructions).</i>	<ul style="list-style-type: none"> -Dictate and complete. -Describe and draw. -Simulate and discuss. -Take notes and clarify.
<i>Metacognitive activities</i>	<i>Learning activities that develop learners' metacognitive abilities to self-appraise and self-regulate their learning while experiencing cognitive and socio-affective processes (e.g., guided reflection tasks).</i>	<ul style="list-style-type: none"> -Diaries (metacognitive prompts). -Self-report checklist. -Anxiety and motivation charts. -Process-based discussion prompts. -Self-directed listening prompts. -Guided self-evaluation of mistakes. -Self-regulated listening portfolio.
<i>Perception activities</i>	<i>Strengthen learners' ability to recognise sounds and sound patterns in speech (e.g., recognise relocated, omitted or adjusted syllables, identify word boundaries).</i>	<ul style="list-style-type: none"> -Transcribe a listening text. -Write down unfamiliar words. -Listen and read.

2.4.7 Empirical studies using tasks to investigate listening

As shown in Table 2.14, Goh (2018b) emphasises the shift from language-focussed to communicative and metacognitive-oriented tasks in process-based lessons. Table 2.15 summarises how researchers have used these tasks to investigate listening.

Table 2.15. Empirical studies using tasks to investigate listening

Study	Task	Findings
1. Communicative listening tasks		
Leopold (2016)	Listen to a lecture.	*Learners reported on the video, teacher modelling, discussion, watch again and summary tasks were supportive. *Learner-awareness supported performance-based tasks. *Motivate and heighten confidence from model to information transfer in communication.
	Participate in a seminar.	
	Discuss task in a group.	
	Watch a video and take notes.	
	Write a summary.	
2. Non-participatory (one-way) listening tasks		
Siegel (2016)	Listen and: complete, choose the correct word, match, count the words, write the target word, select, compare, combine and compare	*Pay attention to 'sound shape' (BU skills) and remember pronunciation, collocation and meaning of words. *Choose the correct word and write the target word were too easy. *Listen and count and matching were most valuable.
Khoshsima and Tasuj (2014)	Listen and match, select, compose, evaluate and reconstruct (evaluation of five task types).	*No significant difference between matching, selecting, role-playing, notetaking or completing. *Task accomplishment leads to more satisfaction than project-oriented tasks (product over process). *Tasks should be supported by visuals. *Notetaking and completing tasks resulted in better performance as using comprehensible input.
3. Participatory (interactive) listening tasks		
Liao (2012)	Dictate and complete.	*Offer simple but useful teaching activities. *Pre-teach maximum 10 new vocabulary words. *Give guided rather than comprehension questions. *Limit grammar teaching and time spent on listening.
	Describe and draw/retell.	
	Simulate and discuss.	
	Take notes and clarify.	
4. Metacognitive activities		
Kemp (2009)	Five-to-six weekly entries for eight weeks (date, source, activity, reflection).	*Learners become aware of difficulties. *Teachers are used for feedback/advice. *Develop metacognitive awareness. *Engage with language and learning process.
Vandergrift and Tafaghodtari (2010)	Self-report checklist (MALQ).	*MALQ checklist (see Table 2.11).
Goh (2000)	Process-based discussion prompts (recall protocols).	*Identified specific listening problems and helped learners to overcome these difficulties. *Retrospective accounts could also use introspective accounts.
Chen (2016)	Self-directed listening prompts: activity and difficulties.	*Successfully recorded self-reports, out-of-class transactional listening experiences. *Learners could formulate future listening plans. *Glimpse given into online learning behaviours and preferences. *Raise learners' awareness of options available.
	Guided self-evaluation of mistakes (using Goh, 2000).	
	Submitted at least three entries in collected listening portfolio.	
5. Perception activities		
Bozorgian (2012)	Transcribe a listening text.	*Learners can deal with authentic materials in an interesting way. *Identify listening problems and use strategies to solve it.
	Write down unfamiliar words.	
	Listen and read.	

Task 1: Communication listening tasks

Communication listening tasks focus learners on listening to texts situated in real-life contexts (Field, 1998). For example, Leopold (2016) asked 58 learners to analyse the speech features (e.g., discourse markers) in pre-chosen *TED Talks*. The five-stage framework encouraged these learners to focus on memorable phrases (e.g., definition, quotation). She found that if the learners analysed the speech first, their confidence increased for their own presentations. This shows how using authentic listening resources was effective in preparing learners for similar real-life communication scenarios.

Task 2 and Task 3: Non-participatory (one-way) tasks and Participatory (interactive) tasks

Non-participatory (one-way) tasks focus learners on understanding the meaning first before the response is given (Goh, 2018b). For example, Siegel (2016) used five vocabulary-based activities (*word completion, correct word, matching, counting, and writing*) for learners to practise their one-way listening. Using 50 academic words, these first-year university learners in Japan independently completed activities related to semantic knowledge, parsing, and perception. The learners in Siegel's (2016) study found that choosing the correct word and listen-and-write activities were too easy. However, matching the word to its definition and orthographic spelling were found to be valuable vocabulary (albeit, not listening) activities. Siegel (2016) concludes that this predominantly bottom-up approach provides learners with more confidence to improve their vocabulary knowledge in listening.

Participatory (interactive) tasks encourage learners to interact with the text and each other (Goh, 2018b). For example, Liao (2012) asked Taiwanese EFL learners to simulate story endings *after-listening* to emphasise "the active process of selecting and interpreting information" following *while-listening* (p. 4). Gu (2018b) suggests that interactive tasks (e.g., *conversation, role-play, discussion*) encourage the orchestration of top-down and bottom-up approaches to provide learners with listening and communication opportunities.

Task 4: Metacognitive activities

Metacognitive activities give learners opportunities to self-reflect by helping them to understand their learning approach and responsibilities (Goh, 2018b; Nunan, 2010). For example, Kemp (2009) asked 42 learners to write journals about their weekly listening for eight weeks. She found that these learners increased their metacognitive awareness about

what made a listening situation difficult (e.g., vocabulary, speed). Kemp (2009) found that learners who reflected on their progress could make conscious decisions about problem-solving. She concluded that these learners were more motivated and engaged with the resource and their listening. This highlights the importance of learners increasing their strategy awareness and motivation to develop beneficial habits when listening (Flowerdew & Miller, 2005; Vandergrift, 2012).

Graham et al. (2014) provide another view, finding that the majority of the 115 United Kingdom foreign language teacher participants rarely used logs (e.g., journals) or reflection-based tasks in listening lessons. In follow-up interviews, these teachers explained that they avoided asking learners to reflect on their listening difficulties as they would respond with the same answer (e.g., the speaker speaks too fast, vocabulary is too difficult). Siegel (2014) acknowledges the challenges that feedback presents for teachers who may be unfamiliar with addressing listening difficulties. This points to the value in using metacognitive approaches (e.g., the MALQ) for teachers to help learners self-appraise and self-regulate their learning (Vandergrift et al., 2006). Goh and Taib (2006) concur that learners understand the text better when managing their thinking compared to answering comprehension questions. These metacognitive activities help shift learners from fixating on product-based tasks with pre-determined answers toward a process-based understanding of their individual approach to learning.

Task 5: Perception tasks

Perception tasks develop learners' approaches to parse and segment speech (e.g., identify word boundaries) (Goh, 2018b). For example, Bozorgian (2012) asked 28 Iranian EFL learners to follow a listening text with transcripts. He found that although these learners were distracted by unfamiliar words, they could identify their errors when given the transcript. Vandergrift (2008) suggests dictogloss as an effective noticing tool for learners to attend to recognising unstressed words, assimilation, and homophone problems. Siegel (2016) suggests the benefits of learners' counting the number of words they hear or identifying target words in order to parse. Thus, perception tasks provide learners with opportunities to identify and understand speech that helps address their listening difficulties.

Task priorities in lessons

To understand task priorities in L2 instruction, there are two particularly relevant studies in which classroom observations of listening lessons were conducted. In the first, Siegel (2014) observed the techniques used by ten university EFL teachers in Japan, as summarised in Table 2.16.

Table 2.16. Techniques used in L2 listening lessons (Siegel, 2014, p. 24).

Technique	Instances	Lessons
a. Comprehension Questions	331	29
b. Bottom-up activities	70	19
c. Set-up predictions	25	8
d. Metacognitive listening strategies	24	12
e. Check predictions	11	2
f. Encourage transfer to other listening situations	11	7
g. Teacher modelling	4	2

Siegel (2014) found that the ten teachers in this study appeared to rely on product-based comprehension tasks when teaching listening. In line with the prominence of the comprehension approach in listening instruction (Field, 2008), Siegel (2014) found that comprehension (e.g., questions) and bottom-up (e.g., phonic, reduced speech) tasks were used at a greater rate than other tasks. Siegel (2014, 2016) calls for more attention to helping learners process the speech stream using perception-based tasks rather than relying on bottom-up comprehension-based (e.g., gap-fill) tasks.

Siegel (2014) also found that these teachers placed a lower priority on process-based tasks. Only 12 out of 30 lessons included some attention to metacognitive strategies. There were less instances of teacher modelling or using listening skills, indicating learners were not being prepared for listening beyond the classroom. These findings demonstrate that teachers prioritise product-based more than process-based tasks in these classrooms. Vandergrift and Goh (2012) state the importance of including metacognitive instruction in listening lessons to provide process-based opportunities for learners.

In the second study, Graham and Santos (2015) observed 13 foreign language teachers in the United Kingdom teaching listening tasks in 24 lessons, as summarised in Table 2.17.

Table 2.17. Task types used in L2 listening lessons (Graham & Santos, 2015, p. 69).

Task Types: Listen and...	Instances from 24 lessons
a. Fill in grid/answer questions/complete	16
b. Match with visual and/ or written prompts	13
c. Fill in gaps	4
d. Identify fact and/or opinion	
e. Write what is said	3
f. Write what was said	
g. Report what was said	2
h. Repeat	
i. Identify what is said	
j. Identify main info and details	
k. Identify verbs	
l. Choose title	1
m. Check answers	
n. Identify speaker	
o. Come to a conclusion	

Graham and Santos (2015) found that these foreign language teachers prioritised non-participatory (one-way) (e.g., comprehension questions, matching) tasks in listening lessons. There was a notable absence of communication and metacognitive tasks in instruction. Siegel (2014) points out that teachers lacking pedagogical knowledge in the L2 listening field may rely on one-way 'listen-answer-check' patterns in lessons. This means that learners are doing the same thing each lesson with no development: listen to a text, respond to questions, and check their answers. If used repeatedly, this raises a concern that only learners' current listening ability is measured rather than providing them with scaffolded guidance to improve. This emphasises the need for a range of task opportunities in lessons for learners to expand their listening skill and strategy repertoire.

Graham et al. (2014) also asked 115 foreign language teachers to report on the most and least frequent tasks they had used, as summarised in Table 2.18.

Table 2.18. Stated listening tasks (adapted from Graham et al., 2014, p. 50).

Listening tasks	Rating Scale (n=115)	
	Yes	No
Most frequent		
a. Listen out for key words	115 (100)	0 (0)
b. Listen out for specific details	113 (99)	1 (1)
c. Listen out for gist of the passage	112 (98)	2 (2)
d. Complete gap fills	110 (96)	5 (4)

e. Follow a transcription while listening	105 (92)	9 (8)
Least frequent		
f. Listen cooperatively in pairs	39 (35)	74 (66)
g. Transcribe everything they hear	37 (33)	74 (67)
h. Use peer-designed activities	25 (22)	88 (78)
i. Keep a listening log about how they feel about listening	9 (8)	104 (92)
j. Keep a listening log about how they approach listening tasks (e.g., what they do)	4 (4)	107 (97)

Note: Number=frequency/(number)=percentage

Graham et al.'s (2014) survey findings found that these teachers prioritised one-way participatory and perception tasks (Items A-E) more than communicative and metacognitive tasks (Items F-J) in their lessons. Teachers focussed more on looking for the correct answer by asking learners to listen for *key words*, *specific details*, or *the gist* in listening texts. As Item E shows, teachers try to remove some of the difficulty by simplifying the material with transcripts for learners to read while listening. Perez et al.'s (2013) study found that captioned listening materials helped to improve their learners' listening comprehension. These results show how captioned listening materials or the use of transcripts and/or subtitles may be a helpful aid for real-world listening. However, as Siegel (2011) notes, some caution is needed in using listening texts with reading materials since the reading texts can supplant the need to develop listening sub-skills (see Section 2.4.8).

To illustrate task priorities by stage, Graham et al. (2014) asked their teacher participants to report on the most and least frequent tasks used in *before-/while-/after-listening*, as summarised in Table 2.19.

Table 2.19. Stated before-/while-/after-listening practices (Graham et al., 2014, p. 49).

Listening tasks	Rating Scale (n=115)			
	1	2	3	4
Before-Listening				
a. Remind learners of vocabulary linked to the topic	3	20	43	35
b. Ask learners to predict vocabulary they might hear	11	42	36	12
c. Ask learners to think of ideas that might be discussed in the text	15	45	29	11
* d. Give learners vocabulary items that may be used in the text	5	58	28	9
* e. Ask learners to discuss possible answers to the question	25	55	18	2
While-Listening				
f. Ask learners to focus on key words	0	21	41	38
* g. Ask learners to verify their predictions	23	49	23	6

After-Listening				
h. Ask learners what answers they put	0	12	50	37
i. Ask learners how they felt about the task	10	39	33	18
j. Advise learners about how to deal with difficulties next time	7	43	43	7
k. Ask learners to answer using target language words/phrases	4	47	45	4
l. Ask learners to use language from text in a productive task	8	47	42	4
* m. Tell learners what the answers are	32	42	13	13
* n. Ask learners what they did to complete the task	25	55	19	2

Note: 1=Never/2=Sometimes/3=Frequently/4=Always

* Grey = denotes the lowest prioritised tasks for each stage.

Graham et al.'s (2014) results show that teachers prioritised vocabulary-based activities (Items A, B, F, and H) that have pre-determined answers in all three stages. Teachers also focussed on interactive tasks (Items C and F), although predictions made in *before-listening* were not verified in *while-listening*. Graham (2017) comments on how there is an over-application of focussing learners on *before-listening* and *after-listening* comprehension tasks, reasoning that teachers use this as “a surer way of helping learners obtain ‘correct answers’ to accompanying their comprehension questions” (p. 114). As the lower priorities (Items I and N) indicate, these teachers may be hesitant in employing less visible metacognitive tasks in listening lessons.

As the two studies above show, listening instruction often prioritises product-based tasks where learners are given exact answers (Field, 2008). Field (1998) comments that listening instruction needs to shift from focussing on these discrete items to using global comprehension tasks. Rost (2011) suggests that including subskills in instruction provides perception and information transfer opportunities. The current study adopts a combination of the five task types proposed by Goh (2018b) to provide learners with orchestrated product-based and process-based approaches to understand how they use learning strategies and reflect on what they did in their listening lessons (Graham, 2007; Vandergrift & Goh, 2012).

2.4.8 Resources in L2 listening instruction

L2 listening research has also investigated the role of the resources used in L2 listening instruction. Authenticity can be defined as “a stretch of real language produced by a real speaker or writer for a real audience and designed to carry a real message of some sort” (Morrow, 1977, c.f. Field, 2008, p. 270). As Field (2008) notes, authentic recordings should

relate to the texts original purpose to cover a wide range of scripted and unscripted styles (e.g., interviews, news, conversations).

Borg (2003) claims authentic resources should focus learners on meaning to help them to develop their learning processes. Cross (2009) points out audio-visual resources need to provide learners with non-verbal (e.g., gesture, body language), cultural (e.g., facial expression), and verbal (e.g., intonation) content to interpret the input. Authentic resources help learners to focus on the meaning and the content using receptive and productive opportunities (Newton & Nation, 2020).

2.4.9 Empirical studies using resources in L2 listening instruction

Table 2.20 illustrates the versatility of listening resources investigated in empirical studies.

Table 2.20. Resources used in empirical studies in listening

Study	Resource	Findings
Chen (2016)	-Sitcom -The Ellen Show -BBC audio book: Frankenstein -60-second science -Video on umano.net -Voice.tube.tw -TED Talks	-Preferred TED Talks as it is trendy, accessible and captioned. -Listened to know-how (instructional) and motivational talks -Watched English learning videos with captions, speed control and online dictionary
Roe (2013)	-TV Commercial -Podcast/radio interview -Public speech -TV news magazine (60 minutes) -Academic lecture (MIT)	-Preferred video clips as visual support helps understanding, focus and is interesting -Using Lecture and TV documentaries identified as suitable to invoke strategies
Cross (2011)	-BBC TV news items	-Learners found text too complex and beyond their listening ability

From these studies, there are two relevant findings. First, learners prioritised challenging but informational resources (e.g., academic lectures, documentaries, news) that were similar in topic to their own interests. Roe (2013) used journals to investigate 27 university learners' preferences of 12 resource types. She found that two-thirds preferred academic resources while the other third reported these clips as being too boring or complex. Similarly, Cross (2011) found his five pre-chosen BBC TV news clips were unmotivating and too difficult for 20 university learners in Japan. However, he reported that most of these learners improved their listening comprehension, citing task and text familiarity as helpful. This emphasises the importance of topic interest and text familiarity when selecting resources for listening instruction.

Second, learners prioritised audio-visual rather than audio-only resources. Chen (2016) investigated the out-of-class listening resource preferences of Taiwanese university learners by examining 42 listening diary entries. She found 14 instances where learners preferred engaging with audio-visual resources that were informational or motivational in nature. These learners used subtitles or watched the audio-visual text again to check their comprehension, manipulate the speed, or access online dictionaries to address vocabulary difficulties. Lynch (2011) outlines how audio-visual resources enable learners with more interesting and comprehensive content to interpret the listening. Although Rost (2011) observes the possibility of learners being distracted or misinterpreting kinesic inclusions (e.g., eye, or head movements), Lynch (2011) highlights how visual clues (e.g., body language, lip reading) replicate real-life contexts for learners. Field (2004) concurs, observing that visually-enhanced lectures support learners' comprehension. Bearing this in mind, the current study adopts *TED Talks* as an audio-visual resource to facilitate metacognitive strategy instruction in L2 listening.

2.4.10 What are *TED Talks*?

Researchers have recently turned their attention to using *TED Talks* as a listening resource (Astika & Kurniawan, 2020; Liu & Chen, 2019; Mojgan & Tollabi, 2019; Siegel, 2019). TED is a non-profit organisation inviting global speakers to present knowledge and ideas on the stage (Elk, 2014). *TED Talks* started in 1984 as a one-off conference in America and launched its own website (<http://www.ted.com>) in 2007 (Takaesu, 2013). This freely available and accessible resource presents over 300 research topics categorised under six themes: Technology, Business, Design, Education, Global Issues, Science and Technology (Hloba, 2016). *TED Talks* are content-rich presentations given by expert native and non-native speakers, ranging between 3-20 minutes in length, providing teachers and learners with access to transcripts and subtitles in over 40 languages (Hloba, 2016). Providing an alternative and accessible listening resource in academic or general learning contexts, learners and teachers can choose suitable talks to offer learning flexibility in goals, language levels, and themes (Hloba, 2016). Although these resources were originally created for authentic sharing of information rather than L2 instruction purposes, *TED Talks* are now used more frequently on EAP courses and remain free of copyright issues for educators around the world.

TED Talks vs Academic Lectures

TED Talks are widely used and cognitively validated in English for Academic Purposes (EAP), largely due to the university lecture-style and PowerPoint visuals (Elk, 2014). In 2015, Cengage Learning developed a textbook series of five titles (<http://ngl.cengage.com/ted>) to facilitate using *TED Talks* as authentic listening materials on EAP courses. To assist in understanding their suitability as an academic resource, Romanelli et al. (2014) categorised 12 essential aspects of *TED Talks* and traditional academic lectures, as summarised in Table 2.21.

Table 2.21. *TED Talks* vs Traditional Academic Lecture characteristics (Romanelli et al., 2014, p. 2).

Aspect	TED Talk	Academic Lecture
<i>Subject</i>	New idea/argument or well-formed idea	Concept/principle around curricula
<i>Goals</i>	Share ideas/engage audience	Educate
<i>Timeframe</i>	18 minutes (attention span for topic)	45-90 minutes (rationale unknown)
<i>Style</i>	Story-telling mode	Structured/Rigid Lecture style
<i>Assessment</i>	Number of views/audience comments	Student assessment/ faculty evaluation
<i>Mode</i>	Digital/Async viewing	Mixed
<i>Speaker</i>	Topic Expert, passionate about idea	Subject matter expert, often dispassionate
<i>Venue/Context</i>	Relaxed seated atmosphere, interactive	Lecture Hall, repetitive classes
<i>Audience</i>	Engaged group of peers	Student learners
<i>Structure</i>	Explain idea/ Audience reacts	Introduction/Objectives/Conclusions
<i>Visuals</i>	Images/photos/graphs/tables	Text bullet points
<i>Preparation</i>	Script comments/rehearse	Not scripted/rehearsed, read slides

Overall, Romanelli et al. (2014) describe *TED Talks* as high quality, culturally relevant, and professional, advocating the resource's suitability for instruction. As Table 2.21 shows, both *TED Talks* and academic lectures are delivered by expert speakers, who use visuals (e.g., PowerPoint) to prepare their ideas before presenting. The researchers note that, similarly to lectures, *TED Talks* provide an interactive component that engages the audience in a relaxed and participatory environment. They also point out that *TED Talks* are shorter, offering unrestricted video accounts on various topics rather than longer lectures delivering major-relevant concepts to learners. *TED Talks* appear to be synonymous with lecture conventions and have much potential as a listening resource in L2 instruction. Their underlying similarities with academic lectures and creative aspects provide enticing avenues for learner engagement in listening.

TED Talks authenticity

Despite being readily used in learning, the authenticity of *TED Talks* is often questioned. Field (2008) notes how authentic materials are “designed without language learning in mind” p. 274). Further, Romanelli et al. (2014) note how *TED Talks* have been criticised for “flattening or dumbing down ideas so they fit into a pre-conceived convenient format which is to entertain” (p. 1). The researchers make the point that oversimplified ideas and concepts could result in little effort by learners to understand the text and thus, offer them a false sense of simplicity of learning from this real-world encounter. To assist in evaluating the authenticity of listening resources, Field (2009, pp. 275-276) refers to McGrath’s eight guiding principles.

1. Relevance: *Does listening represent the spoken input the learner will encounter?*
How relevant is the task to real-life context?
2. Intrinsic topic/theme: *How easy is it to create interest in the topic at pre-listening?*
How familiar is the topic?
3. Cultural appropriateness: *Is there culture-specific content in the recording that could reduce understanding/cause offence?*
4. Linguistic demands: *Is critical vocabulary in the recording? How much does the task rely on lexis?*
5. Cognitive demands: *How complex are the ideas? How complex is the structure?*
6. Logical considerations: *How long is the listening?*
7. Quality: *How good is the quality? Are speakers articulate?*
8. Exploitability: *Does listening lend itself to local/global extension activities?*

These eight guiding principles provide systematic guidelines for using the resource in L2 listening instruction.

2.4.11 Empirical studies applying guiding principles to *TED Talks* selections in listening

Empirical studies have used *TED Talks* to research one or more of these guiding principles in their respective studies. The following studies show how a specific guiding principle is used with *TED Talks* as a resource in a language learning context. Table 2.22 summarises empirical studies that have investigated *TED Talks* related to these principles.

Table 2.22. Guiding principles applied to *TED Talks*

Principle	<i>TED Talks</i> study	Application to <i>TED Talks</i>
Relevance	Wingrove (2017)	-Lectures have 43% more academic vocabulary than <i>TED Talks</i> .
	Compagnone (2015)	-Speakers are reliable academics in their field.
	Scotto di Carlo (2014)	-Speakers ask questions and empathise with audience.
Topic/ Theme	DaVia Rubenstein (2012)	-Content-specific <i>TED Talks</i> to aid motivation.
	Hloba (2016)	-Freely available range of more than 338 topics.
Cultural Appropriateness	Tsou et al. (2014)	-Audience can engage with speaker and with each other by leaving comments and clarifying content.
	Scotto di Carlo (2014)	-Positive/negative evaluation to emphasise important aspects and gauge audience reaction. -Engage with audience to include them as participants (e.g., speaking speed, gestures).
Linguistic Demands	Coxhead and Walls (2012)	-4% academic word list coverage. -8,000-9,000 word families achieves 98% coverage.
	Nurmukhamedov (2017)	-4,000 word families achieves 95% coverage. -8,000 word families achieves 98% coverage.
	Compagnone (2015)	-Speaker uses referent 'we' to include speaker/audience.
Cognitive Demands	Scotto di Carlo (2014)	-Familiar organisation: Introduction, common interests with audience, historical context, TED event, humour, personal experience.
	Wingrove (2017)	-Talks ranged in speed, had higher lexical density and more syllables per second.
Logistical Demands	Romanelli et al. (2014)	-Talks are typically 18 minutes in length.
	Coxhead and Walls (2012)	-Length ranges: three, six, nine, 12 and 18 minutes.
Quality	Scotto di Carlo (2014)	-Credibility of professional speakers, quoting experts and statistics to validate arguments.
Exploitability	Huang et al. (2014)	-Created TEDQuiz: multiple-choice questions using gist-content and detail questions.
	Hovakimyan (2013)	-Use for pre-/while-/post-listening activities to comment on linguistic, grammatical differences.

The guiding principles in Table 2.22 show how previous research has validated *TED Talks* as a suitable resource for practising academic listening. With regard to *relevance*, Wingrove (2017) compared the academic vocabulary content between 729 Yale University lectures and 49 *TED Talks*. He found *TED Talks*' academic vocabulary to be 43% easier than academic lectures. Compagnone (2014) explains how speakers use familiar or known vocabulary that learners regularly encounter in real-life contexts. With respect to *topic/theme*, Rubenstein (2012) found that content-based talks motivated learners to listen. Hloba (2016) highlights

how the broad repertoire of topics appeals to learners in all educational contexts. In *cultural appropriateness*, speakers constantly adapt their speed or employ gestures to simplify their talk to adjust to their audiences' understanding (Scotto di Carlo, 2014). *TED Talks'* speakers also invite the audience to interact by posting clarification questions or comments on the website (Tsou et al., 2014). Regarding *linguistic demands*, Coxhead and Walls (2012) found *TED Talks* to contain 4% academic word list coverage, which is less than half of the 10% coverage found in written texts. As Nurmukhamedov (2017) notes, learners watching *TED Talks* need 4,000 word families to achieve 95% comprehension and 8,000 word families to achieve 98% coverage. For *cognitive demands*, Scotto Di Carlo (2014) found *TED Talks* included familiar organisation, stating that 43% of speakers referred to their personal experience. Wingrove (2017) found that talks ranged in speed, a higher lexical density, and more syllables per second than regular lectures, which could present listening difficulties for learners. *Logistically*, *TED Talks* can be searched for by their length to suit most academic contexts (Coxhead & Walls, 2012). In *quality*, Scotto Di Carlo (2014) describes the credibility of the speakers as experts who quote others, using statistics and examples to validate their arguments. Regarding *exploitability*, *TED Talks* have been used in many teaching contexts (see Table 2.23). Together, these studies illustrate the credibility of *TED Talks* as an authentic listening resource in L2 listening.

Despite researchers considering these principles, the literature identifies three main difficulties for learners when using *TED Talks*. First, the speed and topics create parsing difficulties (Takaesu, 2013). Tsai (2015) notes that *TED Talks'* speakers are more difficult to understand as their speech is denser (e.g., less pauses), they use a deeper voice, and engage with a more energetic delivery. Elk (2014) found the learners in her study had difficulties with word-level processing of phonemes, prefixes/suffixes, and word boundaries that affected their cognitive processing speed. However, Field (2008) and Takaesu (2013) comment on the importance for learners to be exposed to hesitancy, false starts, and other spoken characteristics that imitate real-life listening. Field (2008) also notes the phonological difficulties that scripted (i.e., *TED Talks*) and unscripted texts (i.e., interaction between friends) present. This again points to the value in using metacognitive activities (e.g., weekly strategy charts, journal prompts) that heighten learners' strategy awareness to diagnose and attend to parsing difficulties.

Second, the language in *TED Talks* may be difficult for learners. Elk (2014) found in her study that Nation's (2012) first 3,000 word families provided approximately 90% coverage of the lexis in *TED Talks*. She concludes that these *TED Talks* had suitable lexical coverage for Common European Framework of Reference (CEFR) B1 learners. Similarly, Coxhead and Walls (2012) analysed 60 four-to-six-minute *TED Talks*. After categorising the talks into ten topics, by time, and by native/non-native speaker, the running words for the talks were ranked by frequency, academic, and general word lists. The researchers found that *TED Talks* appear to have language closer to written texts compared to spoken language, suggesting that EAP learners need to know at least 5,000 word families to scaffold their *TED Talk* listening (similar to the vocabulary load required for reading newspapers) (Coxhead & Walls, 2012). By using vocabulary profiles for *TED Talks* selections, teachers can help determine the vocabulary knowledge and language proficiency required by their learners to enable them to successfully comprehend *TED Talks*.

Third, transcripts and subtitles mean learners may rely on reading rather than listening. *TED Talks* are available in more than 40 languages, making the resource accessible for learners from all backgrounds and cultures. Although Hovakimyan (2013) describes how learner anxiety decreased by using transcript activities (e.g., reordering paragraphs, matching text sections, identifying parts of speech), these activities could equally encourage learners to use more product-based (e.g., pre-determined answers) rather than process-based (e.g., journal) approaches. Further research in orchestrating process-based and product-based tasks could inform the development of adopting metacognitive strategy instruction for multiple skills (e.g., listening, reading).

2.4.12 Empirical studies using *TED Talks* selections in process-based listening instruction

Researchers have conducted empirical studies to investigate using *TED Talks* as a resource in process-based listening instruction, as summarised in Table 2.23.

Table 2.23. Empirical studies investigating *TED Talks* process-based listening instruction

Process-oriented framework	Study	Data	Findings
Metacognitive pedagogical sequence	Elk (2014)	Learners wrote five weekly reflections to identify misunderstandings.	Improved their metacognitive awareness and learner autonomy.
	Leopold (2016)	58 learners replicated speeches.	Developed their confidence for presentations.
Process-based reflections and discussion	Roe (2013)	42 learners wrote notes on how they listened.	Increased their metacognitive knowledge.
	Hloba (2016)	10 groups of learners used process-oriented listening.	Improved their listening approaches and speaking production.
Task-based metacognitive instruction for listening (TBMIL)	Chou (2017)	Learners received embedded task-based listening instruction.	Improved their metacognitive awareness.
	Gagen-Lanning (2015)	Two learners engaged in two strategy-training sessions.	Improved metacognitive awareness and listening skills.
Scaffolded extensive listening	Chen (2016)	14 learners wrote journal entries about their linguistic processing problems.	Engaged in greater learner autonomy and skill development for self-study.
	Takaesu (2013)	468 learners wrote journal reflections about outside-classroom listening experiences.	Improved their coping strategies.

As summarised in Table 2.23, recent studies have used *TED Talks* as listening input to give learners more metacognitive opportunities to regulate their listening processes. In the *metacognitive pedagogical sequence*, Elk (2014) investigated learners' independent use of orchestrated listening strategies. Using a programme of 27 *TED Talks*, she trained the learner participants to reflect on and choose appropriate strategies to address their errors. Learners in this study wrote journal summaries about five talks, reporting on five occurrences of mishearing or misunderstanding each speaker. After this explicit training in using error correction techniques, Elk (2014) found that the learners addressed their difficulties by inferring meaning for unknown words (parsing), using another word if they came across an unknown word (perception), or using the information they had to understand the general meaning (utilisation). These findings illustrate how metacognitive strategy instruction training fosters learner autonomy to help learners independently identify and address their listening problems using orchestrated strategies.

Using the same framework, Leopold's (2016) study used *TED Talks* as a public speaking model. The learners identified types of support (e.g., definition, quotation, statistic) from the talks that they could use when presenting their own speech. Tsai (2015) advocates using *TED Talks* in this way to focus on prosody differences to determine the charismatic features of speech. These two studies demonstrate the versatility of using *TED Talks* in a *metacognitive pedagogical sequence* as learners can focus on strategy instruction to parse the input and identify speech segmentation when listening.

In *process-based reflections and discussion*, Hloba (2016) used a five-stage *TED Talks* lesson. After a preview discussion, these learners attended to key vocabulary using transcript excerpts to understand new word meanings. They then listened to the talk and completed an information transfer activity before focusing on form using a written or spoken activity in post-listening. Hloba (2016) found that regular exposure to *TED Talks* improved these learners' speaking skills but did not improve their listening.

In *task-based metacognitive instruction for listening*, Gagen-Lanning (2015) investigated how two learners improved their strategy use using two *TED Talks*. She used a pre-/post-course MALQ and a listening worksheet to introduce metacognitive activities that helped these learners identify their errors. She found that the learners improved their awareness of planning and evaluation strategies (PE1 and PE10) by post-course. This points to the benefits of investigating strategy awareness shifts with *TED Talks*-based metacognitive instruction.

In *scaffolded extensive listening*, Takaesu (2013) asked learner participants to summarise the *TED Talk* in 50-100 words in listening journals after 3-hours of notetaking instruction. His survey findings concluded that these learners found *TED Talks* to be authentic and realistic representations of language and they were more confident using the website out-of-class. Takaesu (2013) concluded that speed was problematic for learners, suggesting that scaffolding activities that attend to vocabulary, speed, and accent complexities could avoid potential demotivation and comprehension breakdowns when using *TED Talks*.

2.4.13 Why investigate *TED Talks* process-based metacognitive listening instruction?

As discussed above, *TED Talks* are well-positioned as an engaging and valuable resource. They provide a useful resource for exposing learners to authentic language, improving language skills, and broadening their vocabulary repertoires (Elk, 2014; Hloba, 2016). Although these studies illustrate the versatility of the resource in teaching academic listening, speaking and vocabulary, there is clearly room for more research into how *TED Talks* can be a potential listening resource in strategy-based instruction. This thesis aims to address this gap by investigating the following research question:

- What is the effect of a *TED Talks*-based listening programme on learners' metacognitive strategy development and their use of listening strategies?

This study will adopt *TED Talks* as the listening resource to use with the task-based metacognitive instruction for listening (TBMIL) framework. To my knowledge, this thesis presents the first study to develop a *TED Talks*-based listening lesson to investigate the effect of metacognitive instruction by learners in a pre-sessional programme. The next section discusses the findings from previous literature concerning teachers' and learners' perspectives in L2 listening.

2.5 Teacher perspectives on L2 listening

This section examines a small body of research that explores L2 listening instruction from the vantage point of teachers' perspectives.

Renandya and Farrell (2011) define the primary job of foreign language listening teachers as being "to help our students develop procedural knowledge... about how to process spoken language with ease and automaticity" (p. 58). Listening instruction is concerned with teaching principles, as summarised in Table 2.24.

Table 2.24. Teaching principles framework

Graham (2017, p. 107)	Rost (2011, p. 159)
<ul style="list-style-type: none">-Use instruction to improve listening and effective strategy use.-Use metacognitive instruction to discuss strategy use.-Use top-down and bottom-up strategies to help learners develop their listening.-Use combinative/prediction/pre-listening strategies to verify/monitor.	<ul style="list-style-type: none">-Provide interesting and accessible input to promote comprehension.-Use tasks that negotiate and reconstruct meaning.-Create opportunities to notice new language and cultural elements.-Use strategies that encourage monitoring and reflection.-Personalise listening to maximise motivation and commitment.

Graham (2017) and Rost (2011) identify the importance of teachers' active roles in including metacognitive and cognitive strategy instruction in teaching. Other researchers (Field, 2011; Lynch, 2011; Siegel, 2015b; Vandergrift, 2004) have also acknowledged the importance of active teacher roles (e.g., modelling listening strategies, addressing frequent errors) to provide learners with preparation for their own out-of-class listening experiences. By employing an active role, teachers enable learners to familiarise and automatise their listening procedures before they can become autonomous learners (Siegel, 2011).

Despite these roles, teachers still face challenges when teaching listening. Siegel (2011, 2015a) points out that teachers have difficulties instructing learners in listening as they tend to encourage learners to imitate their own innate expertise of how they learned to listen themselves. Graham (2017) notes that teaching contexts may also restrict teachers in their L2 listening instruction role. Teachers' knowledge may therefore influence how they teach listening and address these learner difficulties.

2.5.1 Teacher cognition research in L2 listening

Over the last 50 years, a large body of research on teacher cognition has grown to address the kinds of issues noted above. According to Borg (2003), teacher cognition refers to "the unobservable cognitive dimension of teaching – what teachers know, believe and think" (p. 81). As Graham (2017) describes, research needs to investigate teachers' views of listening, understand their teaching decisions, and their pedagogic choices in listening lessons.

Borg's (2003) review of 64 studies examining second or foreign language teachers' perspectives on language teaching topics shows the trend for earlier research to focus on secondary and high school education contexts. Despite research since the 1990s examining

teacher cognition in language teaching more prominently, Borg (2003) highlights the lack of diversity: 29 studies focussed on grammar or literacy and just over half on general processes (e.g., planning and decision making). Upon closer examination, Borg's (2003) review presents no specific study examining teacher perspectives on teaching listening. His review highlights the lack of research in L2 listening focussing on teachers and their instruction.

2.5.2 Empirical studies investigating teachers' perspectives and practices

Despite the small number of studies focussing on what teachers do or think about when teaching listening, studies emerging in the last ten years offer promising developments (Graham, 2017). Siegel (2015b) describes L2 listening instructors as "an avenue of research parallel to the 'learners as participants' approach" (p. 325). For example, Graham et al. (2014) developed a three-part survey to understand teachers' priorities and perceptions of their practices that "exert a strong influence on how teachers behave in the classroom" (p. 44). Table 2.25 summarises four studies that have investigated the role of the teacher in L2 listening instruction.

Table 2.25. Teacher cognition research in L2 Listening

Study	Participants	Method	Findings
Siegel (2014)	Ten EFL university instructors (Japan) (three Japanese and seven native-speaking).	Observations -Each recorded any three of their listening lessons. -18.5 hours of recordings transcribed and analysed for content using seven categories.	- <i>Comprehension questions</i> used the most by all teachers. - <i>Bottom-up activities</i> (phonics, reduced speech, dictation, script) were regularly used. - <i>Make predictions</i> to access background knowledge but fewer instances of <i>check predictions</i> . - <i>Metacognitive strategies</i> (planning) used in 12 out of 30 lessons. -No evidence of <i>teacher modelling</i> or <i>strategy transfer</i> to future lessons.
Siegel (2015a)	One EFL university instructor.	Interview -Two interviews: one mid-course/one post-course.	-Used underlying methodology and content of strategy instruction course. -Strategy transfer and process-based approach important for learners. -Preferred explicit instruction for learners to notice strategies.
	Two EFL university instructors.	Observation -Retrospective self-report data using checklists for 50 classes.	-Accomplishing task (e.g., fill in missing connectors, pick up category idea). -Being energetic/enthused (e.g., music, video retelling or conceptual questions). -Physical engagement/Being on-task (e.g., interacting with text, remain on point). -Confusion (e.g., learner asking “what should I do?” after instruction). -Boredom/distraction (e.g., flipping through book, fidgeting, ignoring instruction). -Fatigue (e.g., sleepy students, yawning, head down and sleeping).
Graham and Santos (2015)	115 FL secondary school teachers (UK).	Survey -Email questionnaire: procedures and beliefs.	-Teach learners how to listen more effectively, ensure task completion, use uniform textbook approach, pre-activate linguistic knowledge, use prediction. -Rarely model any listening strategies or focus on reflection-based activities, under-developed bottom-up skill development.
Graham et al. (2014)	13 FL secondary school teachers.	Observations -24 50-60-minute classes. -Analysed and coded using 12 categories.	-Teachers frequently clarify task demands, break down task, pre-teach/revise vocabulary, focus learners on key words, provide feedback/check answers. -Teachers infrequently combine listening and speaking, combine reading and writing, get learners to reuse language from the task, focus learners on context.
	12 FL secondary school teachers.	Interview -Follow up observation and survey responses.	-Listening materials are difficult for learners and are a cause of anxiety. -Listening is a task to be completed and a form of assessment. -Listening is a way of doing something else rather than achieving listening skill development. -Listening is engagement and interaction.
Graham et al. (2011)	4 AS level French teachers from 4 different schools.	Interview -Teacher led and semi-structured. -Transcribed and analysed by recurring themes.	-No clear systematic approach identified. -Conceptualised listening as comprehension tasks. -Use a predominantly textbook and/or topic-based approach, rather than skill development. -Listening strategies not mentioned.

These studies summarised in Table 2.25 highlight four main teacher perspectives on L2 listening instruction and provide three implications for practices of teaching L2 listening.

Teachers' perspectives

First, Graham et al.'s (2014) study found that half of the 115 foreign language teacher participants felt they gave equal time to teaching listening as to the other skills. However, these teachers reported teaching listening twice a week, with 70% of them placing only 'some', 'little' or 'least' emphasis on the skill (p. 59), rather than giving equal time to listening in the classroom. Lynch (2002) claims that teachers need to give more attention to listening to enhance the teaching of the skill.

Second, these teachers reported listening as the second easiest skill to teach after reading (Graham et al., 2014). Graham (2017) argues that this perspective results from these teachers following "accepted" practices to conduct the same kind of activities used by their peers or replicating activities they experienced in learning themselves. Siegel (2015b) and Field (2008) note how new teachers may rely on textbook-based instruction to compensate for the lack of support available when being trained to teach listening. Despite these teachers identifying listening as easy to teach, Graham (2017) calls for more in-service training for teachers. She suggests teachers need to be informed about the issues regarding teaching listening and the alternative approaches available to address them, rather than always following a textbook.

Third, teachers made decisions based on textbook priorities when teaching L2 listening. In survey responses, these teachers replied that they relied heavily on the textbook as sources of listening material and activities. Graham et al.'s (2014) textbook analysis found little instructional support for teachers; activities typically focused learners on listening for specific information, listening to short texts with no redundancy, or lacked challenging vocabulary. As instructional notes were practical and procedural in nature, teachers believe textbooks provided activities to find the correct answer, rather than offer them advice about how to exploit these materials more fully (Graham, 2017). Graham (2017) argues that teachers appear to rely on these product-based methods to teach listening because

instruction is guided by assessment requirements of the curriculum. Thus, teachers may feel pressured to prioritise these textbook demands, giving skill development a lower priority (Graham, 2017).

Fourth, teachers did not teach listening strategies (Graham et al., 2011). The researchers interviewed four foreign language teachers from the United Kingdom about their approaches and found they predominantly used listening comprehension tasks from textbooks. The researchers concluded that there was no link between these teachers' approaches to listening and developing learners' strategy awareness because the teachers viewed listening as a practice "rather than as a skill to be developed and taught" (p. 450). Based on their findings, the researchers suggest a more theorised approach to teaching listening that learners could subsequently use to develop their listening strategy use.

Teachers' practices

The study also highlights three main implications for practice. First, teachers listed vocabulary-based (e.g., work out word meaning from context, other words, or linguistic knowledge) rather than process-based (e.g., learners discuss how they feel or what they did) tasks as priorities. Only 19 of 142 responses were concerned with giving learners general advice about notetaking, addressing listening anxiety, or listening for specific language features. These findings indicate that teachers following prescribed textbook-driven methods may find it difficult to adopt a balanced process-oriented approach to attend to learners' real-time listening difficulties.

Second, teachers prioritised problem-solving opportunities when teaching L2 listening. Graham et al.'s (2014) survey findings show these teachers believed learner difficulties arose from vocabulary ambiguity (e.g., unknown words). As Graham (2017) points out in a later study, teachers asked learners to work out these immediate problems by working out word meaning from context. However, Siegel (2014) comments on how these practices are unhelpful in addressing parsing or perception difficulties. In addition to vocabulary-based tasks, learners need parsing tasks (e.g., identifying word boundaries) to address their listening difficulties (Siegel, 2016).

Third, grammar and background knowledge were given a lower priority as teachers believed these caused learners difficulties (Graham et al., 2014). Graham and Santos' (2015) textbook analysis of 12 listening task types (see Table 2.17), highlights how teachers prioritise vocabulary tasks or multiple-choice questions rather than opportunities to use previous knowledge to inference. These priorities indicate that the teaching of listening is framed by bottom-up rather than top-down approaches. Together, these studies highlight teachers' current perspectives and practices and the need to further investigate the teaching of L2 listening.

2.5.3 Why investigate the teaching of L2 listening?

Graham et al. (2014) comment that the little research conducted on the teaching of listening has relied on anecdotal self-reports from language teachers rather than on empirical research. Graham et al. (2014) claim a mixed methods approach gives a better understanding of teachers' beliefs related to the listening process, skill development, and classroom practice. As O'Bryan and Hegelheimer (2009) maintain, using both quantitative and qualitative methods "can provide tremendous insight when investigating a complex issue like listening strategies" (p. 15). Descriptive classroom research provides a clearer picture of how listening is taught (Graham et al., 2011) and more accessible research for teachers to interpret (Borg, 2010). This thesis aims to add further empirical research by investigating what teachers think about and how they teach L2 listening. My study seeks to address this gap by investigating the following research question:

- How do the teachers in a university EAP programme teach listening and what do they say about their teaching practices?

The next section discusses findings from research on learner perspectives about L2 listening.

2.6 Learner perspectives on L2 listening

As summarised in Table 2.26, Flowerdew and Miller (2005) propose five learning style categories to capture the different approaches and orientations that learners have towards language learning.

Table 2.26. Range of learning styles (adapted from Flowerdew & Miller, 2005, p. 63)

Deep Approach Focus on everything ←	Surface approach Focus on task	Strategic approach Focus on grades and test →
Field-independent (holistic): general	Field-dependent (serialist): step-by-step	
Converger: believe in 'correct' answers	Diverger: believe in open-ended manner	
Concrete: use examples to conceptualise	Abstract: use principles to generalise	
Reflective: think about their learning	Active: think about solutions	
Solitary: learn alone	Social: learn with others	

At one end of the scale, deep approach learners prioritise a more general understanding in learning, believe there is a correct answer, are led by example, and reflect back on their learning themselves. In contrast, strategic learners prefer step-by-step instruction, are led by open-ended or abstract thinking, and actively look for solutions to their problems by working with others. Each learner has their own learning style which is influenced by personal factors (e.g., ethnicity, age) and previous learning experience. However, as Flowerdew and Miller (2005) point out, these categories are not fixed or exclusive.

It is also important to understand how learners interact with each other and the listening text in different ways. First, learners have an individual (independent) or group (dependent) role (Field, 2008) when interacting with each other. Independent learners listen on their own to understand and reconstruct the speaker's input using their previous or background knowledge. In contrast, dependent learners listen as part of a group to assist each other in addressing challenges. Graham (2011) argues that effective listening "depends on learners' self-efficacy for listening, [and] on their confidence in their ability to make sense of the input to which they are exposed" (p. 113). Field (2008) concurs, emphasising how learners need to take the initiative in learning by engaging in higher degrees of interactivity with their peers to share the outcomes of the listening task. Second, learners have different levels of interaction with the listening text. For example, they can use reflective journals (Goh, 1997) to provide valuable insights into identifying and dealing with their listening difficulties (Vandergrift & Tafaghodtari, 2010). Miller (2014) suggests that learners' interactive behaviour assists their comprehension (e.g., using listening strategies, checking understanding). Therefore, understanding how learners interact with both the text and with each other can help identify the challenges that exist for learners when listening.

Learner challenges in L2 listening

Despite researchers understanding these different learning approaches, Siegel (2011, p. 1) notes four main common difficulties that learners encounter in their L2 listening.

1. Time commitment to acquire L1 listening skills cannot be met in L2 listening.
2. Repeated mistakes become bad habits for learners as they are not addressed.
3. The L2 teacher's role remains minimal to guide learners to their own practices.
4. Reliance on teacher activities has no reflection on real-world application.

Siegel (2011) finds time commitments influence how learners approach their L2 listening. As learners have subconsciously acquired their L1 listening skills through years of practice, they prefer real-time approaches to access their L2 listening in the classroom (Flowerdew & Miller, 2005). Graham (2006) observes how time pressures on processing listening input quickly causes learners anxiety. More attention should be placed on helping learners understand the complexities of the listening process to enable them to use a wider variety of linguistic and non-linguistic knowledge sources to interpret rapidly incoming data (Buck, 2001).

Second, as many learners regard the listening process as unobservable, they continue to struggle with the same kinds of difficulties, as summarised in Table 2.27 (Graham, 2006; Siegel, 2011).

Table 2.27. Identified listening difficulties

Graham (2011, p. 114)	Siegel (2013, p. 2)
-Problems of perception, particularly regarding the speed of delivery of texts -Difficulties caused by missing or mis-hearing vital words -Problems in identifying words because of the speaker's accent, perhaps indicating a lack of exposure to authentic listening texts	-Concentration difficulties -Rate of speech -Inability to: *recognize spoken forms of words known *separate the speech stream into chunks *recognize transitions or markers in speech -Length of texts leads to fatigue -Failure to comprehend message even though individual words are known -Ineffective listening strategy use

Graham (2017) claims these problems highlight learners' difficulty with using background knowledge or sufficient monitoring to comprehend, segment speech, or recognise familiar vocabulary. Graham (2006) also points out how learners focus more on the difficulties that they encounter rather than their strengths in listening. As these difficulties recur, learners may not have the strategic knowledge to improve their performance (Graham, 2006). If these difficulties are not addressed, then learners will remain challenged when listening.

Third, the teacher's role influences how learners approach and develop their listening skills. As Cheng (2000) showed, students in her learner-centred classrooms in Taiwan tended to be reticent and passive learners. She explains that these learners were reluctant to participate in discussions, give responses, or ask clarification questions as they became over-dependent on the teacher. As Section 2.5 outlined, teachers have an active role in helping learners develop their metacognition and complete listening tasks more independently (Graham, 2006).

Fourth, activities may not prepare learners for listening in the real world. Graham (2006) comments that learners find listening frustrating as they make an effort to listen but then give up because they cannot understand. Learners believe that their success or failure is correlated to internal, controllable factors (e.g., effort or strategies used) and external, uncontrollable factors (e.g., task difficulty) (Graham, 2011). Thus, both the teacher and learner need clear task outcomes so there is a clear connection between what is done and what is understood (Graham, 2011). As Siegel (2013b) points out, understanding learner perceptions in L2 listening is "needed to help educators better understand how to best guide learners in developing their L2 listening skills" (p. 4). Graham (2006) acknowledges that although studies have been conducted on language learning beliefs (e.g., perceived strategy use, success/failure in listening), research investigating specific L2 listening beliefs are less common. It stands to reason then that investigating learner perspectives could provide valuable insights into understanding and addressing the listening difficulties and complexities encountered (Graham, 2006).

2.6.1 Learners' metacognitive knowledge

To fully understand learner perceptions, researchers have interpreted three components of Flavell's (1979) metacognitive knowledge framework that provide learners with opportunities to improve their listening, as summarised in Table 2.28.

Table 2.28. Metacognitive knowledge

	Goh & Vandergrift (2018, p. 134)	Graham (2006, p. 166)	Goh & Taib (2006, p. 223)
Person Knowledge	The knowledge we have about ourselves	What learners know about how humans in general learn, as well as what they know about how they as individuals learn	Individual and universal traits that influence learning
Task Knowledge	The nature and the demands of the task we undertake	What learners know about the nature of the task and the demands it might make on their knowledge and skills	The purpose, the demands and the nature of learning tasks.
Strategy Knowledge	The strategies or conscious steps that we take to improve our performance or achieve a goal	Learners' knowledge of different strategies and their appropriate development	Approaches and techniques that are likely to be effective in accomplishing a task or a goal.

Flavell (1979) explains that the framework helps guide lesson priorities and give learners transparency in how they learn. Goh (1997, 1998, 2000) has investigated listening perceptions using Flavell's (1979) framework, reporting the following findings:

- Learners' role in the listening process: a range of obstacles including own presumed shortcomings, inefficient memory, and personality,
- The demands of listening tasks: factors relating to listening tasks that made them easy or difficult, including different types of oral texts,
- The strategies employed while listening: learners showed an awareness of a range of strategies (top-down and bottom-up) (adapted from Graham, 2006, p. 168).

Goh and Taib (2006) and Graham (2006) propose that research should focus on these three components of learner perceptions to provide valuable insights into the cognitive and metacognitive behaviour resulting from strategy instruction.

2.6.2 Empirical studies investigating learners' perspectives in listening

Table 2.29 summarises seven studies that have investigated learner perceptions emphasising these three metacognitive knowledge perspectives: person, task, and strategy knowledge.

Person Knowledge: How do learners perceive their listening?

The following presents four main generalisations relating to learners' person knowledge in L2 listening. First, learners feel positive about listening in English in general. Siegel (2013b) found that the majority of 54 EFL Japanese university learners enjoyed listening in English and around 70% of these learners used listening strategies to understand conversations, music, and movies. Siegel (2013b) concludes that the learners believed listening strategies would be helpful in academic (62.7%), employment (66.6%), and travel (82.3%) contexts. Graham (2006) also found that 595 foreign language learners enjoyed listening to a range of listening resources but despite these positive attitudes, believed they were "no good" at listening (p. 173).

Second, more than half of Siegel's (2013b) learners reported they were more motivated as listeners out-of-class. These learners linked their in-class instruction to their out-of-class listening; however, as one learner explained in interviews, his listening skills were dependent on the context (e.g., reading tasks also required speaking to peers) (Siegel, 2013b). Siegel (2013b) notes that "a listening teacher's goal is to help students prepare for listening beyond the classroom" (p. 14). In other words, learners rely on activities from the in-class listening context to prepare them for their out-of-class practices. Thus, learners should be encouraged to use in-class strategies in out-of-class contexts.

Third, learner confidence affects learners' listening. Siegel (2013b) found that about 60% of his 54 learners were not confident when listening in English in general. Siegel's (2013b) findings show that learners lacked confidence in their listening ability although they perceived the given listening instruction as helpful.

Table 2.29. Learner perspectives research in L2 Listening

Study	Participants	Method	Findings
Yeldham and Gruba (2016)	4 university learners (18 years old, Taiwan)	Verbal reports -Listened to a text and verbalised what they heard and what they were thinking about.	Anxiety/Self-efficacy: -Less anxious as improved ability and systematic approach to listening. -More confident when listening. Motivation: -More motivated to learn because listening skill is progressing. Cognitive processing: -Difficulties listening/comprehending simultaneously BUT can keep up with the speaker. -Wider strategy repertoire to draw on so listened more times despite difficulty. Other listening: -Listened to other resources towards the end of the course (= more motivation/awareness). -Watched more difficult movies to provide a challenge. Concentration: -Changed the way the learner approached listening to concentrate more. -Could concentrate more.
	3 university learners (18 years old, Taiwan)	Semi-structured Interviews -pre-/post- and one month after instruction. -personal and historic information about listening. -progress and experience.	
	3 university learners (18 years old, Taiwan)	Questionnaires (open-ended) -elicited how learners understood texts, difficulties they encountered, and attitudes towards English.	
Yeldham (2016a)	67 university learners (19 years old, Hong Kong).	Pre/Post questionnaires: -Task Strategy, 5 stages: before listening, after deciphering topic, while-listening, comprehension problems, problems with words.	-Wanted to understand, translate, repeat, or become fixated on unknown words/information. -Listeners did not know how to deal with comprehension breakdown so gave up listening. -No change in bottom-up skills, proficiency, inferencing, confidence, motivation or vocabulary. -Little difference reported in their strategy awareness.
Siegel (2013b)	54 EFL university learners (Japan).	Questionnaire (bilingual) -24 items, 4 sections (listening background, the course, classroom context and strategy use. -5-point Likert-scale.	General listening background: Learners enjoyed and were confident listening to English. Only half the learners listened to English outside of class. They enjoyed listening as much as the other skills. Perceived listening improvement Most learners thought the input helped improve their listening. Teacher explanations, listening materials, practices, activities developed their listening ability. Listening strategy recall Listening for key words, making and checking predictions were most recalled strategies. Future listening strategy use Use strategies for immediate academic, business and travel purposes.
	7 EFL university learners (Japan). (2 weeks after questionnaire).	Interview (One hour long) -15 items (built on questionnaire items). -in English.	
Graham (2006)	595 FL French learners (16-18 years old in Year	Questionnaire -Open/Closed questions.	-Learners reported listening as an improved area, citing ability and effort, -Other learners reported less success, cited low ability (e.g., lack of practice), task difficulty (no strategies to answer question) or text (e.g., speaker's speed) difficulty.

	11, 12, or 13 in the UK).	-3 sections (overall achievement, reasons for doing well/not so well and why they felt like this).	-Learners reported panicking if things were not understood, unable to make out individual words, low confidence in their ability, and feeling passive and helpless in dealing with the immediate nature of the text.
	28 FL French learners (16-18 years old in Year 11, 12, or 13 in the UK).	Interview -Questions based on items from the questionnaire. -3 areas analysed: success/failure perceptions, strategy knowledge and perceived strategy use.	
Goh and Taib (2006)	10 primary school learners (11-12 years old, Singapore).	Learner diaries -Task Knowledge: factors that influenced their listening. -Strategy knowledge: how they tried to understand the input.	-21 features reported; 12 features categorised by text, task, environment, listener, speaker. -Only planning and directed attention, indicating limited strategy use identified. -All learners improved their listening ability, citing the reflecting on the process as helpful. -An increase in their post-course listening test scores shows improvement.
Chen (2006)	64 Junior college learners (19-21 years old, Taiwan)	Journal (2 parts) -described four listening tasks engaged in (two assigned/two free) -Notes while performing the task (record of learning progress).	Materials: Learners motivated to apply strategies learnt to listen to authentic resources. Strategy practice: More opportunities resulted in using and recalling more strategies. Perceptual processing: Organised, better concentration and a clear focus with strategies. Memory retention: Comprehension strategies, such as guessing and inferencing, helped learners with a deeper engagement with the text. Strategy repertoire: Prefer specific strategies (e.g., self-monitoring, concentrate while listening) to fit their own learning and processing style. Strategy transfer: Used listening strategies to complete other tasks (e.g., key words in reading). Language proficiency: Language improvements attributed to listening strategies. Attitude change: Both positive and negative attitudes expressed by learners.
		Interviews -Unstructured, following completion of the programme.	
Goh (2000)	40 tertiary-level learners (China)	Weekly Diaries -Actual listening events, described how they try to listen and problems encountered.	-10 real-time comprehension problems reported (5 perceptual processing, 3 parsing, 2 utilisation). -Learners did not recognise word or retain information quickly. -Higher levels understood words but not the intended message. -Lower levels neglected the next part while interpreting what they had just heard.
	17 tertiary-level learners (China)	Semi-structured Interviews -Asked what they knew about the task of learning to listen in English.	
	23 tertiary-level learners (China)	Recalled protocols -examined the processing of strategies used and described listening difficulties.	

He points out that learners continue to feel insecure about their listening despite improvement. Field (2008) explains that low confidence, disappointing results, time pressures, and a lack of observability hinders L2 listening development. Siegel (2013b) and Cheng (2000) also note in their respective studies that Asian learners have lower confidence in their listening ability, often expressing their frustration at their inability to notice any listening progress. This highlights the need to improve learner confidence by providing learners with clearer instruction and methods to help them observe and track their listening progress more visibly.

Fourth, learner ability affects listening perception. In Goh's (2000) study, high-skilled learners reported using 12 strategies while low-skilled learners used four. Similarly, Vandergrift and Tafaghodtari (2010) found their high-skilled learners used a broader repertoire of metacognitive strategies to regulate their listening compared to the low-skilled learners. In Graham's (2006) interviews, one learner explained how her own difficulties were not necessarily difficulties for others, expressing the belief that listening success may be due to an inborn ability or luck. Graham (2006) maintains that learners with positive self-beliefs have stronger self-efficacy and better control of strategies. In other words, if learners can see a connection between what they do and what outcomes result, their sense of achievement and motivation will be stronger.

Task Knowledge: How do learners perceive the listening task?

The following presents three main generalisations relating to learners' task knowledge in L2 listening. First, learners prefer familiar tasks. Siegel (2013b) found that these learners could recall gap-fill and music-based activities from previous listening lessons. However, Siegel (2013b) criticises the simplicity of these task types for university programmes as these learners noted that finding the correct answer did not result in improvement. Field (2008) aligns with this view, explaining that many textbooks comprising of common listening comprehension activities (e.g., gap-fill, matching) are accepted as tasks despite having less than optimal potential to facilitate learning. This connects a need for real-life authentic tasks that underly different listening approaches (Siegel, 2013b).

Second, learners believed that task failure was directly linked to their low ability (Graham, 2006). Graham (2006) explains how learners believe perception (e.g., speed and delivery) difficulties contributed towards missing or misinterpreting vital words. She also found that these learners panicked if they misunderstood, as they commented on how the immediate nature of listening presents speed, dialect, and accent difficulties. Graham (2007) found that learners reflecting on strategy use and listening instruction helped to develop an individual sense of control to successfully complete tasks. Graham (2006, 2011) argues that these difficulties imply that learners need more control over their listening to review or pause sections when challenges (e.g., they did not understand, if the speech was too fast) occur.

Third, learners perceive tasks to be synonymous with test scores. Siegel (2013b) found that learners were motivated by a measurement of their improvement. He found in interviews that six of the seven learners commented on the importance of academic (e.g., test practice) rather than general (e.g., listening practice) instruction. Siegel (2013b) reasons that in this context, as learners needed to pass their TOEFL test, these academic goals became their main priority (Siegel, 2013b).

Strategy Knowledge: How do learners perceive listening strategies?

Two main generalisations can be made relating to learners' strategy knowledge in L2 listening. First, learners perceive procedures to be strategy use. Siegel (2013b) and Vandergrift and Tafaghodtari (2010) found that learners in their respective studies classified key words, questions, and topics as common 'strategies'. Graham (2006) comments that the few 'strategies' learners did report (e.g., comprehension questions) were not metacognitive. Graham (2006) reports that learners have low confidence or an inability to use strategies and explains that listening instruction needs to be unambiguous, practicable, and accessible to shift learners from using isolated to a combination of strategies.

Second, learners perceive strategy use as difficult. Goh (2000) categorised 10 strategy findings into three groups: perception, parsing, and utilisation. Over 40% of her participants reported five perception (e.g., recognising sounds, distinguishing words), three parsing (e.g., creating a mental representation of words), and two utilisation (e.g., understanding the speaker's intended message) problems. Although, learners exposed to listening strategies

prepare their background, vocabulary, and previous knowledge sufficiently to process the text, they had limited strategy knowledge to address their individual listening difficulties. Overall, these studies illustrate how Flavell's (1979) metacognitive knowledge framework could help train learners directly in understanding their learning using person knowledge, task performance, and strategy use.

2.6.3 Why investigate learning from listening?

Investigations specifically examining learners' perceptions in L2 listening is a less common but growing field in language learning research (Aldukhayel, 2019; Dai & Roever, 2019; Tragant & Vallbona, 2018). As Graham (2006, 2011) explains, understanding learner beliefs provides researchers with a valuable insight into learners' awareness, listening success priorities, and practical applications when listening. Researchers have used surveys to elicit learners' perceptions. Siegel (2013b) comments on the versatility of "questionnaire data to provide a general, descriptive overview of beliefs and perceptions related to listening instruction" and notes that "interview data offered more in-depth explanatory information" (p. 7). Miller (2014) advocates the use of multiple methods (e.g., observations, interviews, journals) to provide a multi-layered perspective, and emphasises the importance of social context approaches (e.g., focus group interviews) to ensure flexibility in gathering individual and group perceptions. Siegel (2011) also identifies the value of interview data in understanding learners' thought processes, explanations, and descriptions about their learning experiences. This thesis aims to add further empirical research to the L2 listening field by investigating learners' perceptions, experience, and knowledge of listening. My study seeks to address this gap by investigating the following research question:

- What do learners in a university EAP programme say about their experience of second language listening?

2.7 Summary

In summary, this chapter has presented relevant theoretical accounts of listening and pedagogical frameworks employed in L2 listening. Following the presentation of listening processes and processing models, the chapter then moved to a description of process-based

listening frameworks, types of L2 instruction, and the lesson format employed in L2 instruction. Subsequently, language learning strategies, activities, and resources used in previous studies investigating L2 listening were presented. Finally, teacher and learner perspectives on L2 listening were detailed. The next chapter describes the methods used to gather and analyse data to address the three research questions presented in the literature review.

Chapter 3. Methodology

"Listen. I cannot tell you how many really important people have said that listening is perhaps the most, the number one most important skill that you could develop. Buddha said, and I'm paraphrasing, 'If your mouth is open, you're not learning.'"

(Celeste Headlee, 10 Ways to Have a Better Conversation, TED Talks, 2015)

3.1 Introduction

This chapter presents the methodology for the research. First, the research aims, design and rationale are presented. The pre-sessional teaching context and participants are then introduced, followed by a description of the research instruments and the data collection procedures. Finally, the data analysis and piloting procedures are explained.

3.2 Research Aims and Research Questions

The two-phase research project investigates metacognitive strategy instruction using a *TED Talks*-based academic listening programme. The first phase is a situation analysis that describes teachers' and learners' listening perspectives and practices in a university EAP programme. The purpose of this phase is to identify how teachers currently teach listening and examine the extent of which metacognitive instruction, the main topic of this thesis, is currently practised in this context. The second phase uses a quasi-experimental design to investigate the impact of a *TED Talks*-based metacognitive intervention on learners' approaches to listening. The purpose of this phase is to explore different ways to facilitate learners' L2 listening strategy awareness and knowledge. The following research questions will be investigated:

RQ1. How do teachers in a university EAP programme teach listening and what do they say about their teaching practices?

1.1 What do the teachers say about their priorities when teaching listening?

1.2 What do the teachers say about their experience of teaching listening?

1.3 How do the teachers teach listening in the observed classes?

RQ2. What do learners in a university EAP programme say about their experience of second language listening?

- 2.1 What are the learners' listening resource preferences?
- 2.2 What are the learners' perspectives on their listening experiences?
- 2.3 What listening strategies do the learners use when listening?

RQ3. What is the effect of a *TED Talks*-based listening programme on learners' metacognitive strategy development and their use of listening strategies?

- 3.1 Did the metacognitive listening intervention improve metacognitive strategy use?
- 3.2 Which instructional activities in the listening lessons did the learners report as more useful or not useful?
- 3.3 What were the differences between the experiences of self-study and classroom-based metacognitive instruction, according to learners' self-reports?
- 3.4 What impact did the metacognitive intervention have on the learners' self-reported listening behaviours, their perceptions of the value of different approaches to listening, and their interest in listening?

3.2.1 Research Design

The research project has two overlapping phases as summarised in Figure 3.1.

Figure 3.1. Research design

Week	Phase 1 (RQ1/RQ2) Situation Analysis		Phase 2 (RQ3) Quasi-Experimental Study		
	<i>Phase 1 Teachers (n=15)</i>	<i>Phase 1 Learners (n=30)</i>	<i>Phase 2 Self-Study Learners (n=13)</i>	<i>Phase 2 Classroom Instruction Learners (n=11)</i>	<i>Phase 2 Control Group Learners (n=9)</i>
1	Teacher Survey	Learner Survey 1			
2	Classroom Observations	Focus Group 1			
	Post-observation Interviews				
3			Listening Lesson/Journal 1	<i>Regular instruction only</i>	
5			Listening Lesson/Journal 2		
9			Listening Lesson/Journal 3		
11			Listening Lesson/Journal 4		
12			Listening Lesson/Journal 5		
13			Learner Survey 2		
14			Focus Group 2		

Phase 1

Phase 1 was a situation analysis which involved collecting data from teachers and learners on their current practices and perceptions of teaching and learning listening. Data were collected from surveys, classroom observations, teacher interviews, and learner focus group interviews.

Phase 2

Phase 2 adopted a quasi-experimental design to investigate the impact of metacognitive instruction on learners' development and use of listening strategies. A metacognitive intervention involved five *TED Talks*-based listening lessons based on Goh's (2018a) task-based metacognitive instruction for listening framework (TBMIL) (see Section 3.7). A self-study and classroom instruction group received the metacognitive instruction intervention in addition to the regular instruction. The control group received only the regular listening instruction (see Section 3.4 for more details). Data were collected over 14-weeks from surveys, focus group interviews, and listening journals. As Vandergrift (2015) maintains,

adopting a mixed-method approach allows for triangulation and enhances the reliability and validity of results.

3.3 Teaching Context

The study took place at the English Language Institute (ELI) at Victoria University of Wellington. The ELI offers the English Proficiency Programme (EPP), which consists of 14-week intensive courses that aim to prepare learners for entry into Foundation Studies, undergraduate, or postgraduate courses in New Zealand universities. Two courses are at B1-B2 level and one course is at A2 level.

All learners are international students who have come to New Zealand to study English as a second language. The learners need a minimum level of IELTS 5.0 (or CEFR level A2) English proficiency to register for the course. A maximum of 16 learners are placed into classes determined by a placement test administered at the start of each course. The placement test has five components: a receptive vocabulary size test, a reading comprehension test, a dictation test, a writing test, and a questionnaire. Classes consist of 19-hours of instruction per week. Each class has one lead teacher (who teaches 3-4 days a week) and a co-teacher (who teaches 1-2 days a week). The lead class teacher is responsible for working through the textbook that includes one to three listening lessons per theme which use in-house recordings, *TED Talks*, and other online resources. One of two textbooks is used for each course. Each textbook contains four themes. Each theme is taught across two to three weeks, as presented in Table 3.1. Textbook 2 was used for this particular course and the metacognitive intervention lessons were developed based on these textbook themes.

Table 3.1. EPP Textbook Themes

EPP Themes	
<i>Textbook 1</i>	<i>Textbook 2</i>
Critical Thinking Crime and Punishment Work/Life Balance Food Security	Learning a Language Tourism Migration and Acculturation Sustainable Development

3.3.1 The listening programme

The regular instruction in this study consisted of the EPP listening programme, which provides learners with a range of listening skills and strategies using the in-house textbook and supplementary materials. The textbook contains one to three listening lessons for each theme. Each lesson contains different text types, including interviews, and live and recorded lectures, as summarised in Table 3.2.

Table 3.2. EPP Listening Theme lessons (adapted from EPP, Textbook 2, 2020)

Cycle 2		
	Lesson 1	Lesson 2
	Talk	
Theme 1: Learning a Language	<ul style="list-style-type: none"> - Listening to identify main ideas - Listen for and makes notes on specific ideas - Listen for how the structure of the talk is introduced - Noticing features of how defining - occurs in spoken language - Explaining and defining motivation - Speaking about the topic - Reflecting on your listening - Applying what you have learnt to your own situation 	
Theme 2: Tourism	Talk	Lecture (Listening D Practice)
	<ul style="list-style-type: none"> - Thinking about notetaking - Activating prior knowledge - Discussing difficult vocabulary - Listening and taking notes - Speaking to understand detail - Listening to academic vocabulary - Listening to verbs and adjectives - Looking at genre - Looking at what makes a talk academic - Reflecting on the tasks 	<ul style="list-style-type: none"> - Discussing test-taking strategies - Test practice
Theme 3: Migration and Acculturation	Interview (YouTube)	Interview (Radio NZ)
	<ul style="list-style-type: none"> - Preparing to listen to authentic speech - Understanding the context and getting to know the speaker - Listen for specific details - Listen for how definitions are provided - Note how certainty and hedging occurs in spoken language - Understand definitions - Reflecting on tasks - Speaking about the topic 	<ul style="list-style-type: none"> - Familiarise yourself with the issue - Understanding the context and getting to know the speakers - Listening to speaker's respond - Reviewing the listening text - Focusing on signal language - Speaking about ideas in the text
		Podcast (lesson 3) <ul style="list-style-type: none"> - Consider the perspectives of the guests - Listen to one speaker in detail - Discussion - Review

Theme 4: Food Sustainability	Interview (Radio NZ)	Interview (Radio NZ)
	<ul style="list-style-type: none"> - Take notes on main ideas - Focusing on speaking - Looking at pronunciation - Looking at communication techniques 	<ul style="list-style-type: none"> - Discussing test taking strategies - Listening to an interview and answering questions
	<ul style="list-style-type: none"> - Guessing vocabulary from context - Focusing on one high frequency word to add depth to vocabulary - Looking at interesting words - Thinking critically about the interview / Reflection 	TED Talks (lesson 3) <ul style="list-style-type: none"> - Activating prior knowledge - Looking at low frequency vocabulary - Listening - Discussing the main ideas - Analysing the speaker's communication techniques

Each listening lesson is divided into three sections: *before-listening*, *while-listening*, and *after-listening*. In *before-listening*, learners prepare for the listening by activating previous knowledge, reading background information, and learning topic vocabulary. Learners are also encouraged to plan ahead or set listening goals to help monitor and evaluate their listening progress. In *while-listening*, learners use strategies and skills from previous lessons to complete notetaking tasks or answer comprehension questions related to the listening text. Learners also focus on the structure of the text (e.g., lecture) and language features (e.g., linking words). In *after-listening*, numerous production-based activities focus on discussing main ideas or completing follow-up writing tasks. Learners use their listening notes or the transcript to answer comprehension questions. There are also opportunities for learners to reflect on their listening and set goals for future listening development (EPP, 2020). The EPP programme also runs a *Guest Lecture* series to help learners develop their listening fluency. Out-of-class, learners can complete in-class activities in the computer laboratory or practice their own chosen listening activity from the language learning centre. At the end of the course, learners sit three listening proficiency tests: a dictation, a gap-fill, and a lecture summary.

3.4 Study Participants

Participants include selected teachers and learners in the programme in the first half of 2019.

Phase 1 - Teachers

Fifteen teachers were recruited through convenience sampling to complete a survey on their teaching of listening. The teachers came from a variety of countries including New Zealand

(10), Vietnam (2), Canada (1), Ireland (1), and China (1), were aged between 30 and 63, and had between five years and 10 years+ teaching experience in New Zealand and overseas. All teachers had taught as a lead teacher on the EPP programme for at least one 14-week course. Three of those teachers also volunteered to be observed and interviewed.

After obtaining ethics approval (see Section 3.5), I presented a 10-minute presentation about Phase 1 at an EPP teacher's meeting. Teachers were given an 'intent to participate' slip to indicate their online survey, classroom observation and interview preferences. From their indicated preferences, 16 of the 18 teachers were individually sent the survey information sheet, online consent form, and link. Clarification questions about the survey were answered by the course coordinator via email.

Phase 1 - Learners

Learners from six intact classes ($n = 68$) were recruited to complete a survey on their learning from listening. Forty-two were female and 26 were male. Learners came from a variety of countries, including China (32), Myanmar (10), Japan (9), Vietnam (3), Papua New Guinea (2), Solomon Islands (2), Tonga (2), Brazil (1), Cambodia (1), Central Africa Republic (1), Indonesia (1), Iran (1), Italy (1), Samoa (1), and Thailand (1). All learners were aged between 19 and 40 and enrolled for at least one 14-week EPP course.

Learners from three of these classes ($n=30$) were chosen by opportunity sampling, as the three teachers who volunteered to be observed gave me permission to involve their classes. Learners from the other three classes ($n=38$) were chosen by convenience sampling; that is, they were recruited specifically for the intervention.

After obtaining ethics approval (see Section 3.5), the lead teachers presented the study to learners, allowing me to maintain distance and avoid possible coercion. For Phase 1, teachers were provided with a one-page information sheet, a PowerPoint slide, and an 'intent to participate' slip for learners to indicate their survey and focus group preferences. Twenty of these learners also volunteered to participate in a pre-course focus group.

Phase 2 - Learners

Of the 68 learners surveyed in Phase 1, 38 from three of the six classes were also recruited to complete a post-course survey in Phase 2. Twenty-one were female and 17 were male.

Learners came from a variety of countries, including China (12), Myanmar (10), Japan (5), Papua New Guinea (2), Solomon Islands (2), Tonga (2), Brazil (1), Indonesia (1), Iran (1), Italy (1), and Samoa (1). All learners were aged between 19 and 40 and enrolled for at least one 14-week EPP course.

After consulting with the Head of Programme and course coordinator, three intact classes were allocated for the study: a Self-Study (CEFR level B2), a Classroom Instruction (CEFR level B1), and a Control Group (CEFR level B2). All three groups received the regular instruction from the EPP Listening Programme, as shown in Section 3.3.1. This included practising listening between 2-3 hours per week from the prescribed textbook with the main teacher.

The self-study and classroom instruction group also received five *TED Talks*-based listening lessons in addition to the regular instruction as part of the intervention condition (see Section 3.7). Although both the self-study and classroom instruction groups used the same *TED Talks*-based listening lessons, the form of instruction was different (see Table 3.11). The self-study group completed their lessons on their own in the computer room and the classroom instruction group followed the teacher-led instruction in the classroom. The control group received only the regular instruction (i.e., the EPP Listening programme) as part of the control condition and did not complete any of the *TED Talks* lessons created for this study (see Section 3.3.1).

I met the three lead teachers and explained the study's time commitments. As the classroom instruction teacher expressed her concern over the amount of time the intervention would take, the lead teachers agreed to swap the originally assigned classroom instruction and control group class. The same recruitment procedure used for Phase 1 learners was followed. Learners were given an 'intent to participate' slip to indicate their post-course survey, focus group, and listening journal preferences. Twelve of these learners also volunteered to participate in a post-course focus group and 24 learners took part in the listening lesson intervention. A pre-/post-test to compare listening improvement between the three groups

was considered. However, the practical constraints of completing another test in an already demanding pre-sessional course resulted in no extra tests being given to the learners.

3.5 Research Ethics

Research ethics approval was sought from the Human Ethics Committee at Victoria University of Wellington (HEC# 26929) (See Appendices 1-19). First, an information letter (see Appendix 1) and consent form (see Appendix 2) outlined the study's aims and directives for the Head of Programme at the English Language Institute. I met with her to discuss the requirements and needs of the study, the benefits to learners' academic development, and present the department with the *TED Talks*-based listening lessons created. She then signed a consent form agreeing to the study being conducted on university premises.

For each instrument, a separate information sheet (see Appendices 7, 9, 11, 13, 14, 16, and 18) and consent form (see Appendices 8, 10, 12, 15, 17, and 19) was created for teachers and learners. Each form guaranteed teachers' and learners' rights to withdraw, anonymity or confidentiality, and access to the completed report. All information was provided in English. I also explained the participation requirements to teachers before obtaining their consent. For learners, I provided lead teachers with a PowerPoint slide to present the study and participatory commitments to learners. The learners showed their intent to participate and gave their consent after the project was explained to them.

As the teacher-researcher for two of the three classes in this study, I mitigated the potential risk of conflict of interest in two ways. First, I asked the lead teacher for each class to recruit the learners for the study without me being present. Second, in running the focus groups, I was minimally involved. I helped with timekeeping while the participants talked freely amongst themselves, and I sat apart from the group during the discussion. In the groups, the learners freely expressed a range of opinions about their experience of listening instruction in the classes. I will now describe the research instruments and data collection procedure.

3.6 Research instruments and data collection

This section details the six research instruments and procedures used for the study: a teacher survey, a learner survey, classroom observations, teacher interviews, learner focus groups, and learner listening journals.

3.6.1 Teacher survey

Fifteen teachers were recruited to complete the teacher survey.

Teacher survey design

Graham et al.'s (2014) three-part survey was adapted to gather data on the teachers' perspectives and practices of teaching listening (see Appendix 20). Graham and Santos (2015) comment on how surveys help identify what teachers claim to believe, prioritise, and do in the classroom. The survey was adapted in two ways in order to gather data for the study. First, because only quantitative data were needed from the survey, any open-ended questions from the original survey were omitted. Second, questions were rephrased to refer to pre-sessional EFL teachers rather than foreign language teachers. Other questions relating to the original secondary school context were also omitted. A limitation of the survey is that it presents pre-determined options for the teachers to choose from, rather than allowing them to give their own options. The teacher survey contained 16 questions which were mainly Likert-scale or multiple-choice items and was divided into three main sections as summarised in Table 3.3.

Table 3.3. Structure of teacher survey

Sections	Item types	Example item
Introduction/ Ethics	N/A	N/A
1. Teaching Background	Multiple-choice (x3)	<i>How many years have you been teaching?</i>
2. Teaching perceptions: how learners listen/ importance of listening	Likert-scale (x5)	<i>Which of the following are important to you when teaching listening?</i>
3. Self-reported teaching practices	Multiple-choice (x2) Rating (x1) Likert-scale (x4)	<i>Which of the following listening activities do you use with learners?</i>

Section 1 contained three multiple-choice questions on the teaching background of participants, how long they had been teaching, the levels they were teaching and had taught before. Section 2 contained five Likert-scale items to gather data on teachers' perceptions of teaching listening. Two items addressed perceptions on carrying out specific listening tasks and classroom atmosphere. Three further questions addressed teacher perceptions on how they help their learners. Section 3 gathered data on teachers' self-reported teaching practices. The first three items addressed perceptions of the importance of listening and the remaining four items asked teachers to report on their activity preferences. Piloting of the survey is reported in Section 3.9.

Teacher survey data collection

The online survey was completed on Qualtrics (<https://vuw.qualtrics.com>). The survey began with an online consent form and took around 20 minutes to complete. On completion, respondents were thanked for their time and given a \$15 gift card.

3.6.2 Classroom observation (field notes and recordings)

Three of the 15 teachers who completed the survey were observed teaching one 60-to-90-minute listening lesson each.

Classroom observation field notes design

Field notes were structured using *classroom procedures* and *justifications* headers modelled on those in Siegel's (2015b) and Graham et al.'s (2014) studies (see Appendices 21-22). This field note design provides a practical account of what teachers choose to do in the classroom. The template was designed to record the time, teacher instruction, and the reason for the task in order to understand the teachers' procedural and strategic knowledge of listening. Piloting of the classroom observation is reported in Section 3.9.

Classroom observation data collection

Three teachers, who indicated their interest in being observed, were emailed individually with classroom observation and interview information letters and consent forms. Additionally, a short meeting in person was arranged to explain teachers' participatory

requirements, answer their questions, and decide on suitable dates for the observation and interview. Before the classroom observation, each teacher signed a consent form. In class, I sat at an observation table by myself, away from the learners. The teacher explained to the class that I was observing the teacher and not the learners. During the observations, I did not speak to any of the learners or the teacher to maintain distance and avoid distractions. I audio-recorded the observation, followed the textbook lesson materials, and made notes. I transcribed the audio-recording verbatim after the observation.

3.6.3 Teacher interviews

The three observed teachers also participated in post-observation semi-structured teacher interviews.

Teacher interview design

Ten question prompts were modelled on those used by Siegel (2015b) and Graham and Santos (2015) (see Appendices 23-24). As Graham and Santos (2015) point out, interviews can explore what teachers did in their lessons and expand on responses from the survey. To facilitate this, questions from both studies were adapted to obtain information on teachers' general teaching beliefs and reasons for the teaching decisions noted during classroom observations. General questions were rephrased from Graham and Santos' (2015) original survey so as to relate to teachers in a pre-sessional context. Specific observation questions were adapted from Siegel's (2014) study so teachers could expand in more detail on their teaching decisions from the classroom observation. The interview was divided into three sections as summarised in Table 3.4.

Table 3.4. Structure of interview

Sections	Example question
Introduction/ Ethics	N/A
1. Background in teaching	<i>What unanswered questions do you have about listening?</i> (x3)
2. General listening perceptions	<i>Is it possible to teach learners how to listen more effectively?</i> (x3)
3. Self-reported listening practices	<i>Tell me about how you selected the text/task.</i> (x4)

Section 1 contained three open-ended questions on the teaching background of participants. The subsequent two sections contained seven open-ended questions about general attitudes towards teaching listening and activity preferences. Piloting of the interview is reported in Section 3.9.

Teacher interview data collection

The day after the observation, I provided each teacher with a summary of my field notes from the classroom observation to allow them to reflect on their teaching decisions for the upcoming interview. Interviews with each teacher took place two days after their respective observation. On the day of the interview, teachers signed a consent form. The probing questions and lesson observation notes were used to follow-up on interview points, allowing the participant to expand on ideas (Dornyei, 2007). Each semi-structured interview lasted about 45 minutes. The participant was thanked for their time with a \$15 gift card. Audio-recordings of the interview were transcribed verbatim.

3.6 4 Learner survey

Sixty-eight learners were recruited to complete the learner survey.

Learner survey design

The survey used for this study was based on two different surveys developed by Vandergrift et al. (2006) and Siegel (2013b) (see Appendices 25-26). Numerous studies (Goh & Hu, 2014; Vandergrift & Tafaghodtari, 2010; Zeng & Goh, 2015) have used Vandergrift et al.'s (2006) metacognitive awareness listening questionnaire (MALQ) to investigate the metacognitive awareness of learners in L2 listening. Further, Siegel's (2013b) survey questions focus on listening beliefs to identify learners' strategy awareness, approaches to listening tasks, and perspectives on their listening experience. Vandergrift et al.'s (2006) 21-item metacognitive awareness listening questionnaire was used in its original form to gather self-report data on the learners' metacognitive awareness of listening strategies. Additional questions were adapted from Siegel's (2013b) learner questionnaire. Questions relating to learner perceptions on their listening in general, experiences of listening, and their future strategy

use were rephrased to refer to pre-sessional EFL learners rather than university learners. Other questions relating solely to Siegel's (2013b) original university instruction were omitted as they were not relevant to this study's pre-sessional teaching context. A limitation of the survey is that it presents pre-determined options for the learners to choose from, rather than allowing them to give their own options. However, learners were given the option to write in their own options and comments on the survey. The survey contained 17 items which were mainly five-point Likert-scale questions and was divided into three main sections as summarised in Table 3.5.

Table 3.5. Structure of learner survey

Sections	Item types	Example item
Introduction/ Ethics	N/A	N/A
1. Background in learning English	Closed- type Multiple-choice (x4)	<i>What is your native language?</i>
2. Learner perceptions, training, experiences	Likert-scale (x4)	<i>What do you think about listening in general?</i>
3. Learner practices/ Strategies	Likert-scale (x6)	<i>How would you rate the following strategies?</i>
<i>Phase 2 participants only</i>		
3b. Learner activities (by stage)	Likert-scale (x3)	<i>How helpful are the following BEFORE listening in English?</i>

Section 1 contained four multiple-choice questions on the learning background of participants, their native and other languages spoken, and length of time learners had been studying English previously and at the ELI. Section 2 contained four Likert-scale items on learners' perceptions about learning to listen and how they can improve their listening. Section 3 contained five Likert-scale items that addressed learners' awareness of 21 listening strategies. A sixth item elicited self-reports on learners' future strategy use. For Phase 2 learners only, three additional items asked about *before-/while-/after-listening* activity preferences. Piloting of the learner survey is reported in Section 3.9.

Learner survey data collection

Sixty-eight of the 97 learners from six intact classes completed the pre-course learner survey online on Qualtrics (<https://vuw.qualtrics.com>). Of these 68 learners, 38 learners from three

of the classes also completed the survey again at the end of course. From the 38 surveys, five surveys were removed as they were not completed, resulting in a total of 63 responses for learner survey 1 and 33 for learner survey 2. Each survey began with an online consent form and took around 20 minutes to complete. Learners were also given an 'opt out' option if they no longer wanted to participate. After agreeing to the study's terms with the lead teacher, learners could access the survey from their class page on the Blackboard learning platform on any online device within a one-week timeframe.

3.6.5 Learner focus groups

There were five focus groups (n=20) conducted in Phase 1 with learners recruited from five of the six classes and three focus groups (n=12) conducted in Phase 2, with learners recruited from the three classes in the Phase 2 intervention.

Learner focus group design

Ten question prompts were used and modelled on those by Siegel (2015a) (see Appendices 27-28). These questions were adapted to elicit learners' general beliefs about listening and their strategy awareness. Yeldham (2017) describes how focus group interviews allow for researchers to gain an insight into learners' behaviours and perceptions which usually remain inaccessible through observation methods. Questions were rephrased from Siegel's (2015a) original survey to relate specifically to the pre-sessional context and the listening lessons so learners could expand more on the tasks and instruction used in the intervention. Focus group sessions were divided into four sections as summarised in Table 3.6.

Table 3.6. Structure of focus group sessions

Sections	Example question
Introduction/ Ethics	N/A
1. Background in learning listening	<i>Tell me about what you listen to (x3)</i>
2. General listening practices	<i>When listening, what do you find easy? What is difficult? (x2)</i>
3. Reflections on strategy use	<i>Which of the following are important to you? (x3)</i>
4. Listening in the future	<i>What do you think would help you to improve your listening in English? (x2)</i>

Section 1 contained three open-ended questions on participants' experiences of listening in English outside of the classroom. The subsequent two sections contained five open-ended questions about general attitudes towards listening and self-reported strategy use in lessons. The remaining three questions asked learners to report on their future listening practices. Piloting of the focus group is reported in Section 3.9.

Learner focus group data collection

Phase 1 learner focus group sessions consisted of four learners randomly chosen from each of the five classes (n=20); the sixth class indicated that they did not want to participate. Of these 20 learners, 12 learners from three of the classes also participated in a second focus group for Phase 2. Learners were individually emailed information letters and a suggested time and date for the focus group. Each learner responded, confirming their willingness to participate.

Each focus group consisted of four learners who were class peers. On the day, the focus group rules and questions were presented to participants and each learner signed a consent form. Learners were given the MALQ strategies and lesson material examples to assist in answering questions. I moderated each focus group session from a separate table to minimise the influence of my presence. Primarily, my role was to control the time, provide guidance if needed, and to encourage participants to contribute (Dornyei, 2007). Each focus group lasted about 45 minutes. Each participant was thanked for their time with a \$15 gift card. Audio-recordings of the focus group were transcribed verbatim.

3.6.6 Learner listening journals

Learners in the self-study (n=13) and classroom instruction (n=11) classes each completed five listening journals (see Appendix 29).

Learner listening journal design

Three journal prompts were used and modelled on those from previous studies (Chen, 2016; Roe, 2013; Takaesu, 2013). Previous studies have used Flavell's (1979) metacognitive knowledge framework to develop journal prompts (e.g., Goh & Taib, 2006; Graham, 2006).

These prompts help to train learners directly in understanding how they learn by considering the listening difficulties they experience (Goh, 2000) (See Section 2.6.1). Vandergrift (2015) also comments on how using journals provides learners with opportunities to reflect on their listening, strategy use, and progress. Goh (2000) maintains that this metacognitive focus on individual problems helps learners view their overall mental processes and listening difficulties using a systematic self-evaluative approach. The three main prompts were adapted from Takaesu's (2013) Lecture Listening Form to understand the learners' thinking process while they listen. Further sub-questions were adapted from Roe (2013) and Chen (2016) and added to each of the three main prompts to help learners focus on the listening process they had engaged in, the difficulties they had encountered, and the goals they had set themselves for the next listening. The journal was divided into three sections as summarised in Table 3.7.

Table 3.7. Journal Structure

Sections	Example question
1. Observations	<i>How did you feel about your listening today? (x4)</i>
2. Reflections	<i>Did you meet your listening goal today? (x3)</i>
3. Goals	<i>What will you do differently to help you next time? (x3)</i>

The three prompts asked learners to report on their observations about the lesson, reflect on the listening process, and identify future goals after their respective *TED Talks*-based listening lessons (see Appendices 30-31). These prompts were rephrased from the original journal examples to provide learners with a clearer and more systematic framework to reflect on their listening. Piloting of the journal is reported in Section 3.9.

Learner listening journal data collection

Self-study (n=13) and classroom instruction (n=11) learners received the *TED Talks*-based listening intervention as part of their regular EPP input. Prior to the Phase 2 intervention, lead teachers provided their classes with a summary of the research and invited all the learners in these classes to contribute their listening journals to be used as data in this study. Each learner signed a listening lesson/journal consent form. Each 60-minute lesson consisted of *before-listening/while-listening/after-listening* stages, journals, and feedback, as summarised in Table 3.8.

Table 3.8. Lesson timings for self-study and classroom instruction lessons

Self-study and Classroom Instruction	
Time	Lesson Stage
10 mins	<i>Journal and lesson guidelines and/or feedback (pre-lesson)</i>
20 mins	<i>Before-listening - Tasks A/B/C/D/E</i>
20 mins	<i>While-Listening -Task F</i>
20 mins	<i>After-Listening -Task G/H</i>
15 mins	Journal

For both classes, learners had 15-minutes to complete their journal after 60-minutes of the lesson time elapsed. Listening lessons and journals were collected after each class to prepare group feedback for the next class. I then typed and saved their handwritten journal accounts as Microsoft Word documents. Section 3.7 details the development of the *TED Talks*-based listening lessons used in Phase 2 of this study.

3.7 Development of *TED Talks*-based Listening Lessons

This section details the design of the intervention study. Five *TED Talks*-based listening lessons related to the EPP themes were developed for each classroom instruction and self-study group as part of the metacognitive instruction intervention in Phase 2. The quasi-experimental design of the intervention is summarised in Table 3.9 below:

Table 3.9. Quasi-experimental research design

Trimester 1 (March 2019-June 2019)				
Week	Instrument	Data Sought	Learners	
			SS	CI
2	Pre-intervention MALQ/ Focus Group	Self-report data on metacognitive awareness and use of listening strategies	✓	✓
3	Lesson1/Journals	Qualitative accounts of how learners use listening strategies	✓	✓
5	Lesson2/Journals		✓	✓
9	Lesson3/Journals		✓	✓
11	Lesson4/Journals		✓	✓
13	Lesson5/Journals		✓	✓
14	Post-intervention MALQ/ Focus Group	Self-report data on metacognitive awareness and use of listening strategies	✓	✓

Note: SS = *Self-study Intervention Groups (Computer room TED Talks-based strategy instruction)*

CI = *Classroom Instruction Intervention Group (Classroom based TED Talks-based strategy instruction)*

As Table 3.9 shows, I delivered metacognitive strategy instruction to self-study and classroom instruction learners every two weeks during the 14-week course (researcher-teacher risks are discussed in Section 3.5).

The self-study and classroom instruction group both received the 2-3 hours of regular instruction each week in the EPP listening programme. In addition, both groups also received five 75-minute *TED Talks*-based listening lessons, as part of the metacognitive instruction intervention (see Table 3.9 and Appendices 30-31). Self-study learners met in the computer laboratory and classroom instruction learners met in their regular classroom for their intervention lessons. These learners also completed journal entries after each *TED Talks*-based listening lesson to provide introspective data for Phase 2.

The control group completed listening lessons from the regular instruction given in the EPP listening programme (see Table 3.2 and Section 3.4). Control group learners were taught by another teacher and received no strategy instruction with *TED Talks*-based listening lessons created for this study.

3.7.1 A theoretical model of *TED Talks*-based listening strategy instruction

The TBMIL (task-based metacognitive instruction for listening) framework adapted from Goh (2018a) was used as the template for developing the *TED Talks*-based listening lessons (See Figure 2.3). Each lesson employs a process-oriented metacognitive frame to engage learners in using top-down and bottom-up approaches (see Table 3.10). Each 20-minute *before-listening*, *while-listening*, and *after-listening* stage integrates nine routine metacognitive awareness listening questionnaire (MALQ) planning/evaluation (PE), person knowledge (PK), and problem-solving (PS) strategies: PE1, PE10, PE14, PE20, PE21, PK3, PK8, PK15 and PS9 (Vandergrift et al., 2006) (see Table 2.11). Table 3.10 summarises the strategy instruction framework.

Table 3.10. *TED Talks* Strategy Instruction framework – Lesson Overview

Stage	Task	Metacognitive Strategies	TD/BU Skill	<i>TED Talks TBMIL</i> pedagogical stages (Individual or group approach)
Metacognitive Instruction	A	Person Knowledge/ Problem Solving		1. Learners focus on how they feel about listening.
	B	Planning/Evaluation		2. Learners look at lesson tasks. They plan which will be more helpful for their listening and explain why.
	C	Mental Translation		3. Explicit strategy practice (e.g., ‘ <i>focus on...translation</i> ’- how to translate, use synonyms, and collocations).
Before-Listening	D-i	Problem Solving	TD	4. Learners discuss what other similar texts relating to the topic they have read/listened to.
	D-ii	Planning/ Evaluation	TD	5. Learners look at the title and photos and write in the ‘ <i>before-listening</i> ’ prediction box. They also decide what their goal is as they listen.
	D-iii	Mental Translation	TD/BU	6. Learners look at key words and use one of the ‘Task B’ skills to translate, define, or use synonyms.
While-Listening	E	Person Knowledge	BU/TD	7. Learners listen to the <i>TED Talk</i> twice and write notes both times. After the first listening, they check, confer, or complete any F-G tasks, before the second listening.
After-Listening	F	Mental Translation	BU	8. Learners compare notes (with peers or transcript), check completed tasks, and add additional answers. 8a. Learners complete ‘ <i>after-listening</i> ’ prediction box.
	G	Problem Solving	BU/TD	9. Learners use their notes and complete the quick summary task (e.g., draw three images to show ‘problem’, ‘solution’, evaluation’).
Metacognitive Instruction	H	Mental Translation		10. Learners reflect on the ‘ <i>focus on...</i> ’ skill and evaluate which approach they used (if any).
	Journal	Person Knowledge		11. Learners reflect on their listening by writing a brief summary/opinion. 11a. Learners write about ‘my observations’ (what went well), ‘my reflection’ (what they had difficulties with) and ‘my goals’ (what they will do differently next time).
		Problem Solving		
		Planning/Evaluation		

3.7.2 Selecting *TED Talks* for academic listening lessons

Using the strategy framework in Table 3.10, I developed eight *TED Talks*-based academic listening lessons for each EPP textbook (see Table 3.1). *TED Talks* were selected using Romanelli, Cain and McNamara’s (2014) Essential Aspects *TED Talks*/Academic Lecture checklist. Next, vocabulary profiles were created following Coxhead and Walls’ (2012)

Compleat Lexical Tutor method. Finally, MALQ strategies (Vandergrift et al., 2006) and micro skills (Field, 2008) were integrated into both self-study and classroom instruction lessons. Each of these selections will now be discussed in turn.

TED Talks selection

First, a *TED Talks* corpus was created to match the eight academic themes used in the two EPP textbooks (see Appendix 32). Once potential talks were chosen, the academic lecture and *TED Talks* characteristics were compared using Romanelli et al.'s (2014) Essential Aspects Checklist (See Table 2.21). Prompts compared each chosen *TED Talks*' subject, timeframe, speaker's nationality, structure, and visual aids content. Thus, guided by Romanelli et al.'s (2014) checklist, I could confirm if talks were under 12-minutes and presented in English, related to the course theme, featured an analytical approach (e.g., problem and solution), and included PowerPoint visuals. Once confirmed, a vocabulary profile was created for each *TED Talk*.

Vocabulary Selection

Second, a vocabulary profile was created to further check the suitability of each *TED Talk*. Following Coxhead and Wall's (2012) method, the Compleat Lexical Tutor Vocab Profile (classic) generated a K1/K2 plus proper nouns, academic word list (AWL), and off-types word list vocabulary profile for each *TED Talk*. To provide an extra vocabulary resource, Vocab Profile Compleat (BNC-COCA Core-25) created individual K1-K10 word lists by frequency (see Appendices 30-31).

MALQ Strategies

Third, 21 metacognitive awareness listening questionnaire strategies were integrated into the *TED Talks*-based listening lessons (Vandergrift et al., 2006) (see Table 2.11). These strategies were coded by category and then numbered (e.g., PE1) for easier identification during analysis. Nine strategies, relating to Planning/Evaluation (PE1, PE10, PE14, PE20, PE21), Person Knowledge (PK3, PK8, PK15), and Problem Solving (PS9), were used in every lesson to provide metacognitive thinking and reflection opportunities for learners in each learning condition.

To minimise cognitive demands on learners, the remaining 12 MALQ strategies were integrated into alternate lessons. Each lesson includes the nine 'routine' strategies listed above and an additional six to seven strategies (See Appendices 33-34). These strategies provide opportunities for learners to practise their mental translation of key vocabulary, direct their general or specific attention, or problem-solve by addressing their listening difficulties (e.g., re-focusing their attention if the presenter speaks too fast).

In addition, the strategies were complemented by five listening micro-skills (Field, 2008):

- Inferencing (to guess meaning from input),
- Cues (to recognise linking language/signposting),
- Key Words (to introduce and use vocabulary for specific information),
- Discourse Markers (to interpret general to specific meaning), and
- Prosodic/Kinesic Cues (to help comprehension using voice or visual prompts).

After downloading each of the *TED Talk* transcripts from the *TED Talks* website, each transcript was checked for discourse markers, prominent cues, or key words to facilitate micro-skills practice in each lesson (See Section 2.4.2). Tasks for each of the micro-skills and strategies were developed as guided by Goh's (2018b) five types of listening task (see Table 2.14). This adapted framework provides learners with communicative practice in using a real-world listening resource while using explicit metacognitive strategies as part of the lesson.

3.7.3 Designing the *TED Talk* lessons

Self-study and classroom instruction lessons were developed using the task-based metacognitive instruction for listening model and task types (Goh, 2018a). Table 3.11 presents each instruction type in more detail.

Table 3.11. TED Talks-based listening lessons by instruction

Stage	Task	Task Type	Instruction Type	
			Classroom Instruction	Self-study Instruction
Metacognitive pre-listening Instruction	A	MA	- Self-report on 4 routine Likert-scale MALQ strategies (PK3, PK9, PK15 and PS8)	-Self-report on 8 routine listening activities (e.g., predictions)
	B	MA	- Self-report on alternating Likert-scale MALQ strategies used in this lesson	- <i>Before-listening</i> timeline
	C	MA	- Look at tasks and think about how to complete them using strategies	- <i>While-listening</i> timeline
	D	PA	- ' <i>Focus On...</i> ' micro-skills activity (e.g., discourse markers, key words, cues)	- <i>After-listening</i> timeline
Before-Listening	E-i	PLT	- Use title and topic to activate any previous knowledge related to the topic	- Use title, topic and four images predict what the talk is about (activate any previous knowledge related to the topic)
	E-ii	PLT	- Use four images to predict what the talk is about	
	E-iii	MT PK	- Define, translate or discuss the vocabulary from box provided - Write percentage to show understanding	- Use lesson tasks and/or the online transcript to note any key words in the blank vocabulary box
While-Listening	F	NPLT	- Use <i>Top Tip</i> to write notes while listening. - Listen to the talk twice. - Change pens the second time. - Write percentage to show understanding.	- No <i>Top Tip</i> - Listen to the talk twice. - Change pens the second time. - Write percentage to show understanding.
After-Listening	G-i	NPLT PA	- ' <i>Focus on...</i> ' micro-skills – specific details	- Comprehension activity – specific details
	G-ii	CLT PLT	- Comprehension activity – general details	- Comprehension activity – general details
Metacognitive post-listening Instruction	H	MA		- Self-report on MALQ strategies used in this lesson
	Journal	MA	- Write percentage to show understanding. - Write a summary/opinion - Complete observations, reflections and goals.	- Write percentage to show understanding. - Record times watched, subtitles and/or transcript used - Write a summary/opinion - Complete observations, reflections and goals.

Task type: CLT=Communicative Language Task/NPLT=Non-Participatory Listening Task/
PLT=Participatory Listening Task/MA=Metacognitive Activity/PA=Perception Activity

Table 3.11 summarises the main sections of the self-study and classroom instruction lesson. Each lesson was divided into five sections (*metacognitive pre-listening, before-listening, while-listening, after-listening, and listening journal*). Each *metacognitive pre-*

listening/before-listening (Tasks A-E), *while-listening* (Task F), and *after-listening* (Task G) stage took 20 minutes each to complete. The final *listening journal* stage was allocated an additional 15 minutes for each participant to write their journal.

The classroom instruction intervention was implemented using the following procedure (see Appendix 30 for a lesson example). The classroom instruction group met in the classroom every other week for each of their *TED Talks-based* metacognitive instruction intervention lessons. Each learner completed the lesson following teacher-led instruction and group work (3-4 learners) in the classroom.

In *metacognitive pre-listening* Activity A, learners self-reported on four MALQ strategies (PK3, PK8, PK15 and PS9), using a six-point Likert-scale ranging from *Strongly Agree* to *Strongly Disagree*. Next, Activity B introduced alternating lesson specific strategies to the learner. Again, learners self-reported on how often they used these strategies and specific lesson skills. Activity C encouraged learners to look at the lesson and plan how they will approach the activities. By asking learners to think about how they will listen, they could plan and evaluate their strategy use. Activity D introduced the '*Focus On...*' micro-skills (e.g., discourse markers, key words, or cues from the transcript) to give learners the opportunity to use a range of strategies more practically.

In *before-listening*, Activity E presented learners with three tasks. First, learners thought about the title and made notes about what they have read or listened to which is similar to the topic. Next learners used the four images provided to predict what the talk was about by writing their initial ideas in the '*Ideas before I listen*' box. Finally, learners defined, translated, or checked the words from the vocabulary box provided. To measure individual comprehension, learners also recorded '*how much do I understand?*' at the end of the *before-listening* section. In *while-listening*, Activity F provided learners with a *Top Tip* related to notetaking before the talk was played twice for learners to write notes as they listen. Learners changed their pens the second time to distinguish their notes between the first and second listening. Learners wrote notes (e.g., figures, numbers, phrases) before completing the *how much do I understand?* box. In *after-listening*, Activity G presented learners with four tasks. First, learners reviewed their notes from the '*Focus on...*' micro-skills activity and

used the vocabulary box and their notes to complete the task. Next, learners summarised the general ideas from the talk before evaluating and clarifying their understanding in a peer discussion. Finally, learners updated their ideas in the '*Ideas after I listen*' box.

The self-study intervention was implemented using the following procedure (see Appendix 31 for a lesson example). The self-study group met in the computer room every other week for each of their *TED Talks-based* metacognitive instruction intervention lessons. Each learner completed the lesson on their own using a computer.

In *metacognitive pre-listening*, Activity A asked learners to reflect on how they use the eight activities (e.g., predictions) presented in each lesson using a six-point Likert-scale ranging from *Strongly Agree* to *Strongly Disagree*. Activity B, C, and D prompted learners to record what they did and how long they spent on each activity by completing a timeline. Using minimum instruction, learners can reflect on how best they would like to proceed with the lesson.

In *before-listening*, Activity E presented learners with two tasks. First, learners used the four images provided to predict what the talk was about by writing their initial ideas in the '*Ideas before I listen*' box. Next, learners were provided with a blank *Vocabulary Box* to note key words after looking through the lesson tasks and/or transcript. In *while-listening*, Activity F provided learners with the same notetaking page as the classroom instruction group. However, the *Top Tip* was removed, allowing learners more flexibility to choose how they would like to listen. In *after-listening*, learners completed two tasks. In Activity F, a selection of comprehension, information transfer, and opinion tasks encouraged learners to use their notes to complete the activity. In Activity H, learners self-reported on their listening experience using the MALQ checklist. Learners used the MALQ record to compare the different strategies they used each week throughout the course.

In both types of instruction, the *listening journal* presented learners with three sections. First, learners completed the final *how much do I understand?* box. Asking learners to record their level of comprehension at the end of each *before-/while-/after-listening* stage helps them to monitor if their listening improves more tangibly throughout the lesson.

Secondly, the summary and evaluation box asked learners to briefly summarise and evaluate the talk in their own words to practise their summarising and opinion writing skills. Thirdly, learners answered three evaluative questions about their *observations*, *reflection*, and *goals for next time*. In *observations*, learners looked back through the lesson and explained what helped them understand the talk and identified which activities worked well. In *reflection*, learners decided if they had met their listening goal (from *before-listening*), identify what was difficult, and describe what they did to understand the talk more easily. In *goals*, they were asked what they would do next time. The same prompts were used for all journals.

This innovative model provides an integrated communicative and metacognitive-based L2 listening approach for teachers to teach with and learners to learn from. To my knowledge, this is the first study to adapt the TBML framework for use with *TED Talks* in a pre-sessional academic programme. The next section presents the data processing and analysis performed.

3.8 Data Processing and Data Analysis

This section describes the quantitative and qualitative data processing methods and analysis. Data analysis was performed using SPSS for quantitative data and a thematic analysis method was adopted for qualitative data. The software platform SPSS (www.ibm.com/SPSS-statistics) was used to generate descriptive and inferential statistics from survey data. Braun and Clarke's (2006) thematic analysis method was used to code and classify focus group, interview, classroom observation, and journal data.

3.8.1 Quantitative data processing and analysis

The process of quantitative data analysis consists of analysing primarily numerical data using statistical methods to show results (Dornyei, 2007). According to Dornyei (2007), these numbers are used to illustrate shifts between people and their interactions, varying by time, social, or cultural contexts. In this thesis, quantitative data comprised of teacher and learner surveys from both phases. For Research Question 1, 15 teacher surveys described how teachers teach listening. For Research Question 2, 63 pre-course learner surveys from six intact classes described how learners learn from listening. For Research Question 3, 33 pre-course/post-course surveys obtained from learners in three of the six classes investigated

the effect of the learning processes in a *TED Talks*-based programme in three intervention conditions (a self-study, a classroom instruction, and a control group). The following explains the quantitative survey data processing stages and then details the data analysis.

Quantitative data processing

All teacher and learner survey data were processed using the following six key stages in quantitative data analysis as outlined in Table 3.12.

Table 3.12. Survey data processing stages (adapted from Phakiti, 2015, pp. 32-35, p. 40).

Stage and description
<p><i>Stage 1: Checking and organising data</i></p> <p>The researcher checks all survey sections and items have been completed. Participants are anonymised using identification codes for easy reference when checking data accuracy later.</p>
<p><i>Stage 2: Coding data</i></p> <p>The researcher adds data codes and numerical values to simplify the data process. Nominal, ordinal or interval codes are used for analysis. Nominal (or categorical) data organises responses by group or classification (e.g., native speakers and non-native speakers). Ordinal (or ordering) data organises Likert-scale responses by rank (e.g., Always [coded 3], Sometimes [coded 2], Never [coded 1]). Ordinal data “allows us to express differences in individuals’ characteristics... [rather than] the degree of these differences” (p. 33). Interval data organises responses by the distance of two units of measurement (e.g., test scores, years studied and age).</p>
<p><i>Stage 3: Entering data into a computer program</i></p> <p>After data has been coded, the researcher runs the data in a statistical software programme (e.g., SPSS). Data entry includes naming data files, defining the coding and numerical variables, entering data and naming designated files.</p>
<p><i>Stage 4: Screening and cleaning data</i></p> <p>Once the data has been entered on a computer programme, the researcher undergoes a decision-making process concerned with missing data, potential outliers, or incorrect data entry (e.g., if a maximum numerical value is 6, but the programme reports it as 66). Data screening involves performing several visual tests (e.g., charts, diagrams) to identify and correct data problems or remove any missing or incorrect data.</p>
<p><i>Stage 5: Analysing the reliability of the data</i></p> <p>Next, the reliability of the data instrument is checked to ensure the study is valid. Tests to check consistency are required to capture the target item across different points in time and discriminate if participants possess different levels of the construct of interest within the study (e.g., motivation levels).</p>
<p><i>Stage 6: Reducing data</i></p> <p>In the final stage, the researcher can manage the analysis by reducing the data. Multiple items can be grouped to assess one construct (e.g., metacognitive strategy use can be divided by planning, monitoring and evaluating factors). Grouping together items that have the same construct of interest results in a representative measurement. Correlation coefficients inform whether the items measure the same construct (e.g., a scale of 1 to 0 shows if the variables are correlated (i.e., 1) or uncorrelated (i.e., 0). Reliability analysis shows if individual items should be included. Exploratory factor analysis reduces the number of items for use in inferential statistics analysis.</p>

As shown above, these stages can assist in preparing the numerical data for statistical analysis (Dornyei, 2007). Hence, guided by these stages, all teacher and learner survey data were exported from Qualtrics to Excel. First, checking the data resulted in removing six incomplete surveys (one teacher and five learners) (see Appendix 20, 25-26). Then, participant surveys were organised by identification code (e.g., T1, L14) before saving the data as individual spreadsheets in their respective group. Each teacher and learner were allocated these codes to observe privacy, confidentiality, and anonymity throughout the study (Dörnyei & Taguchi, 2009). Second, the data were coded by numerical value. Ordinal data to identify the rankings for each of the five or six-point Likert-scale responses were added. Interval data were coded with *pre*- and *post*- markers to differentiate between the two surveys used in Phase 2. As data were organised by group, nominal codes were not required. Table 3.13 shows examples of the data organising and coding by each learner's individual pre-/post survey item response on Excel.

Table 3.13. Excel sheet coding example of survey responses

Learner Code	PRE MT4	PRE MT11	PRE MT18	POST MT4	POST MT11	POST MT18
L11	3	4	3	4	5	4
L12	2	3	3	2	4	5
L13	2	3	3	3	2	2

Notes: White = Pre-survey response, Grey = Post-survey response

Third, each of the spreadsheets was imported to SPSS. The data were then re-entered to include shorter codes and to classify the Likert-scale ratings (e.g., 5=*strongly agree*). These files were then saved in SPSS. Fourth, several tests were conducted to check and clean the data. Descriptive statistics were used to check the numerical values entered and Tukey's Test created bar charts to visually screen the data for errors. Fifth, the data reliability was analysed. Cronbach's Alpha tests were conducted on Vandergrift et al.'s (2006) 21-MALQ items using their five original subscales to check the reliability of the standardised items and check the construct of interest between the target items (Phakiti, 2015). Once the data were processed, both descriptive and inferential data analyses were conducted.

Descriptive and inferential statistics data analysis

Following the processing stage, all survey data were analysed using descriptive statistics and Phase 2 data were also analysed using inferential statistics. Descriptive statistics investigate the “opinions, perceptions and attitudes of learners (e.g., language needs) by reporting the average score, frequency or ranking” whereas inferential statistics examine the “causal-like or linear relationship between two or more learners (e.g., language proficiency, teaching method)” (Phakiti, 2015, p. 28). Statistical tests provided further reliability to the analysis. Table 3.14 summarises the survey data analysis used for each phase.

Table 3.14. Survey data statistical analysis (adapted from Phakiti, 2015, pp. 36-41).

Descriptive statistics (Phase 1/Phase 2)		Inferential statistics (Phase 2)	
Measures of...	Definition	Measures of...	Definition
Line graphs	Show the changes from one point to another	Probability & significance values (p = p value)	The probability the statistical finding occurs by chance P < 0.05 = 5 in 100 errors P < 0.01 = 1 in 100 errors
Bar graphs	Show pre-/post differences between two points		
Central Tendency (M = Mean)	Overall picture of the data using the mean sum (total score/number of scores)	Effect Sizes (d = Cohen’s d)	The distinction between statistical and practical effect. Cohen’s d effect size: 0.2 (small = 1/5 of a SD) 0.5 (moderate = 1/2 of a SD) 0.8 (high = 8/10 of a SD)
Dispersion (SD = Standard Deviation)	How much the data varies from the Mean		
Frequency (Percentages)	Cumulative percentages		
Statistical tests			
Pearson’s Correlations (Phase 2)		Paired-samples & independent t-tests (Phase 2)	
Checks the systematic relationship between two variables (e.g., paired-samples t-test). Pearson Correlation: (r) = 1 [linear relationship] Pearson Correlation: (r) = 0 [no relationship] [0.25 = small; 0.40 = medium; 0.60 = large] (See Plonsky & Oswald, 2014, p. 889)		Determines the differences or change between two variables (e.g., time, groups). <i>Dependent</i> : Examines if two mean scores from the same group differ significantly. <i>Independent</i> : Examines if the mean scores between two groups are significantly different.	
Cronbach Alpha (Phase 1/Phase 2)			
Checks the reliability of the original subscales for survey items: Cronbach Alpha: $\alpha = >0.60$			

As Table 3.14 shows, the statistical analysis measures above provide “systematic, rigorous, focused and tightly controlled” methods in presenting precise and reliable data (Dornyei, 2007, p. 34). Hence, guided by these analyses, descriptive statistics generated frequency,

mean, and standard deviation figures for all teacher and learner survey data in SPSS. As the data examples show in Table 3.15 and 3.16, descriptive statistics for each survey question were generated by phase for each group: 15 teachers and 63 learners in Phase 1 and for each of the three classes in Phase 2.

Table 3.15. Example of SPSS frequency statistics

Listening Frequency		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Once a week	1	6.3	6.7	6.7
	2-3 times a week	7	43.8	46.7	53.3
	More than 3 times	7	43.8	46.7	100.0
	Total	15	93.8	100.0	
Missing	System	1	6.3		
Total		16	100.0		

Table 3.16. Example of SPSS mean and standard deviation statistics

Listening Emphasis		RateLis	RateSpek	RateRead	RateWrit
N	Valid	15	15	15	15
	Missing	1	1	1	1
Mean		2.40	3.13	2.80	2.80
Median		2.00	3.00	3.00	3.00
Mode		2 ^a	3	3	3
Std. Deviation		.632	.743	.414	.414

In the abbreviated example shown, Table 3.15 shows the frequency and percentage provided to the question. Table 3.16 shows the mean, median, mode and standard deviation numbers for the four responses to the question. These responses were retabulated to illustrate the results using these descriptive statistics. Following the descriptive statistical analysis, inferential statistics were then generated to analyse survey data for Phase 2. I conducted paired-samples t-tests to generate p-values for each item and then by factor to check comparisons and reliability for each question, as the data examples show in Table 3.17.

Table 3.17. Example of SPSS coding of paired samples statistics (p-value)

Pre/ Post	Strategy	Mean	Mean	Std. Error Mean	Lower Confidence value	Upper Confidence value	T	df.	(P-value) Sig. (2-tailed)
Pair 1	PRMALQPE1 - POSTMALQPE1	-.846	2.230	.619	-2.194	.502	-1.368	12	.196
Pair 2	PRMALQPE14 - POSTMALQPE14	-.846	1.573	.436	-1.797	.104	-1.939	12	.076
Pair 3	PRMALQPE20 - POSTMALQPE20	-1.462	.877	.243	-1.992	-.932	-6.008	12	.000
Pair 4	PRMALQPE21 - POSTMALQPE21	-.846	1.144	.317	-1.537	-.155	-2.668	12	.020

In the abbreviated example shown, the data provided the p-value for each item. These responses were reported alongside the pre-/post- descriptive statistics for each item. Pearson's Correlations were conducted to check the reliability between the subscale items and the relationship between these two variables. However, the sample sizes ($n < 10$) were too small to provide any stabilised numbers and were not included in the current study. Thus, a reliability analysis using Cronbach's Alpha generated the α -value of the items in each subscale to show the acceptable reliability ($\alpha = > 0.60$) for each group (Wang & Treffers-Daller, 2017) (see Appendix 35). Table 3.18 shows some of the data examples.

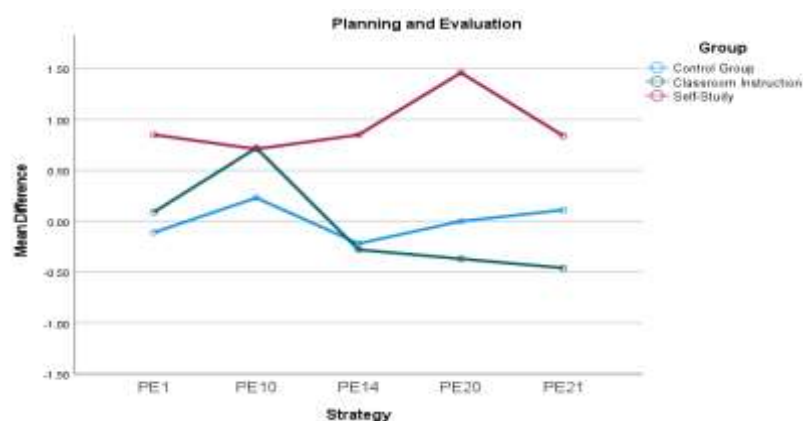
Table 3.18. Example of SPSS reliability analysis using Cronbach's Alpha (α -value)

Reliability Statistics – PE		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.728	.735	5

Further, Cohen's d effect sizes (d-values) were calculated using the within-subjects calculator at https://memory.psych.mun.ca/models/stats/effect_size.shtml to show the practical significance of these statistics in relation to the smaller sample sizes used in this thesis (see Appendix 36). Both of these tests required the pre-/post-survey means and standard deviation statistics generated from the descriptive statistics data analysis. P-values were used to present whether the mean scores between the Phase 2 learner groups were significantly different (Phakiti, 2015) and effect sizes in terms of Cohen's d were used to measure the impact of the independent variable on the dependent variable (Yeldham, 2016a).

Upon completing the inferential analysis, the sample sizes were rendered meaningless to identify meaningful effects in the data. To strengthen the descriptive data analysis, line graphs were created on SPSS to visualise the pre-/post-course mean differences for each of the items for the three groups, as the data examples show in Table 3.19.

Table 3.19. Example of mean differences by items per group



Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Individual bar graphs were also created for each of the items to determine whether the mean difference in each group was driven by most individuals in a group or by a small minority of respondents per group. Although these results were examined on the condition that the pre-/post-course mean difference presented in the preceding line graph was meaningful, the bar graphs for all items for each group have been presented in Appendix 37. The next section details how the qualitative data were processed and analysed.

3.8.2 Qualitative data processing and analysis

The process of qualitative data analysis consists of analysing primarily open-ended non-numerical data using non-statistical methods to show results (Dornyei, 2007). According to Dornyei (2007), qualitative research features consist of an emergent research design that includes a number of data sources (e.g., interviews, journals). Research settings, the sample size, and the interpretative analysis all contribute to capturing rich and complex details (Dornyei, 2007). In this thesis, qualitative data comprised of teacher observations and interviews, and learner focus groups and journals from both phases. For Research Question 1, observations from three classroom lessons and three post-observation interviews present

teacher practices and views of teaching listening. For Research Question 2 and 3, five pre-course focus groups in Phase 1 and three post-course learner focus groups in Phase 2 were used to obtain learner accounts on their perceptions and practices of listening. For Research Question 3, 24 participants from the self-study and classroom instruction intervention classes completed five listening journals each (totalling 120 journal entries) during the 14-week course to reflect on their listening lessons. The following explains the qualitative data processing stages and then details the qualitative data analysis.

Qualitative data processing

All classroom observation, interview, and journal data (see Appendix 22, 24, 28 and 29) were processed using the following six stages thematic analysis outlined for in Table 3.20.

Table 3.20. Thematic analysis stages (adapted from Clarke & Braun, 2013 pp. 4-5).

Stage and description
<p><i>1. Familiarising yourself with data</i> Immerse and familiarise by reading and re-reading the data and noting initial observations.</p>
<p><i>2. Generating initial codes</i> Generating labels for important features of data that are relevant to the research question. Every item should be coded to aid in reducing, analysing, and capturing semantic and conceptual readings of the data.</p>
<p><i>3. Searching for themes</i> Themes are coherent and meaningful patterns from data that are relevant to the research question. Codes should be grouped together to actively find similarities to form themes.</p>
<p><i>4. Reviewing themes</i> The themes are checked to see if it works as a standalone code extract and if it tells a convincing story about the data. The nature of each theme is then established while deciding whether to combine, split or discard them.</p>
<p><i>5. Defining and naming themes</i> Theme development continues by writing a detailed analysis of each theme (e.g., asking ‘what story does this theme tell?’). Each theme is then identified and named.</p>
<p><i>6. Producing the report</i> The themes are weaved together to form an analytical narrative to create a coherent and persuasive story about the data which is contextualised in relation to the literature.</p>

As Table 3.20 shows, thematic analysis is “a method for identifying, analysing, and reporting patterns (themes) within data” (Braun & Clarke, 2006, p. 6). The journal data were also quantitized, converting the qualitative thematic data (e.g., categories and themes) into quantitative numerical codes (e.g., frequency scores, scales) (Dornyei, 2007). For analysis, the

qualitative data were divided into two sets: spoken (teacher interviews and learner focus groups) and written (classroom observations and learner journals).

Qualitative data analysis

The spoken qualitative data (teacher interviews and learner focus groups) for this thesis were guided by the six stages above (see Appendices 37-38).

First, the spoken qualitative data were transcribed verbatim and anonymised by group (e.g., T1). The transcripts included the start/end time of the question or quote, the question asked by the interviewer and the response given by the participant. An example of the transcript is shown in Table 3.21.

Table 3.21. Example of transcript from teachers interview

Start– End Time	Question/Answer?
00.40	How did I teach listening last trimester?
00.41- 1.33	I guess I always... I always do the pre-listening activity and the prior knowledge, making predictions, because I always, and I always say to students if you do this, it will help your understanding, you know? And I try to give them accessible texts, I guess... so for quick listens particularly, I use ESL News because it's a nice speed. The old.. the person that used to do it – there's now another person that now does it, so I use old texts, but still relevant content. And I guess.. you know, I just use the theme listening. Yeh..
1.34	So what's your biggest challenge when you teach with the texts or the theme listenings?
1.38- 2.18	Time, possibly. Just having enough time possibly. And that's the beauty of the LLC, students have time to go over things for themselves. I find that doing a listening in class is difficult sometimes when some students get it quickly and others don't. And you want to replay it for the people that didn't get it. But the others are thinking, we don't, we want the answers right now. So I think, I would guess, that would be one challenge. I don't know... I can't think of anything else...

Second, possible themes were allocated to the data and organised by using a code and the original question as a sub-topic (e.g., *1.1 Teaching background*), as shown in Table 3.22 and 3.23.

Table 3.22. Working themes from the teacher survey and interview questions

Code	Question – Possible Theme	Teacher Survey Question (see Appendix 20)	Interview Question (see Appendix 24)
1.1	General questions /teaching background	1, 2, 3	1
1.2	Teaching materials/textbook/resources		2, 3, 6, 7
1.3	Classroom management/ Class components used	7, 13	4
1.4	Listening activities	8, 9, 10	5
1.5	Learner perceptions of listening	11,12a, 12b, 12c	8
1.6	Teaching of listening	4, 5, 6, (12a), (12b), (12c), (13)	9a, 9b, 9c, 9d 9e, 9f, 9g, 9h

Table 3.23. Working themes from the learner survey and focus group questions

Code	Question -Possible Theme	Learner Survey Question (see Appendix 25)	Focus Group Question (see Appendix 28)
2.1	General Listening Practices	1, 2, 3, 4, 5,6	1, 2, 3
2.2	Listening difficulty	9, 10a, 10b, 10c	4
2.3	Rate listening success	9, 10a, 10b, 10c	5, (4)
2.4	Listening strategies	7a, 7b, 7c, 7d, 7e	6
2.5	Listening perceptions	11, 12a	7
2.6	Listening future	12b, 12c	9, 10

Third, the initial focus group and interview question codes and possible themes shown above were then used to categorise the extracts from the spoken qualitative data into more specific sub-categories (e.g., *What are your teaching preferences when teaching listening?* = Teaching priorities). The themes were identified by categorising the topic of the interview and the survey question by the research question. Table 3.24 shows an example of the interview questions categorised by sub-questions for the teachers.

Table 3.24. Example of the sub-research question and interview questions in the theme

RQ1. How do teachers in a university EAP programme teach listening and what do they say about their teaching practices?	
1.1 What do the teachers say about their priorities when teaching listening?	<ul style="list-style-type: none"> • <i>How would you describe your experience of teaching listening?</i> • <i>What are your teaching preferences when teaching listening?</i> • <i>What teaching materials and resources do you use when teaching listening?</i> • <i>What is your experience of managing listening in the classroom when you teach?</i> • <i>How do you teach listening?</i>
1.2 What do the teachers say about their	<ul style="list-style-type: none"> • <i>How confident are you teaching listening?</i> • <i>How do you teach listening ‘successfully’?</i>

experience of teaching listening?	<ul style="list-style-type: none"> • <i>What teaching improvements would you like to make?</i> • <i>What do you think of TED Talks?</i>
1.3 How do the teachers teach listening in the observed classes?	<ul style="list-style-type: none"> • <i>How do you teach listening?</i> - <i>Teaching plan</i> - <i>Listening skills</i> - <i>Activity choices</i> - <i>Feedback</i>

Fourth, once coded, each extract was reviewed by the research, sub-question, and the participant's response. Using this process, individual themes were identified using the original survey question and then grouped together by specific research question categories (e.g., *Experience = confidence, teaching 'successfully', teaching improvements*). The question themes were reviewed again to check if extracts could be moved to a more relevant theme. None of the extracts were discarded at this stage. An example of the interview questions, which were grouped together for research question 1.2 and the subsequent responses from a teacher participant, are shown in Table 3.25.

Table 3.25. Coding example of reviewing themes for teacher interviews

RQ1. How do teachers in a university EAP programme teach listening and what do they say about their teaching practices?	
RQ 1.2 What do the teachers say about their experience of teaching listening?	
Interview question	Vignette
<i>How confident are you teaching listening?</i>	If you gave me 15 minutes, I would take longer because the EPP book is not always clear about what's being asked and what the fit is. I don't set certain things as homework because if even I'm unclear or not 100% on what it's asking, I'm not going to ask the students to go home and figure it out.
<i>How do you teach listening 'successfully'?</i>	As we have the guest lecturer every Wednesday, I get them to use the Cornell Method which works quite well with cues and details but never with opinion. They listen and later add in what they think are main points but not usually to the next level. They don't always complete their notes either but they get the experience of listening to a 40-45 minute lecture every week which is longer than most listenings in the theme, where some are 5 minutes and some are 14
<i>What teaching improvements would you like to make?</i>	I suppose different vocabulary teaching techniques would be useful. Pre-teaching things like matching, working with context – like putting the vocabulary into a different context to what the actual listening is about. But I wouldn't know how to come back later to that to review it or be skilled enough to do that.
<i>What do you think of TED Talks?</i>	I use TED Talks in order to help their presentation ability. TED Talks follows a specific formula, so there is a hook, some background, description and a solution. That happens a lot. I get them to watch longer TEDS which tend to follow a problem and three suggested solutions or shorter ones with one problem and one solution. A lot of

	them are problem/solution and as that is one of the main analytical frameworks, it comes up quite a bit and I can move on from teaching structure to teaching things like rhetorical questions and other components like that.
--	--

Fifth, any remaining general responses were re-categorised using the identified question themes or placed into a sub-theme within a relevant existing theme. Further, responses which were relevant to two themes were placed in both categories and were colour coded to highlight its position in two places. All categories were again reviewed. Finally, spoken qualitative data were used together with survey data responses to provide contextualised support to the narrative for each of the research questions (Clarke & Braun, 2013). Table 3.26 shows an example of the identified topics from each of the subthemes.

Table 3.26. Coding example of teacher interview (stage 3 to 6)

Who?	RQ1.2: What do the teachers say about their experience of teaching listening?	Emerging Topic
N	How confident are you teaching listening?	Listening frequency
T1U	I think so. If you gave me 15 minutes, I would take longer because the EPP book is not always clear about what's being asked and what the fit is. I don't set certain things as homework because if even I'm unclear or not 100% on what it's asking, I'm not going to ask the students to go home and figure it out.	Teaching confidence
N	What teaching improvements would you like to make?	Listening emphasis
T1F	I suppose different vocabulary teaching techniques would be useful. Pre-teaching things like matching, working with context – like putting the vocabulary into a different context to what the actual listening is about. But I wouldn't know how to come back later to that to review it or be skilled enough to do that.	Teaching improvements

A detailed thematic map for each of the data sets used in Chapter 4, 5, and 6 has been included in Appendices 40-42.

The written qualitative data for this thesis were also guided by thematic analysis. First, all handwritten notes were typed and anonymised by group (e.g., L11). After re-reading these transcripts, initial or interesting extracts were highlighted to ascertain the frequency of potential emerging themes. Second, thematic codes were again allocated to the data and organised by the research question. Journal prompts (e.g., *observation*, *reflection*, and *goal*) and classroom observation (e.g., *procedure* and *justification*) headings helped to categorise

the extracts into more general themes (e.g., vocabulary activity, pronunciation difficulty).

Table 3.27 illustrates an example of the two stages described above.

Table 3.27. Coding example of classroom observation field notes (stage 1 and 2)

<i>Before-Listening</i>			
Start– End Time	Procedure	Justification	Initial Theme (survey/interview question)
2.07– 2.20	Ideas/Vocabulary Use * Hand out strips of paper with vocabulary * AWL phrases from talk * In pairs, use in sentences	* Familiarise learners with vocab * Ask students to use in own context (check comprehension) * Previous knowledge/background	Academic Vocabulary (Survey Q8) (Interview Q5)

In the abbreviated example shown, a 13-minute section of a longer lesson shows the coding process. As can be seen, these responses were categorised by the description used in the *procedure* and *justification* into a general theme (e.g., *vocabulary*). Next, each of the extracts were checked again before being placed into a specific theme (e.g., *academic vocabulary*). The written qualitative data (classroom observations and learner journals) were processed using the same stage 3 to 6 thematic analysis procedure as the spoken qualitative data. Table 3.28 below provides a clear example of the way learner journals were coded.

Table 3.28. Coding example for learner journals (stages 3 to 6)

RQ3.3 How do the learners who receive metacognitive instruction reflect on their practices in listening lessons?		
My Observations: (Look back through the lesson. 1. How did you feel about your listening today? 2. What helped you to understand the talk the most? Why? 3. Which activities were easy? Why?)		
Learner	Written response	Themes
L14	1. A little difficult because of the speed 2. Subtitle is definitely helpful but I tried to ignore it in order to improve listening skill. The movie is also helpful too 3. If I was just need to make some choices instead of writing a lot of words, would make me focus	Feelings Helpful task Problem solving

In the abbreviated example shown, the learner coded as L14 provided three responses to the questions. As can be seen, these responses were categorised as fitting the themes of feelings, helpful tasks, and problem solving respectively. Further, the journal data from 120 entries were quantitized by counting the frequency of each theme after the responses were

categorised using the original prompts. To provide a clear example of the way learner journals were quantitized, please see Table 3.29 below.

Table 3.29. Example of ‘quantitizing’ journal data

Reflection: Activities <i>What tasks helped you today?</i>	CI	SS
a. Discuss and exchange ideas with others	11	0
b. Defining new/key words/vocabulary	11	4
c. Summarise after listening	6	3
d. Listen a second time	3	0
e. Guessing main idea before listening	2	0

Note: CI = Classroom Instruction / SS = Self-study

In the abbreviated example shown, the journal data illustrates the frequency of the five responses to the questions. As can be seen, these responses show that Items A and B were perceived as more helpful activities than Items D and E. Qualitative data obtained from interviews, focus groups, observation field notes, and listening journals provide rich data on the teachers’ and learners’ listening practices. The next section outlines the piloting of these instruments.

3.9 Piloting of research instruments

This section presents the piloting and modifications for the six research instruments and listening lessons. All the participants involved in the piloting were not involved in the main data collection for this research.

Teacher survey pilot

Two teachers used 16 adapted question prompts from Graham (2017) to provide think-aloud feedback about the teacher survey. Comments included that the survey was long, some complex questions needed rewording, and sections were unclear. I added an introduction sentence to describe survey sections and used sub-question categories to reduce item options for longer questions. Other suggestions included adding a progress bar to help motivate participants and grouping thematically-linked questions together. These survey modifications were used for the main study.

Classroom observation (field notes) pilot

I completed observation field notes for one teacher using models designed from Siegel (2015b) and Graham et al. (2014). Using separate classroom procedure/justification and teacher behaviour sheets for one class observation was impractical so the two sheets were redesigned as one. Some headers (e.g., '*learner focus*' changed to '*classroom practice*') (Siegel, 2015a) were also modified to record notes about teacher instruction instead of learners. The modified observation sheet was used in the main study.

Teacher interview pilot

I asked two teachers 10 question prompts adapted from Siegel (2013a) and Graham and Santos (2015) to provide think-aloud feedback about the interview. Comments included that questions were clear (with only two questions needing clarification) and 30-45 minutes was enough time to conduct the interview. Other suggestions included providing teachers with activity examples mentioned in the questions and referring to their own classroom materials used in the observation. The ten questions and additional materials were used in post-observation interviews in the main study.

Learner survey pilot

I asked two learners 17 question prompts adapted from Vandergrift et al. (2006) and Siegel (2015a) to provide think-aloud feedback about the learner survey. Learners commented that an introduction sentence for each section and shorter sentences were needed. Extra options (e.g., *English* when asking learners about other languages) and clarifying terms (e.g., *language experience*) were added. Other suggestions included omitting repetition between questions and grouping thematically-linked questions together. These survey modifications were used for the main study.

Learner focus group pilot

One learner responded to 10 question prompts adapted from previous studies (Graham et al., 2014; Siegel, 2015a) to provide think-aloud feedback about the focus group. Suggestions included simplifying words in some questions and using vocabulary prompts to describe activities and lesson materials. Thematically-linked sub-sections helped focus group keep to

accurate timings. These questions were used in Phase 1 and Phase 2 focus groups in the main study.

Learner listening lesson and journal pilot

Seventeen English Proficiency Programme learners participated in completing a 75-minute classroom instruction listening lesson and three learners each completed a 75-minute self-study lesson as part of the pilot. For all lessons, a 20-minute time limit was set for each of the *before-listening*, *while-listening*, and *after-listening* stages, as summarised in Table 3.30.

Table 3.30. Design of the pilot study

Classroom Instruction	Self-Study
60 mins – Lesson (20-mins <i>before-listening</i>) (20-mins <i>while-listening</i>) (20-mins <i>after-listening</i>)	10 mins- Instructions given /Questions 60 mins – Lesson (20-mins <i>before-listening</i>) (20-mins <i>while-listening</i>) (20-mins <i>after-listening</i>)
15 mins – Journal	15 mins – Journal

There were seven modifications from the self-study and classroom instruction piloting:

- An additional 15-minutes to complete journals in class as they did not submit their homework.
- Strategy codes used in instruction prompts were distracting. These were removed.
- Photos were difficult to see in black and white. Lessons will be printed in colour.
- Transcripts in self-study materials were read so will only be available online.
- Self-study learners waited 20-minutes before moving on to the next stage.
Instructions will now read ‘*up to 20 minutes*’ so learners can work more flexibly.
- Self-study learners spent longer on the metacognitive frame. Activities will be combined and/or omitted for more accurate timings.
- Classroom instruction learners will complete process-based and strategy activities A-C individually and discuss content-based activities D-G together.

As a result of the piloting, the above changes were made to the six research instruments and the *TED Talks*-based listening lessons.

3.10 Summary

In summary, this chapter presented the methodology employed in the Phase 1 situation analysis and the Phase 2 quasi-experimental study investigating metacognitive strategy use in the listening classroom. First, the research aims, questions, and rationale for the study were presented. Then, the pre-sessional teaching context, participants and ethics approval were detailed. Next, the six research collection instruments and data collection procedures employed were described. Subsequently, the development of the *TED Talks*-based listening lessons, including the model of strategy instruction, was also outlined. Finally, the data analysis process and the research instrument piloting were detailed.

The next three chapters present the findings from this study. Chapter 4 and Chapter 5 presents the situation analysis. Chapter 6 presents the quasi-experimental study findings reporting on learners' strategy use, listening perceptions, and listening practices.

Chapter 4. Teachers and their teaching of listening

“It's about passion, and what excites our spirit and our energy. And if you're doing the thing that you love to do, that you're good at, time takes a different course entirely... You know this, if you're doing something you love, an hour feels like five minutes. If you're doing something that doesn't resonate with your spirit, five minutes feels like an hour”.

(Sir Ken Robinson, Bring on the Learning Revolution, TED Talks, 2011)

4.1 Introduction

This is the first of two chapters presenting an analysis of L2 listening in a pre-session programme at a New Zealand university. This chapter presents data and findings on teaching and teaching perspectives and the next chapter presents data and findings on learning and learning perspectives in L2 listening. The research question addressed in this chapter is:

RQ1. How do the teachers in a university EAP programme teach listening and what do they say about their teaching practices?

This question was addressed through the following three sub-questions:

- 1.1 What do the teachers say about their priorities when teaching listening? (Section 4.4)
- 1.2 What do the teachers say about their experience of teaching listening? (Section 4.5)
- 1.3 How do the teachers teach listening in the observed classes? (Section 4.6)

Quantitative and qualitative data were used to understand teachers' opinions, experiences, and practices of teaching listening and was gathered from three data sources: an online survey, classroom observations, and interviews. Survey data were collected from 15 teachers in the programme. Classroom observation and interview data were collected from three of these teachers. Sub-questions 1.1 and 1.2 drew on data from the survey responses and extracts from interview data. Survey data were analysed using descriptive statistics to present means and standard deviations. A limitation of this data is that the survey presented

pre-determined options for the teachers to choose from rather than allowing them to give their own options. Sub-question 1.3 drew on data from classroom observation and interview data which were analysed thematically as discussed in Section 3.8. An overview of the themes used in this analysis is presented in Appendix 40.

4.2 The pre-sessional teaching context

To recap, the 14-week intensive pre-sessional course prepares learners for entry into a range of foundation, undergraduate, and postgraduate university courses. The course has a maximum 16 learners per class, placed by their proficiency level. An in-house textbook is used in which there are one or two listening lessons per theme that are divided into three stages: *pre-listening* (e.g., speaker/topic background, vocabulary, prediction), *while-listening* (e.g., take notes, gap fill, comprehension questions), and *post-listening* (e.g., summary, opinion, discussion). A full analysis of how listening is represented in the course curriculum can be found in Section 3.3.

4.3 Teacher Profile

The first part of the survey required the teachers to provide some biodata which is summarised below. All teachers had at least five years previous teaching experience and had taught EPP classes before. In their previous teaching, 15 teachers (31.9%) had taught EPP CEFR level B2-C1 classes and 14 teachers (29.7%) had taught EPP CEFR level B1-A2 classes. Additionally, seven teachers (14.8%) had taught pre-EPP CEFR level A1 level classes while 11 teachers (23.4%) had taught undergraduate or graduate certificate courses. Eight teachers (36.3%) were currently teaching EPP level classes and another six teachers (27.2%) were also teaching on other courses.

4.4 Teachers' views on teaching listening priorities

RQ1.1 What do the teachers say about their priorities when teaching listening?

Fifteen teachers responded to five survey questions using a five-point Likert-scale. Interview responses further expand on the findings from the survey.

Listening tasks

The first question asked the teachers to rank the main purpose of carrying out listening tasks from four options.

Table 4.1. Purpose of listening tasks

Purpose of Tasks	Mean	SD	Ranking Scale (n=15)					Total
			1	2	3	4	5	
<i>a. To teach learners how to listen more effectively</i>	2.33	1.53	7 46.7%	3 20%	0 0%	3 20%	2 13.3%	15
<i>b. To increase learners' opportunities to practise listening</i>	2.47	1.36	4 26.7%	6 40%	1 6.7%	2 13.3%	2 13.3%	15
<i>c. To provide learners with a model of pronunciation</i>	3.33	1.53	3 20%	2 13.3%	2 13.3%	3 20%	5 33.3%	15
<i>d. To extend learners' vocabulary</i>	3.53	0.81	0 0%	1 6.7%	7 46.7%	5 33.4%	2 13.3%	15

Note: 1=Most important, 2=More important, 3=Neither important or unimportant, 4=Less important, 5=Least important
Bold: Number of teachers / Italicised: Percentage of teachers

As Table 4.1 shows, Items A and B were ranked as either *most or more important* by ten teachers (66.7%). In contrast, Items C and D were ranked as either *least or less important* by eight teachers (53.3%) and by seven teachers (46.7%) respectively. This indicates that, not surprisingly, the teachers felt that providing learners with practice opportunities and how to listen more effectively is more important than modelling pronunciation or introducing additional vocabulary. In interviews, T1 and T2 explain how practice opportunities are important to teach listening effectively:

T1: *We can teach students to read, write, and speak effectively so we can teach them to listen effectively... Regular exposure is one thing and making them aware of practices and formulas and teaching them language that they can use [is another] [T1: p3, q4/q5].*

T2: *Over the years, I've just realised that a lot of [teaching listening] is just practice and giving lots of accessible level practice. And to a certain extent, they just have to do it. They just have to do lots of listening to improve their listening. I now try to encourage them to listen outside of class as well as their own listening or just listening homework to give them that frequent exposure [T1: p7, q8].*

T2: *I hope it's possible to teach our learners more effectively... It's good to raise their awareness of strategies and that they don't assume that all strategies automatically transfer from their first language [T1: p6, q8].*

Overall, in response to this question, the teachers self-reported prioritising listening practices and how to listen effectively more than modelling pronunciation or introducing more vocabulary in lessons.

Classroom considerations

The second question asked the teachers what is important in the listening classroom.

Eight options were provided for them to rate on a five-point Likert-scale. Table 4.2 shows the results.

Table 4.2. Important considerations for the listening classroom

Important for classroom atmosphere	Mean	SD	Rating Scale (n=15)				
			1	2	3	4	5
<i>a. Provide time for students to think, talk, clarify, and organise their ideas</i>	4.60	0.49	0%	0%	0%	40%	60%
<i>b. Encourage students to collaborate</i>	4.53	0.50	0%	0%	0%	46.6%	53.3%
<i>c. Pose questions to clarify meaning and to seek elaboration of responses</i>	4.40	0.61	0%	0%	6.6%	46.6%	46.6%
<i>d. Create a relaxed and comfortable learning atmosphere</i>	4.40	0.61	0%	0%	6.6%	46.6%	46.6%
<i>e. Encourage students to explore their reasoning</i>	4.33	0.60	0%	0%	6.6%	53.3%	40%
<i>f. Affirm student responses</i>	4.33	0.70	0%	0%	13.3%	40%	46.6%
<i>g. Ask open-ended questions that do not have pre-determined answers</i>	3.87	0.72	0%	0%	33.3%	46.6%	20%
<i>h. Model thinking aloud</i>	3.67	0.47	0%	0%	33.3%	66.6%	0%

Note: 1=Least important, 2=Less important, 3=Neither important or unimportant, 4=More important, 5=Most important

As Table 4.2 shows, none of these items were rated *less or least important* and in fact, the majority of teachers rated all items as either *important* or *very important*. For all teachers (100%), the top five items they self-reported indicate that giving learners the opportunity to reflect on their listening, collaborate, and clarify their understanding in a conducive classroom environment was important. All teachers (100%) prioritise providing learners

with opportunities to reflect on their understanding and encourage collaborations in class. Fourteen teachers (93.3%) prioritise clarifying or eliciting questions, creating a positive learning environment, or encouraging learners to discuss their comprehension. In interviews, T1 and T2 comment on how learners discuss and monitor their ideas individually and together in class:

T1: *I occasionally ask learners to listen for different things and then talk together and share that information. More often than not, I ask them to take notes, talk together, and share notes then they can share what information they have understood. This also works with comprehension questions [T1: p1, q5].*

T2: *I always start with the pre-listening, especially using prior knowledge or prediction activities as I say to students, this will help your understanding. I think that this helps with comprehension as even if it's wrong, it's still anticipation of what you are about to hear. I often get the class to complete the pre-listening in groups as I can elicit more answers from them in smaller groups. [T2: p6, q1].*

T3 also explained the importance of collaboration for learners both inside and outside the classroom:

T3: *I find that with something that they like to listen to, they will have their own responsibilities and do listening outside of the class. Someone needs to summarise, someone needs to research... there will be a set of questions and a leader who will go through looking for vocab and content and other ideas. Students at this level really value listening practice and listening to the news or something. And the circles mean they listen outside of the classroom and then bring their understanding back into the classroom so it's quite nice [T1: p9, q1].*

Overall, in response to this question, the teachers self-reported prioritising metacognitive and then collaborative activities in class. However, the teachers self-reported using most of the activities with no clear distinction between them.

Vocabulary difficulties

The third question asked the teachers what they should do if learners have vocabulary difficulties. Two options were provided for them to rate on a five-point Likert-scale.

Table 4.3 shows the results.

Table 4.3. If learners don't understand a word or phrase...,

If learners don't understand...,	Mean	SD	Rating Scale (n=15)				
			1	2	3	4	5
<i>a. They should work out its meaning from the context</i>	4.20	0.41	0%	0%	0%	80%	20%
<i>b. They should listen carefully again to the words they didn't understand to achieve general comprehension</i>	3.73	0.70	0%	6.6%	20%	66.6%	6.7%

Note: 1=Disagree Strongly, 2=Disagree, 3=Neither agree or disagree, 4=Agree, 5=Agree Strongly

As Table 4.3 shows, the responses to A and B indicate that the teachers prioritise teaching meaning from context and listening to the resource again to address learners' vocabulary difficulties. From the two options provided, the most popular was for teachers to ask learners to use context to understand word meanings. However, for most of the teachers, they *agreed* or *strongly agreed* with both options. In interviews, T1 explains how he teaches vocabulary in context and T3 comments on how her learners focus on words:

T1: *I like to think that it's better to teach vocabulary that they can pick up the meaning of through context rather than an actual description. I think some things are better taught in context rather than by me or a vocabulary teacher. Once they pick up that phrase in context, they'll be able to use it [T1: p12, q6].*

T3: *Many learners want to do bottom-up so they can start with the tiniest, most detailed part. Everyone listens differently... I suggest that [he] may want to write key words, notes but yeh, some people are like that... That's probably more about learner training. Because at some stage, we need to know how to answer a question, because [words are] how we measure understanding, isn't it? [T1: p9, q6].*

However, T1 describes how teaching vocabulary in context can be problematic for the teacher:

T1. *I suppose different vocabulary teaching techniques would be useful. Pre-teaching things like matching, working with context – like putting the vocabulary into a different context to what the actual listening is about. But I wouldn't know how to come back later to that to review it or be skilled enough to do that [T1: p3, q6].*

Overall, in response to this question, the teachers believe learners can address their vocabulary difficulties by using context-based activities or listening again. However, teachers may need guidance in using these activities more effectively.

Learner difficulties

The fourth question asked the teachers what they think cause difficulties for learners. Four options were provided for them to rate on a five-point Likert scale. Table 4.4 shows the results.

Table 4.4. Learner difficulties occur from...

Potential difficulties	Mean	SD	Rating Scale (n=15)				
			1	2	3	4	5
<i>a. A lack of vocabulary</i>	4.13	0.74	0%	0%	20%	46.6%	33.3%
<i>b. Being unable to identify where word/phrase/ sentence boundaries are</i>	3.93	0.59	0%	0%	20%	66.6%	13.3%
<i>c. A lack of background knowledge about the topic</i>	3.60	0.73	0%	6.6%	33.3%	53.3%	6.6%
<i>d. A lack of grammatical knowledge</i>	3.33	0.90	0%	26.6%	13.3%	60%	0%

Note: 1=Disagree Strongly, 2=Disagree, 3=Neither agree or disagree, 4=Agree, 5=Agree Strongly

As Table 4.4 shows, all these items were self-reported by teachers as potential difficulties for learners. Twelve teachers (79.9%) perceived limited vocabulary knowledge and identifying linguistic boundaries as most problematic for learners. Nine teachers (60%) also perceived limited grammar and background knowledge as learner difficulties that need to be addressed. In interviews, T3 comments on how vocabulary can become the focus in listening lessons and T1 explains how linguistic boundaries cause difficulties:

T3: *But [vocabulary's] different to teaching listening because you are advising listeners who want to make listening their focus. As [Coxhead's (2000)] research has shown, that's in the 8,000 - 9,000 word limit so if some of my students are going to listen to it, then you probably have to stick the subtitles on [to understand it] [Tl: p11, q1].*

T1: *I struggle a lot with [teaching] accents and stress markers where people say something and they finish the sentence, so they emphasise certain words, cues or something coming next. That's difficult [Tl: p4, q3].*

Overall, in response to this question, the teachers perceive vocabulary limitations and linguistic boundaries as problematic for learners. However, the teachers reported that all activities cause difficulties for learners with no clear distinction between them.

After-listening priorities

The fifth and final question asked the teachers what learners should do after-listening. Three options were provided for them to rate on a five-point Likert-scale. Table 4.5 shows the results.

Table 4.5. After listening, learners should...

After listening...	Mean	SD	Rating Scale (n=15)				
			1	2	3	4	5
<i>a. Learners should discuss how they completed the listening activity</i>	4.07	0.79	0%	0%	26.6%	40%	33.3%
<i>b. Learners should discuss how they felt about the listening activity</i>	3.73	0.79	0%	0%	46.6%	33.3%	20%
<i>c. I introduce new vocabulary to learners orally as individual items</i>	3.13	0.91	6.6%	13.3%	40%	40%	0%

Note: 1=Disagree Strongly, 2=Disagree, 3=Neither agree or disagree, 4=Agree, 5=Agree Strongly

As Table 4.5 shows, the self-reported positive responses to Items A and B indicate that the teachers believe reflection-based activities are needed. More than half of the teachers think that learners should discuss the listening activity (73.3%) or their feelings (53.3%) after-listening. In interviews, T2 explains how learners benefit from self-reflection and T3 comments on how she uses group reflection-based activities:

T2: *I say to them it doesn't matter when I check their notes. I actually say they are your notes, so it doesn't matter as long as you understand them. I saw in a listening the other day that taking notes while you listen actually helps the process better [T1: p7, q7].*

T3: *I give them input first, then they talk about it, then they listen, then they talk about, then they have a reason, then that can write and share; that's my pattern [T1: p8, q2].*

Table 4.5 also shows three teachers (20%) feeling hesitant in providing new vocabulary items after listening. T2 explains how she selects vocabulary to introduce to learners before listening:

T2: I would look at vocabulary frequency and whether it's worth introducing the words. For example, if the students don't know the words and it's essential for the text or if they don't know it and it may be useful for them to know anyway. And I would be quite explicit about that. If they are words they need to know just for the text, I would tell them that it won't be useful for daily life, just for this text [T1: p6, q2].

Overall, in response to this question, the teachers self-reported prioritising reflection-based activities but hesitate to introduce new vocabulary after listening.

In summary, this section presented the teachers' priorities when teaching listening. The teachers prioritised listening opportunities, metacognitive, and reflection-based activities for learners. The teachers also prioritise learning in context and listening again to address vocabulary difficulties. However, teachers believe that learners experience linguistic-based and grammar-based difficulties when listening. The next section presents the results on the teachers' reported practices of teaching listening.

4.5 Teachers' reported practices of teaching listening

RQ1.2 What do the teachers say about their experience of teaching listening?

Fifteen teachers were asked to respond to seven survey questions on a five-point Likert-scale. Interview responses further expand on the findings from the survey.

Skill ratings

The first question asked the teachers how difficult they find teaching the four skills. Four options were provided for them to rate on a five-point Likert-scale. Table 4.6 shows the results.

Table 4.6. How would you rate teaching the following skills?

Skill	Mean	SD	Rating Scale (n=15)				
			1	2	3	4	5
a. Speaking	3.13	0.74	0%	13.3%	66.6%	13.3%	6.6%
b. Reading	2.80	0.41	0%	20%	80%	0%	0%
c. Writing	2.80	0.41	0%	20%	80%	0%	0%
d. Listening	2.40	0.63	6.6%	46.6%	46.6%	0%	0%

Note: 1=Very difficult, 2=Difficult, 3=Neither difficult nor easy, 4=Easy, 5=Very easy

As Table 4.6 shows, the mean scores of teachers' ratings of the difficulty of the four skills indicated that, at a value of 2.4, listening was rated the most difficult. Eight teachers (53.3%) rated listening as *difficult* or *very difficult*. In interviews, T3 and T1 explain why:

T3: *I think a lot of listening goes on inside their heads, like most learning. You can hope that the conditions are right and that you will learn something from it. I don't leave them alone in the [computer room] because I'm looking over their shoulder, looking ahead trying to predict what might be challenging [T1: p9, q3].*

T1: *Can students improve in listening? They can learn formulas like the set language used in listening and speaking, just like reading and writing. You can learn cues (e.g., One definition is blah blah) or a set phrase that they can learn. These can act as a signal for what is coming next. There's a lot of listening available now, like six-minute English, BNE, but students need to know how to use them. Just turning it on and playing it doesn't really help. One of my students told me he listens to BNE. He just listens. He doesn't think about the topic, break up the listening, think about what he's heard recently. He will just listen through because if he isn't taught how to do these things, then I don't think they can. It's not necessarily the formula or a lack of formula. We are teaching formula and if the formula is not followed, then 'oh oh' [T1: p4, q5].*

Overall, in response to this question, the teachers rating for *Listening* was self-reported as the most difficult skill to teach, followed by *Reading* and *Writing*, then *Speaking* as easier skills to teach.

Skill emphasis

The second question asked the teachers how much emphasis they place on teaching the four skills. Four options were provided for them to rate on a five-point Likert-scale. Table 4.7 shows the results.

Table 4.7. How much emphasis did you place on teaching the following skills?

Skill	Mean	SD	Rating Scale (n=15)				
			1	2	3	4	5
<i>a. Writing</i>	3.67	0.72	0%	6.6%	26.6%	60%	6.6%
<i>b. Listening</i>	3.33	0.72	0%	13.3%	40%	46.6%	0%
<i>c. Reading</i>	3.27	0.79	0%	13.3%	53.3%	26.6%	6.6%
<i>d. Speaking</i>	3.07	0.79	0%	26.6%	40%	33.3%	0%

Note: 1=No emphasis, 2=Some emphasis, 3=Same as other skills, 4=More emphasis, 5=Most emphasis

As Table 4.7 shows, positive responses to all these items indicate all skills are emphasised equally in teaching. More than 70% of the teachers rated *more emphasis* or *same as other skills* for all options. In interviews, T3 explains why she places equal emphasis on all skills:

T3: *It's more about what you produce. But all of the tests involve writing. It would be cool to have a listening followed by a discussion where you just listened and thought 'wow, you did understand what you were listening to'. Because you get to listen to write but it might be that writing is a problem* [T1: p10, q4].

Overall, in response to this question, the teachers place equal emphasis on all four skills. In ratings, teachers self-reported placing most emphasis on *Writing* then *Listening* followed by *Reading* and then *Speaking*.

Teaching listening frequency

The third question asked the teachers how frequently they teach listening each week. Four options were provided for them to rate on a five-point Likert scale. Table 4.8 shows the results.

Table 4.8. How often do you teach listening each week?

Frequency	Respondents (n=15)	Percentage
<i>a. Two to three times a week</i>	13	86.6%
<i>b. More than three times a week</i>	2	13.3%
<i>c. Less than once a week</i>	0	0%
<i>d. Once a week</i>	0	0%

As Table 4.8 shows, 13 teachers (86.6%) teach listening twice a week. Only two teachers (13.3%) teach listening three times or more. In interviews, T1 explains why he would teach listening more if he could:

T1: *If I have 40 hours, I would probably do more. But with 19 hours a week, you have to do it a certain way. We may have more time at the start of the course – for example I used a Breaking News English [website resource] lesson partly just to highlight that the resource existed- but I don't have time to do much outside of the coursebooks [T1: p1, q3].*

Overall, this finding indicates that the teachers self-reported teaching listening twice a week, indicating that they prioritise teaching listening in the classroom.

Listening activity frequency

The fourth question asked the teachers about how frequently they use various activities to teach listening. Twenty-three options adapted from Graham et al. (2014) were provided for them to rate on a five-point Likert scale. Table 4.9 shows the results.

Table 4.9. Listening Activity Frequency

Rating Scale (n=15)							
Question	Mean	SD	1	2	3	4	5
Usually/Always used activities							
<i>a. Listen for specific details</i>	4.13	0.51	0%	0%	6.6%	73.3%	20%
<i>b. Listen for gist</i>	4.13	0.74	0%	0%	20%	46.6%	33.3%
<i>c. Listen for key words</i>	3.73	0.96	6.6%	0%	20%	60%	13.3%
<i>d. Predict topic related words before listening</i>	3.53	0.99	0%	13.3%	40%	26.6%	20%
<i>e. Complete gap fills</i>	3.40	0.98	6.6%	6.6%	33.3%	46.6%	6.6%
Never/Rarely used activities							
<i>f. Distinguish one speaker from another</i>	2.20	1.01	20%	53.3%	20%	0%	6.6%
<i>g. Identify word boundaries</i>	2.20	0.86	20%	46.6%	26.6%	6.6%	0%
<i>h. Identify tone of voice/emotion</i>	1.93	1.03	33.3%	53.3%	6.6%	0%	6.6%
<i>i. Get learners to keep a listening log about how they practice listening</i>	1.87	0.99	46.6%	26.6%	20%	6.6%	0%
<i>J. Get learners to keep a listening log about how they feel about listening</i>	1.80	0.94	46.6%	33.3%	13.3%	6.6%	0%

Note: 1=Never, 2=Rarely, 3=Sometimes, 4=Usually, 5=Always

Table 4.9 shows the five highest and the five lowest frequently used activities as self-reported by the teachers. The mean scores of teachers' ratings of Items A, B, and C, at a value of between 3.73 and 4.13, indicate that the teachers prioritise *while-listening* activities when teaching listening. A majority of the teachers frequently used listen for gist (93.3%), listen for details (80%), or key words (73.3%) in their lessons. Items D (46.6%) and E (53.2%) also indicate that *before-listening* predictions and *after-listening* gap-fills were frequently

used by around half of the teachers. Table 4.9 also shows the five lowest responses as self-reported by the teachers. Items F, G, and H, at a mean score value of between 1.93 and 2.20, show about 75% of teachers infrequently using linguistic-based activities. Further, Items I and J, at a mean score value of 1.87 and 1.80 respectively, indicate that teachers rarely prioritise listening journal activities in lessons.

From Table 4.9, three important results were identified. First, activities with pre-determined answers are most frequently used by the teachers in listening classes. The following excerpt from T2 illustrates how she uses listening for gist and specific detail activities:

T2: *In class, I play [the listening resource] twice. The first time will be to answer the bigger questions, the second time will be a gap fill or other questions as they are so close together, they may miss one. I am trying to build up their skills, and not test them every time [T1: p6, q6].*

Further, T3 comments on how gap-fill activities help learners check comprehension:

T3: *[Learners] are fine with gap fills because it's itemised learning. You've got this and you just need them to listen for this or listen for that. So, first, they get the main ideas from it – so not big or familiar ideas [T1: p9, q7].*

Second, linguistic-based activities are infrequently used by around 75% of the teachers in listening classes. The following excerpts from T1 and T2 describe the difficulties they face when teaching with speed, accents, and stress markers in listening activities:

T1: *The speaker's speed and accent are difficult [to manage]. Whether it's fast or slow, speaking speed is a problem. Accent can also be a problem and I don't know how to get around that. If a speaker has a strong accent or speaking too quickly, I think only regular exposure can help the student [T1: p2, q4].*

T2: *If the speaker's speed and accent is really difficult, I might choose not to use the text. They have to learn to listen to all sorts of people. But in [Cycle 2 Intermediate], there is one listening, an interview with a Saudi Arabian who lives in New Zealand, and this is always difficult for learners to understand. So, if there was a TED Talk I was choosing and there was an accent where I thought the students were going to struggle with that, I would probably choose another. So, if someone is speaking really fast, I would try to choose something else [T1: p6, q3].*

The third main point from Table 4.9 is reflection-based activities are self-reported as being infrequently used by around 70% of the teachers in listening classes. The following excerpts from T1 and T3 comment on how the teachers prefer not to use listening journals or diaries in class due to time constraints and its practicalities:

T1: *But listening journals and listening diaries, maybe no. They have so many notebooks for reading, grammar vocabulary... how many notebooks are they going to have?* [T1: p1, q7].

T3: *I have done a reading journal and I really should think about a listening journal so they can keep a log of what they listen to... But I wouldn't want to suck the joy out of anything as a teacher...If I did an audio journal, then I would have to listen to it. But that said, they could listen to each other and give each other feedback... I mean they can record themselves, listen back to themselves after. We can give them all of these pearls of advice – but I wouldn't actually like to listen to it – my life is too short!* [T1: p14, q5].

Overall, in response to this question, the teachers reported using mostly *while-listening* activities with pre-determined answers in their lessons. In contrast, the teachers reported using fewer linguistic-based or reflection-based activities, indicating the teachers may need guidance in using these activities in lessons.

Before-listening activities

The fifth question asked the teachers how frequently they teach *before-listening* activities. Five options were provided for them to rate on a five-point Likert-scale. Table 4.10 shows the results.

Table 4.10. Frequency of before-listening activities

Before-listening activity	Mean	SD	Rating Scale (n=15)				
			1	2	3	4	5
<i>a. Ask learners to think of ideas/facts etc. that might occur in the passage</i>	4.00	0.84	0%	6.6%	13.3%	53.3%	26.6%
<i>b. Ask learners to predict answers to comprehension questions before listening</i>	3.80	0.86	0%	6.6%	26.6%	46.6%	20%
<i>c. Remind learners of topic vocabulary</i>	3.67	0.81	0%	6.6%	33.3%	46.6%	13.3%
<i>d. Give learners vocabulary items that will be used in the passage</i>	3.67	0.48	0%	0%	33.3%	66.6%	0%
<i>e. Ask learners to predict vocabulary they might hear (e.g. verbs, nouns)</i>	3.60	0.91	0%	20%	6.6%	66.6%	6.6%

Note: 1=Never, 2=Rarely, 3=Sometimes, 4=Frequently, 5=Always

As Table 4.10 shows, all five activities were *frequently* or *always* taught. The mean scores of teachers' ratings of Items A, B, C, D, and E indicate that, at a value of between 3.60 and 4.00, teachers prioritise *before-listening* activities when teaching listening. More than two-thirds of the teachers self-reported that they focus on previous knowledge, making predictions, and pre-teaching topic vocabulary. In interviews, T2 describes how she uses predictions while T1 explains the importance of pre-teaching topic vocabulary *before-listening*:

T2: *I always start with the pre-listening, especially using prior knowledge or prediction activities as I say to students, this will help your understanding. I think that this helps with comprehension as even if it's wrong, it's still anticipation of what you are about to hear [T1: p5, q1].*

T1: *Vocabulary can be pre-taught through practices within the listening. Content also can be taught from stage to stage, like something typical of a presentation where the stages are introduced [T1: p2, q4].*

Overall, in response to this question, the teachers predominantly self-reported using a range of *before-listening* activities to prepare learners for the listening text.

While-listening activities

The sixth question asked the teachers how frequently they teach *while-listening* activities. Seven options were provided for them to rate on a five-point Likert-scale. Table 4.11 shows the results.

Table 4.11. Frequency of while-listening activities

While-listening activity	Mean	SD	Rating Scale (n=15)				
			1	2	3	4	5
<i>a. Ask learners to verify their predictions</i>	3.60	0.91	0%	13.3%	26.6%	46.7%	13.3%
<i>b. Ask learners to focus on key words</i>	3.53	0.83	0%	6.6%	46.6%	33.3%	13.3%
<i>c. Avoid interfering with the listening process</i>	3.47	0.91	0%	13.3%	40%	33.3%	13.3%
<i>d. Pause the recording at different sections when the passage is played for a 2nd time</i>	3.40	0.50	0%	0%	60%	40%	0%
<i>e. Pause the recording at the end of each section</i>	3.00	0.75	0%	26.6%	46.7%	26.7%	0%
<i>f. Pause the recording at the end of each question</i>	2.40	0.91	13.3%	46.6%	26.7%	13.3%	0%
<i>g. Pause the recording at the end of natural speech boundaries</i>	2.27	0.88	20%	40%	33.3%	6.7%	0%

Note: 1=Never, 2=Rarely, 3=Sometimes, 4=Frequently, 5=Always

As Table 4.11 shows, the mean scores of teachers' ratings of Items A and B indicate that, at a value of 3.53 and 3.60 respectively, the teachers reported following-up on *before-listening* activities in *while-listening*. Nine teachers (60%) *frequently* or *always* ask learners to check their predictions. Seven teachers (46.6%) focus on key words and avoid interrupting learners. In interviews, T3 explains why she follows-up on *before-listening* activities:

T3: *It's common to discuss [the] topic and predictions and I write these strategies down on my PowerPoint slides. So general to specific, using vocabulary, visual aids, or just basic notetaking (using a grid). Write down key points, use the transcript and add value to the listening [T1: p10, q1].*

Table 4.11 also shows the mean scores of teachers' ratings ranked Items F and G the lowest, at a value of 2.40 and 2.27 respectively, indicating that around 60% of teachers self-reported infrequently interfering with the listening process. In interviews, T2 explains why she prefers for learners, and not teachers, to have control of the listening:

T2: *As the [computer room] slot means they would be listening in [sections] again; they had a lot of control. I can replay parts in class, but everybody wants to listen to a different part. The task sheet that goes with it gives them questions that go with it. I think they were all interested in it. It was nice to hear them compare with and help each other to clarify and check things [T1: p13, q7].*

Overall, in response to this question, the teachers reported following-up on *before-listening* prediction and vocabulary activities in *while-listening*. However, the teachers infrequently pause the recording to answer each question or to identify linguistic boundaries. These results indicate that the teachers use activities with pre-determined answers and are not involved with manipulating the listening process.

After-listening activities

The seventh question asked the teachers how frequently they teach *after-listening* activities. Six options were provided for them to rate on a five-point Likert-scale. Table 4.12 shows the results.

Table 4.12. Frequency of after-listening activities

After-listening activity	Mean	SD	Rating Scale (n=15)				
			1	2	3	4	5
<i>a. Go over the answers</i>	4.27	0.70	0%	0%	13.3%	46.6%	40%
<i>b. Advise learners how to deal with difficulties next time</i>	3.80	0.67	0%	0%	33.3%	53.3%	13.3%
<i>c. Ask learners to practice language/structures used in the passage in a productive follow-up task</i>	3.47	0.91	0%	13.3%	40%	33.3%	13.3%
<i>d. Ask learners to answer using target language word/phrases</i>	3.40	0.98	0%	20%	33.3%	33.3%	13.3%
<i>e. Ask learners how they felt about the task</i>	3.33	1.04	0%	20%	46.6%	13.3%	20%
<i>f. Ask learners what they did to complete the task</i>	2.93	1.03	0%	40%	40%	6.6%	13.3%

Note: 1=Never, 2=Rarely, 3=Sometimes, 4=Frequently, 5=Always

As Table 4.12 shows, the mean scores of teachers' ratings of *after-listening activities* indicated that the teachers self-reported using Items A and B, at a value of 4.27 and 3.80, to check answers and provide feedback to learners. Thirteen teachers (86.6%) *frequently* or *always* check answers to comprehension questions and 10 teachers (66.6%) advise learners on their listening difficulties. In interviews, T1 explains how he checks answers after listening and T2 describes how she gives feedback:

T1: *I had made a vocabulary jigsaw activity from one of the theme listenings and used some of the phrases from that. Some ideas were comprehension based and they had to focus on the vocabulary. Using sixteen snippets, they had put it in order, discuss the order and then complete a gap fill with 14 out of the 16 phrases. Then they had to use the phrases to make their own sentences... It went more slowly than I had anticipated. One group seemed to struggle with the ordering so I got group members to swap and help each other. One group made consistently errors, so I had to play the listening again and asked them to tap the table when they heard the answer. That seemed to help and increase recognition – kinda kinaesthetic teaching? That worked well but it put me behind [on time]. I thought the gap fill went fairly well and [they were able to] put that in order. It was a political topic which they didn't know very well but they were trying to apply language to any situation [T1: p12, q2].*

T2: *I give learners feedback though the ILP and also when they are doing the lesson. They usually summarise a TED Talk or a text and give their own evaluation. Some are better than others, but it's all part of learning... [T1: p13, q8].*

Table 4.12 also shows Item F ranked as the lowest by teachers in their self-reports, to indicate that, at a value of 2.93, the teachers infrequently use reflection-based activities. Six teachers (40%) and three teachers (20%) *never* or *rarely* ask learners to reflect on the listening activity or their feelings towards the listening. In interviews, T2 explains why she rarely uses reflection activities and T1 comments on the potential benefits of using listening goals, despite not using these activities:

T2: *I don't get [the learners] to use diaries or journals or anything like that or skills sheets. I think that these would probably already be in the book. In Intermediate, we have a paragraph in italics explaining why we do things, which I point out to learners. I do set comprehension activities and use feedback, but not the journal [T1: p6, q1].*

T1: *I've never used listening feedback. I would say listening is a goal to get information so the idea of looking at a skill and what [the learners] did well and give feedback on that, maybe I don't do that enough. I think if a student believes they are improving, then they are more likely to be engaged in the process if we highlight what they are doing and what they are not doing. That recognition can be helpful and if they put a belief in the process, they are more likely to be better at it [T1: p1, q4].*

Overall, in response to this question, the teachers reported frequently using activities with pre-determined answers and giving learners feedback *after-listening*. However, reflection-based activities are reportedly given a lower priority in lessons.

In summary, this section presented the teachers' self-reported practices of teaching listening. The teachers think that listening is the most difficult skill to teach but still give it as much emphasis as the other skills. The teachers also preferred teaching activities with pre-determined answers but teach with fewer linguistic-based and reflection-based activities. The teachers use a range of *before-listening* prediction and vocabulary activities. In *while-listening*, the teachers follow-up on these *before-listening* activities, but do not manipulate the text with any pausing. In *after-listening*, the teachers focus predominantly on checking answers from *before-listening* activities and give feedback from their observations rather than use any reflection-based activities. The next section presents the results on how the teachers teach their listening lessons.

4.6 Teaching Listening Lessons

RQ1.3 How do the teachers teach listening in the observed classes?

Three teachers were observed teaching a listening lesson. Descriptions from these three classroom observation lessons and interview responses elaborated further on four themes and their subsequent sub-themes: teaching with the textbook, teaching with supplementary materials, the selection of listening activities, and the feedback given to learners (see Section 3.8.2 for details about the themes and sub-themes). Table 4.13 summarises the classroom observation findings.

Table 4.13. Comparison of three observed lessons

Lesson component	Teacher 1	Teacher 2	Teacher 3
Stage Time	Before-listening (9 minutes) While-listening (14 minutes) After-listening (32 minutes)	Before-listening (17 minutes) While-listening (40 minutes) After-listening (23 minutes + homework)	Before-listening (40 minutes) While-listening (42 minutes) After-listening (8 minutes + homework)
Textbook/ Materials	-Textbook 2 -Own jigsaw sentences/phrases -Audio file	-Textbook 2 -Own vocabulary handout (4 statements/gap-fill) -Audio file	-Textbook 2 -Q&A -Vocabulary list -Audio file
Activities	-Vocabulary matching/jigsaw/ ordering -Noticing (e.g. table slam) -Q&A: Check/ Discussion (monitoring) -Transcript: Check words (MT) -Information transfer (own sentences)	-Look- up vocab -Positive/Negative arguments -Gap fills -Comprehension Questions (post-list)	-Pre-listening strategies -Check vocabulary comprehension -Q&A Comprehension questions
Strategies	-Vocab Check -Order info -Specific details -Monitoring -Comprehension Check -Evaluation -Play in sections	-Prior knowledge -Monitor -Inference -Elaboration -Play in sections (optional) -Comprehension Check -Evaluation -Prediction	-Prior strategies -Comprehension check -Translation -Evaluation -Monitoring -Explanation

Procedure	<ul style="list-style-type: none"> *Played in classroom once then in sections *No homework (completed in class) *Follow-up from previous class lesson 	<ul style="list-style-type: none"> *Learners in computer room (played audio at their own convenience) *<i>Before-listening</i> in class; <i>while-listening</i> in computer room; <i>after-listening</i> as homework 	<ul style="list-style-type: none"> *<i>Before-listening</i> in class, <i>while-listening</i> in computer room.
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Teaching with the textbook

The three teachers from the observed classes were asked to describe their teaching plan for the listening lesson. Each 60-to-90-minute class was a textbook related lesson which I observed in the first half of the trimester. From their responses, three sub-themes emerged.

The first sub-theme concerns how all teachers planned their lesson from the textbook. Each lesson followed a three-stage *before-listening*, *while-listening*, and *after-listening* structure which was heavily guided by the textbook. T1 explains the importance of using structure in listening lessons and T2 comments on why she plans her listening lessons from the textbook:

T1: *I've spoken a lot, and maybe a bit too much, about speaking formulas. I can be quite analytical in some respects. I think there's a formula to teaching most things like writing, [or] speaking. If you can identify that formula, you can teach it. Like from general to specific, teaching vocabulary in sets of sets of phrases used in different places. It can be very much hands on the brake as well though [T1: p12, q3].*

T2: *I use the listenings in the intermediate theme book. They are clearly laid out. There's already pre-listening (in fact, there may be too much pre-listening). You know that there will be ideas, then something else, then language, then something else. You need to think about which is essential for the class and can I merge it to get through all the work on time. Sometimes I set the pre-listening as homework, so we have more class time...The theme listening. and supplementary listening is very guided. The materials feature contemporary topics and suggests different ways of writing notes by using different headings [T1: p5, q3].*

The second sub-theme identifies how the teachers encouraged learner interaction in their textbook listening lessons. All teachers used discussion groups in their listening lessons. T2 details how using smaller learner groups are helpful and T3 explains how she asks learners to interact in listening lessons:

T2: *I often get the class to complete the pre-listening in groups as I can elicit more answers from them in smaller groups [Tl: p5, q1].*

T3: *I like to teach in a variety of ways. I use a quick listen usually as it doesn't matter if there is any interest in the theme – just do it. I try to vary the listening content and the approach of this content too. I ask students to activate prior knowledge through smaller group discussions. I offer two questions as there are two paragraphs and ask them to listen to a language focus, which relates to something else I may be teaching that day (e.g., reported speech) [Tl: p8, q1].*

The third sub-theme presents how all teachers commented on time limitations influencing their textbook lesson decisions. Timings for each stage were not divided equally and in two instances, the post-listening task was assigned as homework. T2 explains how more time would possibly change her approach to listening lessons and T1 comments on how time constraints are a major hindrance in choosing extra listening activities:

T2: *Time. Just having enough time... Time is a big factor, but the materials are well guided. There are headers (e.g., listen for main ideas, listen for details, listen twice) which make it clear for students what they should actually be doing. Sometimes these instructions are not clear, so I also make it clearer on my PowerPoint [Tl: p5, q6].*

T1: *Time... time is a factor. Obviously, one would always like to spend more time on certain things. You could easily have a 25-hour a week course, but we've got 19, and I share that with another teacher who does certain speaking things, so in effect, I've got 16 hours a week to do writing, reading and listening [Tl: p3, q6].*

Observations from the first theme showed that the teachers use the textbook to conduct a three-stage listening lesson. Using this structure, the teachers incorporated interactive activities for learners to practice their listening. However, their lesson decisions may be influenced by time constraints.

Teaching with supplementary materials

The three teachers from the observed classes were asked to describe how they use supplementary materials in their listening lessons. From their responses, three sub-themes emerged.

The first sub-theme concerns how the teachers used supplementary materials to adapt textbook content. Two of the three teachers changed the *before-listening* activity from the textbook using their own materials. T1 describes how he adapts textbook material so activities are more interesting and T3 explains how she creates easier supplementary materials to practice the same textbook listening activity:

T1: *This is a lesson I made myself using those five minutes. In the past when I set this task, I felt that the learners found it slow and not particularly challenging – the listening that is, not the material itself. They could understand it and hear the words, they just didn't know what it meant. Which wasn't helpful as it was turning into a vocabulary test of understanding concepts in applied linguistics which is not what we are doing* [T1: p3, q2].

T3: *The theme-based materials as they are already pre-set...You can adapt these and use them in a different way, dependent on the class and where you want them to get. I will only set very short tasks as I know that half will understand, and the other half will not. I will use resources from websites like www.breakingnewsenglish.com, but I will also write something myself to go with it... So, the same ideas which are used in the pre-listening are also those which have been engineered by me, so they listen generally for main ideas the first time* [T1: p8, q4].

The second sub-theme identifies how the teachers used supplementary materials to provide extra listening practice based on textbook activities. T2 describes the supplementary materials she chooses for lecture practices and T1 explains how he uses other resources to provide learners with additional practices that are similar with textbook activities:

T2: *I do use supplementary materials, in the [computer room] in particular, to give them lecture practice. Most of the theme book materials are from VOA [Voice of America]. I haven't done much supplementary listening yet this trimester but usually do three or four from Contemporary Topics or something like that* [T1: p5, q7].

T1: *We have the EPP textbook which you have to get through. The listenings include information which will be included in an interview and also have example questions (e.g., gap fills, multiple choice) for EPTs [English Proficiency Tests] and also IELTS tests. I have also taught from other EFL textbooks, Cambridge IELTS papers and that sort of thing, but we have to use the book. The Cambridge textbook try to copy a lecture format and can be quite useful. But to an extent, listening is a skill that you develop with practice. You can*

teach the skills, but the student has to go away and practice those skills. But perhaps we need extra materials [T1: p2, q1].

Further, T1 describes how using *TED Talks* and *YouTube* provides extra listening skill practice while T2 describes how using *ESL News* gives learners more test exposure:

T1: *TED and YouTube are useful. You can use interviews given by the university professors as they are on YouTube... We may have more time at the start of the course – for example I used a www.breakingnewsenglish.com lesson partly just to highlight that the resource existed- but don't have time to do much outside of the coursebooks [T1: p2, q3].*

T2: *I try to use accessible texts to practice listening. I use ESL News as it's a nice speed and has relevant content...For ESL news, they occasionally have some discussion questions and vocabulary, which I use as a pre-listening task. You can use the text to answer comprehension questions or for a gap-fill. I sometimes give them more practice for the Listening A [gap fill] test by giving the text with some sentences taken out so they can practice that. It's important to practice what is in the test as students can have direct practice of the test [T1: p5, q3].*

The third sub-theme presents how the teachers identified how they use *TED Talks* in aspects of their teaching practice. From their responses, T2 describes how she chooses *TED Talks* by duration and language content while T3 explains how topic and theme are important:

T2: *When I choose a TED Talk, I always search by duration (0-6 minutes) and even then, there are topics that are really... No. I also ask learners to use these as examples of how to give a seminar and link that to their presentations and guest lecturers as well. And I can link it to signal language or transition signals and I also ask them what they have noticed so they can use that in their seminars too [T1: p7, q7].*

T3: *I choose TEDs by topic and time. I've got a bit of a pattern where I expose them to [the listening resource] and [explain] how they can use themes and how they can think beyond the talk. For example, we watched one on earthquakes where there was a design of a cardboard cathedral. The speaker presented his amazing visionary and they could choose a focus and write about the person from their perspective. It's just nice to give learners a choice [T1: p11, q3].*

Furthermore, T1 describes how he uses *TED Talks* for test practices while T2 explains how the resource provides extra listening practice:

T1: *I use TED Talks in order to help their presentation ability. TED Talks follows a specific formula, so there is a hook, some background, description, and a solution. That happens a lot. I get them to watch longer TEDS which tend to follow a problem and three suggested solutions or shorter ones with one problem and one solution. A lot of them are problem/solution and as that is one of the main analytical frameworks, it comes up quite a bit and I can move on from teaching structure to teaching things like rhetorical questions and other components like that [T1: p4, q1].*

T1: *I have used TED Talks for comprehension and as mock exam practice using a 15-to-20-minute TED Talk which is similar to the final exam. I would use the TED and then they answer the questions and I would turn off the picture so they could only hear it, similar to the exam. I don't agree with that as in an ideal world, they would be watching a lecture and actually watching it and I think that would be a good idea to show a TED at the end of the trimester or have someone actually delivering the lecture [T1: p4, q2].*

T2: *We use a couple for quick listens or supplementary materials if needed. I don't think it's a lecture it's a formal talk. I think it gives extra practice for the monologue and the beauty is, they can find something that they are interested in, whether it's their major or something like that [T1: p7, q5].*

However, T3 describes the potential limitations in choosing *TED Talks* that complement the textbook topics, explaining how selections can be overwhelming:

T3: *Are we teaching listening or are we teaching our learners how to listen?... I have found some wonderful talks which I would like to use. They look at how language shapes the way we think and the idea that language is never neutral which makes me think it should be incorporated into the listening theme. I often think 'gosh, how am I going to integrate this?'. It's often easier to integrate something a little more succinct. You just need to ask yourself as a teacher 'why am I doing this? Why am I choosing to do this and not something else?' [T1: p10, q6].*

Observations from the second theme showed that the teachers use supplementary materials when teaching listening. They do this by linking textbook content with other resources to make lessons more interesting and to provide extra skill practice for learners. The teachers also used supplementary materials to provide extra listening practice, test practice, and self-access materials for learners. Further, the teachers selected *TED Talks* based on duration and

topic but have difficulty in finding theme-related talks. Thus, these findings indicate that the teachers may need guidance in selecting these resources more effectively.

Selection of listening activities

The three teachers from the observed classes were asked to describe their selection of listening activities in their lessons. From their responses, three sub-themes emerged.

The first sub-theme concerns how the teachers prioritised vocabulary activities in their listening lessons. In all three lessons, the teachers gave learners the opportunity to notice, monitor, and evaluate the topic vocabulary. T1 explains how he adapts topic vocabulary from the textbook for his listening lesson and T2 describes how she makes topic vocabulary more accessible:

T1: *I thought there would be some benefit in getting them to try and understand the phrases, but I only had an hour, so I didn't want to just explain vocabulary. I like to think that it's better to teach vocabulary that they can pick up the meaning of through context rather than an actual description. I think some things are better taught in context rather than by me or a vocabulary teacher. Once they pick up that phrase in context, they'll be able to use it. So yes, it was an effective activity [T1: p12, q5].*

T2: *I think it went pretty well. I changed the pre-listening to make it more manageable. I reduced a two-page vocabulary sheet to one PowerPoint, so it looked less daunting [T1: p13, q6].*

The second sub-theme identifies how the teachers used learner-centred activities in listening lessons. In all three lessons, the teachers provided learners with opportunities to complete tasks independently or in groups. T3 explains how she facilitates group work to provide learners with additional language opportunities and T2 comments on the importance of enabling learners to make their own decisions in lessons:

T3: *I moved them around, so they weren't talking to the same person and I was fine with that. They had to find the answers, so the answers weren't in their head... I was pleased about how they worked together in pairs, as triads, to tackle the questions by dividing it up by one question each. I would find it really tedious to answer ten questions, the same as my colleague, so I try to break things up a bit and report it back so there's another opportunity*

for listening as a class and an opportunity to listen to each other as well [T1: p14, q2].

T2: *And that's the beauty of the [computer laboratory] where students have time to go over things themselves. I find it difficult when some students get things quickly and others don't as they want the answers at different times [T1: p7, q2].*

The third sub-theme presents how the teachers used transcript activities in listening lessons. Two of the three teachers gave learners the transcript during the listening lesson. T3 explains why transcripts should be made available for listening and T2 describes how learners can use transcripts when listening independently:

T3: *If it's an easy listening, transcripts should be made available, especially if in the [computer laboratory]. They may not hear the question so it's a good idea for them to read the transcript at the end... I've used skill sheets where they rate and build up those skills into their interview. I return to the list as it focuses the learner on the dialogue, and I think that's useful. I've taught in the past using skills assessment based on the descriptors (e.g., 'I can understand...') but not strategy ones [T1: p8, q5].*

T2: *Occasionally, I use YouTube or TED Talks if it's useful or relevant, but I try to encourage students to listen to TED Talks themselves, so they can use the script if they can't work out the words by reading the transcript or listening to it again [T1: p5, q10].*

While T3 and T2 discussed the benefits of using transcripts, T1 describes the potential limitations, explaining how the focus could change from listening to reading in lessons:

T1: *I've never used a transcript because I think that's kinda beside the point. It just becomes a reading lesson. If I could use something with the transcript, aside from the jigsaw, I'd like to know. ...I've never been good at setting that kinda thing. Maybe it's just something I haven't considered doing [T1: p1, q3].*

Observations from the third theme showed that the teachers describe how they prioritise topic vocabulary activities in listening lessons. Further, the teachers used learner-centred activities to provide additional language opportunities and independent practice for learners. Transcripts were also used by the teachers for learners to monitor their comprehension, but there is concern that this may change the focus from a listening to a reading lesson.

Learner feedback

The three teachers from the observed classes were asked to describe their approach to learner feedback in their listening lessons. From their responses, two sub-themes emerged.

The first sub-theme concerned how the teachers observed learners before giving feedback in listening lessons. All three teachers checked answers with learners first before providing feedback in class. T3 explains how she first monitors then helps learners:

T3: *I monitor for a couple of things. First, let [the learners] have time to figure things out themselves so I know if they know what they are doing. I hate over-explaining as I don't see any benefit in it. If you take five minutes to explain something, there's something wrong with the task. You should have written a slightly simpler PowerPoint as a way into it or read the instructions from it so they can work it out themselves [Tl: p14, q3].*

However, T2 comments on why she delays giving answers immediately:

T2: *It was a long text so I knew it would take longer. One student did finish faster, but he had lived in Malaysia for four years. That was the only hitch. Because he finished faster than everyone else, I couldn't pair him up with anyone else. I usually check the answers in the classroom after [the computer room] but I saw that somebody hadn't quite finished the summary, so I didn't want to give the answers as if they hadn't done it, they are not going to learn anything. They are not getting that practice, so we have to check that in class today (two days later) [Tl: p13, q4].*

The second sub-theme identifies how the teachers involved the learner in feedback. The teachers would elicit errors from learners first and then provide feedback based on these observations. T3 explains how learners use self-reflection activities and T1 explains how checklists can focus learners to think about their errors:

T3: *I do comprehension ones, I give them feedback on listening like, 'learners talk about their listening' strategy. They tend to do that individually and I think that makes sense as learners can definitely do these activities on their own [Tl: p14, q5].*

T1: *I think the individual checklist applies to listening feedback as to an extent, so I do this, so I do that... it helps as they don't really understand the skill or the skill that is available to them. If I could persuade just one person*

to be aware of these things, then that might help him. The checklist may be a challenge at certain levels as it's not something you could do as easily with someone at A1/A2 level, but you could use it with B1/B2 students [T1: p1, q6].

However, T3 explains how feedback can be time-consuming for both teachers and learners:

T3: *I used to get them to record and upload their seminar introductions and then record feedback that way. And then the teacher is listening and giving feedback, so you probably have to listen again, as the learner. But you would probably want to write notes as you listen to give feedback as I want to give feedback on meaning and their language. So sometimes it's easier just to do the quick notes. If there's merit in doing it, then it's worth doing, because nothing is simple. We just need to find the right balance and not kill ourselves in the process [T1: p15, q1].*

T1 also describes how learners could be potentially overwhelmed by giving themselves feedback rather than the teacher addressing learner difficulties more explicitly:

T1: *I've never used listening feedback. I would say listening is a goal to get information so the idea of looking at a skill and what they well and give feedback on that, maybe I don't do that enough. I think if a student believes they are improving, then they are more likely to be engaged in the process if we highlight what they are doing and what they are not doing. That recognition can be helpful and if they put a belief in the process, they are more likely to be better at it [T1: p1, q4].*

Observations from the fourth theme showed that teachers first observe then provide learners with feedback or involve them in the feedback process. Further, the teachers would consider self-reflection so learners can give themselves feedback in listening lessons. However, caution not to overwhelm learners should be considered when teachers are providing feedback in lessons.

In summary, data from the classroom observations and from the teachers' responses in the interviews showed that all three teachers use a three-stage listening structure, focusing on textbook instruction. Although lesson time is a limitation, the teachers used interactive, learner-centred activities, prioritising vocabulary and the use of transcripts in listening lessons. The teachers also used supplementary materials to adapt textbook activities and provide learners with additional practices. The teachers also selected *TED Talks* by duration

and topic but have difficulty in finding theme-related talks. Further, listening feedback consisted of observing learners, although some learners may feel overwhelmed by self-reflection processes.

4.7 Summary

This chapter has presented the findings on how the teachers teach listening and what they say about their teaching practices. The results show that the teachers are experienced and have a broad range of experience teaching a variety of programmes. The teachers reported listening practice, metacognitive, and reflection-based activities as important priorities for learners. Additionally, the teachers perceive teaching meaning from context, vocabulary, and linguistic-based activities as difficult for learners.

The teachers also believe that although listening is difficult to teach, all four skills should receive equal emphasis in lessons. Teachers' self-reports indicate that they prefer using activities with pre-determined answers, and a range of prediction and vocabulary activities in the *before-listening* stage. Further, teachers reportedly do not interfere with the listening text and give learners feedback from their own observations rather than use reflection-based activities.

In classroom observations, the teachers followed textbook instruction using three *before-/while-/after-listening* stages. The teachers indicated that although time limitations are problematic, they use interactive, learner-centred activities to prioritise vocabulary and transcripts in class. Additionally, the teachers used supplementary materials, such as *TED Talks*, to adapt textbook materials and provide extra listening practices but would have difficulties in deciding how to select or use these resources. The next chapter presents how learners learn from listening.

Chapter 5. Learners and their learning from listening

“You start off not being very good, but you get better as you get older. But this shows two things: One is we all have this capacity and two, it mostly deteriorates. Now a lot has happened to these kids as they have grown up, a lot. But one of the most important things that happened that I am convinced is that by now, they have become educated”.

(Sir Ken Robinson, Changing Education Paradigms, TED Talks, 2010)

5.1 Introduction

This is the second of two chapters presenting an analysis of L2 listening in a pre-sessional programme at a New Zealand university. This chapter presents data and findings on learning and learning perspectives in L2 listening. The research question addressed in this chapter is:

RQ2. What do the learners in a university EAP programme say about their experience of second language listening?

This question was addressed through the following three sub-questions:

- 2.1 What are the learners’ listening resource preferences? (Section 5.4)
- 2.2 What are the learners’ perspectives on their listening experiences? (Section 5.5)
- 2.3 What listening strategies do the learners use when listening? (Section 5.6)

Quantitative and qualitative data were used to understand learners’ priorities towards their listening practices and strategy use from two data sources: an online survey and focus groups. Survey data were collected from 63 learners in the programme. Focus group data were collected from 20 of these learners. Sub-questions 2.1, 2.2, and 2.3 drew on survey responses and extracts from the focus group interviews. Survey data were analysed using descriptive statistics to present means and standard deviations. A limitation of this data is that the survey presented pre-determined options for the learners to choose from rather than allowing them to give their own options (see Section 8.5). Focus group data were

analysed using a thematic analysis as discussed in Section 3.8.2. An overview of the themes used in this analysis is presented in Appendix 41.

5.2 The pre-sessional teaching context

To recap, the 14-week intensive pre-sessional course runs three times a year at a New Zealand university. The course prepares learners for entry into a range of foundation, undergraduate, and postgraduate university courses. Learners from more than fifteen countries registered for this trimester. The participants, 46 EPP learners (73%) and 17 intermediate learners (27%), were assigned to their respective classes with a maximum of 16 learners per class. A full analysis of how listening is represented in the course curriculum can be found in Section 3.3.

5.3 Learner profile

The first part of the survey required the learners to provide biodata which is summarised below. Forty learners (63.5%) spoke native Chinese, Japanese, Vietnamese, or Thai. Twenty-three learners (36.5%) spoke Arabic or Other (Cambodian, Burmese, Tongan, Pidgin [in the Solomon Islands, Samoa, and Papa New Guinea], Indonesian, Italian, Persian, and Portuguese) as their native language. Thirty-nine learners (61.9%) also spoke English as their second language. In their previous language learning experience, 33 learners (52.4%) had studied English for between *0-2 years*, 15 learners (23.8%) for *10+ years*, and 13 learners (20.6%) for *3-5 years*. Additionally, 23 learners (36.5%) had previously studied on EPP for three trimesters while 29 learners (46%) were studying in their first trimester.

5.4 Learners' listening preferences

RQ2.1 What are the learners' listening resource preferences?

Sixty-three learners responded to two survey questions using a five-point Likert-scale. Focus group responses further expand on these findings.

Listening resource priorities

The first question asked the learners to identify how frequently they listen to each of nine listening sources using a five-point Likert-scale of frequency. Table 5.1 shows the results, ranked by frequency.

Table 5.1. Frequency of Listening Sources

Source	Mean	SD	Rating scale (n=63)				
			1	2	3	4	5
<i>a. Music</i>	3.79	0.98	0%	11.1%	27%	33.3%	28.6%
<i>b. Film</i>	3.73	1.00	1.6%	9.5%	28.6%	34.9%	25.4%
<i>c. YouTube</i>	3.22	1.23	11.1%	15.9%	30.2%	25.4%	17.5%
<i>d. TV</i>	2.97	1.17	11.1%	23.8%	34.9%	17.5%	12.7%
<i>e. Conversations</i>	2.79	1.18	15.9%	25.4%	30.2%	20.6%	7.9%
<i>f. TED Talks</i>	2.78	1.15	12.7%	33.3%	25.4%	20.6%	7.9%
<i>g. News</i>	2.71	1.06	12.7%	30.2%	36.5%	14.3%	6.3%
<i>h. Radio</i>	2.16	1.08	28.6%	44.4%	14.3%	7.9%	4.8%
<i>i. Podcasts</i>	1.98	1.00	39.7%	31.7%	20.6%	6.3%	1.6%

Note: 1=Never, 2=Rarely, 3=Sometimes, 4=Frequently, 5=Always

As Table 5.1 shows, the mean scores of learners' ratings indicate that the four most highly ranked Items A, B, C, and D, at a value of between 2.97 and 3.79, were entertainment sources and two of these were audio-visual sources. Thirty-nine learners (61.9%) *frequently* or *always* listen to *Music*, while 38 learners (60.3%) prefer *Film* and 27 learners (42.9%) watch *YouTube*. In focus groups, L84, a learner from China, explains how he can learn from listening to music while L11, a learner from the Solomon Islands, describes how films help improve her listening:

L84: *I think that the most general thing is the music because, maybe one or two years ago, I quite enjoy listening [to] some English music because... I don't know, maybe it's because it's totally different language from our, our traditional... I think that the first, the first in my mind is that, OK, I think that the melody is good, but of course, I want to learn this music, so I need to know the lyric, so I try to find out the meaning of lyric. Some... some sentence that really... attract people. Like... like, I will find out that what this meaning is totally and then when you talk something about this, you will use it, yeah [LFG1: p4, q5].*

L11: *Yeah, I listen to YouTube, music, the news and, um, in terms of how do I listen to it, it's mostly... like for me, when watching movies, especially foreign language movies, I prefer to have subtitles and that*

helps me to understand the movie. But for English speaking movies, I find it really distracting to have subtitles as you keep looking at the subtitles and you keep looking at the pictures and you keep... I would not prefer to have subtitles in English speaking movies. And I like watching movies, different movies, cos I hear people, how people pronounce, pronunciation and how they speak and how the body expression, and the body language and how it is expressed or what is... [LFG1: p1, q2].

The three lowest ranked Items G, H, and I in Table 5.1 indicate the learners reported infrequently listen to factual or audio-only resources. About 70% of learners reportedly *never or rarely* listen to the *Radio* or *Podcasts*. Further, 29 learners (46%) self-reported infrequently listen to *TED Talks*. L81, a learner from China, describes the difficulties she has with listening to audio-only sources while L84 explains how *TED Talks* are not useful for his studies:

L81: *Yes, sometimes I don't watch the news or speech, like that, because of... it's too difficult for me. And also, I can try to figure out the noun, but it's really hard... nobody really likes [LFG1: p5, q1].*

L84: *I haven't tried. But I think that, for me, it's not necessary to use the TED Talks to do something about my class. But... so I think that I saw it before, but I am not interested so I just ignore them [LFG1: p9, q6].*

Overall, in response to this question, the learners self-reported preferring entertainment resources (e.g., films, TV dramas) more than factual resources (e.g., news, radio) when listening in English. Further, the learners indicated listening to more audio-visual than audio-only sources.

Listening feeling beliefs

The second question asked the learners how they feel about listening in English in general. Seven options were provided for them to rate on a five-point Likert-scale. Table 5.2 shows the results.

Table 5.2. How do you feel about listening in English in general?

Feeling	Mean	SD	Rating Scale (n=63)				
			1	2	3	4	5
<i>a. Necessary</i>	4.48	0.75	1.6%	0%	6.3%	33.3%	58.7%
<i>b. Useful</i>	4.38	0.63	0%	1.6%	3.2%	50.8%	44.4%
<i>c. Interesting</i>	3.89	0.76	0%	3.2%	25.4%	50.8%	20.6%
<i>d. Enjoyable</i>	3.70	0.83	1.6%	1.6%	39.7%	39.7%	17.5%
<i>e. Difficult</i>	3.70	1.02	1.6%	11.1%	28.6%	33.3%	25.4%
<i>f. Stressful</i>	3.13	0.95	4.8%	19%	41.3%	28.6%	6.3%
<i>g. Boring</i>	2.33	0.86	20.6%	30.2%	44.4%	4.8%	0%

Note: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree/Disagree, 4=Agree, 5=Strongly Agree

As Table 5.2 shows, the mean scores of learners' ratings of Items A and B, at a value of 4.48 and 4.38 respectively, show a majority of 60 learners (95.2%) thought listening was *Useful* and 58 learners (92%) perceived the skill as *Necessary*. These responses indicate that the learners reportedly understand the importance of listening in their learning. Items F and G are the lowest rated, at a value of 3.13. and 2.33 respectively, indicating that the learners are reportedly not stressed or bored by listening. Although 37 learners (58.9%) thought listening was *Difficult*, fewer learners found listening to be *Stressful* or *Boring*. Further, the self-reported responses to Items C and D indicate that the learners are positive when listening in English. Forty-five learners (71.4%) reportedly found listening to be *Interesting* and 36 learners (57.2%) thought the skill was *Enjoyable*. In focus groups, L13, a learner from China, explains how listening is necessary for her studies and L52, a learner from Vietnam, explains how she enjoys choosing her own listening sources:

L13: *I prefer some materials in class because they... there are some questions to check if you understand them, you know, or when I listen to some videos online, I thought I understand them whole, but actually, not! (laughs)...So I thinking, if...when listen to... when do some listening exercise in class and we can get some questions to check and...teacher is explaining why it is or not. So, I think that's really helpful [LFG1: p11, q1].*

L52: *I think when I practice outside, I can choose interesting topic, but I like it and I will estimate my level and that make me feel very its very useful than in the school. Because in the school, the teacher will choose the academic topics and that, meeting, is more necessary for us. Yep [LFG1: p8, q4].*

Further, L84 explains the importance of choosing something interesting to listen to:

L84: *I think that, of course, like XXX says, that the only thing that I do not like is about test. I really think about the listening test, it makes me feel nervous. But for example, the news or the TV, or something else, it's OK for me. If I'm interested, I will focus on it. But if, if it is the test, I don't like it!* [LFG1: p9, q2].

However, L13 describes her own listening difficulties concerning accent and speed while L21, a learner from Myanmar, explains how listening content is problematic:

L13: *Yeah...hmmm, but, you know for me, the difficult, the difficulties include the accent and the speed of..., yeah, the speed, and the idioms, as well. Yeah. And, actually I think if, I know the content, the environment that the video, or the... listening materials happened, I, I..., I usually can understand them better. Huh. Yeah. And you know, I think, visual... visual, like video or face to face, can help us or not to communicate. I feel that I can, I can listen them well... listen to them well. Yeah* [LFG1: p1, q3].

L21: *I think... the listening contents has some... each problems. Like... noisy, just, speed and like accent. So, we have to listen the different kinds of listening materials* [LFG1: p2, q7].

Overall, in response to this question, the learners reported feeling positive about their listening and perceive it as necessary and useful for their learning. Fewer learners feel that listening is stressful or boring. However, in interviews, some learners reported finding the speaker's accent or speed to cause difficulties.

In summary, the learners prefer recreational listening resources and believe that factual listening sources are more academically demanding. Additionally, there was a clear distinction between the learners enjoying listening outside-of-class more than in-class. The next section presents the learners' stated perspectives on their listening experiences.

5.5 Learners' listening experiences and improvements

RQ2.2 What are the learners' perspectives on their listening experiences?

Sixty-three learners were asked to respond to two survey questions using a five-point Likert-scale. Focus group responses further describe these findings.

General listening experience

The first question asked the learners about their general listening background. Three options were provided for them to rate on a five-point Likert-scale. Table 5.3 shows the results.

Table 5.3. General listening background

General listening background	Mean	SD	Rating Scale (n=63)				
			1	2	3	4	5
<i>a. I practise listening to English outside of class</i>	4.16	0.72	0%	1.6%	14.3%	50.8%	33.3%
<i>b. I like listening to English</i>	3.97	0.84	1.6%	0%	27%	42.9%	28.6%
<i>c. I am confident listening to English</i>	3.24	1.08	6.3%	19%	30.2%	33.3%	11.1%

Note: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree/Disagree, 4=Agree, 5=Strongly Agree

As Table 5.3 shows, the mean scores of learners' ratings of Items A and B, at a value of 4.16 and 3.97 respectively, indicate that the learners like listening to English, especially out-of-class. Fifty-three learners (84.1%) reportedly prefer listening out-of-class and 45 learners (71.5%) reported that they like listening. As the lowest ranked response to Item C indicates, at a value of 3.24, a quarter of the learners were not confident when listening. In focus groups, L11, L21, and L51 (a learner from Cambodia) explain how their experiences differ inside and outside the classroom:

L11: *I think, like listening in class and listening outside are different purposes so, yeah. Like listening in class is more focused, more under pressure, you have time limits, and for me, listening when you go out, or when you are at home or just with friends, it's more relaxed. The environment is more relaxing, so you don't tend to focus on key elements, unless you are really trying to grasp that what is the main message that you are trying to listen for. For me. So, it serves different purposes but, they are both important [LFG1: p6, q3].*

L21: *I think we have pressure in the classroom. So, we focus on too, too many things because we, we are concerned about to... to miss something. But outside the class, we have no pressure [LFG1: p6, q6].*

L51: *Because, you know, like, what I learn in class, is you know, the type of narrow for me to study, to like, guide my education. But, like, for outside class, I speak to my flatmate, or I speak to some other people, for example the bank or the market, it's like general knowledge that we use. So, yes, it's different type of thing. Especially, Kiwi really like to use, like, yes... all slang [LFG1: p8, q2].*

Overall, in response to this question, the learners reportedly prefer to listen outside of the classroom. A majority of the learners also rated listening in English positively, but were generally not confident in their listening.

Listening ability improvements

The second question asked the learners what helps their listening ability improve. Four options were provided for them to rate on a five-point Likert-scale. Table 5.4 shows the results.

Table 5.4. What do you think helps your listening ability improve?

...helps my ability	Mean	SD	Rating Scale (n=63)				
			1	2	3	4	5
<i>a. Activities</i>	4.02	0.68	0%	3.2%	12.7%	63.5%	20.6%
<i>b. Practice</i>	3.98	0.79	0%	6.3%	12.7%	57.1%	23.8%
<i>c. Materials</i>	3.92	0.74	0%	4.8%	17.5%	58.7%	19%
<i>d. Strategy Use</i>	3.63	0.82	0%	7.9%	34.9%	42.9%	14.3%

Note: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree/Disagree, 4=Agree, 5=Strongly Agree

As Table 5.4 shows, none of these items were rated as *strongly disagree*, and in fact, all four items were rated as *agree* or *strongly agree*. The top three Items A, B, and C, at a value of between 3.92 and 4.02, indicate that most learners feel lesson components help their listening improvement. Fifty-three learners (84.1%) ranked *activities*, 51 learners (80.9%) ranked *practices*, and 49 learners (77.7%) ranked *materials* as helpful. From the four options, Item D was the lowest ranked item. Although 36 learners (57.2%) perceived *listening strategies* as helpful, this ranking indicates that less measurable components are

given a lower priority by learners. In focus groups, L43, a learner from China, and L12, a learner from Myanmar, detail how comprehension activities help improve their listening:

L43: *I think answering the comprehension questions is very useful because... we are always listening some resources just for complete the questions, so we need to read the questions before we listen and this question can maybe help us to focus on the main idea about this listening resources and after then, we can talk to our friends or our classmates. Yes, and we also can write a summary so that we can complete the main idea about the resources. Yeah* [LFG1: p14, q5].

L12: *For me, we, listening practice in class, when the teacher, she gave me the question first, before I listen, so that will help me a lot, because for me... I am like... weak at memorising at what the listener... the speaker talks. So I need time to think about what the, what he or she said, so... so I have to take notes first, so if I... if I know the question, I can take notes from what to.. what is the speaker talking about or I know what he or she will talk about later. So, like, reading the question first, and then listen, it improve me. And sometimes, when I do that, when I do like that, take notes, it also like... I feel... I didn't take them... I don't usually take the main ideas or ... I took everything he or she says so that's what is like, a bit challenging for me. So, I have to take notes of the main idea so like, so that I like... I can follow or what the speaker says. Yeh, so that's my problem, I think, that's my difficulty* [LFG1: p11, q2].

Additionally, L24, a learner from China, and L41, a learner from Brazil, describe how engaging in frequent listening and discussion practices improve their listening:

L24: *I think, I think what helps me more is when I listen more times. I listen twice or three times because the first time, I don't know what the speaker is speaking. I just know a few words and that's it. But I listen again, again,* [LFG1: p13, q3].

L41: *Yeah, I think that discuss the talk, when you talk about the talk, you change and ... different ideas and this help me a lot, to help my think, my think about the idea... the idea about the talk. And when I write about my opinion, these things help me a lot* [LFG1: p14, q4].

However, L43 describes how test materials are ineffective for improving her listening while L23, a learner from Japan, and L44, a learner from Myanmar, describe how listening strategies are difficult to use:

L43: *I think the listening lecture maybe it is difficult... difficult exam. I don't know how to... how to improve from my listening lecture because listening lecture exam is like a piece of paper. And we need to focus on it maybe twenty minutes or half an hour, yes. And sometimes I focus on the question and sometimes I miss the key words and suddenly I find that the other student has already turned over the page and I am missing, I am missing, I am already missing the key words! So, oh I am missing this... and I turn over the paper, so I follow them. But I know my weakness as lecture and maybe the academic listening resources but sometimes I do not know how to improve that. Yes... so I would like if you can help us [LFG1: p15, q6].*

L23: *I also, I also, topic background, yes. Important for me. When I come from the academic word, the word which I don't know or can't understand, I, I really confused with the listening text. And related to vocabulary, is also very important. And components are difficult, difficult. For me [LFG1: p13, q6].*

L44: *For me..., trying to understand specific idea, like that is because, sometimes the topic I am not always that familiar with me and not only familiar really for me... [laughs] and some of those, and some of those terms and units I don't really know and they are very difficult to understand those very specific ideas or that very specific analysis that all that mentions. How do you measure 1-9... or 1-100? Just my own... own feeling? So, I think, I understand oh, 50%. But it also depends on the topic. So, if I think, so for example, if the topic is like tourism, I'm a little bit familiar with that, so OK, I can see what is there. The meaning of this or like that [LFG1: p14, q8].*

Overall, in response to this question, a majority of the learners perceive activities, materials, and practices as important for their listening improvement. Further, just over half of the learners reported listening strategies to be helpful in their improvement.

In summary, the learners like to listen, especially outside of the classroom. However, the learners were generally not confident when listening. In listening improvement, the learners perceive activities, materials, and practices as helpful but do not prioritise listening strategies as highly in their progress. The next section presents the learners' perceived strategy use from their previous listening experiences.

5.6 Learners' perceived strategy use

RQ2.3 What listening strategies do the learners use when listening?

Sixty-three learners were asked to respond to six survey questions using a five-point and six-point Likert-scale. Focus group responses further expand on these findings. The first five questions present the survey results using descriptive statistics drawn from the metacognitive awareness listening questionnaire (MALQ) items. A sub-set of this data for the 33 learners involved in Phase 2 is reported again in Chapter 6.

Planning and evaluation strategies

The first question asked the learners to rate five planning and evaluation strategies using a six-point Likert-scale. Table 5.5. shows the results.

Table 5.5. Planning and evaluation strategies

PE Strategy	Mean	SD	Rating Scale (n=63)					
			1	2	3	4	5	6
a. PE21	4.65	1.2	1.6%	6.3%	7.9%	20.6%	36.5%	27%
b. PE14	4.49	1.12	0%	4.8%	14.3%	28.6%	31.7%	20.6%
c. PE20	4.41	1.1	0%	7.9%	7.9%	34.9%	33.3%	15.9%
d. PE1	4.33	1.30	1.6%	11.1%	11.1%	23.8%	33.3%	19%
e. PE10	3.76	1.24	3.2%	14.3%	20.6%	34.9%	19%	7.9%

Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4= Partly Agree, 5=Agree, 6=Strongly Agree

Strategy: PE21=I have a goal in mind as I listen

PE14=After listening, I think back to how I listened and about what I might do differently next time

PE20=As I listen, I regularly ask myself if I am satisfied with my level of comprehension

PE1=Before I start to listen, I have a plan in my head for how I am going to listen

PE10=Before listening, I think of similar texts that I may have listened to

As Table 5.5 shows, the mean scores of learners' ratings of all items indicate, at a value of between 3.76 and 4.65, that a majority of the learners seem to plan and evaluate throughout the listening process. Thirty-three or more of the learners (52.3%) set a listening goal, reflect back on their listening, think about their comprehension *while-listening*, or plan *before-listening*. The lowest ranked response to Item E indicates that only 17 learners (26.9%) reportedly think about similar texts *before-listening*. L23 and L52 describe how they plan and set goals *before-listening*:

L23: *I think planning how you will listen and participate is useful, yeah. Because, when I, when I am given some text about listening... listening contents, it is really useful to predict what they, what they'll, what they are talking about...*[LFG1: p20, q5].

L52: *Planning how I will listen in each lesson. Like I prepare the topic first, I know what topic is going to be talking about. I can use my own vocabulary to relate the structure first and just follow this when I am listening. I think by doing this, I can catch some words easier [LFG1: p21, q5].*

L43 and L41 explain some of the difficulties they encounter when they reflect on how they listened:

L43: *For me, finding how you listen in this lesson, because, when I, when I listen to English, I am struggle to listen to English so... when I listen to English, what is question? What is main important? What is main idea? I am confused... very confused... What do I plan?... hmmm... for example... previously, I wrote the question and I... I ... I... what should I ... should I... what I should I have, what should I hear and what should I hear... and what is main ... main point. So, I... I... [LFG1: p21, q2].*

L41: *In my case, I think it's really, really important to think about how I listen. ... and when I think about how I could change how I listen. But sometimes I don't know how to change this, but I think reading and talking about that helps*

Interviewer: *Do you listen in the same way every time or you change how you listen?*

L41: *Sometimes I change. For example, if I need to write about that, I normally read the question and then I listen about that. But sometime is change and it's so hard... I don't know the best way to... [LFG1: p21, q3].*

L44 also explains why thinking about similar topics is unhelpful when preparing to listen:

L44: *For me, there's some background topic which is kinda difficult. Because, one, when I see... I mostly am familiar with leadership subject and team building subject so when I go to TED Talk, I normally use that kind of subject. I also know that I should choose some other subject as well. But some of those other subjects are just a little bit easy to understand. But some very technical subjects, like crop or like that..., they are, they have... words which are related to agriculture or like that subject, is very difficult, difficult for me to understand because of some terminology that I am not used to [LFG1: p29, q6].*

Overall, in response to this question, the learners self-reported using some planning and evaluation strategies to set goals *before-listening* and reflect on their approach *after-listening*. Although fewer learners think about similar texts *before-listening* or monitor their

understanding *while-listening*, the learners reported using most of the strategies with no clear distinction between them.

Mental translation strategies

The second question asked the learners to rate three mental translation strategies using a six-point Likert-scale. Learners who disagree with the statements associated with MT4, MT11, and MT18 are considered to have reported effective use of these three strategies. Table 5.6 shows the results.

Table 5.6. Mental translation strategies

MT Strategy	Mean	SD	Rating Scale (n=63)					
			1	2	3	4	5	6
a. MT11	4.48	1.30	0%	14.3%	4.8%	23.8%	33.3%	23.8%
b. MT4	4.19	1.31	3.2%	12.7%	9.5%	22.2%	41.3%	11.1%
c. MT18	3.05	1.44	12.7%	30.2%	20.6%	20.6%	7.9%	7.9%

Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4= Partly Agree, 5=Agree, 6=Strongly Agree

Strategy: MT11=I translate key words as I listen
 MT4=I translate in my head as I listen
 MT18=I translate word by word as I listen

As Table 5.6 shows, the mean scores of learners' ratings of Items A and B, at a value of 4.48 and 4.19 respectively, indicate that more than half the learners translate key words or translate in their head. Thirty-six learners (57.1%) reported using MT11 while 33 learners (52.3%) prefer MT4. The lowest ranked Item C, at a value of 3.05, indicates 27 learners (42.9%) do not translate word-by-word as often. L13 explains how she translates between her L1 and L2 in her head when she listens while L84 explains why this is problematic for him:

L13: *Yeah, yeah, I think, for me, they... they... I... I usually do some mental translation. Although I understand some content, I actually in my mind, there are, there are some thing Chinese, yeh. Although I do not know how to translate them word by word, but when I understand, I think it appears like Chinese. Yeah, so... some teachers gave me some advice, that to improve my English skill, I need to think of the English but it's, it's really difficult... at least, at least, at the current stage, I do some mental translation, and I like to talk about listening experiences with classmates because, yeah, we can share some opinions and chat if we understand the topic right or get some new*

ideas from others, yeah, I think that the experience is really amazing [LFG1: p22, q3].

L84: *When, when we transfer in our mind, the sentence already move to the next sentence. It means the answer may be other main point or something like that. So maybe it make us to lose point.*

Interviewer: *So how does that make you feel?*

L84: *Unfair! (laughs) But I know that is a little bit hard for us. We need to, how do say? Improve our... try to...how to say... our understanding in English, not in Chinese I think, is the best way to improve [LFG1: p23, q1].*

Further, L22, a learner from China, explains some of the difficulties she encounters when attempting to translate word-by-word:

L22: *For me, I don't think translation is useful. Because if we translate each word, every word, in our mother language, we will lose mark because we do not have enough time to do the translation. You can just have time to catch the word and just fill in the blank, because as we all know, um, the listening has limited time for you to write something down...Sometimes I miss, miss the words, and sometimes, I can't catch the key words. You know, I cannot catch the key words, and I cannot fill in the answer sheet so... [LFG1: p20, q3].*

Overall, in response to this question, the learners reportedly interpret key words or translate in their head as they listen. However, fewer learners indicated using word-by-word translations.

Directed attention strategies

The third question asked the learners to rate four directed attention strategies using a six-point Likert-scale. Learners who disagree with the statement associated with DA16 are considered to have reported effective use of this strategy. Table 5.7 shows the results.

Table 5.7. Directed attention strategies

DA Strategy	Mean	SD	Rating Scale (n=63)					
			1	2	3	4	5	6
a. DA12	5.02	0.90	0%	1.6%	4.8%	15.9%	46%	31.7%
b. DA6	4.46	0.99	0%	4.8%	7.9%	38.1%	34.9%	14.3%
c. DA2	4.46	0.98	0%	3.2%	9.5%	41.3%	30.2%	15.9%
d. DA16	2.51	1.40	30.2%	28.6%	14.3%	15.9%	9.5%	1.6%

Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4= Partly Agree, 5=Agree, 6=Strongly Agree

Strategy: DA12=I try to focus again when I lose concentration

DA6=When I focus, I recover my concentration straight away
DA2=I focus harder on the text when I have trouble understanding
DA16=When I have difficulty understanding what I hear, I give up and stop listening

As Table 5.7 shows, the mean scores of learners' ratings of Items A, B, and C, at a value of between 4.46 and 5.02, indicate that the learners can refocus their attention on the text *while-listening*. Forty-nine learners (77.7%) reportedly use DA12 while 31 learners (49.2%) use DA6, and 29 learners (46.1%) use DA2. The lowest ranked Item D, at a value of 2.51, indicates 37 learners (58.8%) *disagree* that they stop when the listening is difficult (DA16). L11, a learner from the Solomon Islands, and L14, a learner from Tonga, explain how previous knowledge and concentration can help refocus their attention:

L11: *But for a, um, speaker to talk about you know, a practical topic, you have to look for cues or key words that he... or that he or she is saying about the message that they are trying to convey...Yeah, I think for me, thinking back to my previous experiences, I've had lecturers from India, and they have a heavy accent. The first few weeks would be just me getting used to their accent and their words before actually, you know, getting the message. And one of the thing about vocabulary, is that, when you learning about the particular subject and just used, maybe something that you are not familiar with, it's like when you are talking about law, they use law terms at times, clearly they are familiar with the subject and you kind get stuck on what, thinking what does that word mean... you lose concentration [LFG1: p24, q3].*

L14: *For me, both, it mostly depends on my concentrations. Sometimes in class, I feel a bit... overwhelmed. If I can't absorb anymore, it's just... blank. Even, it's the same when outside. If I am really keen outside the classroom, I can just concentrate and finish the work...When you are really tired, you just blank out [LFG1: p24, q1].*

Further, L44 and L24 describe how they redirect their attention when they lose focus to continue listening:

L44: *For me, I panic, but then sometimes, I do not panic. I listen again and then I catch up on the contents. Even though, although, I don't understand some of those words, vocab, I think I can catch up with the emotional expressions or facial expression or something. So, I try to understand as much as I can [LFG1: p25, q7].*

L24: *I'm... I'm feel good, but sometimes I, I cannot understand. But, what can I say? I can understand the meaning but not, not every word. But I know, part, part of it [LFG1: p24, q6].*

Overall, in response to this question, the learners reportedly refocus their attention immediately and keep listening when they have comprehension difficulties. Further, learners reported that they continue listening whenever they encounter any difficulties.

Person knowledge strategies

The fourth question asked the learners to rate three person knowledge strategies using a six-point Likert-scale. Learners who disagree with the statements associated with PK3 and PK8 are considered to have reported effective use of these two strategies. Table 5.8 shows the results.

Table 5.8. Person knowledge strategies

PK Strategy	Mean	SD	Rating Scale (n=63)					
			1	2	3	4	5	6
a. PK8	4.43	1.18	3.2%	1.6%	14.3%	30.2%	31.7%	19%
b. PK15	4.02	1.46	3.2%	14.3%	22.2%	19%	20.6%	20.6%
c. PK3	4.00	1.60	7.9%	19%	1.6%	28.6%	22.2%	20.6%

Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Strategy: PK8=I feel that listening comprehension is a challenge for me

PK15=I don't feel nervous when I listen to English

PK3=I find that listening in English is more difficult than reading

As Table 5.8 shows, the mean scores of learners' ratings of Item A, at a value of 4.43, indicates that 31 learners (50.7%) find listening comprehension challenging. The lower ranked Items for B and C, at a value of 4.02 and 4.00 respectively, indicate that 26 learners (41.2%) feel confident about listening and 27 learners (42.8%) find listening more difficult than reading. L11 describes how listening is challenging:

***L11:** I think, writing about your listening experience, like sometimes, listening to a speaker talk is more different from a writing style. Yes, so it's... a spoken style is different and a writing style is different so you have to take both of these results... sources and combine them, so you have to think about, OK – what is the meaning behind what the writer is saying? What is the message he is trying to convey? [LFG1: p24, q5].*

The learners also reported that listening is more difficult than reading as L54, a learner from Vietnam, and L81 describe their different experiences when learning with the two skills:

L54: Like vocabulary. The word is the same for that at all. It's like, 'can you say it again?'.

Interviewer: For 'furthermore'?

L54: No, for 'first of all'. Yes, that... that... the first time I heard that, I write down 'we were'. And one of my friend told me, no, it not mean that. It mean 'first of all'. And then when I read the reading, yes. It says 'first of all'. When they say linking word. And link together. It's faster when they speak. It makes it more difficult [LFG1: p16, q5].

L81: Because it is different to when I am reading because we can't read and know what the word is. But when the speaker speak, the whole sentence, if we have a word we don't know, and maybe we don't know the whole sentence, don't know... the idea. Even though we are missing one word, we don't know the idea! [LFG1: p18, q3].

Overall, in response to this question, the learners reportedly find listening comprehension challenging. Although almost half of the learners are confident listeners, they reported finding listening more difficult than reading.

Problem solution strategies

The fifth question asked the learners to rate six problem solution strategies using a six-point Likert-scale. Table 5.9 shows the results.

Table 5.9. Problem solution strategies

PS Strategy	Mean	SD	Rating Scale (n=63)					
			1	2	3	4	5	6
a. PS9	5.00	0.78	0%	0%	3.2%	20.6%	49.2%	27%
b. PS17	4.90	0.73	0%	0%	1.6%	27%	50.8%	20.6%
c. PS5	4.73	0.98	0%	3.2%	4.8%	31.7%	36.5%	23.8%
d. PS19	4.70	0.96	0%	1.6%	7.9%	31.7%	36.5%	22.2%
e. PS7	4.59	0.92	0%	1.6%	9.5%	33.3%	39.7%	15.9%
f. PS13	4.30	0.87	0%	4.8%	9.5%	39.7%	42.9%	3.2%

Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4= Partly Agree, 5=Agree, 6=Strongly Agree

Strategy: PS9=I use my experience and knowledge to help me understand

PS17=I use the general idea of the text to help me guess the meaning of words I don't understand

PS5=I use the words I understand to guess the meaning of the words I don't understand

PS19=When I guess the meaning of a word, I think back to everything else I have heard to see if my guess makes sense

PS7=As I listen, I compare what I understand with what I know about the topic

PS13=As I listen, I quickly adjust my interpretation if I realise that it is not correct

As Table 5.9 shows, the mean scores of learners' ratings of Items A, B, and C, at a value of between 4.73 and 5.00, indicate that more than 50% of the learners reportedly use their

previous experience to understand and gist and vocabulary to address their listening comprehension difficulties. Forty-eight learners (76.2%) use PS9 while 45 learners (71.4%) use PS17. Further, 38 learners (60.3%) prefer PS5 and 37 learners (58.7%) use PS19. The lowest ranked response to Item F, at a value of 4.30, indicates that only 29 learners (46.1%) change how they listen if they misunderstand. L22 explains how she uses her previous knowledge and experience to understand the listening:

L22: *I'd like to use planning, like make a prediction before listening because I can guess the, um, the meaning, maybe just look at the topic, because it's a good way to save time when we are writing when listening. Like in pre-listening, we make a prediction about what the speaker want to say. And, also, I think person knowledge is very important, because we can combine our personal experience to help us our understanding, or predict the next text, the next situation [LFG1: p20, q3].*

L12 describes how gist helps his comprehension and L84 explains how he uses gist and vocabulary together to overcome his listening challenges:

L12: *I think for me, what is easy for me is, like listening content, so that, I, when I listen, if I know what... what are the context in the listening, so it help me to understand the background information or something like that [LFG1: p29, q1].*

L84: *Compared to the vocabulary things, I think the topic and background is more easily to understand because before your listening, you already know the topic, so you know all of them. Main idea, maybe some time you can think about this in the way that you think this before, oh, I think this before, I saw this before, so I know how to...catch the sentence so I think it's easy, much more easily to compare with vocab [LFG1: p29, q7].*

Further, L14 describes how it is difficult to refocus if she misunderstands vocabulary and L12 explains how vocabulary is important in addressing her listening comprehension difficulties:

L14: *And for me, like, vocabulary is difficult for me because it slows my understanding of listening, because I also find it hard with the speed and the accent and I find it easy with the content... [LFG1: p29, q2].*

L12: *What is most difficult... what are most difficult for me is that, like the speaker's speed, because I need time, like to, like take notes, and if he... and if he speak a sentence and when I take notes, I was left behind so if he speak very fast, it is very difficult for me. Another thing is, when I listen,*

vocabulary is one of my problem, because like, maybe I... I don't have most of the... I don't have knowledge of vocabulary or something like that and that is my difficulty too, I think, yeah [LFG1: p29, q1].

Overall, in response to this question, the learners reportedly use their previous knowledge, gist, and vocabulary to attend to their listening difficulties. The learners also report that they infrequently adjust their interpretations if they are incorrect while listening.

Future listening strategy use

The sixth question asked the learners to rate how they will use listening strategies in the future from four options using a five-point Likert-scale. Table 5.10 shows the results.

Table 5.10. How do you think you will use listening strategies in the future?

Future use	Mean	SD	Rating Scale (n=63)				
			1	2	3	4	5
<i>a. Future Jobs</i>	4.43	0.73	1.6%	0%	4.8%	41.3%	52.4%
<i>b. Travelling</i>	4.32	0.75	1.6%	1.6%	3.2%	50.8%	42.9%
<i>c. Conversations</i>	4.30	0.71	1.6%	0%	4.8%	54%	39.7%
<i>d. Entertainment</i>	4.19	0.78	1.6%	1.6%	7.9%	54%	34.9%
<i>e. Future classes</i>	4.03	0.80	0%	4.8%	15.9%	50.8%	28.6%

Note: 1=Strongly Disagree, 2=Disagree, 3=Neither Agree/Disagree, 4=Agree, 5=Strongly Agree

As Table 5.10 shows, all these items were ranked as *agreed* or *strongly agreed* by a majority of learners. The mean scores of learners' ratings of Items A, B, C, D, and E, at a value of between 4.03 and 4.43, indicate that 50 or more learners (80%) would use listening strategies in all five situations. L11, L84, and L83 describe how they will use listening strategies in their conversations:

L11: *I think for me, it's not just listening to TED Talk, but also, talking to other students and seeing how they pronounce and normal... their normal way of speaking. So, to actually get used to hearing them speak. Because sometimes, even with some of these TED Talks, they slow down the talk and I am still able to understand but to have face-to-face conversation with English speaking, they will actually help you to understand any of your listening [LFG1: p30, q3].*

L84: *Because I think that every people have their own skills. But sometimes, maybe your skill no suit me. Even you told me, OK, you got some experience, you need to do, I recommend how you need to do that, when you use the same strategy, it no work. So, I think it's better to use your own strategy or*

your own skills, what you like to do with it. Because, everyone is different. But I think something that is useful is something like general experience. Like I just said that talking and listening is a good pair. So, I think that if you want to improve listening, you cannot just improve the listening. You also need to improve your talking, your speaking. So, it's how to say – make a balance [LFG1: p31, q3].

L83: *I think it will yeah. But for now, I'm making my efforts to, how to, pass the final test. I often think just to talk to others is a very good way to improve in listening because when you talk to others, if you want to continue the communication, you must get the others opinion or idea as this is the first thing we should do when listening. So, communication to other, with others push our to the first theme, I think [LFG1: p31, q5].*

L22 also explains how strategies could be used for her listening out-of-class:

L22: *For the future, I think I will focus on more interesting listening. Because, to be honest, I don't really like listening but if you are listening something and really interested in it, yeh, I think I will improve a lot in my listening area. Because, listening is like boring but it is compulsory for us so now we want to choose. So maybe in the future, I will choose more interesting topic like movies, songs can help me improve my listening skills because they are also good way to help us improve our listening skills [LFG1: p31, q4].*

Overall, in response to this question, the learners believe they will use listening strategies in all five situations given.

In summary, the learners reported using planning and evaluation strategies to set goals and reflect on their listening. The learners translate in their head and with key words but do not use word-by-word translation. Further, the learners self-reported directing their attention by refocusing when losing their place and continue listening despite comprehension difficulties. Although the learners are confident listeners, they feel that listening is challenging and is more difficult than reading. In problem solving, the learners reportedly use previous knowledge, gist, and vocabulary to attend to their listening difficulties. Finally, the learners would use listening strategies in all the future listening situations provided.

5.7 Summary

This chapter has presented the findings from the learners' self-reports on how they learn from listening. The results show that about half of the learners have less than two years language learning experience in their own countries or in programmes overseas. Learners reported that they prefer entertainment and audio-visual resources rather than listening to factual and audio-only resources. The learners also feel that listening in English is useful and necessary for their studies and some learners also feel listening is difficult. Further, the learners like listening and practise frequently outside-of-class but lack confidence when using the skill. In the classroom, learners felt that listening activities, materials and practices were helpful while they perceived listening strategies they had learned in class as being less helpful.

In planning and evaluation strategies, learners reported using different planning strategies but did not think about similar texts *before-listening*. In mental translation, learners translate in their head and focus on key words rather than use word-by-word translations. In directed attention, learners reportedly focus again when they lose concentration immediately when they misunderstand. They also continue to listen if the text is difficult. In person knowledge, although learners did not feel nervous, about half the learners felt that listening was challenging and more difficult than reading. Finally, in problem solving, learners reportedly use their previous knowledge, and focus on the general idea and vocabulary to understand. However, they do not readjust or refocus their listening when losing their place or adjust their interpretations if they have listening difficulties. Learners also indicated that they would use listening strategies in future conversations in all five situations provided. These findings indicate the gaps for adopting metacognitive instruction to investigate the use of listening strategies by learners in L2 listening. Drawing on these findings, there is clearly a need to help learners by developing their strategic approaches to listening. One approach is to use a TED Talks-based L2 listening programme that can equip learners with the necessary strategies and skills to engage them with their listening more competently. The next chapter presents the findings from the quasi-experimental intervention which compares the impact of TED Talks-based strategy instruction on learners' strategy use and skill development.

Chapter 6. The impact of metacognitive instruction on the use of listening strategies by learners

“Listening to... gather insights and information is a key ability that successful people possess... Some strategies for being a better listener: to lose preconceptions, be vulnerable and open to new ideas, and to not be afraid to hear what we'd rather not hear”

(Tony Salvador, The Listening Bias, TED Talks, 2013)

6.1 Introduction

This chapter presents results on the effect of metacognitive instruction on the use of listening strategies by learners. As described in Chapter 3, the study was quasi-experimental in design, and involved three groups in a pre-session programme at a New Zealand university, each of which had a different listening instruction treatment: self-study (SS), classroom instruction (CI), and control group (CG). The research question addressed in this chapter is:

RQ3. What is the effect of a TED Talks-based listening programme on learners' metacognitive strategy development and their use of listening strategies?

This question was addressed through four sub-questions:

- 3.1 Did the metacognitive listening intervention improve metacognitive strategy use? (Section 6.2)
- 3.2 Which instructional activities in the listening lessons did the learners report as more useful or not useful? (Section 6.3)
- 3.3 What were the differences between the experiences of self-study and classroom-based metacognitive instruction, according to learners' self-reports? (Section 6.4)
- 3.4 What impact did the metacognitive intervention have on the learners' self-reported listening behaviours, their perceptions of the value of different approaches to listening, and their interest in listening? (Section 6.5)

To address these questions, quantitative and qualitative data were analysed from three data sources: an online survey, focus groups, and lesson journals (see Section 3.4 for details of the participants in Phase 2). Sub-questions 3.1, 3.2, and 3.4 drew on data from the survey responses. Comparisons of survey pre-/post-course scores means including the 21-items from the metacognitive awareness listening questionnaire (MALQ) were done using paired-samples t-tests. Effect sizes were reported using Cohen's d effect size value. However, the extremely small sample sizes rendered these analyses unreliable and so the data were analysed using an alternative approach as outlined below. For the sake of thoroughness, the t-values, p-values, and Cohen's d effect size value are included in the results presented below. Although this information is included, it was not used as the primary means to assess meaningful effects of the intervention.

Due to the unreliable statistical analysis, a descriptive approach was used to analyse the survey data based on the line graphs and bar graphs as a means to identify meaningful effects. The following procedure was used.

1. Only results which showed at least +1.00 or -1.00 mean difference between pre-/post-course scores were considered of sufficient interest to warrant further examination and discussion. The reason for this was to establish what constitutes a meaningful effect from a descriptive perspective.
2. When condition 1 was met, the pre-course scores of the three groups were compared to identify whether any of the groups were starting with noticeably lower or higher means. This was done to show any large differences that had markedly biased starting points and to eliminate survey items that exhibited strong ceiling effects.
3. If the first two conditions were met, bar graphs plotting pre-/post-course values for each individual in each group were examined to determine whether the mean difference identified in condition 1 was driven by a consistent pattern across most individuals in a group or by extreme change in a small minority of respondents per group. The full set of bar graphs is presented in Appendix 37.
4. If the first three conditions were met, the fourth consideration was to evaluate the logical plausibility of the group difference (e.g., a strong effect of the intervention on

the control group is not plausible). This is admittedly the most subjective step in this process but was done in order to protect the above procedure from spurious effects.

5. Data was also drawn from a thematic analysis of learner journal entries and focus group interviews. An overview of the themes used in this analysis is presented in Appendix 42.

6.2 Learners' metacognitive strategy awareness

RQ3.1 Did the metacognitive listening intervention improve metacognitive strategy use?

Pre-/post-course data were obtained from responses to the 21 Likert-scale items in the metacognitive awareness listening questionnaire (MALQ) (Vandergrift et al., 2006).

Following Vandergrift et al. (2006), these items are grouped under five subscales: planning and evaluation, mental translation, directed attention, person knowledge, and problem solution. Focus group responses further expand on these results.

For each subscale, three results are presented:

1. Comparison of the within-group pre-/post-course descriptive results for each strategy using paired-samples t-tests.
2. Line graphs of the pre-/post-course mean difference for each strategy to illustrate any meaningful effects. Bar graphs were used to illustrate any individual or group effects found in the line graphs (see Appendix 37).
3. Individual vignettes to describe any individual or group effects from the bar graphs.

6.2.1 Subscale 1: Planning and evaluation strategies

For Subscale 1, the learners rated five planning and evaluation strategies that they “use to prepare themselves for listening and to evaluate the results of their listening efforts” (Vandergrift et al., 2006, p. 450) on a six-point Likert-scale. Table 6.1 presents the pre-/post-course paired-samples descriptive results for each of the items in Subscale 1 for the three groups. The self-study group showed an increase in mean scores for all five strategies. The mean score increases for PE20 and PE21 were found to be statistically significant. Of the five strategies, these two concern *while-listening*. The classroom instruction group reported an

increase in their use of PE10 but a decreased use of the other four strategies. The control group increased their use of only two strategies (PE10 and PE21). For both groups, none of the changes in the mean scores for the individual strategies were significant. The Cohen's effect size value for the self-study group's reported scores for PE20 suggested a high practical significance ($d = 1.667$). The reported scores for the classroom instruction group ($d = 0.259$) and the control group ($d = <0.001$) suggested a low practical significance.

Table 6.1. Individual planning and evaluation (PE) strategy use by group

PE	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
1	3.38	+0.85	1.557	0.196	0.382	4.27	-0.09	1.191	0.839	0.035	4.89	-0.11	0.782	0.594	0.183
	4.23		1.481			4.18		1.250			4.78		0.972		
10	3.38	+0.70	1.446	0.095	0.511	3.55	+0.72	1.036	0.120	0.486	3.44	+0.23	1.333	0.347	0.347
	4.08		1.038			4.27		1.009			3.67		1.225		
14	3.77	+0.85	1.301	0.076	0.541	4.55	-0.28	1.214	0.539	0.198	4.89	-0.22	0.782	0.594	0.184
	4.62		0.961			4.27		1.104			4.67		0.866		
20	3.31	+1.46	1.032	<0.001	1.667	4.73	-0.37	1.191	0.420	0.259	4.78	0	0.972	1.000	<0.001
	4.77		0.832			4.36		1.027			4.78		0.833		
21	3.62	+0.84	1.609	0.020	0.739	4.91	-0.46	0.944	0.242	0.381	4.33	+0.11	1.225	0.824	0.141
	4.46		1.050			4.45		1.036			4.44		0.882		

Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

PE1=Before I start to listen, I have a plan in my head for how I am going to listen

PE10=Before listening, I think of similar texts that I may have listened to

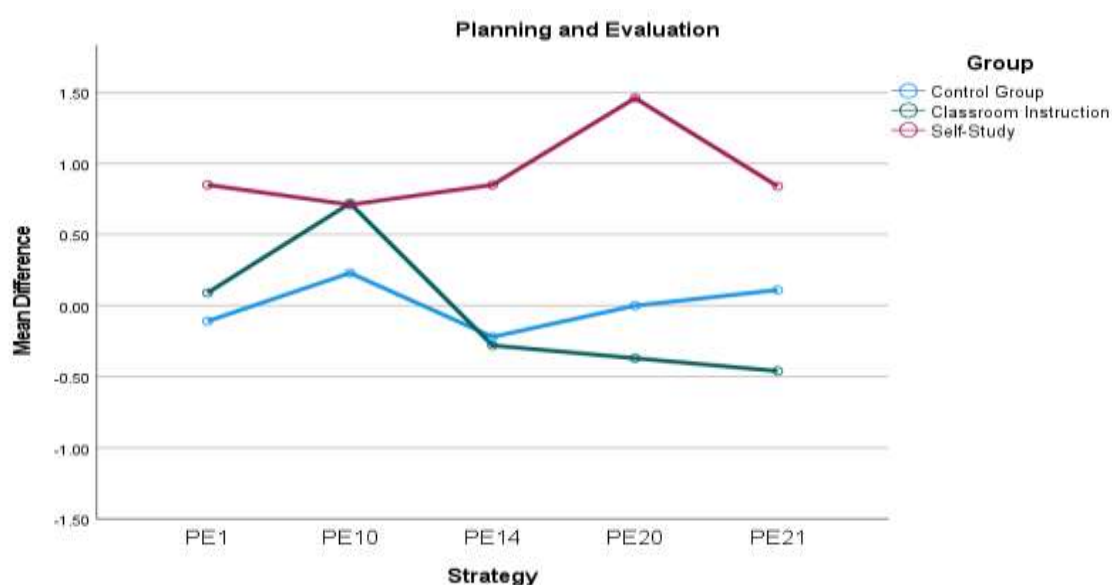
PE14=After listening, I think back to how I listened and about what I might do differently next time

PE20=As I listen, I regularly ask myself if I am satisfied with my level of comprehension

PE21=I have a goal in mind as I listen

PEXX=Pre-course/ PEXX=Post-course

Figure 6.1: Planning and evaluation pre-/post-course mean differences between groups



Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Of the five planning and evaluation strategies, only one, PE20 (level of satisfaction with level of comprehension) met the first criterion. As Figure 6.1 illustrates for this item, there was a group level mean difference of +1.46 between the pre-course and post-course results for the self-study group. The control group showed no change and the ratings by the classroom instruction group decreased by -0.37. However, when applying the second criterion, it was observed that the self-study group's pre-course mean score was 1.42 and 1.47 points lower than the classroom instruction and control group respectively. Because of these different starting points, group comparisons were rendered meaningless. As such, only an analysis of the self-study group's bar graph was conducted. This revealed that 11 of the 13 learners increased their rating of this strategy in their post-course scores (see Appendix 37). This suggests that this was group level behaviour and as such was not driven by one or two extreme scores. Having met these criteria, the final step was to assess whether this effect made logical sense in terms of the design of the study. Given that this was an effect for the self-study group, it is plausible that learners in this group would increase their self-monitoring of their listening comprehension. This interpretation is consistent with the qualitative interview data.

For instance, the following interview extracts illustrate how these learners use planning and evaluation strategies when listening. L22, a learner from China, describes what she does before listening:

L22: *For me, I think the strategy I like, I really like is the strategy of planning how I listen. And like, talking... or writing about the things I have listened to it... I think these two are effective for me and it help me like, to do well, during the listening for the planning one, like if I know what I am going to do and how I am going to take notes or something like that, so it will help me during the listening [LFG2: p6, q9].*

L14, a learner from Tonga, and L11, a learner from the Solomon Islands, describe how goal setting helps their listening comprehension:

L14: *The last part, of course I used the strategies, but I like the setting of the goals. For the next one, since I test this one and the first one and the next one and the next one and I keep testing my limit. And the next goal I try it. So, I keep changing the goals so I know, for example, I can think about it*

changes my listening. So that's how I challenge myself in my listening exercises. So, I say OK, next time, I should ... from then, I know what I can do and how I can change how I listen.

Interviewer: *So, do you use one strategy, or do you use all of them?*

L14: *As I say, I use [all], but this one it challenges me [LFG2: p7, q3].*

L11: *I think for me, I never thought that before listening you should formulate a plan. I always thought, you know, that listening is listening to the talk, taking down notes and that's it. But now I think that before listening, it's always good to have background information and I think it will be useful for my next programme, the lectures. And it's always good to read before the lecture, but I also think before listening to the lecture, discussing the ideas with the other students, I find that it would be very effective in my programme of study [LFG2: p7, q10].*

In sum, the results suggest that the intervention had little effect on individual Subscale 1 planning and evaluation (PE) strategies as measured by the MALQ, aside from the potential impact of self-study metacognitive learning in comprehension self-monitoring. However, the qualitative data offered greater insights into the potential of the intervention that were not captured by the MALQ.

6.2.2 Subscale 2: Mental translation strategies

For Subscale 2, the learners rated three mental translation strategies that they “must avoid if they are to become skilled listeners” (Vandergrift et al., 2006, p. 450) on a six-point Likert-scale. Thus, learning gains from the intervention would be seen as a reduced score by post-course to indicate reduced use of these ineffective strategies. Table 6.2 presents the pre-/post-course paired-samples descriptive results for each of the items in Subscale 2 for the three groups. Both the self-study and control group reduced their use of all three strategies by post-course, but these changes were not statistically significant for either group. The classroom instruction group reported the only increased use of MT11 and no change in their use of MT18. None of the changes in the mean scores for the individual strategies were significant. The Cohen's effect size value for MT18 for all three groups suggested a low practical significance: the classroom instruction group ($d = <0.001$), the self-study group ($d = 0.039$), and the control group ($d = 0.487$).

Table 6.2. Individual mental translation (MT) strategy use by group

MT	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
4	3.92	-0.07	1.605	0.888	0.036	4.18	-0.09	1.079	0.796	0.080	4.44	-0.22	1.236	0.169	0.502
	3.85		1.463			4.09		1.044			4.22		0.972		
11	3.85	-0.08	1.463	0.880	0.044	4.55	+0.09	1.128	0.724	0.109	4.67	-0.11	1.225	0.729	0.119
	3.77		1.301			4.64		0.505			4.56		1.236		
18	2.92	-0.07	1.605	0.880	0.039	2.73	0	1.348	1.000	<0.001	3.33	-0.55	1.581	0.179	0.487
	2.85		1.625			2.73		1.104			2.78		1.093		

Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

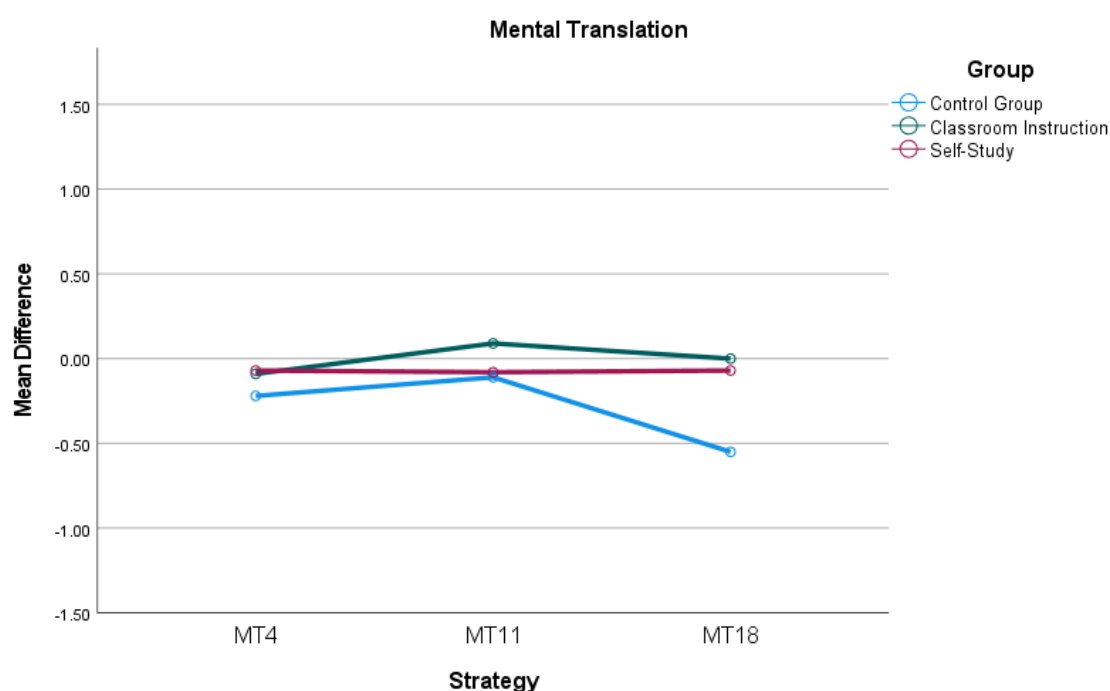
MT4=I translate in my head as I listen

MT11=I translate key words as I listen

MT18=I translate word by word as I listen

MTXX=Pre-course/MTXX=Post-course

Figure 6.2: Mental Translation pre-/post-course mean differences between groups



Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Of the three mental translation strategies, none of the mean differences between pre-/post-scores for any group met the first criterion. As Figure 6.2 illustrates for Subscale 2, the line graph movement shows there was no meaningful group level +1.00/-1.00 mean difference for any group. This suggests that the survey scale did not identify any meaningful change in mental translation strategies that warrants further examination.

Although no meaningful effects were identified, the qualitative data provides insight into how these learners used mental translation strategies. As interview extracts illustrate, L41, a learner from Brazil, explains why word-by-word translation is unhelpful:

L41: *When I try to translate word-by-word, it's not useful for me. Because I am feeling more confused about this situation. So, I just try to understand the general idea, or the idea [LFG2: p22, q3].*

L22 describes how translating key words help her listening comprehension:

L22: *Sometimes I translate key words because I think key words are very important if I am asked to write the answers down or think about what the speaker wants to say. And if we translate word-by-word, we will waste too much time in the test and we don't have enough time to do this. And translate the key words can help us understand the key words clearly [LFG2: p11, q6].*

In sum, the results suggest that the intervention had little effect on individual Subscale 2 mental translation (MT) strategies as measured by the MALQ. However, the qualitative data offered greater insights into how learners try to overcome translation use to become competent and skilled listeners.

6.2.3 Subscale 3: Directed attention strategies

For Subscale 3, the learners rated four directed attention strategies used to “concentrate and stay on task” (Vandergrift et al., 2006, p. 451) on a six-point Likert scale. For Subscale 3, a reduced score for DA16 by post-course indicates reduced use of this ineffective strategy. Table 6.3 presents the pre-/post-course paired-samples descriptive results for each of the items in Subscale 3 for the three groups. The self-study group showed an increase in mean scores for three strategies (DA2, DA6, and DA12) and the classroom instruction group increased their use of two strategies (DA2 and DA6). Both of these groups reduced their use of DA16. The control group decreased their use of two strategies (DA2 and DA6), reported no change in DA12, and increased their use of DA16. None of the changes in the mean scores for the individual strategies were significant. The Cohen's effect size value for DA12 for all three groups suggested a low practical significance: the control group ($d = <0.001$), the self-study group ($d = 0.304$), and the classroom instruction group ($d = 0.420$).

Table 6.3. Individual directed attention (DA) strategy use by group

DA	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
2	4.31	+0.31	0.855	0.455	0.217	4.09	+0.18	0.944	0.588	0.168	5.22	-0.78	0.667	0.174	0.501
	4.62		1.044			4.27		0.786			4.44		1.333		
6	4.46	+0.31	0.877	0.303	0.302	4.64	+0.09	0.674	0.756	0.095	5.22	-0.44	0.667	0.312	0.357
	4.77		0.832			4.73		1.191			4.78		1.202		
12	4.85	+0.38	0.899	0.293	0.304	5.18	-0.27	0.603	0.192	0.420	5.56	0	0.527	1.000	<0.001
	5.23		0.725			4.91		0.302			5.56		0.527		
16	2.54	-0.69	1.330	0.082	0.525	2.45	-0.09	1.508	0.871	0.050	2.56	+0.44	1.590	0.104	0.607
	1.85		0.555			2.36		1.027			3.00		1.732		

Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

DA2=I focus harder on the text when I have trouble understanding

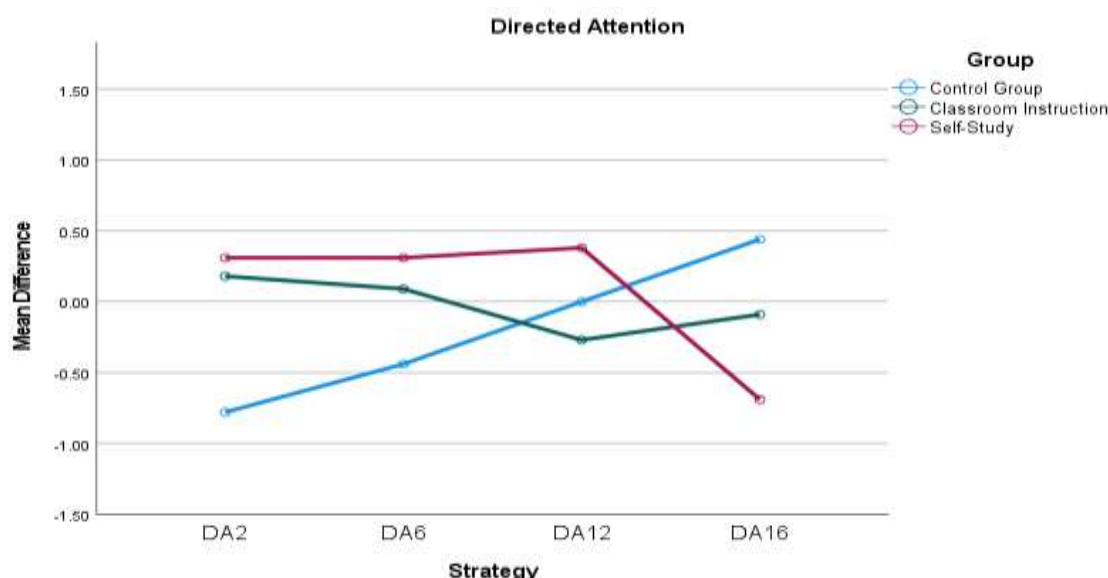
DA6=When I focus, I recover my concentration straight away

DA12=I try to focus again when I lose concentration

DA16=When I have difficulty understanding what I hear, I give up and stop listening

DAXX=Pre-course/DAXX=Post-course

Figure 6.3: Directed attention pre-/post-course mean differences reported between groups



Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Of the four directed attention strategies, none of the mean differences between pre-/post-scores for any group met the first criterion. As Figure 6.3 illustrates for Subscale 3, the line graph movement shows there was no meaningful group level +1.00/-1.00 mean difference for any group. This suggests that the survey scale did not identify any meaningful change in directed attention strategies that warrants further examination.

Although no meaningful effects were identified, the qualitative data provides insight into how these learners used directed attention strategies. As interview extracts illustrate, L21, a learner from Myanmar, explains how easy it is to lose focus while listening:

L21: *Umm... sometimes, I focus on, you know... on to these specific, mine thoughts... my mind always goes, some more...*

Interviewer: *So, you lose concentration?*

L21: *Yes, it always happens to me. I always say to myself, 'come back, come back, just listen'. Focus on what you are doing so..., it always happen to me.*

Interviewer: *So, when you are listening to something and then 'I don't understand what's happening!'. How long does it take you to listen again?*

L21: *Maybe... it's because I am thinking about something else so... I use concentration. So, if I come back and listen carefully, I understand.*

Interviewer: *Why do you think you lose focus?*

L21: *I don't know... I need more meditation or something [LFG2: p16, q4].*

Further, L14 details how she refocuses when she loses concentration and L44, a learner from Myanmar, describes how previous experience can help direct his attention:

L14: *I think that like, the first time we did the listening, I was hardly used to using, any of the, the strategies. The reason why because I was only concentrating on or looking for a few ideas and just wait and just listen. And I listen more than just writing. And then later on, the second reason was, I started using the strategies. I really focused, think of the talk, really studied the diagrams, and the graph that's givens and then I make sense out of it. I write down... I really follow it. And I think that really helps me with understanding the whole... like, before, I think the second or the third one, I start using, start using the subtitles and then I offered the reasons why [LFG2: p4, q1].*

L44: *So, in direct attention, so when I listen, I, I listen carefully and so at the same time, I am trying to think about what I, what my previous experience of that topic is. So that's really helpful. That's really helpful. So, for example, for example, there is one topic which is about (looks through book), which is about... this one is in tourism? So, if the tourism, for me, is a little bit familiar for me, because I used to work at the tour company, so for me, so I was... When I was working at the tour company, for me, I didn't know, I don't know the meaning of the destination to the link. But when I listen, I am familiar with the travel and the tour company so, OK, I got it, she wants to mention. So, I can see more widely than the others. So, when we discuss as a group work, I can see more than the other people. Like what she want to talk about. And what she really want to talk about [LFG2: p28, q3].*

In sum, the results suggest that the intervention had little effect on individual Subscale 3 directed attention (DA) strategies as measured by the MALQ. However, the qualitative data offered greater insights into how learners were able to redirect their attention after receiving metacognitive instruction.

6.2.4 Subscale 4: Person knowledge strategies

For Subscale 4, the learners rated three person knowledge strategies “concerning the difficulty presented by L2 listening and [learners’] self-efficacy in L2 listening” (Vandergrift et al., 2006, p. 452) on a six-point Likert scale. For two of the items (PK3 and PK8), a reduced score by post-course indicates reduced use of these ineffective strategies. Table 6.4 presents the pre-/post-course paired-samples descriptive results for each of the items in Subscale 4 for the three groups. All groups decreased their use of PK8 by post-course. Only the control group increased their use of PK15 and decreased their use of PK3. None of the changes in the mean scores for the individual strategies were significant. The Cohen’s effect size value for the control group’s reported scores for PK3 suggested a moderate practical significance ($d = 0.625$). The reported scores for the classroom instruction group ($d = 0.096$) and the self-study group ($d = 0.351$) suggested a low practical significance.

Table 6.4. Individual person knowledge (PK) strategy use by group

PK	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
3	3.00	+0.77	1.528	0.232	0.351	4.45	+0.10	1.214	0.779	0.096	4.33	-0.55	1.323	0.095	0.625
	3.77		1.589			4.55		1.214			3.78		0.833		
8	3.69	-0.23	1.251	0.553	0.169	5.00	-0.36	1.000	0.167	0.447	4.44	-0.33	0.882	0.347	0.331
	3.46		1.561			4.64		1.206			4.11		1.054		
15	5.15	-0.30	0.987	0.219	0.353	3.73	-0.09	1.348	0.863	0.053	4.11	+0.22	1.453	0.594	0.183
	4.85		1.214			3.64		0.809			4.33		1.000		

Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

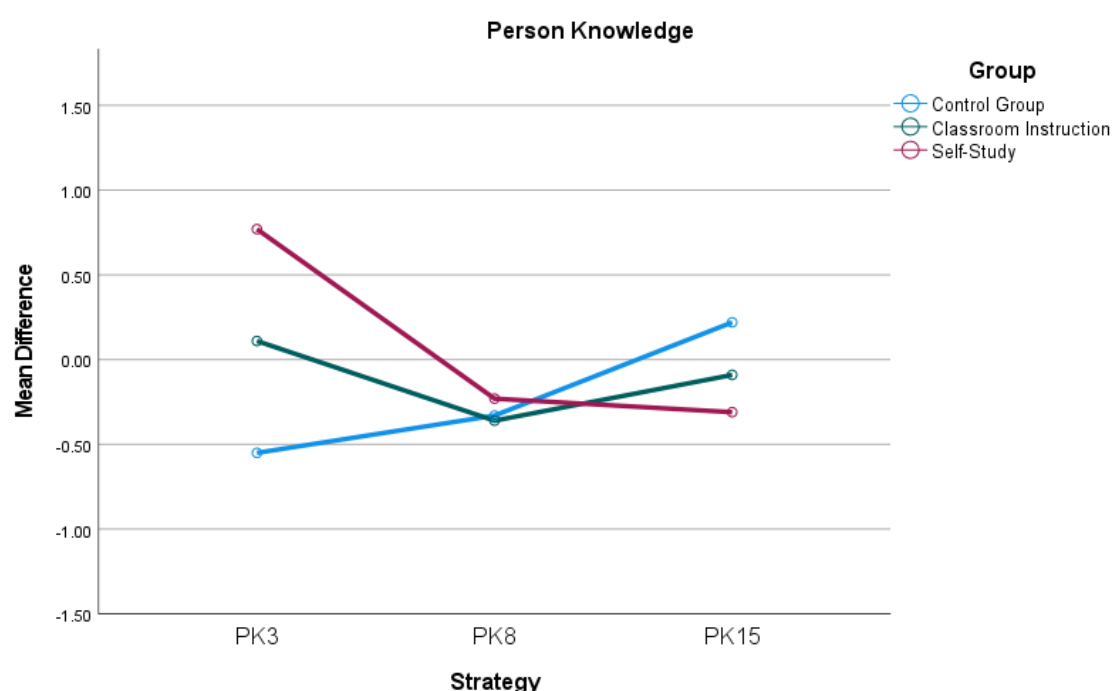
PK3=I find that listening in English is more difficult than reading

PK8=I feel that listening comprehension is a challenge for me

PK15=I don't feel nervous when I listen to English

PKXX=Pre-course/PKXX= Post-course

Figure 6.4: Person knowledge pre-/post-course mean differences reported between groups



Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Of the three person knowledge strategies, none of the mean differences between pre-/post-scores for any group met the first criterion. As Figure 6.4 illustrates for Subscale 4, the line graph movement shows there was no meaningful group level +1.00/-1.00 mean difference for any group. This suggests that the survey scale did not identify any meaningful change in person knowledge strategies that warrants further examination.

Although no meaningful effects were identified, the qualitative data provides insight into how these learners used person knowledge strategies. As interview extracts illustrate, L42, a learner from Japan, describes her relaxed approach to listening:

L42: Yes, you don't think about 'oh, it's nice, it's good', you just listen! Or you don't think 'I don't understand, so I am so dumb, yeh'. No, you don't think about if you improve a little or a lot, no. I think it's a little bit different, yeh.

Interviewer: So, do you separate how you listen at university...?

L42: No, no, no! I don't separate, but I just think about how my listening improve or not. I just don't read about this, like this question. Cos I just listening for example, when I am trying to watch a movie, I just listen. Sometimes I don't understand, but... I didn't think about 'what is that word?'... no... [LFG2: p22, q8].

L43, a learner from China, explains how metacognitive frameworks motivate her:

***L43:** I think the part A and the part B [the strategies listed in the intervention lesson] is a good approach to ... to help us focus on what the skills that we have already... that we have already done. And something that we are still studying to improve... Like... with this. I think that when we listen, we cannot give up and stop listening. So, the number I wrote was '1' [disagree]. And I think use the key words or the prediction, I write the '6' [agree] because I think it's the basic approach for us to use it [LFG2: p22, q9].*

In sum, the results suggest that the intervention had little effect on individual Subscale 4 person knowledge (PK) strategies as measured by the MALQ. However, the qualitative data offered greater insights, suggesting that the classroom instruction group felt more relaxed about their listening after receiving metacognitive instruction.

6.2.5 Subscale 5: Problem solution strategies

For Subscale 5, the learners rated six problem solution strategies that are “used by listeners to inference and to monitor these inferences” (Vandergrift et al., 2006, p. 453) on a six-point Likert scale. Table 6.5 presents the pre-/post-course paired-samples descriptive results for each of the items in Subscale 5 for the three groups. The classroom instruction group showed an increase in mean scores for five (PS5, PS7, PS9, PS13, and PS17) of the six problem solution strategies. All groups increased their use of PS7 and PS13. The self-study group showed the largest increase in mean scores for PS7 and the classroom instruction group for PS5. None of the changes in the mean scores for the individual strategies were significant. The Cohen’s effect size value for PS19 for all three groups suggested a low practical significance: the self-study and the classroom instruction group ($d = <0.001$), and the control group ($d = 0.183$).

Table 6.5. Individual problem solution (PS) strategy use by group

PS	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
5	5.00	0	0.913	1.000	<0.001	4.45	+0.46	1.128	0.296	0.338	4.89	+0.11	0.928	0.760	0.105
	5.00		0.707			4.91		0.701			5.00		0.707		
7	4.46	+0.46	0.776	0.165	0.320	4.91	+0.09	0.539	0.588	0.168	4.11	+0.22	0.928	0.347	0.333
	4.92		0.760			5.00		0.632			4.33		0.707		
9	4.92	-0.07	0.862	0.851	0.049	4.91	+0.18	0.539	0.506	0.234	5.00	-0.11	0.707	0.681	0.141
	4.85		1.345			5.09		0.701			4.89		1.054		
13	4.23	+0.15	0.725	0.337	0.273	4.18	+0.27	1.079	0.341	0.300	4.11	+0.22	1.054	0.447	0.265
	4.38		0.768			4.45		0.820			4.33		1.323		
17	5.08	-0.31	0.862	0.104	0.493	5.00	+0.09	0.632	0.676	0.130	4.89	0	0.601	1.000	<0.01
	4.77		0.725			5.09		0.539			4.89		0.782		
19	4.92	0	1.038	1.000	<0.001	4.73	0	0.647	1	<0.001	4.56	+0.22	1.333	0.594	0.183
	4.92		0.760			4.73		0.467			4.78		0.833		

Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

PS5=I use the words I understand to guess the meaning of the words I don't understand

PS7=As I listen, I compare what I understand with what I know about the topic

PS9=I use my experience and knowledge to help me understand

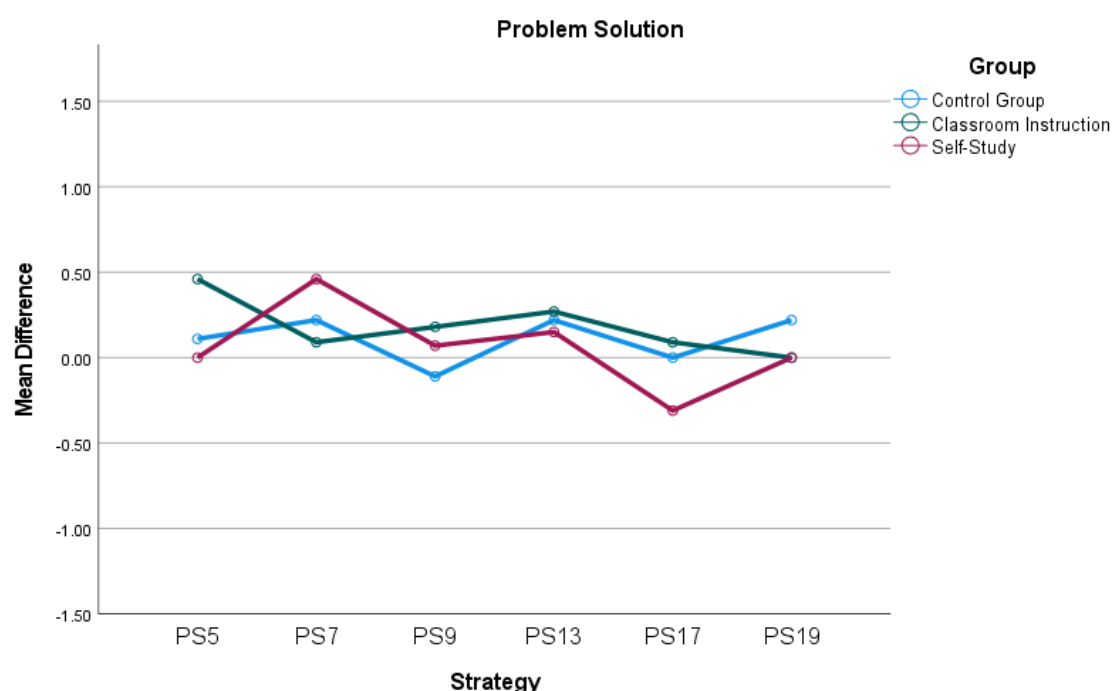
PS13=As I listen, I quickly adjust my interpretation if I realise that it is not correct

PS17=I use the general idea of the text to help me guess the meaning of words I don't understand

PS19=When I guess the meaning of a word, I think back to everything else I have heard to see if my guess makes sense

PSXX=Pre-course/PSXX=Post-course

Figure 6.5: Problem solution pre-/post-course mean differences reported between groups



Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Of the six problem solution strategies, none of the mean differences between pre-/post-scores for any group met the first criterion. As Figure 6.5 illustrates for Subscale 5, the line

graph movement shows there was no meaningful group level +1.00/-1.00 mean difference for any group. This suggests that the survey scale did not identify any meaningful change in problem solution strategies that warrants further examination.

Although no meaningful effects were identified, the qualitative data provides insight into how these learners used problem solution strategies. As interview extracts illustrate, L22 describes how she uses gist to understand vocabulary and L41 explains how she adjusts her interpretations while listening:

L22: *Because I think mother language is better for understanding. And also, I use the 17 [general idea to guess word meanings]. Sometimes the word I cannot translate to my mother language, and I don't know what the meaning, I then use the whole meaning of the text because what the speaker want to express. So sometimes if I don't understand specific words, it's not very important for me to, you know, fill in the gaps. So just to get the whole meaning is enough for listening [LFG2: p11, q6].*

L41: *So, first you give me some words, and I just, first, I just read these words and then I try to think about what they talk about. Is it these things or maybe some other things. And I try to think about this before, not after. But normally, I don't think about the talk, I just watching the video it's OK. But in this case now, I think I change my mind. Yes, it really, really help. It's a useful approach for me. Thank you [LFG2: p20, q9].*

Further, L23, a learner from Japan, explains how using topic knowledge is conducive to successful listening:

L23: *Because during these courses, we listen to many listening tasks, related to environment, or sustainable development, or tourism so, all of them... or most of them have relation... relationship. So, if the teacher gives the title of the listening before we listen, it... have to... our current knowledge is helpful for listening [LFG2: p11, q5].*

In sum, the results suggest that the intervention had little effect on individual Subscale 5 problem solution (PS) strategies as measured by the MALQ. However, the qualitative data offered greater insights into how the classroom instruction and control group learners use the context, background, and vocabulary to problem solve when listening.

In summary, this section presented how learners in three listening instruction treatments reported on their strategy use for five subscales before and after instruction. For the self-study group, significant gains were recorded for PE20 and PE21 in Subscale 1. There were no statistical differences for any subscale for the classroom instruction or control group. There were no meaningful individual or group differences for the classroom instruction and control group. The self-study group self-reports showed there was a group level meaningful effect on one of the strategies (PE20) (Subscale 1). However, because the self-study group differed significantly on their pre-course means (about 1.40 lower than the other two groups), this generalisation was rendered meaningless. However, interview data from the learners in the metacognitive learning conditions suggest that they translate less and are more confident in listening after receiving metacognitive instruction. Further, they are better able to refocus their attention and use vocabulary to problem solve the listening difficulties they encountered. The next section presents the learners' reported approaches to listening activities.

6.3 Learners and metacognitive instructional activities

RQ3.2 Which instructional activities in the listening lessons did the learners report as more useful or not useful?

Pre-/post-course data were obtained from responses to four survey questions using a five-point Likert-scale. These items are grouped into four categories: *before-listening*, *while-listening*, *after-listening*, and *listening lesson components*. Focus group responses further expand on these findings.

For each question, three results are presented:

1. Comparison of the within-group pre-/post-course descriptive results for each item using paired-samples t-tests.
2. Line graphs of the pre-/post-course mean difference for each item to illustrate any meaningful effects. Bar graphs were used to illustrate any individual or group effects found in the line graphs (see Appendix 37).
3. Individual vignettes to describe any individual or group effects from the bar graphs.

6.3.1 Before-listening activities

The first question asked the learners to rate how helpful they found five *before-listening* activities (*prediction, topic, vocabulary, goals, and tasks*) at pre-/post-course on a five-point Likert scale. Table 6.6 presents the pre-/post-course paired-samples descriptive results for each of the *before-listening* items for the three groups. The classroom instruction group showed an increase in mean scores for four (*prediction, topic, vocabulary, and tasks*) of the five *before-listening* activities. The mean score increase for *prediction, topic, and vocabulary* were found to be statistically significant. Of the five activities, these three illustrate orchestrated top-down and bottom-up approaches. The self-study group showed an increase in mean scores for three (*prediction, topic, and vocabulary*) of the five *before-listening* activities, but the mean score increases were not found to be statistically significant. The control group decreased their mean scores the most for *goals* and *vocabulary* by post-course. The self-study and control group pre-/post-course descriptive results for *before-listening* activities were not significant. The Cohen's effect size value for the classroom instruction group's reported scores for *Predictions* suggested a high practical significance ($d = 0.811$). The reported scores for the self-study group ($d = 0.319$) and the control group ($d = 0.142$) suggested a low practical significance.

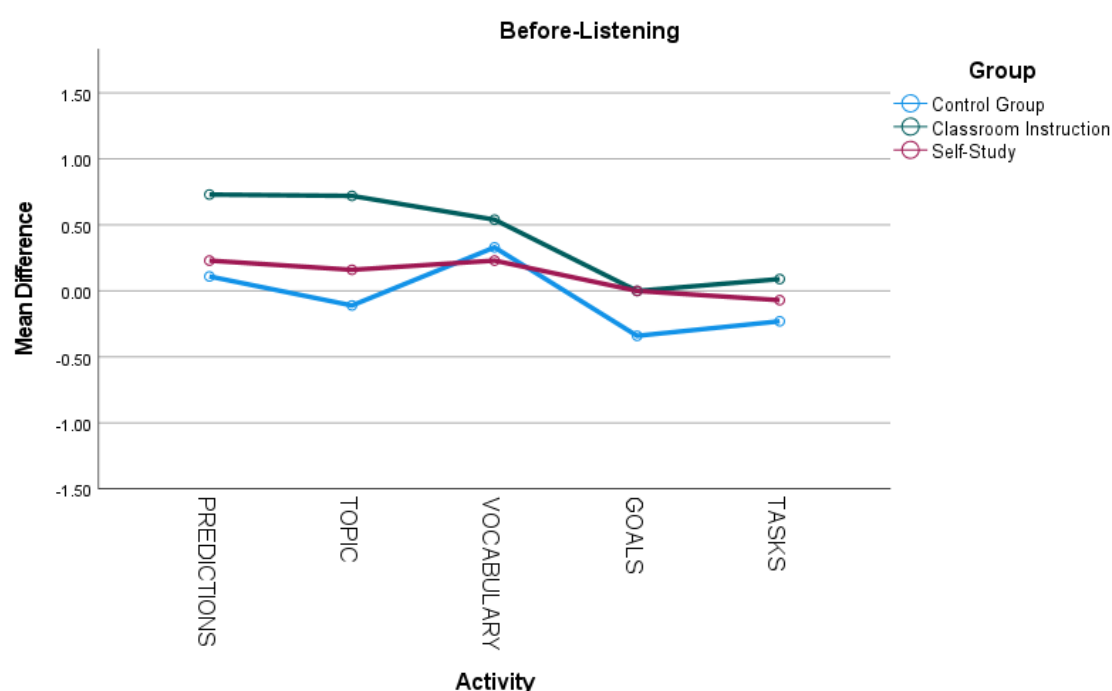
Table 6.6. Summary of self-reported before-listening activities by group

Before	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
Predict	3.69	+0.23	0.855	0.273	0.319	3.45	+0.73	1.036	0.024	0.811	4.11	+0.11	0.928	0.681	0.142
	3.92		0.641			4.18		0.405			4.22		0.833		
Topic	3.92	+0.16	0.641	0.502	0.200	3.73	+0.72	0.786	0.012	0.922	4.11	-0.11	0.782	0.594	0.184
	4.08		0.494			4.45		0.522			4.00		0.707		
Vocab.	3.92	+0.23	0.760	0.427	0.228	3.91	+0.54	0.539	0.052	0.666	3.89	+0.33	0.928	0.282	0.384
	4.15		0.689			4.45		0.522			4.22		0.667		
Goals	3.54	0	1.127	1.000	<0.001	4.18	0	0.603	1.000	<0.001	3.78	-0.34	0.667	0.347	0.342
	3.54		0.660			4.18		0.603			3.44		0.882		
Tasks	3.92	-0.07	0.494	0.776	0.066	4.09	+0.09	0.831	0.676	0.129	4.67	-0.23	0.500	0.169	0.525
	3.85		0.801			4.18		0.751			4.44		0.527		

Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Activity=Pre-course/Activity=Post-course

Figure 6.6: Before-listening pre-/post-course mean differences reported between groups



Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Of the five *before-listening* activities, none of the mean differences between pre-/post-scores for any group met the first criterion. As Figure 6.6 illustrates for *before-listening* activities, the line graph movement shows there was no meaningful group level +1.00/-1.00 mean difference for any group. This suggests that the survey scale did not identify any meaningful change in *before-listening activities* that warrants further examination.

Although no meaningful effects were identified, the qualitative data provides insight into how these learners use background and previous experience before listening. As interview extracts illustrate, L11 explains how *before-listening* activities prepare her for the text:

L11: *Like, before we listen, there, there, sometimes there is background information, so that helps you prepare in advance to listen that question that come with the, you know, pre-listening, what do you do, what do you think will be discussed in the listening. It sort of guides you in what will be discussed* [LFG2: p1, q11].

In contrast, L22 explains how tasks relating to previous experience are unsuccessful in helping her prepare for the listening:

L22: *Maybe, I never try the 10 [compare to similar texts] strategy. But I will try it anyway in my future study. Why I never try? Because sometime is think that time is limited. I rarely before the... before the listening... we just have two or three minutes, to read the title, read the question, or do the prediction. So, I don't think I have the time to do the critical thinking, like that. Or previous articles that I did or read. I think this strategy is good for me. But maybe I will try it in a future study, because sometimes I think the main point if you don't know, maybe you can match it with your previous experience, or listening. I think it's useful to have understand the new topics. Just because the time is limited. So maybe, I will try and control the time, yeh [LFG2: p12, q3].*

In sum, the results suggest that the intervention had little effect on learners' individual use of *before-listening* activities as measured by the survey. However, the qualitative data offered greater insights into how these learners were able to use background to prepare them before listening.

6.3.2 While-listening activities

The second question asked the learners to rate how helpful they found four *while-listening* activities (*take notes*, *general ideas*, *specific ideas*, and *visual aids*) at pre-/post-course on a five-point Likert scale. Table 6.7 presents the pre-/post-course paired-samples descriptive results for each of the *while-listening* items for the three groups. The classroom instruction group showed an increase in mean scores for three (*take notes*, *general ideas*, and *specific ideas*) of the four *while-listening* activities. There was no change in two of the four *while-listening* activities for the self-study (*general ideas* and *specific ideas*) and control group (*general ideas* and *visual aids*). These results show that the *while-listening* activities prioritised actively engage learners with the listening text. The pre-/post-course descriptive results for *while-listening* activities for all three groups were not significant. The Cohen's effect size value for *Take Notes* for all three groups suggested a low practical significance: the classroom instruction group ($d = 0.392$), the self-study group ($d = 0.328$), and the control group ($d = 0.119$). Further, the Cohen's effect size value for the self-study group and the control group's reported scores for *General Ideas* suggested a low practical significance ($d = <0.001$). The reported scores for the classroom instruction group ($d = 0.541$) suggested a moderate practical significance.

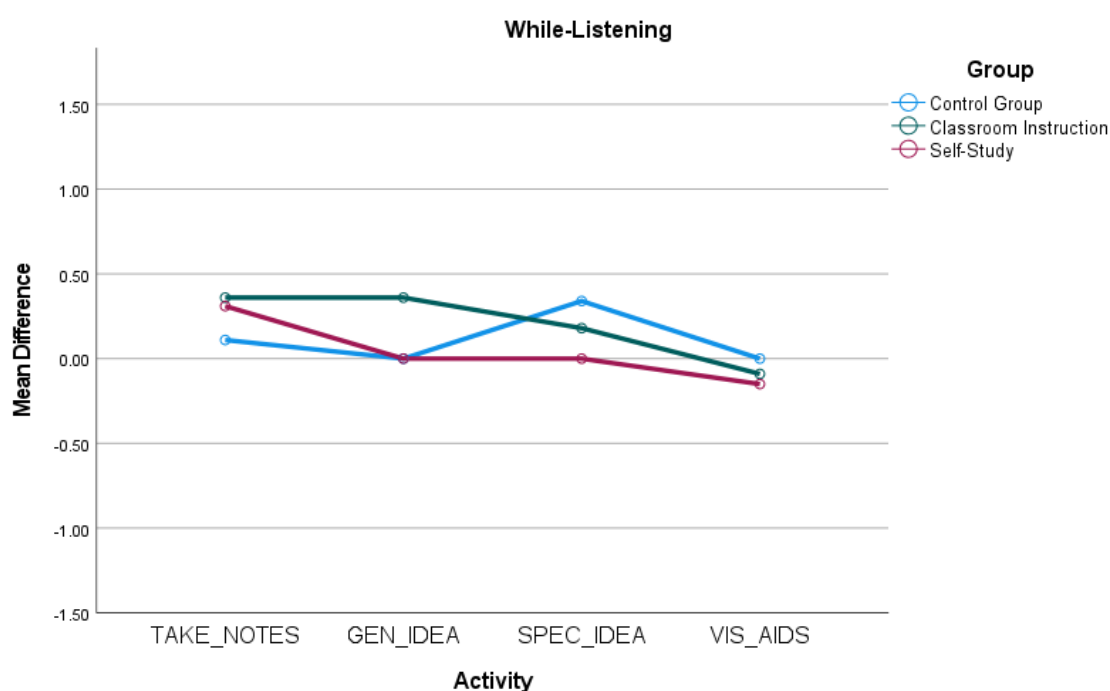
Table 6.7. Summary of self-reported while-listening activities by groups

While	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
Take notes	4.00	+0.31	0.913	0.264	0.328	4.09	+0.36	0.701	0.221	0.392	4.00	+0.11	0.500	0.729	0.119
	4.31		0.751			4.45		0.688			4.11		0.601		
Gen. Ideas	4.23	0	0.439	1.000	<0.001	4.00	+0.36	0.447	0.104	0.541	4.33	0	0.500	1.000	<0.001
	4.23		0.599			4.36		0.505			4.33		0.707		
Sp. Ideas	4.23	0	0.599	1.000	<0.001	4.00	+0.18	0.632	0.441	0.241	4.22	+0.34	0.833	0.195	0.483
	4.23		0.439			4.18		0.603			4.56		0.726		
Visual Aids	4.38	-0.15	0.506	0.502	0.189	4.18	-0.09	0.405	0.756	0.096	4.11	0	0.782	1.000	<0.001
	4.23		0.725			4.09		0.944			4.11		0.782		

Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Activity=Pre-course/Activity=Post-course

Figure 6.7: While-listening pre-/post-course mean differences reported between groups



Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Of the four *while-listening* activities, none of the mean differences between pre-/post-scores for any group met the first criterion. As Figure 6.7 illustrates for *while-listening* activities, the line graph movement shows there was no meaningful group level +1.00/-1.00 mean difference for any group. This suggests that the survey scale did not identify any meaningful change in *while-listening* activities that warrants further examination.

Although no meaningful effects were identified, the qualitative data provides insight into how these learners use *while-listening* activities. As interview extracts illustrate, L12, a

learner from Myanmar, explains how he checks his general and specific ideas with others immediately after listening:

L12: *I agree to XXX that if we, after we listen the TED Talk, if we have more discussion, that will help us with great understanding of the listening and we can... and sometimes when we do the listening, I only really understand like 60%, so if we do discussion, I also learn from what other people said, so I can get more information, and oh! This is that and so... so I understand more so when we do the second listening in class after we finish and discuss the answer right, so if we have more discussion, that will help us a lot [LFG2: p2, q8].*

L23 describes how she approaches notetaking:

L23: *I like to take notes, taking notes, because during the listenings, I ... after, after listening, sometimes we did, we have to answer... answer the questions... so if I have to take the notes, it's very helpful, for answering the questions... and the... yes, also taking the notes become like motivation to listen, to concentrate, like that... [LFG2: p13, q8].*

In sum, the results suggest that the intervention had little effect on learners' individual use of *while-listening* activities as measured by the survey. However, the qualitative data offered greater insights into how these learners were able to take notes, suggesting that these learners prioritise actively engaging with the listening text *while-listening*.

6.3.3 After-listening activities

The third question asked the learners to rate how helpful they found three *after-listening* activities (*discuss peer*, *transcript*, and *summary/opinion*) at pre-/post-course on a five-point Likert scale. Table 6.8 presents the pre-/post-course paired-samples descriptive results for each of the *after-listening* items for the three groups. The classroom instruction group showed an increase in mean scores for *discuss peer* and *transcript* and the self-study group for *discuss peer* and *summary/opinion*. The control group showed the most increase in mean scores for *discuss peer*. These three activities illustrate learners monitoring and evaluating listening interpretations *after-listening*. The pre-/post-course descriptive results for *after-listening* activities for all three groups were not significant. The Cohen's effect size value for the control group's reported scores for *Discuss Peer* suggested a moderate practical

significance ($d = 0.499$). The reported scores for the classroom instruction group ($d = 0.081$) and the self-study group ($d = 0.081$) suggested a low practical significance.

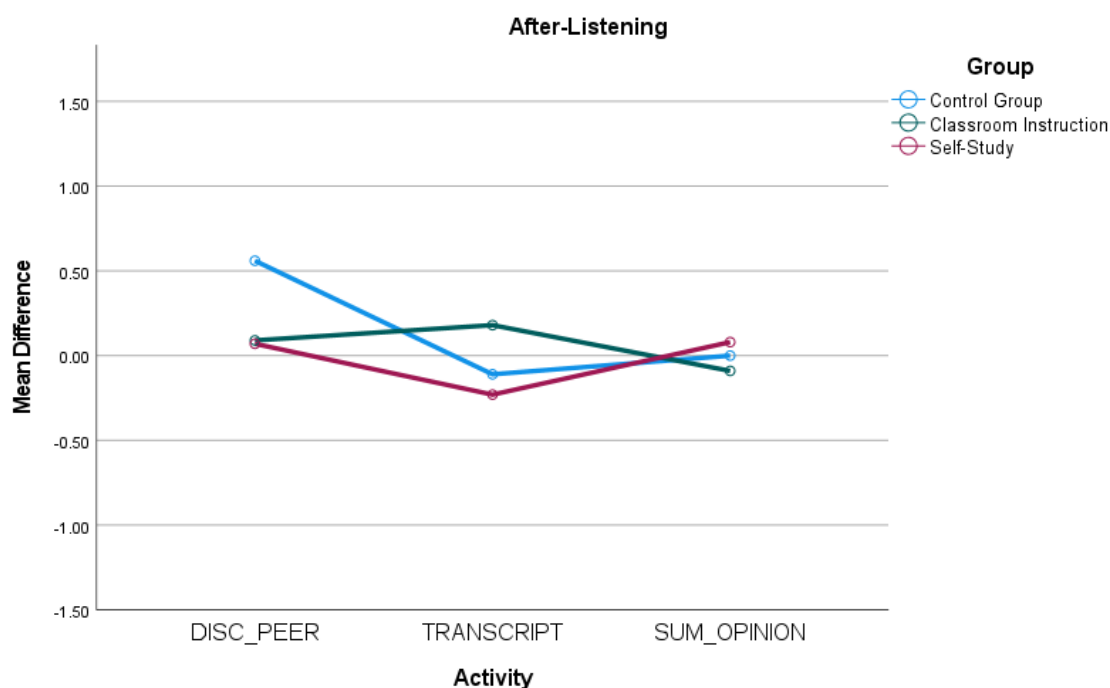
Table 6.8. Summary of self-reported after-listening activities by group

After	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
Discuss Peer	4.08	+0.07	0.641	0.753	0.081	4.27	+0.09	0.467	0.779	0.081	3.67	+0.56	1.000	0.169	0.499
	4.15		1.144			4.36		1.027			4.11		0.601		
Transcript	4.23	-0.23	0.439	0.190	0.388	4.27	+0.18	0.647	0.588	0.159	4.44	-0.11	0.527	0.681	0.142
	4.00		0.707			4.45		0.934			4.33		0.707		
Sum/Opinion	4.15	+0.08	0.555	0.753	0.093	4.09	-0.09	0.701	0.676	0.129	3.78	0	0.667	1.000	<0.001
	4.23		0.832			4.00		0.775			3.78		0.833		

Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Activity=Pre-course/Activity=Post-course

Figure 6.8: After-listening pre-/post-course mean differences reported between groups



Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Of the three *after-listening* activities, none of the mean differences between pre-/post-scores for any group met the first criterion. As Figure 6.8 illustrates for *after-listening* activities, the line graph movement shows there was no meaningful group level +1.00/-1.00 mean difference for any group. This suggests that the survey scale did not identify any meaningful change in *after-listening activities* that warrants further examination.

Although no meaningful effects were identified, the qualitative data provides insight into how these learners use *after-listening* activities. As interview extracts illustrate, L11 describes how she discusses with others after listening and L12 explains the importance of *after-listening* activities:

L11: *I totally agree. It's sometimes I focus in what I like about the talk and forget about the other stuff and what the person was saying because I was only interested in the specific one so it helps when the other person who picks up the other part who will share then it makes sense to complete the whole topic of the talk and what has been discussed [LFG2: p2, q9].*

L12: *I really like the section from after listening one. Like for example, like we can have a chance to check our understanding by checking, by mentioning things. And by talking about the summary and then, this is our opinion on the talk, or something like that, which is really useful. I think like, if there were like, true or false question, this method is also good but like, if you add more true or false section, then that can make us more, like, more understand [LFG2: p3, q3].*

L43 also discusses how summary and opinion writing helps consolidate the listening:

L43: *For me, writing summary is the most helpful for me. Because, when I listen to English, where I struggle to take notes, so sometimes I couldn't understand the meaning of, of, topic, and my main point of topic. But, when I write summary, I can confirm my memory and my understanding so this, this is so helpful [LFG2: p20, q14].*

In sum, the results suggest that the intervention had little effect on learners' individual use of *after-listening* activities as measured by the survey. However, the qualitative data offered greater insights into how these learners were able to engage in more monitoring and evaluation activities after listening.

6.3.4 Listening lesson components

The fourth question asked the learners to rate six lesson components (*checklist, journal, feedback, tasks, strategies, and activities*) at pre-/post-course on a five-point Likert scale. Table 6.9 presents the pre-/post-course paired-samples descriptive results for each of the *listening lesson components* for the three groups. The control group showed a decrease in mean scores for five components (*checklist, journal, feedback, strategies, and activities*) and

an increase for *tasks*. Only the control group mean scores for *feedback* and *strategies* were found to be statistically significant. Of these six lesson components, these two concern process-based instruction. The classroom instruction group showed an increase in mean scores for four (*feedback*, *tasks*, *strategies*, and *activities*) of the six *listening lesson components*. The self-study group showed no change in mean scores for three components (*journal*, *tasks*, and *strategies*) and a decrease in two components (*feedback* and *activities*). For both of these groups, none of the changes in the mean scores for the individual components were significant. The Cohen's effect size value for the control group's reported scores for *Feedback* suggested a high practical significance ($d = 0.942$). The reported scores for the classroom instruction group ($d = 0.359$) and the self-study group ($d = 0.126$) suggested a low practical significance. Further, the Cohen's effect size value for the control group's reported scores for *Strategies* suggested a high practical significance ($d = 0.861$). The reported scores for the classroom instruction group ($d = 0.359$) and the self-study group ($d = <0.0001$) suggested a low practical significance.

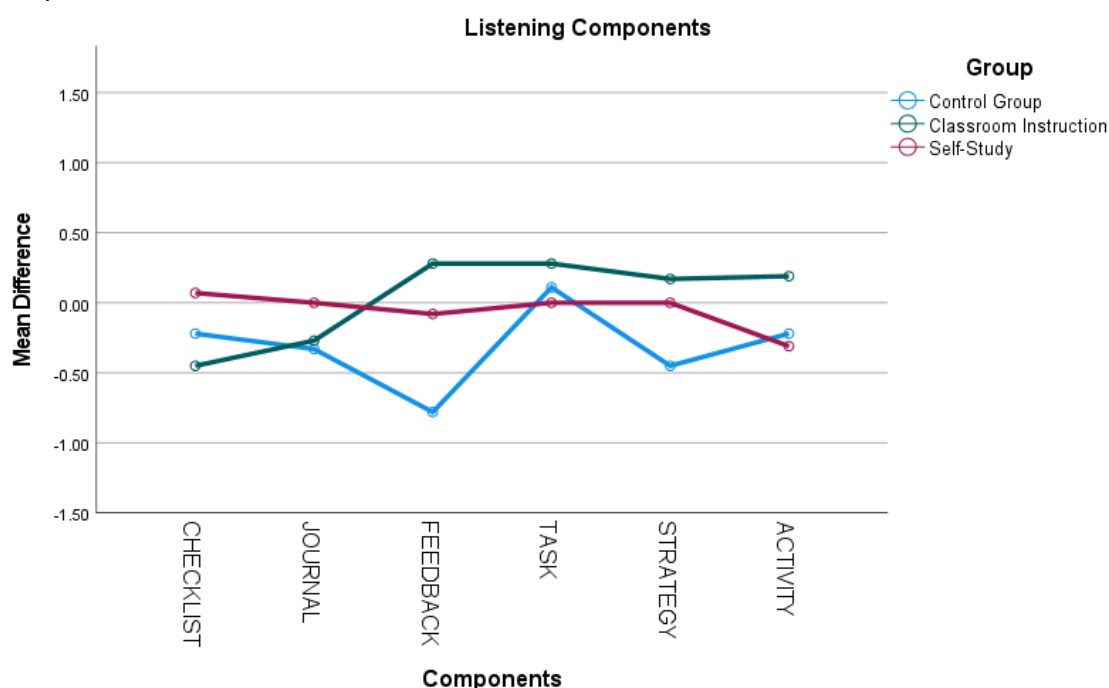
Table 6.9. Summary of learners' listening lesson component perspectives by group

Comp	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
Checklist	3.62	+0.07	0.768	0.794	0.068	4.00	-0.45	0.447	0.096	0.556	3.44	-0.22	1.014	0.665	0.149
	3.69		0.480			3.55		0.688			3.22		1.394		
Journal	3.77	0	0.439	1.000	<0.01	3.82	-0.27	0.405	0.192	0.422	3.44	-0.33	1.014	0.471	0.471
	3.77		0.832			3.55		0.688			3.11		0.928		
Feed-back	4.31	-0.08	0.480	0.673	0.126	4.27	+0.28	0.467	0.277	0.359	4.11	-0.78	0.601	0.023	0.942
	4.23		0.599			4.55		0.522			3.33		0.707		
Task	4.15	0	0.801	1.000	<0.001	4.27	+0.28	0.647	0.277	0.359	4.33	+0.11	0.500	0.782	0.094
	4.15		0.689			4.55		0.522			4.22		1.093		
Strategy	4.15	0	0.801	1.000	<0.001	4.18	+0.17	0.603	0.192	0.421	4.67	-0.45	0.500	0.035	0.861
	4.15		0.689			4.45		0.688			4.22		0.667		
Activity	4.23	-0.31	0.599	0.104	0.495	4.36	+0.19	0.505	0.341	0.318	4.33	-0.22	0.866	0.447	0.266
	3.92		0.641			4.55		0.688			4.11		0.333		

Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Lesson Component=Pre-course/Lesson Component=Post-course

Figure 6.9: *Listening components pre-/post-course mean differences reported between groups*



Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Of the six *listening lesson components*, none of the mean differences between pre-/post-scores for any group met the first criterion. As Figure 6.9 illustrates for *listening lesson components*, the line graph movement shows there was no meaningful group level +1.00/-1.00 mean difference for any group. This suggests that the survey scale did not identify any meaningful change in *listening lesson components* that warrants further examination.

Although no meaningful effects were identified, the qualitative data provides insight into how these learners use *listening lesson components*. As interview extracts illustrate, L43 describes why getting the correct answer in activities is important and L23 explains how discussion tasks help her comprehension:

L43: *I think to get the correct answers, it also improve my listening because maybe we finish the TED Talk or breaking English news and then we, we see the answer and we listen again, I think. And I think ‘oh, that’s the correct answer’, or ‘oh, that’s the speaker’s answer’ and I need to write it here. And after that, I think that even though I listen the topic, maybe two times in the class. After that, maybe we spend like one week, I listen again and maybe I can know the new things from the listening. So, I think circleism is important [LFG2: p25, q9].*

L23: *For me, before listening tasks are helpful for me, especially discussion. Because when I don't know about the listening task I'm going to listen, some of the word, some of the words are introduced...in the theme so basically, we can help from the title, before the listening, what we are going to listen, so about the theme, some people can discuss and I can get the information, so I can get familiar. So, I feel before listening, discussion is important for understanding the listening [LFG2: p11, q1].*

Further, L41 explains how feedback could be more useful to address her listening difficulties while L44 describes why he is unsuccessful in completing some listening tasks:

L41: *I think so. I also like your mention like happy face and sad face... but what I also would like to get is feedback from each other which maybe is more obviously. Because we are daily working with each other. Maybe today, she can give me suggestions and tomorrow, and if we have to do with the other things, like listening or something, she can keep on reminding me, or maybe I can keep reminding, because of her, or because of him, so that make me maybe a little more quickly to correct myself [LFG2: p30, q5].*

L44: *And talk with others... this is also helpful, but at the same time also difficult. It depends on the person! So, it doesn't mean that I am blaming them (laughs) but sometimes... for example, some of those persons, are really active in their talking. So, when we get a chance to discuss with them, it is more effective for me. But some of them are hesitate when they talk to me, about what they think... maybe they are shy or maybe they are not familiar with this topic... at the time, they sit here, and I also sit here and we don't talk about each other... and sometimes I have to persuade them. And I have to say what I have and what they have. And sometimes it is difficult... sentencing what they have to talk. It difficult on their speaking [LFG2: p30, q1].*

In sum, the results suggest that the intervention had little effect on learners' individual use of *listening lesson components* as measured by the survey. However, the qualitative data offered greater insights into how these learners commented on the importance of activities and feedback in listening lessons.

In summary, this section presented how learners in three listening instruction treatments reported on instructional activities before and after instruction. For the classroom instruction group, significant gains were recorded for *Prediction, Topic, Vocabulary, and Tasks* in *before-listening*. For the control group, significant gains were recorded for *Feedback* and *Strategies* in *listening lesson components*. There were no statistical differences for any

item for the self-study group. There were no meaningful individual or group effect differences for any group for *before-listening, while-listening, after-listening, or listening lesson components*. This suggests that the metacognitive variable may not have had a causative effect on the learners in this study. However, there were some recurring themes in the interview extracts which suggest that background, taking notes, peer discussion, and feedback were useful for learners in listening lessons. The next section presents the learners' reports on the usefulness of metacognitive instructional activities.

6.4 Learners' reflection on metacognitive instruction

RQ3.3: What were the differences between the experiences of self-study and classroom-based metacognitive instruction, according to learners' self-reports?

To answer this question, data were drawn from listening journals completed by 13 self-study and 11 classroom instruction learners after each of their five 75-minute *TED Talks*-based listening lessons. The control group did not complete listening journals as they did not receive metacognitive instruction in the intervention. Learners were asked to respond to six journal writing prompts:

1. How do you feel about listening?
2. What helps you to understand while you listen?
3. What tasks helped you while listening today?
4. What was difficult while listening today?
5. What strategies helped you accomplish the task?
6. What strategies will help you improve your performance?

Additional data were drawn from the focus group interview responses to elaborate on the journal prompt findings. Journal and focus group data were analysed using a thematic analysis, as discussed in Section 3.8. The findings are categorised by three topics: lesson reflections, task reflections, and listening goals. Table 6.10 summarises the journal entry findings.

Table 6.10. Summary of learners' journal reflections on their listening practices

Journal section	Classroom Instruction	Self-study
Lesson Reflections	How do you feel about listening?	
	Difficult to understand (15) Better than last time (7) Feel positive (e.g., good, great) (6) Interesting (5)	Interesting (12) It's easy (8) Better than last time (5) Like the familiar topic (5)
	What helps you to understand while you listen?	
	Vocabulary/Keywords (17) Discuss with others (9) Previous knowledge (6) Predictions (5)	Subtitles (11) Speaker was easy to understand (7) Vocabulary/Keywords (6) Listening only (no visuals) (5)
Task Reflections	What tasks helped you while listening today?	
	Discuss with others (11) Vocabulary/Keywords (11) Summarise after listening (6) Predictions (5)	Write notes (11) Subtitles (6) Listening only (no visuals) (5) Vocabulary/Keywords & Predictions (4)
	What was difficult while listening today?	
	Understand new vocabulary (12) Speaker spoke too fast (10) Cannot write notes while listening (6) Cannot understand details (6)	Understand new vocabulary (10) Cannot write notes while listening (10) Speaker spoke too fast (6) Cannot understand the speaker (5)
Listening Goals	What strategies helped you accomplish the task?	
	Discuss with others (14) Check vocabulary definitions (12) Write notes (7) Listen again / Previous knowledge (5)	Subtitles (11) Listen again (7) Write notes (9) Transcript (6)
	What strategies will help you improve your performance?	
	Understand Vocabulary (21) Write more notes (19) Listen carefully to the main idea (14) Listen carefully to specific ideas (11) Prediction (8)	Write more notes (32) Understand vocabulary (14) No subtitles (10) Listen carefully to the main idea (9) Concentrate/Focus on the speaker (9)

Bold=Theme found in both groups/(x) = number of journal occurrences

6.4.1 Lesson reflections

The learners were asked to reflect on their listening lessons using two question prompts: *how do you feel about listening?* and *what helps you to understand while you listen?* From their responses, two themes emerged.

The first theme is attitudes to the listening lesson. All learners described the lessons as interesting and believed their listening improved each week. Self-study learners also thought familiar topics made their listening easier to understand. L42, a learner from Japan,

describes the importance of listening to interesting topics and L44, a learner from Myanmar, explains how he has improved:

L42: *Yes. I think listening to something interesting because the topic, the topic is what I, I interested in. I want to talk, to talk... I want to listen to the the talk and... many times. And I also... come to like listening English. For me, before listening, we talked about, we talked about this concept and, and the new words and actually, I don't know many words and many concepts! So, I couldn't... it is difficult for me to, to listen to the topic, I not familiar with. But before listening, I can know about some concept and meaning, so, it is, so people told the concept or the meaning to me, so it is so helpful [LFG2: p20, q11].*

L44: *I think that I've improved... improved, especially making a summary, and also, taking a notes. Which is really helpful. Especially, taking a notes is really helpful to remember the points where I need to know what is the main point that the speaker wants to point out. And also, making summaries make me realise what I really understand and not. So that is, that is really helpful. And in vocab... also I have improved in vocab [LFG2: p27, q9].*

The second theme is the nature of engagement with the listening process. Self-study learners reported being interactive with the listening resource, choosing subtitles, the transcript, or listening to audio-only to understand the text. However, classroom instruction learners reported being interactive with each other, choosing to discuss vocabulary and previous knowledge activities found in the listening lesson. L11, a learner from the Solomon Islands, describes how she interacts with *TED Talks* while L41, a learner from Brazil, and L42 explain how they interact with their peers:

L11: *I think, um, like the TED Talks one is really helpful cos you have the transcript and you also have the subtitles to help you understand the topic, like, compared to the listening in class, you just have to use your listening book and your listening skills. And just focus on what will be discussed [LFG2: p2, q5].*

L41: *I think the listening class to help me think more about, not just about the listening. But for example, when you give some words, you think about the meaning and I try to think about the talk before. I change my... my... approach, yeh... And also, one other thing I'd like to do for me is if I have a chance of sharing... you know, what I understand about that topic, and how I understand about that topic, that is also how I share about the topic. But not only sharing about the topic, Ok, how do you think you need to... or how... or we can exchange the people or exchange our experience. OK, in*

this topic, I feel that I feel this kind of difficulty. Do you have a similar difficulty? Or different difficulty? So, if you have a different difficulty, so how can I pass my difficulty with your difficulty? So, suggestion from a friend makes us a little bit more quickly evolve [LFG2: p30, q3].

L42: *For me, before listening, we talked about, we talked about this concept and, and the new words and actually, I don't know many words and many concepts! So, I couldn't... it is difficult for me to, to listen to the topic, I not familiar with. But before listening, I can know about some concept and meaning, so, it is, so people told the concept or the meaning to me, so it is so helpful [LFG2: p20, q11].*

In summary, the first topic shows that the learners have positive attitudes toward their listening. Learners also draw on their listening instruction experience to help them understand in their listening lessons; self-study learners interact with the listening text by using online transcripts and subtitles to help their listening comprehension while classroom instruction learners interact with each other by discussing vocabulary and predictions in class.

6.4.2 Task reflections

For the second topic, learners were asked to reflect on the listening tasks they completed in their lessons using two question prompts: *what tasks helped you while listening today?* and *what was difficult while listening today?* Three themes emerged from their responses.

The first theme is how learners prioritise vocabulary activities. All learners reported that activities priming topic-related words before listening were useful for their comprehension. All learners also reported that some vocabulary was difficult to understand as new words in the *TED Talk* caused comprehension difficulties. L13, a learner from China, explains how vocabulary can help comprehension while L14, a learner from Tonga, explains why vocabulary can be problematic:

L13: *I...I ... Before I thought that topic background was really important because I am familiar with the topic and I can understand them well and actually, I think it's the vocabulary, which I was familiar with. For example, for some area I do not understand well but natural or simple words to explain it clearly I can understand that well because all of the vocabulary I know so I can respond to the main idea quickly but maybe some talk is about my experience I had before but maybe with some, maybe with academic words... I cannot have the... how the... the picture at once so it will deny my*

comprehension, yeh. So, I think the most important is vocabulary. Then, it's really helpful [LFG2: p6, q4].

L14: *When I review my paper, I find that there is a part that is always blank, almost always blank, which is in the before listening part. And we can list some vocabulary, to help... to help my listen and listening skill. But in, you know, I am confused about this part because before you learn it, how can you predict the vocabulary? [LFG2: p3, q4].*

The second theme is difficulty that learners have with writing notes as they listen. This indicates that learners may find real-time listening processing as problematic and need guidance to support their comprehension. L41 and L13 explain:

L41: *It's not about the notes because when [you] put down the notes, you understand about it. So, if you don't have a lot of notes, you probably don't understand it! Or a lot about the topic or the speaker! [LFG2: p23, q5].*

L13: *I have a few problems to take some notes because when I focus on just listening, I cannot hear right. And if I want to write, I will miss some information. So, and with the other one... theme listening needed to review and then I can get the progress. Because, just listen one or two times without checking the subtitles, sometimes I am not sure that I can... I can get helpfulness from it [LFG2: p2, q1].*

The third theme is how the dimensions of listening cause comprehension difficulties. Specifically, all learners reported the speaker's rate of speech and understanding details from the talk as problematic. L12, a learner from Myanmar, explains how speed can affect her comprehension and L41 describes how content can be difficult to follow:

L12: *And for me, the speaker, if he or she speaks very fast, I cannot follow it, especially when I take notes. When he speaks fast and sometimes I miss, like the important information, so at the time, I don't really want to continue my notes or something like that. So, the speaker speaks... So, accent is not influence me too much like that, but the speed, and mostly the speed one, is the most difficult thing for me. But like topic background, and the content are like, very useful, for my listening [LFG2: p6, q2].*

L41: *For example, I try to understand why I couldn't understand this video. For example, I didn't know this word, or this piece, the guy speaks so fast or something like that. I think, oh, maybe the next time I can probably, pay attention more, or write more notes, or learn more about the talk, or something like that [LFG2: p23, q3].*

In summary, the learners reported prioritising vocabulary activities in their listening lessons. However, learners experienced common difficulties with processing new vocabulary, writing notes while listening, and understanding the speaker's rate of speech. These findings indicate that learners may need more guidance in using *while-listening* activities in lessons.

6.4.3 Listening Goals

For the third topic, learners were asked about their listening goals using two question prompts: *what strategies helped you accomplish the task?* and *what strategies will help you improve your performance?* Two themes emerged from their responses.

The first theme is learners viewed writing notes as an important listening goal. Activities which involved note-taking were part of the *TED Talks*-based lessons and were designed to encourage learners to process the listening input in real-time. L43, a learner from China, explains how using *TED Talks* provides academic practice and L42 describes how writing notes *while-listening* is a useful strategy in future lessons:

L43: *I think that when we need to take notes about the TED Talk, it look like a short lecture, yes, because when we spend our one hour to listen the lecture, we also need to take some notes, and use their PowerPoint. And I think it not only depends on the PowerPoint, the key words, but also we need to know the speaker's voice and his gestures and like the TED Talk, I think it's useful for us to take notes [LFG2: p21, q6].*

L42: *And I also, my goal, is taking notes. But to be honest, still now, I cannot write the complete write note completely, So I couldn't write the best note so sometimes, um, I wrote the wrong words, and not the same meaning, and, I couldn't catch all the meaning or all idea, but...when I think about my reflection and my listening, I need to, I think, I need to practice more and more...so aspiration? Aspiration... yes [LFG2: p23, q6].*

Second, the learners prioritised the goal of understanding vocabulary through listening. Although the learners reported vocabulary activities as both helpful and difficult, vocabulary knowledge was prioritised as an important goal in order to achieve listening comprehension. L13 describes how vocabulary helps her to complete other listening tasks and L22, a learner from China, explains why she needs vocabulary knowledge for her future studies:

L13: *I thinking we need to combine listening with speaking because when you practice some vocabulary or some ideas for me, I can quickly, more quickly to*

respond to the vocabulary, and I can more easily to follow in the main idea [LFG2: p5, q5].

L22: *For me, I think maybe the vocabulary, because I think I learnt a lot from the vocabulary in this area because in my previous experience, I can't... I am unfamiliar with this vocabulary in English in this specific area, like immoral, or unsustainable vocabulary so I think that learning lots of vocabulary is very useful for me. I can apply it for my future academic writing [LFG2: p10, q6].*

In summary, learners reported note-taking activities and vocabulary knowledge as useful listening goals. All learners believe writing notes and increased vocabulary knowledge are important for their comprehension in their future listening. These findings indicate that learners need more vocabulary exposure and note-taking practice to assist their listening both in and out-of-class.

6.5 Learners' perspectives on practices

RQ3.4 What impact did the metacognitive intervention have on the learners' self-reported listening behaviours, their perceptions of the value of different approaches to listening, and their interest in listening?

Pre-/post-course data were obtained from responses to three survey questions using a five-point Likert-scale. These items are grouped into three categories: *listening behaviour*, *listening dimensions*, and *listening attitudes*. Focus group responses further expand on these findings.

For each question, three results are presented:

1. Comparison of the within-group pre-/post-course descriptive results for each item using paired-samples t-tests.
2. Line graphs of the pre-/post-course mean difference for each item to illustrate any meaningful effects. Bar graphs were used to illustrate any individual or group effects found in the line graphs (see Appendix 37).
3. Individual vignettes to describe any individual or group effects from the bar graphs.

6.5.1 Listening behaviour

The first question asked the learners about how frequently they listened to various listening sources. Nine options (*TV, Film, Music, TED Talks, YouTube, Podcasts, Radio, News, and Conversations*) were provided for them to rate on a five-point Likert scale. Table 6.11 presents the pre-/post-course paired-samples descriptive results for each of the resources for the three groups. All groups reported increasing the frequency with which they listen to these resources. The self-study group showed an increase in mean scores for *TED Talks, YouTube, and Podcasts* and these scores were statistically significant. The classroom instruction group showed an increase in mean scores for *TED Talks, Conversations, and Podcasts*. The mean score increase for *TED Talks, Conversations, and Film* were statistically significant. The control group showed an increase in mean scores for *News and Film*. The mean score increase for *Film, TED Talks, and News* were statistically significant. The Cohen's effect size value for *TED Talks* for all three groups suggested a high practical significance: the classroom instruction group ($d = 1.007$), the self-study group ($d = 0.834$), and the control group ($d = 0.834$). Of these nine resources, all groups chose audio-visual resources more frequently by post-course.

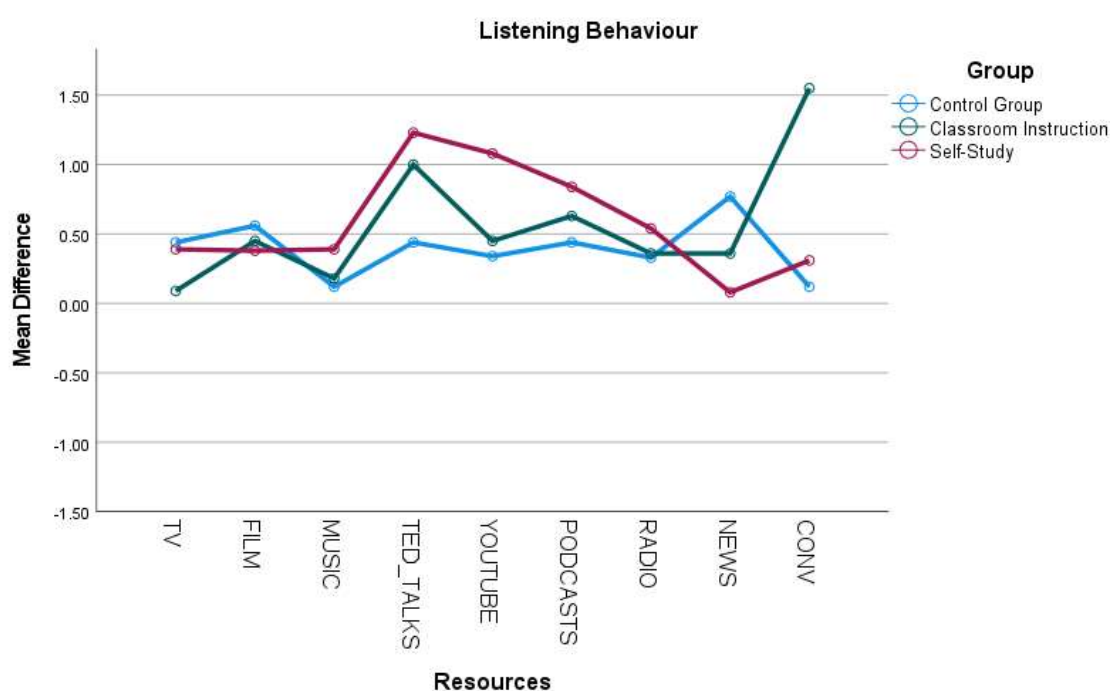
Table 6.11. Individual listening behaviour results by group

Re-source	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
TV	3.23	+0.39	1.092	0.337	0.282	3.09	+0.09	1.136	0.810	0.074	1.89	+0.44	0.601	0.104	0.605
	3.62		1.387			3.18		1.168			2.33		1.000		
Film	3.85	+0.38	0.987	0.209	0.367	3.55	+0.45	0.688	0.053	0.659	3.22	+0.56	0.667	0.013	1.072
	4.23		0.927			4.00		0.775			3.78		0.667		
Music	3.46	+0.39	1.266	0.268	0.329	3.73	+0.18	0.786	0.506	0.207	3.44	+0.12	0.882	0.594	0.201
	3.85		1.068			3.91		0.831			3.56		1.014		
TED Talks	2.46	+1.23	1.391	0.011	0.834	2.64	+1.00	0.809	0.008	1.007	2.78	+0.44	1.093	0.035	0.837
	3.69		1.109			3.64		0.924			3.22		0.972		
You Tube	2.92	+1.08	1.256	0.024	1.264	3.00	+0.45	0.894	0.211	0.401	3.22	+0.34	0.833	0.195	0.483
	4.00		0.913			3.45		1.128			3.56		0.726		
Pod casts	1.85	+0.84	1.144	0.043	0.627	1.55	+0.63	0.688	0.067	0.619	1.78	+0.44	1.093	0.272	0.428
	2.69		1.494			2.18		1.079			2.22		0.667		
Radio	2.23	+0.54	0.927	0.252	0.336	1.91	+0.36	0.831	0.307	0.322	1.78	+0.33	0.972	0.397	0.297
	2.77		1.536			2.27		1.191			2.11		0.928		
News	3.15	+0.08	1.214	0.837	0.061	2.55	+0.36	1.293	0.371	0.281	1.67	+0.77	0.500	0.043	0.797
	3.23		1.363			2.91		0.831			2.44		0.726		
Conv.	2.77	+0.31	1.481	0.436	0.225	2.18	+1.55	0.874	0.003	1.204	3.44	+0.12	0.882	0.681	0.153
	3.08		1.256			3.73		0.905			3.56		1.130		

Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Resource behaviour=Pre-course/Resource behaviour=Post-course

Figure 6.10: Listening behaviour pre-/post-course mean differences reported between groups



Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Of the nine *listening behaviour* options, three resources, *TED Talks*, *YouTube*, and *Conversations*, met the first criterion. As Figure 6.10 illustrates for *TED Talks*, there was a group level mean difference of +1.23 between the pre-course and post-course results for the self-study group. The classroom instruction group showed a difference of +1.00 and the ratings for the control group increased by +0.44. When applying the second criterion, it was observed that the self-study group's pre-course mean score was 2.46, which was similar to the pre-course mean scores of 2.64 and 2.78 for the classroom instruction group and control group respectively. As such, an analysis of all three groups' bar graphs was conducted. This revealed that seven learners in each of the self-study group classroom instruction groups, and four of the nine learners in the control group, increased their rating of this resource in their post-course scores (see Appendix 37). This suggests that this was group level behaviour and as such was not driven by one or two extreme scores. Having met these criteria, the final step was to assess whether this effect made logical sense in terms of the design of the study. Given that there was more of an effect for the classroom instruction and self-study group, it is plausible that the learners receiving metacognitive instruction are more likely to choose *TED Talks* as a listening resource.

Figure 6.10 also illustrates the mean differences between the three groups for *YouTube*. There was a group level mean difference of +1.08 between the pre-course and post-course results for the self-study group. The classroom instruction group showed a difference of +0.45 and the ratings for the control group increased by +0.34. When applying the second criterion, it was observed that the self-study group's pre-course mean score was 2.92, which was similar to the pre-course mean scores of 3.00 and 3.22 for the classroom instruction group and control group respectively. As such, an analysis of all three groups' bar graphs was conducted. This revealed that six of the 13 self-study group learners and five of the 11 classroom instruction group learners increased their rating of this resource in their post-course scores (see Appendix 37). Only two of the nine control group learners increased their post-course scores. This suggests that for the self-study and classroom instruction groups, this was group level behaviour and as such was not driven by one or two extreme scores. Having met these criteria, the final step was to assess whether this effect made logical sense in terms of the design of the study. Given that this was an effect for the self-study and classroom instruction group, it is plausible that that these learners became more confident in choosing entertainment resources to listen to after receiving metacognitive instruction.

Further, as Figure 6.10 illustrates for *Conversations*, there was a group level mean difference of +1.55 between the pre-course and post-course results for the classroom instruction group. The self-study group showed a difference of +0.31 and the ratings for the control group increased by +0.12. However, when applying the second criterion, it was observed that the classroom instruction group's pre-course mean score was 0.59 and 1.26 points lower than the self-study and control group respectively. Because of these different starting points, group comparisons were rendered meaningless. As such, only an analysis of the classroom instruction group's bar graph was conducted. This revealed that eight of the 11 learners increased their rating of this resource in their post-course scores (see Appendix 37). This suggests that this was group level behaviour and as such was not driven by one or two extreme scores. Having met these criteria, the final step was to assess whether this effect made logical sense in terms of the design of the study. Given that this was an effect for the classroom instruction group, it is plausible that learners in this group would increase their use of peer discussion and checking their understanding with others after receiving metacognitive instruction.

The interpretations for the group level effects for the three resources (*TED Talks*, *YouTube*, and *Conversations*) shown above are consistent with the qualitative interview data. For instance, the following interview extracts illustrate why these learners choose *TED Talks* and other resources. L41 explains why listening to *TED Talks* is helpful:

L41: *This lesson helped me really ... give me advice about really good strategy about what I have to do and that I have to keep listening to TED Talks. Because before I came here, I listened to TED Talks for some exact or specific purpose. And another one thing is, when I listen to TED Talk I listen it, and I understand what he want to mean and that's all. But I did notice that some of the facts in some of the evaluation are important so generally, I conclude all the general ideas and I try to analyse it and interpret it in my head and I think his speaker wants to say this point... and I only get one point (laughs). In here, according to the notetaking, summary, this and kind of like that, I can absorb more, more than in previous experience, like 45-50% involving the surveys, accent, 60% of the accent... information like that I can absorb and keep in my mind and use ideas like this to present and talk about this topic. So that makes me more confident on that, that's really helpful [LFG2: p30, q7].*

L11 describes how listening out-of-class is conducive to listening:

L11: *For me, I think I listen mostly to um... I think the main focus for me is listening outside the classroom. Just talking to my friends in English, conversing in English, and listening to how they pronounce. And I also listen to TED Talks. And that helps me a lot, because a lot of the speakers are from different backgrounds and they have different accents but it's also how they relate to their ideas more differently. Yeh, that helps me too sometimes. So, listening to TED Talks and conversing with others [LFG2: p1, q3].*

However, L41 describes how fewer conversation opportunities hinders her progress while

L21 explains how listening in the classroom is not useful:

L41: *I don't have... I have a problem because my partner speaks Portuguese. So, at home, I speak Portuguese, not English. But all the time, I try to watch a TV series in English, but normally, I use subtitle, because easy to understand. Sometimes I try to turn off the subtitle but it's a little bit challenge for me. But every day, I try to watch a TV series in English. Yeh. I think that my listening is a little bit improve, because I read a lot of books, so I know a lot of the new words so... so, it's so useful for me. And at class, of course, every time I try to listening to talks or do listening things to help me improve my listening, and I go to go News Watch which is very useful for me [LFG2: p19, q3].*

L21: *At home, I just listen for fun. But in the class, I have to focus on what I listen, so that I make more effort in the classroom, honestly...But I think listening in the classroom doesn't help my listening skill. I don't feel like it helps me ... help my listening skill to improve. I think honestly that I live with my host family and that I listen to them a lot. And, also from the teacher, generally speaking, not from the academic listening or something... That is what I feel.*

Interviewer: *So, you feel that the lessons didn't really help you?*

L21: *Not related... not that it didn't help me, but just not much. Not much. I think written and writing, I can see more change in those skills. For academic listening, in the classroom, it is not generally helping my listening skill. Just generally listening, just outside and from the classroom from teacher... is... has helped me improve my listening skill [LFG2: p17, q2].*

In sum, the results suggest that the intervention had little effect on learners' individual ratings of *listening behaviour* as measured by the survey, aside from the potential impact of *TED Talks* on all three groups, the self-study group choosing *YouTube*, and the classroom instruction group increasing their ratings for *Conversations*. These differences suggest that the self-study and control group preferred more entertainment and factual listening resources compared to the classroom instruction group who preferred multi-modal listening resources.

6.5.2 Listening dimensions

The second question asked the learners to rate how helpful they found six *listening dimensions* (*vocabulary, speed, accent, context, background, and visual aids*) on a five-point Likert scale at pre-/post-course. Table 6.12 presents the pre-/post-course paired-samples descriptive results for each of the *listening dimensions* for the three groups. The classroom instruction group showed an increase in mean scores for five (*vocabulary, speed, accent, context, and background*) of the six items. The self-study group showed an increase in mean scores for three items (*accent, context, and background*) and a decrease in two items (*vocabulary and visual aids*). The control group reported no change in three items (*vocabulary, accent, and background*) and a decrease in three items (*speed, context, and visual aids*). All groups found *visual aids* to be less helpful by post-course. The pre-/post-course descriptive results for *listening dimensions* for all three groups were not significant. The Cohen's effect size value for the self-study group's reported scores for *Vocabulary* suggested a moderate practical significance ($d = 0.433$). The reported scores for the

classroom instruction group ($d = 0.169$) and the control group ($d = <0.001$) suggested a low practical significance.

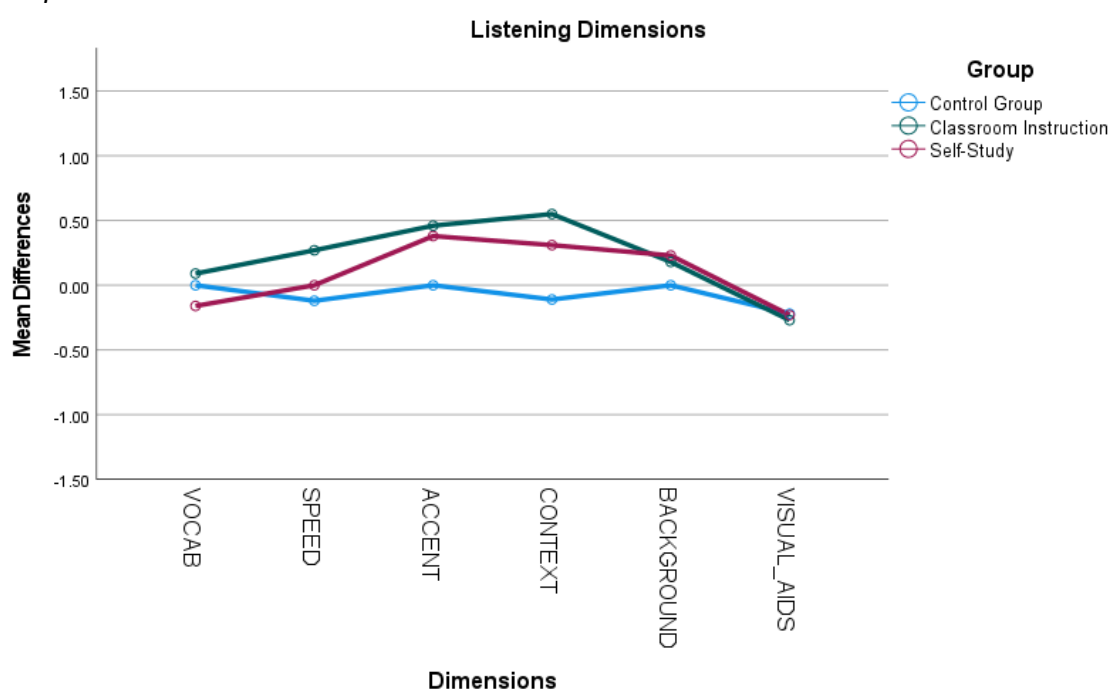
Table 6.12. Individual listening dimension results by group

Dimension	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
Vocab.	4.62	-0.16	0.506	0.165	0.433	4.73	+0.09	0.467	0.588	0.169	4.89	0	0.333	1.000	<0.001
	4.46		0.519			4.82		0.405			4.89		0.333		
Speed	4.38	0	0.650	1.000	<0.001	4.18	+0.27	0.751	0.341	0.299	4.56	-0.12	0.527	0.594	0.202
	4.38		0.506			4.45		0.820			4.44		0.527		
Accent	3.62	+0.38	1.044	0.209	0.366	4.18	+0.46	0.603	0.096	0.564	4.22	0	0.667	1.000	<0.001
	4.00		0.577			4.64		0.674			4.22		0.667		
Context	4.15	+0.31	0.555	0.104	0.498	4.09	+0.55	0.701	0.082	0.591	4.44	-0.11	0.527	0.594	0.184
	4.46		0.519			4.64		0.505			4.33		0.500		
Back-ground	4.23	+0.23	0.599	0.190	0.390	4.27	+0.18	0.467	0.441	0.243	4.11	0	0.782	1.000	<0.001
	4.46		0.519			4.45		0.688			4.11		0.601		
Visual Aids	4.46	-0.23	0.519	0.337	0.322	4.27	-0.27	0.467	0.432	0.245	4.22	-0.22	0.667	0.512	0.228
	4.23		0.599			4.00		1.000			4.00		0.866		

Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Listening dimension=Pre-course/Listening dimension=Post-course

Figure 6.11: Listening dimensions pre-/post-course mean differences reported between groups



Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Of the six *listening dimensions*, none of the mean differences between pre-/post-scores for any group met the first criterion. As Figure 6.11 illustrates for *listening dimensions*, the line graph movement shows there was no meaningful group level +1.00/-1.00 mean difference

for any group. This suggests that the survey scale did not identify any meaningful change in *listening dimensions* that warrants further examination.

Although no meaningful effects were identified, the qualitative data provides insight into how these learners use *listening dimensions*. As interview extracts illustrate, L12 and L41 explain how they overcome vocabulary and speed/accent difficulties when listening:

L12: *For me, I find vocabulary and speaker speed and accent difficult for me. Some of the vocab, I am maybe not very familiar. And for me, the speaker, if he or she speaks very fast, I cannot follow it, especially when I take notes. When he speaks fast and sometimes I miss, like the important information, so at the time, I don't really want to continue my notes or something like that. So, the speaker speaks... So, accent is not influence me too much like that, but the speed, and mostly the speed one, is the most difficult thing for me. But like topic background, and the content are like, very useful, for my listening [LFG2: p6, q2].*

L41: *Still difficult for me is the speaker's accent. So sometimes, the accent it changes and then the pronunciation it's a little bit slightly change. And at the time, it's hard to concentrate on the actual pronunciation or the actual words that want to show us. So, it is difficult, but all the other things are, I can say, are better than what they were in the first place [LFG2: p29, q4].*

L43 and L22 describe how using several listening dimensions help their listening in different ways:

L43: *Visual aids I find easy. I think. So easy for my listening. And so maybe, TED Talk is more easy than BBC learning English because I can watch the speaker and the speaker movement and the movement of the speaker and their face, facial expression or sometimes, speaker... speaker picture and... so it's helpful for my understanding [LFG2: p24, q6].*

L22: *I think for me, the topic background is an easy aspect for me because of background information is always general information, although we don't understand a few words, it do not affect our understanding. So, I think this part is easy for me. And I think the difficult part for me is still speaker's speed and accent, because some scholar or professor, the speed is not very clear. Because native speaker can understand but for the international student, it's hard. And also the accent. Um, because around the world, we have different accent for the speakers. Not only the kiwi accent but also the other accent can be a little confused. Maybe we can just familiar with our home country accent or maybe we are from Asia, so we are familiar with Asian speaker's accent, but unfamiliar with Arabic speakers or some Spanish speakers [LFG2: p13, q2].*

In sum, the results suggest that the intervention had little effect on learners' individual ratings of *listening dimensions* as measured by the survey. However, the qualitative data offered greater insights into how these learners describe the topic, background, and visual aids as helpful when listening.

6.5.3 Listening attitudes

The third question asked the learners to rate seven adjectives (*enjoyable, interesting, useful, necessary, difficult, stressful, and boring*) to describe how they feel about listening on a five-point Likert scale at pre-/post-course. For listening attitudes, a reduced score for *difficult, stressful, and boring* by post-course indicates an improved attitude. Table 6.13 presents the pre-/post-course paired-samples descriptive results for each of the *listening attitudes* for each group. The classroom instruction group showed an increase in mean scores for *interesting* and this result was found to be statistically significant. All groups remained unchanged or reduced their mean scores for *stressful*. The control group reported increased mean scores for *boring* but decreased their mean scores for *difficult* and *stressful*. The self-study and control group pre-/post-course descriptive results for *listening attitudes* were not significant. The Cohen's effect size value for the classroom instruction group's reported scores for *Interesting* suggested a moderate practical significance ($d = 0.679$). The reported scores for the self-study group ($d = 0.233$) and the control group ($d = 0.333$) suggested a low practical significance.

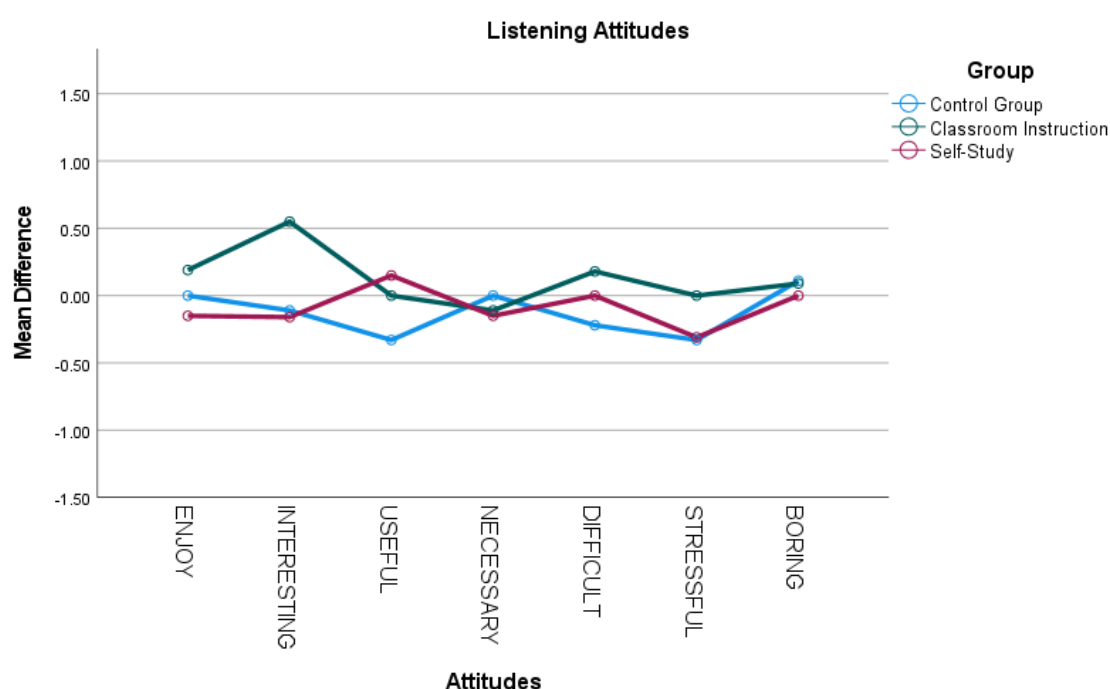
Table 6.13. Summary of learners' listening attitudes by group

Attitude	Self-Study (n=13)					Classroom Instruction (n=11)					Control Group (n=9)				
	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d	Mean	+/-	SD	p	d
Enjoyable	4.23	-0.15	0.599	0.549	0.168	3.45	+0.19	0.522	0.341	0.317	3.56	0	0.527	1.000	<0.001
	4.08		0.760			3.64		0.505			3.56		0.726		
Interesting	4.31	-0.16	0.480	0.436	0.233	3.45	+0.55	0.688	0.052	0.679	3.89	-0.11	0.601	0.347	0.333
	4.15		0.555			4.00		0.447			3.78		0.667		
Useful	4.31	+0.15	0.480	0.436	0.218	4.36	0	0.505	1.000	<0.001	4.44	-0.33	0.726	0.397	0.156
	4.46		0.660			4.36		0.505			4.11		0.601		
Necessary	4.46	-0.15	0.519	0.436	0.229	4.55	-0.10	0.522	0.676	0.143	4.22	0	1.394	1.000	<0.001
	4.31		0.751			4.45		0.522			4.22		0.667		
Difficult	3.38	0	1.044	1.000	<0.001	3.64	+0.18	1.027	0.553	0.184	4.00	-0.22	0.707	0.512	0.229
	3.38		1.193			3.82		0.751			3.78		0.667		
Stressful	3.31	-0.31	1.109	0.455	0.217	3.18	0	0.874	1.000	<0.001	3.11	-0.33	0.782	0.397	0.296
	3.00		1.225			3.18		0.751			2.78		0.833		
Boring	2.31	0	1.032	1.000	<0.001	2.55	+0.09	0.688	0.676	0.130	2.33	+0.11	0.707	0.681	0.141
	2.31		0.855			2.64		0.505			2.44		0.882		

Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Attitudes=Pre-course/Attitudes=Post-course

Figure 6.12: *Listening attitudes pre-/post-course mean differences reported between groups*



Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Of the seven *listening attitudes*, none of the mean differences between pre-/post-scores for any group met the first criterion. As Figure 6.12 illustrates for *listening attitudes*, the line graph movement shows there was no meaningful group level +1.00/-1.00 mean difference for any group. This suggests that the survey scale did not identify any meaningful change in *listening attitudes* that warrants further examination.

Although no meaningful effects were identified, the qualitative data provides insight into how these learners feel about listening. As interview extracts illustrate, L19 explains how topic familiarity can make listening easier:

L19 *For me, sometimes it depends on the subject. For example, subject like sustainable development, this subject is kinda familiar with me, so I used to work with those kinda, kinda goals. So it's a little bit easy for me and a little bit easy to understand for me, but for migration, or something like that, that's a little bit hard because I am not so familiar with that theme and also some of those academic words are a little bit difficult for me to understand too...[LFG2: p27, q5].*

L21 expresses how her listening difficulties affect her interest:

L21: *Yes. I think listening to something interesting because the topic, the topic is what I, I interested in. I want to talk, to talk.. I want to listen to the the talk and... many times. And I also... come to like listening English. So now, actually, I don't like listening English so much. So, I want to like listening English so it is maybe I had better this case [LFG2: p26, q1].*

In sum, the results suggest that the intervention had little effect on learners' individual ratings of *listening attitudes* as measured by the survey. However, the qualitative data offered greater insights into how these learners found listening to be equally or less *stressful* but equally or more *boring* by post-course.

In summary, this section presented the impact of a metacognitive intervention on learners' *behaviour, dimensions, and attitudes* towards listening. For all three groups, significant gains were recorded for *listening behaviour*. The classroom instruction group made significant gains in *listening attitudes*. There were no statistical differences for *listening dimensions* for any group. The data showed there a meaningful group level effect for all groups for *TED Talks*, the self-study group for *YouTube*, and the classroom instruction group for *Conversations*. There were no meaningful individual or group effect differences for any group for *listening dimensions* or *listening attitudes*. This suggests that the metacognitive variable may not have had a causative effect on the learners in this study. Further, the survey instrument may not have been sufficiently sensitive to record changes that may have occurred. This could be due at least in part to the non-random assignment of participants to conditions and to the very small sample size, which among other things, exacerbated pre-test group differences. There were some recurring themes in the interview extracts which suggest that speaking with others and practising skills with interesting resources help to improve learner confidence when listening.

6.6 Results interpretation and summary

This chapter presented findings on the effect of metacognitive instruction on learners in listening. It presented the findings from the pre-/post-survey, including the results of five subscales from the metacognitive awareness listening questionnaire (MALQ) (Vandergrift et al., 2006). Table 6.14 summarises the main results.

Table 6.14. Summary of chapter results

3.1 Did the metacognitive listening intervention improve metacognitive strategy use?			
Strategy	Statistically Significant?	Meaningful effect?	Interview generalisations
Planning & Evaluation	SS: PE20, PE21	SS: PE20	<ul style="list-style-type: none"> • Increase self-monitoring. • Plan ahead. • Goal setting.
Mental Translation	None	None	<ul style="list-style-type: none"> • Word-by-word (unhelpful). • Key words (helpful).
Directed Attention	None	None	<ul style="list-style-type: none"> • Lose focus easily. • Previous experience helps refocus.
Person Knowledge	None	None	<ul style="list-style-type: none"> • Use a relaxed approach to listen. • Use the MALQ to focus.
Problem Solving	None	None	<ul style="list-style-type: none"> • Gist helps guess unknown vocabulary. • Adjust interpretations while listening. • Topic knowledge to interpret ideas.
3.2 Which instructional activities in the listening lessons did the learners report as more useful?			
Activities in..	Statistically Significant?	Meaningful effect?	Interview generalisations
Before-listening	CI: Prediction Topic Vocabulary	None	<ul style="list-style-type: none"> • Use background. • Use previous experience.
While-listening	None	None	<ul style="list-style-type: none"> • Check General/Specific idea. • Write notes.
After-listening	None	None	<ul style="list-style-type: none"> • Discuss interpretations with peers. • Summary/Opinion writing.
Listening lesson components	CG: Feedback Strategies	None	<ul style="list-style-type: none"> • Activities: Correct answers. • Tasks: Help comprehension. • Feedback: Unhelpful to learners.
3.3 According to the learners' self-reports, were there any differences in the experience of the metacognitive lessons by learners receiving self-study and classroom instruction?			
Lesson Reflections		Task Reflections	Listening Goals
SS, CI = positive attitudes SS = Interact with text (e.g., subtitles, transcript) CI = Interact with peers (e.g., discuss tasks with others)		SS, CI: + Prioritise/focus on vocabulary while listening - Write notes as they listen - Speaker's rate of speech - Details in the talk	SS, CI: + write notes in real-time + increase vocabulary knowledge
3.4 What impact did the metacognitive intervention have on the learners' self-reported listening behaviours, perceptions of the dimensions of listening, and their interest value towards listening?			
Perspectives	Statistically Significant?	Meaningful effect?	Interview generalisations
Behaviour	SS: TED Talks YouTube Podcasts CI: TED Talks Conversation	SS /CI: TED Talks SS: YouTube CI: Conversations	<ul style="list-style-type: none"> • TED Talks are helpful • Out-of-class practice is easy

	Podcasts CI: TED Talks Film News		
Dimensions	None	None	<ul style="list-style-type: none"> • Overcome vocabulary difficulties. • Address speed/accent difficulties. • Use Topic, Background, Visual Aids. to understand.
Attitudes	CI: Interesting	None	<ul style="list-style-type: none"> • Topic familiarity increases positivity. • Difficulty affects interest level.

Note: SS=Self-Study/ CI=Classroom instruction/CG=Control Group

As presented above, the self-study group showed statistically significant change in Subscale 1 (planning and evaluation) for PE20 and PE21. The classroom instruction group showed statistically significant change in *before-listening* activities (*prediction*, *topic*, and *vocabulary*). The control group results for *listening lesson components* (*feedback* and *strategies*) were found to be statistically significant. All three groups showed statistically significant findings for *listening behaviour* by post-course.

Although the statistical analysis proved to be unreliable, the descriptive approach revealed additional meaningful effects from the data. First, there was a group level effect on the self-study group's increased use of Subscale 1 strategy, PE20 (planning and evaluation). There were no meaningful effects identified for any strategy for the classroom instruction and control groups. This indicates that self-study in metacognitive instruction encourages learners to draw on metacognitive strategies when approaching their self-led listening lessons. Second, there were no meaningful effects identified for any group for the metacognitive instruction activities (*before-listening*, *while-listening*, *after-listening*, and *listening lesson components*). Third, for *listening behaviour*, there was a meaningful effect for all three groups increasing their ratings for *TED Talks*. The self-study group increased their ratings for *YouTube* and the classroom instruction group increased their ratings for *Conversations*. There were no meaningful effects identified for *listening dimensions* or *listening attitudes* for any group. This indicates that the learners who received metacognitive instruction had more confidence choosing and using their own resources to listen to by post-course.

Finally, interview extracts from learners in all three groups (i.e., the self-study, classroom instruction, and control groups) were also drawn from a thematic analysis to support the quantitative interpretations from the data. First, for strategies, the interview extracts suggested that self-study learners increased their self-monitoring and use of key words to help their interpretations. Self-study and classroom instruction group learners also used previous experience and the MALQ statements to refocus and used topic knowledge and gist to interpret ideas. Second, for instructional activities, classroom instruction group learners commented that background and previous knowledge before listening helped them to interpret specific and general ideas while listening. The self-study and classroom instruction group learners also used their notes to discuss their interpretations with peers and write summary and opinion paragraphs to consolidate their understanding after listening. Third, for perspectives, learners from all three groups found *TED Talks* helpful and were confident with out-of-class listening practice. The classroom instruction and control group learners found speed and accent difficult, but would use topic, background, visual aids, and vocabulary to overcome these difficulties. Learners from all three groups also emphasised the importance of topic familiarity and interest to understand a listening resource. These results are discussed further in Section 7.3.

Before discussing these results, it is important to acknowledge three main limitations that the data has presented. First, the extremely small sample sizes rendered the statistical analysis unreliable for this data. Although paired-samples t-tests, p-values, and Cohen's d effect sizes were included, the sample sizes were too small to use these analyses as a primary means to assess the meaningful effects of the intervention. Second, the meaningful effects drawn from the +1.00/-1.00 mean difference between the pre-/post-course scores were also limited in their descriptive findings. A reason for this could be that the metacognitive awareness listening questionnaire (MALQ) (Vandergrift et al., 2006) scales did not elicit accurate interpretations. The agreement scale (e.g., 1=strongly agree) could be changed to show frequency (e.g., 1=always) to indicate more practically how learners use the strategies. Further, the original 6-point or 5-point Likert-scale used only denominations of 1.00. Thus, using a different scale to recognise 0.50 differences may have identified more meaningful effects from the mean difference data. Third, the pre-course scores of the three groups were noticeably different for some items which resulted in eliminating survey items.

Although this was done to acknowledge any large differences that had markedly biased starting points, using three groups with relatively similar starting points would have presented more reliable data. These limitations are discussed further in Chapter 8.

The next chapter discusses the findings from the situation analysis (Chapters 4 and 5) and the metacognitive intervention (Chapter 6) and relates these findings to the extant research literature.

Chapter 7. Discussion

“The most important thing is passion. You can give somebody an idea. If that person doesn't want to do it, what are you going to do? The passion that the person has for her own growth is the most important thing. The passion that a man has for his own personal growth is the most important thing. And then we help them to go and find the knowledge, because nobody in the world can succeed alone. The person with the idea may not have the knowledge, but the knowledge is available”.

(Ernesto Sirolli, Want To Help Someone? Shut Up and Listen!, TED Talks, 2012)

7.1 Introduction

Chapter 4 and 5 presented the findings from the teachers' and learners' experience and perspectives in L2 listening instruction. Chapter 6 presented the findings from a metacognitive instruction intervention. This chapter discusses these findings in the same sequence. Examples will be drawn from the teachers' interviews and learners' focus groups to illustrate these findings.

7.2 Listening preferences, priorities, and practices

The first two research questions investigated the priorities and practices of 15 teachers and the preferences, experience, and the pre-course strategy awareness of 63 learners concerning the teaching and learning of listening. This section discusses three main themes from the Phase 1 findings: the teachers' and the learners' approaches to listening, resource priorities, and vocabulary-based practices. Data were obtained from the surveys, interviews, and classroom observation findings, as presented in Chapter 4 and Chapter 5. The pedagogical implications are summarised at the end of the chapter and discussed in Chapter 8.

7.2.1 Approaches to listening

The first theme is the teachers' and the learners' approaches to listening. For teachers, they used guided instructional approaches to teach listening. The teachers reported giving equal

time to teaching all four skills (e.g., listening, reading, speaking, and writing). The survey findings indicated that they spend around 4 hours of the 19-hour course on listening (see Section 4.5). In interviews, the teachers explained that they prioritised as much time for listening as the other skills. This finding is in contrast to Graham and Santos' (2015) and Siegel's (2013a) observation that teachers in their studies allocated less time to listening instruction compared to the other skills (i.e., reading, writing, speaking). The findings in the current study indicate that the teachers prioritised teaching all four skills equally, showing the importance of listening instruction in the pre-sessional context.

Despite equal attention given to all of the four skills, the teachers reported listening as the most difficult to teach. The survey findings indicate that around a half of them rated listening as *difficult* (see Section 4.5). They commented that they did not know if the learners were learning from their instruction or what was challenging for the learners. This finding illustrates that although the teachers prioritised teaching listening, they were unsure about how to address their learners' difficulties. This is contrary to the 115 foreign language teachers in Graham and Santos' (2015) study who considered listening undemanding to teach in a high school context, perhaps because, in this context they follow a more regimented textbook-based instructional approach.

Further, in instruction, it was evident the teachers prioritised learner responsibility in the way they taught listening (see Section 4.4). All 15 teachers reported that they provided learners with opportunities for individual reflection and peer collaboration. In interviews, the teachers commented on how prioritising learner responsibility (e.g., monitoring and evaluating their understanding) encourages the learners to focus more on the listening process. This echoes the point made by Flowerdew and Miller (2005) that listening instruction needs to equip learners to take responsibility for the particular listening difficulties they encounter as a result of their individual abilities and learning styles. The emphasis on the listening process as reported by these teachers aligns with the principles of the task-based metacognitive instruction for listening framework (TBMIL) (Goh, 2018a). The reflection-based nature of this framework helps learners to understand their learning responsibilities by giving learners opportunities to use reflection-based strategies (e.g., the MALQ) and plan their approach to listening while developing their listening skills (Gu, 2018b;

Vandergrift & Goh, 2012). These extra metacognitive opportunities engage learners in reflecting on the process, accepting responsibility for their learning, and considering strategies for their next listening.

For the learners, their approach to listening affected their confidence. About a quarter of the learners were not confident listeners and another third were unsure about their confidence when listening in general (see Section 5.5). In interviews, the learners explained how time constraints and pressure to comprehend what they were listening to affected their confidence in-class. This finding shows that in-class listening demands may affect learners' confidence compared to when they have the freedom to choose their own listening out-of-class. Field (2008) observes how the time pressure which the ephemeral nature of listening creates results in learners feeling anxiety or fear when required to answer questions correctly in-class. Graham (2006) comments on the importance of language learning beliefs on listening success, and suggests that metacognitive instruction (e.g., person knowledge strategies) could improve learner confidence in listening. One way to do this would be to use metacognitive activities in-class to familiarise learners with ways to practise listening out-of-class.

The preference for listening out-of-class is shown further by the learners in the current study who reported positive attitudes (e.g., *useful*, *necessary*, and *interesting*) toward their general listening (see Section 5.4) and found out-of-class listening more relaxing (see Section 5.5). In interviews they explained how they chose what they saw as more interesting resources (e.g., *Music*, *Film*, *YouTube*) when listening out-of-class. Further, they explained that although academic strategies they learnt in-class were useful, they preferred listening recreationally with no test expectations out-of-class (see Section 5.4). In line with Siegel's (2013b) view, these findings reiterate the importance of learners' personal interests when choosing their own listening in general, in contrast to the pressure and lack of choice in classroom listening instruction. This also shows that out-of-class listening may not provide adequate practice with the high stakes listening skills that EAP learners need to develop.

Overall, the teachers prioritised listening and adopted a process-based instructional approach but perceived listening to be difficult to teach. The learners were mixed in their

confidence when listening, although they expressed a preference for listening out-of-class to in-class. Both the teachers and learners were influenced by in-class demands which, in turn, affected learners' confidence. Giving learners more responsibility through metacognitive training is one option for improving learners' confidence, and one which is in-line with the current practices of the teachers in this study.

7.2.2 Listening resource priorities

The second theme is the teachers' and the learners' listening resource priorities. The teachers prioritised using the textbook for listening instruction. The teachers followed the three-stage approach (i.e., *before-/while-/after-listening*) in the textbook and reported feeling supported by this guidance (see Section 4.6). Similarly, the learners reported that the textbook *activities, practice, and materials* were *helpful* for their listening improvement (see Section 5.5). In line with Siegel's (2013b) view, task knowledge using familiar lesson components (e.g., *gap-fill*) provides learners with confidence to approach their listening. However, Siegel (2011) and Graham (2006) comment on how teachers should be cautious to avoid repeating tasks in lessons as this can lead to learners feeling bored.

Further, the teachers and the learners had different priorities regarding supplementary materials in L2 listening. The learners preferred entertaining (e.g., *Music, Film, YouTube*) rather than factual resources (e.g., *podcasts, radio*) when listening out-of-class (see Section 5.4). Not surprisingly, contemporary, recreational resources that reflect the learners' personal interests are more appealing than traditional, academic resources for listening. This is in line with Cross' (2011) finding that learners in his study described factual resources as unmotivating and difficult. As Siegel (2013b) explains, learners prefer choosing their own resources based on personal interests rather than on factual topics.

The learners also preferred audio-visual (e.g., *Film, YouTube*) to audio-only resources (e.g., *podcasts, radio*) when listening out-of-class (see Section 5.4). In interviews, the learners commented that using on-screen *visual aids* (e.g., *subtitles, transcripts*) provided additional support when processing the input (see Section 5.4). In line with Chen's (2016) findings where the learners used *subtitles* to check their understanding when engaging with multimedia resources, the learners in the current study also preferred audio-visual resources

to process verbal and visual content simultaneously. Cross (2009) also found that the learners in his study used *subtitles, transcripts, and online dictionaries* to navigate more confidently through challenging resources. This finding indicates that the learners in the current study can cope with the demands of more challenging audio-visual resources if they can use *visual aids* to support their listening comprehension.

In contrast to the learners' preferences for entertaining, audio-visual resources, the teachers reported using various factual, audio-only supplementary resources (e.g., *Breaking News English, ESL News*), as one would expect in an academic programme (see Section 4.6). Vandergrift and Goh (2012) advocate that using a range of resources provides regular listening exposure which is important for learners' general listening development. However, as one teacher in this current study explained, she was unsure about how to use supplementary resources, resulting in her creation of similar activities to the textbook (e.g., *dictation, gap-fill exercises*). Previous researchers (Cross, 2014; Field, 2008; Graham, 2017; Lynch, 2011; Siegel, 2015a) have also commented on how teachers use supplementary materials that imitate textbook-based activities which learners need to learn for their course-related practices. This finding illustrates that although supplementary resources help teachers create extra listening practices that replicate textbook tasks, they could benefit from narrowing their teaching repertoire to provide learners with a more prominent focus on developing specific listening-skill practice in instruction. A possible approach is to use Goh's (2018b) five *communicative, participatory, non-participatory, metacognitive* and *perception* tasks to provide teachers with guidance in developing alternative skill-based tasks when using supplementary resources.

Another limitation that the teachers reported was that supplementary materials were difficult to select for listening instruction (see Section 4.6). In interviews, the teachers pointed out that although selecting resources like *TED Talks* by duration and topic was easy, they were uncertain about how to identify level-appropriate language from the resource to prepare skill-related activities for the learners. In other words, the teachers find selecting resources for listening instruction to be challenging and time-consuming. As Ridgway (2000) points out, "grading texts is problematic, and the difficulty of a given text will depend to a great extent on the learner" (p. 181). One way to assist teachers in selecting resources more

systematically is to use the Essential Aspects Checklist (Romanelli et al., 2014) and the LexTutor vocabulary profile (Cobb, 2000). These guidelines provide support in selecting supplementary materials by content and graded vocabulary lists that can be adapted for level-appropriate, skill-based activities.

Overall, the teachers were guided by a three-stage approach in the textbook and the learners found this type of instruction helpful. Regarding listening resources, the learners preferred entertaining, audio-visual resources while the teachers used factual, audio-only resources for listening practices. The teachers find factual resources difficult to adapt which may influence the resource selections made for listening instruction in this context. Giving teachers content and vocabulary guidelines to choose resources and create listening skill-based tasks is one option to help with their selections.

7.2.3 Vocabulary-based listening practices

The third theme concerned how the teachers and the learners prioritise vocabulary-based listening practices. For the teachers, they prioritised teaching with product-based, bottom-up vocabulary activities to address learner difficulties. Regarding vocabulary-based tasks, the teachers expressed a preference for using product-based activities with pre-determined answers such as *specific details* or *key words* rather than process-based activities such as *open-ended questions* or *think-alouds* (see Section 4.5). As one teacher noted, learners like itemised activities because they provide the ‘right’ answers. This is a common finding in the literature that highlights the prominent use of vocabulary-based activities in listening instruction to help learners measure their progress.

The preference for product-based activities is shown further by the teachers’ reporting that they prioritised bottom-up rather than top-down activities (see Section 4.5). They commented that word-level activities with pre-determined answers (e.g., *key words*, *gap-fills*) provided the learners with extra test practice (see Section 4.6). As Siegel (2013a) notes, teachers and learners find these activities tangible since they offer a measurement of listening progress; learners can identify precisely what they have understood, while teachers can track learners’ progress and achievements (Graham, 2006). This finding reiterates the teachers’ preference for product-based and bottom-up activities to provide learners with

observability in listening instruction. But as Goh (2000) argues, product-based approaches encourage learners to become fixated on the 'correct' answer. Similarly, Siegel (2013a) found that teachers in a Japanese EFL context tended to rely on familiar product-based approaches such as 'listen-answer-check'. To avoid potential reliance on product-based approaches, one option is to adopt more balanced orchestrated top-down and bottom-up approaches, as seen in Vandergrift and Goh's (2012) cognitive processing model.

Another practice the teachers used was vocabulary-based tasks to address learner difficulties that they believe arise from a lack of vocabulary (see Section 4.5). In survey findings, most of the teachers reported asking the learners to determine word meaning from context or to listen again when faced with unknown vocabulary (see Section 4.4). This finding shows how vocabulary-based tasks are valued as important for problem-solving in listening instruction. Coxhead (2017) comments that vocabulary-based activities (e.g., *gap fill*, *fill-in-the-blank*) need to include word-level evaluation and the learners' involvement to help with their retention. As Coxhead and Walls (2012) suggest, creating vocabulary profiles that classify vocabulary by frequency (e.g., K1, K2) and category (e.g., academic word list, off-list words) provides the teachers and the learners with a systematic tool for guiding their vocabulary decisions when problem-solving.

Despite these vocabulary-based task priorities in listening, the teachers in the current study reported rarely using perception activities (e.g., *distinguishing word boundaries*) in their listening lessons (see Section 4.5). In interviews, one teacher explained that he finds the speaker's speed and accent in listening texts difficult to manage, relying on repeated replaying of a recording to help the learner (see Section 4.5). This is a common finding in the literature; less attention is given to perception-based activities in listening instruction. This finding also aligns with Siegel's (2011) observations that teachers monitor their learners' difficulties and address these repeated mistakes only with strategies they know. As Graham and Santos (2015) discuss, teachers in their study would focus learners on *key words* or *specific details* if they found speech segmentation or word/phrase boundaries problematic. An approach for teachers to assist learners more readily with their speech segmentation difficulties is to use perception-based activities (e.g., *counting the number of words heard*, *identifying the end of a phrase or a sentence to mark word boundaries using paused*

dictation) so they can monitor their parsing of the input and consciously extract meaning from the speech stream (Siegel, 2016).

For the learners, they prioritised vocabulary-based strategies to address their listening difficulties. Regarding vocabulary-based strategies, the learners reported using Subscale 2 (mental translation) strategies to understand key words (MT11) and translate in their head (MT4) rather than translate word-by-word as they listen (MT18) (see Section 5.6). In interviews, the learners identified how topic vocabulary helped their interpretation of the context (see Section 5.6). This finding indicates that Subscale 2 strategies support learners in their understanding of the listening text. Vandergrift and Goh (2012) argue that key word translations support faster cognitive processing while individual words are time-consuming to translate and can affect the learners' attention in real-time listening. This highlights the possibility of addressing the complexities of real-time listening difficulties in-class by providing learners with key words rather than word-by-word translations (Graham, 2011).

Specifically, the learners used three vocabulary-based Subscale 5 (problem-solving) strategies to address their listening difficulties (see Section 5.4). Over 90% of them used the general idea (PS17), known words (PS5), or the text itself (PS19) to guess unknown words. This finding reiterates how the learners tend to draw from their linguistic knowledge when faced with listening difficulties (Flowerdew & Miller, 2005). As Vandergrift and Baker (2015) ascertain, learners tend to overcome their listening difficulties with vocabulary knowledge. Thus, the learners' preference for using vocabulary-based strategies to problem-solve emphasises the importance of priming topic vocabulary in listening.

Further, the learners reported using other metacognitive-based Subscale 3 (direct attention) and Subscale 5 (problem-solving) strategies to understand vocabulary in the listening text. Similar to Yeldham's (2016b) view, the learners in this current study commented in interviews that previous experience and knowledge helped them to identify words and verify predictions (PS7 and PS9) (see Section 5.6). This illustrates Field's (2008) observation that learners connect known information with missing ideas to work out the speaker's intention and support their listening. Further, around three-quarters of the learners in the current study also reported using their prior knowledge to recover from a loss of

concentration when listening (DA6 and DA16) (see Section 5.6). Similar to Siegel's (2013b) and Graham's (2006) finding, the learners in this study commented in interviews that they use previous experience and topic vocabulary to refocus on the listening when they misinterpreted the input. In line with Goh's (2000) view, this finding shows the value of metacognitive strategies to address vocabulary-based difficulties in listening.

Contrastingly, Subscale 4 (person knowledge) strategies focused the learners more on reading than listening when using metacognitive strategies. Almost half of the learners reported that although their knowledge of vocabulary made reading comprehension of the transcript easier, they found that listening remained difficult (PK3 and PK8) (see Section 5.6). In interviews, the learners explained that although they could recognise signal language (e.g., *first of all*) and unknown words when reading *transcripts*, these were difficult to identify when listening (see Section 5.6). This finding indicates that a reliance on reading-based visual aids (e.g., *transcripts*) may affect learners' confidence when listening. In line with Siegel's (2016) view, one learner in this study comments that, unlike reading, listening has no immediate visual guide. These findings also highlight a discrepancy between the learners identifying their difficulties and using their vocabulary knowledge to address them. As Vandergrift and Baker (2015) comment, learners may lack adequate levels of aural vocabulary knowledge to recognise words when they hear them. One option to support learners when listening is using visual aids (e.g., *transcripts*) before and after listening so as to scaffold listening in ways that avoid creating dependence on the written text while listening (Yeldham, 2018).

Overall, the teachers prioritised product-based activities in listening instruction but rarely used perception-based activities. The learners reported a strong preference for vocabulary-based and metacognitive strategies that provided them with guidance to translate, refocus their concentration, or problem-solve when listening. They also relied on reading support to understand the listening text. This is in line with Goh's (2018c) observation that giving learners vocabulary-based metacognitive approaches helps them to plan (anticipate) and evaluate (verify) the input before monitoring (check) and to problem-solve (repair) to regulate their listening. Chapter 8 will elaborate further on the teachers' and the learners'

vocabulary-based practices and how they can be used in listening instruction. The next section discusses the results from the metacognitive instruction intervention.

7.3 The impact of metacognitive instruction on the practice of L2 listening

The third research question investigated the impact of the metacognitive listening intervention on strategy use and the practice of L2 listening by the learners. This section discusses the self-study and classroom instruction groups' use of strategies (using the metacognitive awareness listening questionnaire (MALQ)) (Vandergrift et al., 2006) and their experience of metacognitive instruction. To recap, both groups received five 75-minute *TED Talk*-based listening lessons. The classroom instruction group were given teacher-led metacognitive instruction in the classroom. The self-study learners completed the metacognitive-based lessons independently in the computer room. A third group, a control group, received regular instruction and was used to compare the effects measured in the metacognitive groups. The following section discusses three main themes from the Phase 2 findings: strategy use, listening stages and tasks, and listening resource preferences. Data were obtained from the survey, focus group interviews, and journal findings, as presented in Chapter 6. The pedagogical implications are summarised at the end of the chapter and discussed in Chapter 8.

7.3.1 Strategy use

The first theme is strategy use. As presented in Chapter 6, the descriptive data showed one group level mean difference for the self-study group in one subscale (planning and evaluation). However, no significant comparisons were found as although the self-study group differed significantly in their pre-course mean scores, they had approximately the same mean scores as the two other groups by post-course. In addition to the significant findings for the self-study group, this section discusses seven greater insights, as presented by the qualitative data in Chapter 6. In this section, results from each of the five subscales in the survey are discussed in the same subscale order (Subscale 1-5).

Regarding Subscale 1 (planning and evaluation), there was one significant finding. Overall, learners using self-led approaches increased their planning and evaluation strategy use. The

self-study group showed a meaningful increase in their strategy use for PE20 (evaluate their interpretations) and PE21 (focus on a goal) (see Section 6.2). Although a group level effect was found for the self-study group, the self-study's lower pre-course mean score compared to the other two groups could have resulted in more potential for growth. There were meaningful effects found for the classroom instruction or control group in Subscale 1. These findings show the value of using a metacognitive frame to help learners first plan then evaluate their listening (Goh, 2018a). In line with Gagen-Lanning's (2015) study, these findings show that the metacognitive opportunities were more likely to engage learners in using planning and evaluation strategies to support their listening. In the current study, when the learners had greater control over the process, it led to stronger gains in their strategy use. As previous researchers have commented, learners who are given more independence to use strategies can control how they plan or regulate their own cognitive processing speeds as they listen (Graham, 2006; Yeldham & Gruba, 2016). This suggests that autonomous strategy use appeared to be more beneficial than metacognitive instruction for helping learners to regulate their cognitive processing as they listen.

In Subscale 2 (mental translation), there were no meaningful effects found for any group. However, insights from interview extracts suggest that classroom-led instruction provided learners with key words to interpret the listening input. As reading support was not readily available as part of classroom instruction, the learners addressed their listening difficulties using key words (MT11) (see Section 6.2). This insight indicates how priming the learners' topic vocabulary in classroom instruction reduces their cognitive demands by using vocabulary prompts to summarise or paraphrase as they listen (Field, 2008). As Coxhead (2017) reasons, using key words guides the learner to identify the word in context, rather than its meaning in isolation. This helps learners to rely less on translating word-by-word and prioritise topic vocabulary to prime meaning, activate schemata, and achieve faster processing *while-listening*. To this end, this insight in the current study provides some evidence that providing learners with key words (e.g., vocabulary box) is a useful lesson application.

Regarding Subscale 3 (directed attention), there were no meaningful effects found for any group. However, insights from interview extracts suggest differences in the way that self-

study and classroom instruction group learners refocus when listening. First, self-led rather than classroom instruction approaches helped learners to refocus more when listening. In interviews, the learners in this current study explained that they use the lesson materials and previous experience to refocus when they lose concentration (see Section 6.2). These insights indicate that in self-study, learners were confident referring back to the text to interpret the listening as they were given more control *while-listening*. Thus, providing learners with opportunities to interact with the text (e.g., *identify chunks in transcripts*) helps them to stay on task when they listen (Graham et al., 2011; Yeldham, 2016b).

Contrastingly, further insights from interview extracts suggest that the participants in the classroom instruction group had more difficulty refocusing after losing their place in the listening (DA12) by post-course (see Section 6.2). In interviews, the learners commented that they were unsure how to proceed if they got lost when listening (see Section 6.2). This finding shows that although learners may attempt to use more directed attention strategies, they may not have confidence in using them. This finding echoes the pre-intervention learners' difficulties that they may be unable to parse or hear the different words in the speech stream that they do not recognise. This insight emphasises the need for instruction to focus on perception-based activities so learners can identify chunks from *transcripts* before they attend to their difficulties in real-time listening; being able to understand where one section begins and where one ends helps learners to refocus when losing their attention (Batova, 2013). In this way, learners understand parts of the message and make strategic decisions about when to start listening again if they lose concentration. Overall, in Subscale 3, the self-study approach would be more efficacious as learners who have more control themselves are able to regulate their listening difficulties more than classroom instruction. However, caution should be drawn to the fact that learners may be building their confidence rather than developing the listening skills they need.

In Subscale 4 (person knowledge), there were no meaningful effects found for any group. However, insights from interview extracts suggest that both self-led and classroom instruction led to more confidence when listening. First, self-study and classroom instruction learners indicated that they were less nervous when listening (PK15) and felt listening was less challenging (PK8) by post-course (see Section 6.2). This suggests that although listening

instruction in a deep-level intervention made learners more aware of the complexity of listening, the learners felt more competent about their listening. This highlights the importance of helping the learner by making them aware of their cognitive processing and using metacognitive instruction to alleviate any extra burden to the learner.

Second, further insights from interview extracts suggest that despite increasing their confidence in self-study and classroom instruction, learners perceived listening to be a more difficult skill than reading (PK3) by post-course (see Section 6.2). In interviews, the learners in the self-study group indicated that they rely on the *transcript* when encountering listening difficulties (see Section 6.4). This insight indicates that after the intervention, learners were more reliant on the reading support (e.g., *transcript*, *subtitles*) available in self-study instruction. This is in contrast to a point made by Vandergrift and Goh (2012) that audio-visual clues help with familiarisation. This suggests that using reading support in listening instruction made learners more aware of their reading rather than their listening skills. One approach to help learners focus more prominently on listening is to integrate the use of transcripts to support their metacognitive awareness. For example, in Vandergrift's (2007) seven-stage pedagogical cycle, learners used the transcript in stages 4-6 to check and monitor their understanding. This highlights how although reading support (e.g., *transcripts*, *subtitles*) may help learners interpret the listening, these components should be used cautiously to encourage a more prominent listening focus (Read, 1993; Vandergrift, 2003).

Regarding Subscale 5 (problem solution), there were no meaningful effects found for any group. However, insights from interview extracts suggest that learners receiving classroom-led instruction increased their problem-solving strategy repertoire. The learners explained using gist, adjusting interpretations, and drawing on previous knowledge of vocabulary helped them with their interpretations. In this intervention, classroom instruction provided learners with listening tasks (e.g., *cues*, *diagrams*, *abbreviations*, *note-taking systems*) that prompted using these problem solution strategies when they felt lost (Liao, 2012; Roe, 2013; Takaesu, 2013). This illustrates Flowerdew and Miller's (2005) claim that classroom instruction helps learners to use problem solution strategies by mastering their bottom-up knowledge (e.g., sounds, phonemes, words, phrases and sentences) to interpret meaning. This insight highlights the importance of using problem-solving strategies in listening tasks so

learners become more conscious of how to address their individual difficulties as and when needed (Goh, 2018b).

Overall, the intervention only showed an influence on the self-study group in one subscale (planning and evaluation), suggesting that self-study learners control the text using top-down approaches to re-direct their attention and problem-solve (PE20 and PE21). There were no meaningful differences found in the classroom instruction or control group. There were also some notable insights into how classroom instruction learners use vocabulary-based mental translation, directed attention, and problem solution strategies. Classroom instruction learners also indicated using more topic vocabulary support and preferring bottom-up approaches to problem-solve. Although both self-study and classroom instruction learners showed small gains in familiarising themselves with previous knowledge and topic vocabulary to understand the listening text, each group appeared to have different priorities based on how they address their listening difficulties when using metacognitive strategies.

7.3.2 Listening stages and tasks

This section discusses *before-/while-/after-listening* stages and tasks. As presented in Chapter 6, the classroom instruction group showed a meaningful increase in their pre-/post-course use of *before-listening* tasks. The control group showed a meaningful increase in their pre-/post-course use of *listening lesson components*. This section also discusses seven greater insights, as presented by the qualitative data in Chapter 6.

Listening stages

Regarding the listening stages, there was one meaningful difference. The classroom instruction group meaningfully increased their use of *prediction*, *topic*, and *vocabulary* tasks in *before-listening* by post-course (see Section 6.3). This finding suggests that these learners used orchestrated top-down and bottom-up approaches *before-listening*. Similar to Field's (2008) view, classroom instruction learners may value the importance of orchestrated opportunities in *before-listening* to prepare them for the listening text. These results point to a need to integrate an orchestrated strategy-based approach to help learners regulate, rather than isolate, their top-down and bottom-up processes (Goh, 2018b). One approach is

to orchestrate Goh's (2018b) five types of listening tasks (e.g., *metacognitive*, *communicative*, *participatory*, *non-participatory*, and *perception*). These tasks provide opportunities for learners to enhance their metacognitive strategy awareness that develop real-time listening approaches for them to address and attend to their specific listening difficulties (Graham, 2006; Siegel, 2013a; Yeldham & Gruba, 2016).

Regarding completing tasks *while-listening*, there were no meaningful effects found for any group. However, insights from interview extracts suggest that learners found engaging with the listening text both beneficial and problematic. One learner from the current study commented that taking notes helps her concentrate on the listening text. This suggests that *non-participatory* (e.g., key words) tasks appeared to support learners' interpretations of the input more than *participatory* (e.g., describe and draw/retell) tasks. This is similar to Siegel's (2016) finding that using *non-participatory* tasks provides learners with a guided approach to interpret the input. This insight reiterates the importance for learners to use *non-participatory* tasks to provide them with support *while-listening* (Gu, 2018a).

Further insights from interview extracts suggest that the learners encountered difficulties when completing tasks *while-listening*. Both groups reported that writing notes was a difficult listening goal, despite the classroom instruction group increasing their reported use of *take notes* by post-course (see Section 6.4). One learner explained that his notes did not mean he understood the listening (see Section 6.4). This insight shows that *while-listening* tasks (e.g., notetaking) in listening instruction may not result in successful comprehension as completing tasks may distract learners' attention from the demands of processing the speech stream. To counteract this learner difficulty, it is important that notetaking is scaffolded in a structured way. As Siegel (2020) proposes, chunking, using symbols, writing notes verbatim, and summarising helps learners organise, understand, and be positively influenced when taking notes.

Regarding *after-listening*, there were no meaningful effects found for any group. However, insights from interview extracts suggest that learners found engaging with each other beneficial. Both the self-study and classroom instruction groups found the *after-listening* task *peer discussion* more helpful by post-course (see Section 6.4). In interviews, two

learners commented that talking to peers was instrumental to solving their difficulties. This insight indicates that learners feel more confident about their listening when interacting with each other (Graham, 2006, 2011). Richards (2013) emphasises how “learning is not viewed as the mastery of pre-determined content but as constructing new knowledge through participating in specific learning and social contexts and through engaging in particular types of activities and processes” (p. 19). In line with Goh’s (2018c) view, instruction that encourages learners to engage with each other (e.g., *discussing interpretations*) after completing *while-listening* tasks (e.g., *identifying word boundaries or chunks*) help them to address their listening difficulties (Field, 2008; Siegel, 2013b).

Listening tasks

Regarding *listening tasks*, there were one meaningful finding. The control group decreased their use of *Feedback* in *listening lesson components* by post-course (see Section 6.3). This finding suggests that these learners may not have found their feedback helpful. Similar to Siegel’s (2013b) learners, further insights from the interview extracts indicate that regular and self-led instruction did not lead to improved levels of confidence when using structured and guided independent study. Learners may need more teacher-led rather than self-led instruction to raise their awareness and use of metacognitive strategy-based lesson components (Graham, 2011). Contrastingly, in interviews, the learners in classroom instruction explained that completing discussion tasks and getting the correct answer in activities was important for their comprehension. Thus, the learners who received classroom instruction increased their confidence when completing teacher-led listening tasks.

Further insights from interview extracts suggest that the learners in self-study and classroom instruction preferred product-based and vocabulary-based tasks. In interviews, the classroom instruction group preferred product-based (e.g., *comprehension questions*) rather than process-based (e.g., *goals*) tasks (see Section 6.3). The learners explained that they needed *activities* that provided them with the correct answer. This insight echoes the teachers’ priorities in using product-based tasks so as learners are provided with visibility in their learning (see Section 4.5); in other words, product-based opportunities in classroom instruction help the learners observe their listening progress. As Siegel (2013b) notes,

learners favour product-based more than process-based tasks as they can visibly measure listening skill development.

Further insights from interview extracts indicate that the learners in the classroom instruction group showed a reliance on vocabulary-based tasks. In interviews, they reported that although vocabulary helped their understanding, it also caused them listening difficulties (see Section 6.4). The learners explained how topic vocabulary helped them to understand the main idea or redirect their attention. But as one learner commented, unknown words caused him comprehension difficulties. As previous researchers have found, when learners are faced with listening difficulties, they may rely more on hierarchical bottom-up approaches (e.g., words, phrases, then sentences) when listening (Field, 2004; Flowerdew & Miller, 2005; Tsui & Fullilove, 1998). Similar to Field's (2004) conclusion, this insight suggests that these learners may overly rely on vocabulary-based activities when they are unable to sufficiently engage with their top-down processing. In other words, unless learners can recognise lexical elements in connected speech, they will be unable to apply listening strategies in a facilitative way.

Another insight from interview extracts suggests that the self-study group also favoured more product-based tasks rather than process-based component (*checklists*) by post-course (see Section 6.3). This insight raises a concern that despite the intervention, the learners in both instruction types may undervalue metacognitive reflection-based tasks. As the literature suggests, the learners in this study need more visible process-based tasks (e.g., *checklists*, *journals*) to monitor their strategy awareness by helping them to identify errors or set goals for the next listening (Graham, 2006, 2011; Yeldham & Gruba, 2016). The visible nature of process-based approaches could help learners track their listening progress by using more observable reflection-based opportunities.

Overall, there was a meaningful finding for the classroom instruction group in *before-listening* and for the control group in *listening lesson components*. These findings suggest that the classroom instruction group had more awareness of *before-listening* activities they could use to help improve their listening by post-course. The control group decreased their ratings for *feedback*, suggesting they would like more advice pertaining to their listening

progress. There were also some notable insights into how self-study and classroom instruction resulted in some similarities in L2 listening stages and tasks. Both self-study and classroom instruction learners orchestrate top-down and bottom-up tasks in *before-listening*, emphasising that both instruction types value the importance of orchestrated opportunities. Both groups also reported interaction as important, preferring to engage in communicative opportunities with each other. Further, the insights indicate that both instruction types resulted in using more product-based tasks than process-based tasks in their learning.

7.3.3 Listening resources

The third section discusses the theme of listening resources by three topics: listening resource preferences, difficulties, and behaviour. As presented in Chapter 6, both groups showed meaningful changes in their *listening resource preferences* in addition to the classroom instruction group results for *listening resource behaviour*. This section also discusses seven greater insights, as presented by the qualitative data in Chapter 6.

Listening resource preferences

Regarding the type of listening resource, there were meaningful findings for all three groups. Overall, learners preferred audio-visual resources that included visual support for them to comprehend the input. The statistically significant findings show the learners in this study preferred audio-visual (e.g., *TED Talks*, *YouTube*) more than audio-only (e.g., *Radio*) listening resources by post-course (see Section 6.5). Similar to Vandergrift's (2007) view, in interviews, the learners in this study explained that *TED Talks* were useful out-of-class practice and provided them with exposure to speakers from different backgrounds. Siegel (2013b) describes how using familiar resources regularly helps learners to remember previous activities (e.g., *gap-fill*) they have completed. This suggests using *TED Talks* as the basis for metacognitive instruction encourages learners to access and practise listening using the resource out-of-class more frequently by themselves.

Regarding the listening resource itself, further insights from interview extracts indicate that the classroom instruction group preferred using *transcripts* as a way to measure listening

comprehension by post-course (see Section 6.4). This insight aligns with Field's (2008) view that using *transcripts* in instruction may result in learners having greater confidence when checking the correct answers *after-listening*. However, this may result in learners developing an over-reliance on bottom-up methods (e.g., *key words*) to listen (Goh, 2000; Goh & Taib, 2006; Vandergrift & Tafaghodtari, 2010). Thus, attention to when the *transcript* is given to learners (e.g., *after-listening*) should be considered to avoid turning the listening focus into a reading lesson (Elk, 2014; Field, 2008).

Another insight was the self-study group preferred using *subtitles* to understand the listening (see Section 6.4). In interviews, one learner from the current study commented that *TED Talks'* *subtitles* provided further support for listening comprehension (see Section 6.4). This finding indicates that learners in self-study rely on *subtitles* to regulate their real-time listening. However, Rost (2011) comments that visual information can distort, replace, or contradict the input, suggesting *subtitles* should be viewed cautiously to avoid the shift from listening to reading in instruction. One approach to help learners focus more on listening is by using *subtitles* interactively to reorder *transcript* paragraphs, match text sections, or identify parts of speech to help them check their comprehension (Hovakimyan, 2013).

Listening resource difficulties

Regarding *listening resource difficulties*, there were no meaningful effects found for any group. However, insights from interview extracts indicate that learners found visual aids and the speaker difficult to understand. Although the classroom instruction and self-study group commented that *transcripts* and *subtitles* help their comprehension when listening to audio-visual resources (e.g., *TED Talks*, *YouTube*) (see Section 6.4), these insights about listening difficulty raises a concern that the learners in the intervention may find the audio-visual cognitive load complex and demanding. Rost (2011) explains that learners may find *visual aids* distracting as they have an added cognitive pressure of interpreting visuals instead of audio-only when listening. To alleviate the cognitive demands presented by these difficulties, more attention to preparing learners for the kinesic cues (e.g., facial gestures, body language) that speakers use could encourage learners to understand the input more easily (Scotto di Carlo, 2014).

Another insight illustrating resource difficulty reported by both groups was the speaker's rate of speech was difficult to understand (see Section 6.4). In interviews, two learners from the current study commented that the fast rate of speech resulted in miscomprehension. This insight indicates that the intervention did not help learners in self-study or classroom instruction address their perception-based listening difficulties. This insight highlights the difficulty we have in addressing learners' perception-based listening difficulties in instruction. Goh (2000) highlights how learners need appropriate guidance in addressing their difficulties in recognising sounds to understand the speaker. Siegel (2016) proposes supporting learners by using perception activities (e.g., *counting syllables, words*) in listening instruction to segment speech that parses, perceives, and utilises the speaker's intended message. Another option is to integrate methods more systematically to help learners' capacities to recognise sounds and words in speech. For example, Hulstijn (2003) suggests using word-by-word software so as learners can track the words they listen to. In turn, this can help learners to recognise and 're-recognise' words. These methods can help build learners' linguistic processing.

Listening resource behaviour

Regarding *listening resource behaviour*, there was one meaningful finding. Overall, the classroom instruction group rated their listening experience as *interesting*, suggesting that they were more positive about the intervention and using the *TED Talks* resource than the self-study group (see Section 6.5). Although this finding is in contrast to previous studies (Graham, 2006; Siegel, 2015a) which claim learners experience anxiety, fatigue, and disinterest when it comes to listening, Lynch (2011) points out that familiar and recognisable authentic texts in classroom instruction lowers learners' anxiety when listening. Siegel (2016) comments that authentic practices need to use real-world listening resources to support learners' linguistic-based skills (e.g., *count/identify the word*) if they are to listen successfully on their own. Similar to Cross' (2011) view, this finding highlights how using familiar resources (e.g. *TED Talks*) results in a better learning experience in L2 listening instruction.

In contrast, further insights from interview extracts suggest that the self-study group lacked enthusiasm about their listening. In interviews, one learner in the current study explained

that task demands affected her interest in listening. This insight indicates that unlike classroom instruction, self-study may emphasise in-class academic demands more prominently for learners. These findings echo Siegel's (2011) and Graham's (2006) view that repeated in-class tasks and course demands may affect motivation.

Another insight indicated that self-study was less *stressful* than classroom instruction. One self-study learner in the current study commented that her control over the resource helped her focus (see Section 6.4). Her experience illustrates how having more control of the listening resource (e.g., *TED Talks*) helped self-study learners to feel more relaxed (Graham, 2006, 2007). As Graham (2011) advocates, if learners can see a connection between what they do to listen and what the outcome is, then their sense of achievement and motivation is stronger. This is a common finding in the literature as Yeldham and Gruba (2016) and Graham (2011) comment that learners with more control have less listening anxiety and a better listening experience.

Overall, there were meaningful findings for all groups in *listening resource preferences*. All groups listened to a range of audio-visual (e.g., *TED Talks*, *YouTube*, *Podcasts*) resources more frequently after the intervention and regular instruction. There was also a meaningful finding for the classroom instruction group in *listening resource behaviour for interesting*. However, a notable insight from interview extracts indicates that self-study and classroom instruction had different *listening resource behaviour*. Classroom instruction resulted in an enjoyable and interesting experience while self-study difficulty and boredom remained the same; albeit the intervention reduced the learners' stress in self-study. There were also contrasting reports between self-study and classroom instruction learners using *visual aids*. Although *transcripts* and *subtitles* helped learners to understand the listening text, shifting the listening focus to a reading lesson should be avoided. Self-study and classroom instruction could benefit learners by including perception-based (e.g., *counting syllables*, *words*) and kinesic-based (e.g., *gestures*, *body language*) activities to alleviate the cognitive demands that audio-visual resources present to learners. The next section concludes the chapter.

7.4 Summary

This chapter has discussed the main themes that arose from the results of the thesis. Phase 1 and 2 data illustrated findings from the teachers' survey, classroom observations, and interviews, and the learners' survey, focus group interviews, and listening journals. Section 7.2 discussed Phase 1 using three themes. The first theme presented the teachers' and the learners' approaches towards listening. The teachers and the learners lacked confidence in-class, suggesting metacognitive instruction could improve their approaches to listening. Second, the teachers prioritised a three-stage textbook approach which the learners found to be helpful. However, the teachers' preferred using factual, audio-only resources compared to the learners' entertaining, audio-visual preferences. This finding suggests that guidelines could support the teachers and the learners in selecting more appropriate resources for L2 listening instruction. Third, the vocabulary-based listening practices were discussed. The teachers taught using product-based tasks which aligned with the learners' preference for bottom-up, vocabulary-based strategies to help their listening comprehension. Despite the learners using vocabulary-based strategies to address their listening difficulties, the teachers rarely used perception-based activities to aid real-time listening problems. This finding suggests that providing learners with a range of strategies, beyond vocabulary-based tasks, can help support their listening further.

Section 7.3. discussed Phase 2 using three themes. The first theme presented the changes in strategy use after the intervention. There was only one meaningful finding for the self-study group using PE20, suggesting that self-study encourages learners to reflect on their comprehension while listening. Further, interview extracts indicated that for self-study, the learners engaged in using more metacognitive strategies. For classroom instruction, the learners engaged in using more vocabulary-based strategies. Despite these strategy differences, both groups used previous knowledge and topic vocabulary when approaching their listening. This suggests that more control of the text may result in increased metacognitive strategy use. Second, there was one meaningful finding for the classroom instruction group using *before-listening activities*, suggesting that after the intervention, these learners broadened their planning repertoire before listening. There was one meaningful finding for the control group for *feedback*. However, the learners decreased their

rating of this *listening lesson component*, indicating that they need more advice on how to approach their listening difficulties. Further, interview extracts indicated that learners from both types of instruction orchestrated top-down and bottom-up tasks *before-listening*, suggesting that observability is needed in listening instruction. Further, classroom instruction resulted in increased interaction with each other, reiterating how learner engagement may be a beneficial approach to listening. Third, there were meaningful findings for all three groups for *listening resource preferences*. These findings suggest that all three groups listened to more audio-visual resources more frequently after the intervention and regular instruction. There was also a meaningful finding for the classroom instruction group's rating of *interesting*, suggesting that after the intervention, these learners were more positive about their listening experience than self-study. Further, interview extracts indicated that there were conflicting reports about the helpfulness of *visual aids*, suggesting that distractions could be avoided if perception-based activities help learners alleviate their cognitive demands. The next chapter concludes the thesis by looking at the contributions to research and pedagogy, limitations of the study, and future research.

Chapter 8. Conclusion

“They learn how to try different strategies, ask others for advice, and persevere. So, think of a challenge you want to take on, realise it's not going to be easy, accept that you'll make mistakes, and be kind to yourself when you do. Give yourself a pep talk, stand up, and go for it. The excitement you'll feel knowing that whatever the result, you'll have gained greater knowledge and understanding.”

(Amy Adkins, This is confidence, TED Talks, 2017)

8.1 Introduction and overview of thesis

This chapter provides an overview of this thesis, a summary of the results (Section 8.2), and its contribution to research (Section 8.3) and pedagogy (Section 8.4). Limitations (Section 8.5) of the thesis are also discussed before directions for future research are considered (Section 8.6).

This thesis investigated metacognitive strategy instruction in a pre-sessional academic listening context in New Zealand. Chapter 1 introduced the study, including the background of L2 listening instruction and my own personal experience that led me to conduct this research. Chapter 2 defined the theoretical frameworks involved in listening and outlined how metacognitive strategy instruction and different pedagogical approaches are used in listening instruction. A review of the teachers' priorities and the learners' listening preferences were also discussed. Chapter 3 presented the research aims, design and rationale, including the pre-sessional teaching context, participants, and ethics, followed by a description of the research instruments, data collection and analysis, and pilot procedures. Chapter 4 presented the findings of the teachers' priorities, experience, and practices in L2 listening. Chapter 5 focused on the findings of the learners' resource preferences, experiences, and perceived strategy awareness in listening. Chapter 6 presented the results of the impact of metacognitive instruction on the use of strategies by the learners. Chapter 7 discussed the findings from the teachers' and the learners' experience of listening instruction and the results from the metacognitive instruction intervention. This chapter

presents the summary of results and discusses the limitations and areas of future research that emerge from this thesis.

8.2 Summary of results

L2 listening was examined in two phases and the following results were found.

Phase 1

Phase 1 examined the teachers' and learners' perspectives on L2 listening in a pre-sessional context in New Zealand. A situation analysis, using a teacher and a learner survey, a classroom observation, focus groups with learners, and interviews with teachers, gathered their descriptive accounts. The research questions addressed the teachers' and learners' listening priorities and experience, and practice of L2 listening. A total of 15 teachers and 63 learners completed surveys. Three of these teachers were observed teaching a listening lesson before being interviewed. Additionally, 20 learners participated in a focus group.

This phase addressed two main research questions. Regarding RQ1. *How do teachers in a university EAP programme teach listening and what do they say about their teaching practices?* the key findings show that the teachers in the current pre-sessional context described teaching listening as:

- Using a three-stage approach with the textbook and supplementary materials to help them prioritise teaching all four skills equally, although lesson time is a limitation.
- Prioritising listening opportunities and process-based activities to address learners' listening difficulties that they identify learners encounter when using vocabulary and linguistic product-based activities.
- Finding listening the most difficult skill to teach, despite using interactive, learner-centred activities.
- Following up on a range of *before-listening* (e.g., prediction, vocabulary) activities in *while-listening*, without manipulating the text with any pausing.
- Preferring activities with pre-determined answers in *after-listening* which results in lower priorities for linguistic-based and reflection activities.
- Prioritising vocabulary and the use of transcripts in listening lessons.

- Giving feedback to learners throughout the lesson as some learners may feel overwhelmed by the self-reflection process.
- Prioritising supplementary materials to adapt textbook-activities and giving learners additional practices, despite finding theme-related *TED Talks* difficult to use.

Regarding RQ2. *What do learners in a university EAP programme say about their experience of second language listening?* the key findings show that the learners in the current pre-sessional context described listening as:

- Being a positive experience, especially outside of the classroom, but a skill they are not confident about. They also find listening more difficult than reading.
- Preferring audio-visual, entertaining resources rather than audio-only, factual ones.
- Having an awareness of metacognitive and vocabulary-based strategies.
- Believing product-based activities, listening materials, and practices are helpful for their listening improvement.
- Giving lower priorities to process-based activities and listening strategies as they did not value them as highly in their progress.
- Using metacognitive strategies to plan, set goals and reflect on their listening, and redirect their attention when losing their focus when listening.
- Using vocabulary-based strategies to translate the input in their head, understand key words, or help attend to listening difficulties.

Overall, Phase 1 thesis findings add further support to Graham and Santos' (2015) description that teachers prioritise equal time to listening instruction and use the textbook to guide their lessons. In line with Graham and Santos' (2015) findings, the teachers in this study also found listening the most difficult skill to teach and did not focus explicitly on teaching strategies to teach listening. The teachers used textbook-driven methods that resulted in prioritising product-based activities in lessons. Further, in line with Siegel's (2013b) findings, the learners were positive about their listening but lacked confidence about their listening in general. The learners preferred listening to audio-visual entertainment resources out-of-class, although completing familiar tasks helped them in

class. Most learners perceived tasks to be synonymous with course demands or found strategies were too difficult to use (Graham, 2006; Siegel, 2013b).

Phase 2

Phase 2 investigated the effect of a *TED Talks*-based metacognitive intervention on the learners' strategy awareness and use. A quasi-experimental design, consisting of surveys, focus group interviews, and journals, explored if the learners changed their approaches to L2 listening when receiving different types of metacognitive instruction. A total of 33 learners participated in the intervention: 13 self-study, 11 classroom instruction, and nine control group learners. All learners completed a second survey and 12 learners from three of the classes in Phase 1 also participated in a second focus group in Phase 2. The self-study and classroom instruction learners completed a journal entry after each of the five *TED Talks*-based metacognitive instruction listening lessons throughout the course.

This phase addressed one main research question. Regarding RQ3. *What is the effect of a TED Talks-based listening programme on learners' metacognitive strategy development and their use of listening strategies?* The key results were as follows:

- Self-study increased their strategy use of Subscale 1 (planning and evaluation), specifically for PE20 and PE21; however, their pre-course mean scores differed significantly from the other two groups, resulting in no meaningful gains by post-course.
- Self-study recorded a meaningful effect for *listening behaviour*, increasing their use of *TED Talks* and *YouTube* as a resource in their post-course mean scores.
- Self-study recorded no meaningful improvement for any of the instructional activities, or for *listening dimensions* or *listening attitudes*.
- Interview insights showed that self-study resulted in more self-monitoring and planning opportunities.
- Classroom instruction had no meaningful gains for any subscale in their recorded strategy use.

- Classroom instruction had meaningful gains in using *before-listening* activities (i.e., *prediction, topic, vocabulary*) by post-course but no significant differences were found in *while-listening, after-listening, or listening lesson components*.
- Classroom instruction recorded meaningful effects for *listening behaviour* (i.e., *Conversation*) and *listening attitudes* (i.e., *interesting*), showing that the learners were positive towards their listening.
- Both the self-study and classroom instruction groups prioritised notetaking and vocabulary activities as useful listening goals. However, they experienced common difficulties when processing new vocabulary, writing notes simultaneously to listening, or the dimensions of listening (e.g., speaker's speed). This shows that although both groups received different types of instruction, they find the same listening components both helpful and problematic.
- The control group recorded a meaningful effect for *listening behaviour*, increasing their use of *Film, TED Talks* and *News* as a resource in their post-course mean scores.
- There were significant gains in using *listening lesson components* (i.e., *feedback, strategies*) by post-course but no significant differences were found in *before-listening, while-listening, or after-listening*.
- The control group recorded no meaningful effects for any subscale in their recorded strategy use, or for *listening dimensions or listening attitudes*.
- The control group increased their ratings on variables expected to improve primarily through engagement with the metacognitive intervention. This shows that although the control group did not receive the metacognitive instruction, they were able to improve on some of the listening lesson components through their regular instruction.

Phase 2 results showed that there were few meaningful effects in the findings for both groups receiving metacognitive instruction. However, the interview extracts provided some insights that were in line with previous research, suggesting that self-study instruction showed learners need autonomy to apply the metacognitive strategies given to them whereas in classroom instruction, learners need key word vocabulary prompts to guide their mental translation and problem-solving. In the learners' reflection of metacognitive instruction, the self-study and classroom instruction learners shared common preferences in

choosing similar resources to listen to out-of-class and had the same difficulties in interpreting the speaker's vocabulary in listening texts. Thus, metacognitive instruction had a minimal impact on the use of listening strategies by learners, but guided listening resource selections helped the learners interact with the listening text in their practice of L2 listening. These thesis results provide further research contributions to the field of L2 listening, as discussed in the next section.

8.3 Contributions to research

There are four main contributions to research in this thesis: the situation analysis, the quasi-experimental study, the metacognitive awareness listening questionnaire (MALQ) (Vandergrift et al., 2006), and the listening journal.

The situation analysis

Using a situation analysis with both teachers and learners helps researchers to better understand L2 listening in this pre-sessional context. Previous L2 listening-based studies have primarily investigated how teachers teach listening using surveys, classroom observations, and interviews (Graham et al., 2014; Siegel, 2013a). Although these studies have been conducted in the academic context, few have investigated the pre-sessional context. Further, previous research has found that many teachers tend to adopt a comprehension-based approach for learners to achieve curriculum demands, rather than develop their listening skills (Graham, 2017; Siegel, 2013a). The descriptive findings in this study illustrate some provisional trends that can apply to similar academic contexts. By adapting the methods used in these previous studies, a mixed method approach consisting of a teacher survey, a classroom observation, and a post-observation interview helped gather rich insights into the teaching priorities and decisions that take place in the L2 listening classroom. Specifically, the classroom observation and post-observation interview provided valuable insights into actual teaching practice. For example, aligning with previous studies, these findings illustrated how learners in this study increased their confidence when listening to familiar resources or completing tasks (Graham, 2006; Siegel, 2013b). Previous studies have also used surveys to investigate how learners learn from listening. In this thesis, surveys helped gather insights into the learning preferences and perspectives that learners

have about their listening. Focus groups supported survey findings by describing learners' perspectives and experience. The findings from the situation analysis illustrate how first-hand accounts from these teachers and learners add research value to understanding L2 listening in the pre-sessional context.

The multi-method design

The multi-method design illustrates how triangulating data provides "a more complete picture of the listening construct" (Vandergrift, 2015, p. 168). Vandergrift (2015) maintains that using a multi-method design (e.g., surveys, focus groups, listening journals) enhances data reliability and validity. For example, in the current study, learner self-report data were collected via survey, learner diaries, and interviews, which allowed for rich understanding of their practice and perceptions of the experience of listening in the three experimental conditions in the study.

Metacognitive Awareness Listening Questionnaire (MALQ)

Unlike previous researchers (Goh & Hu, 2014; Vandergrift & Tafaghodtari, 2010), this thesis used the metacognitive awareness listening questionnaire (MALQ) (Vandergrift et al., 2006) as a research tool in a pre-sessional L2 listening context. Although previous research has investigated metacognitive instruction using a range of variables (e.g., learners of high-/low-ability (Goh, 2000), a pre-/mid-/post-survey (Vandergrift & Tafaghodtari, 2010), and their own choice of listening resources (Chen, 2016)), this thesis is one of the few that has adapted these methods by investigating classes of varying ability using a pre-/post-course survey, and one resource (i.e., *TED Talks*) in a quasi-experimental study. Cross and Vandergrift (2015) advocate how linking the MALQ to a specific listening experience in different contexts results in examining more accurate learner reflections. The researchers also maintain how using the MALQ at pre-/post-course independently of the intervention could judge transferability of the strategies more objectively. For example, in interviews, the learners asked for me to define certain strategies (i.e., PE10), suggesting that despite using these strategies in the intervention, they may not recognise them. These findings illustrate the need to model and explain MALQ strategies more transparently in instruction to maximise the benefits of administering the questionnaire with learners in L2 listening.

The listening journal

Using listening journals as part of the metacognitive instruction intervention is unique in gathering introspective self-reflections of learning (Vandergrift, 2015). Previous research has investigated learners' listening accounts by using Flavell's (1979) metacognitive knowledge framework consisting of person, task, and strategy knowledge (see Section 2.6.2). This thesis adapts journals used in previous studies by combining the metacognitive knowledge prompts used by previous researchers (Chen, 2016; Roe, 2013; Takaesu, 2013). To my knowledge, this is the first study to use journals in self-study and classroom instruction to investigate *TED Talks*-based listening lessons. The journal was used to gather introspective insights from learners about their listening lessons, task reflections, and listening goals. Each learner completed five journals (one after each of their *TED Talks* listening lessons) to ascertain how they approached their listening, the difficulties they encountered, and the goals they would set themselves for the next lesson. The findings from this thesis emphasise how learners who experience different learning conditions still face the same listening difficulties. These findings illustrate the benefit of using listening journal accounts to gain first-hand self-reports of what learners do in their listening lesson and how they address the difficulties they encounter in real-time cognitive processing.

8.4 Contributions to pedagogy

There are four main contributions to pedagogy in this thesis: the task-based metacognitive instruction for listening (TBMIL) framework, listening tasks, the metacognitive awareness listening questionnaire (MALQ), and using *TED Talks* as a graded listening resource.

Task-based metacognitive instruction for listening (TBMIL) framework

First, the findings from this thesis inform the selection of a pedagogical framework in L2 listening. The task-based metacognitive instruction for listening (TBMIL) framework chosen for this study illustrates how the orchestrated cognitive and metacognitive components can complement L2 listening instruction. As this study has illustrated, using pre-/post-listening metacognitive activities to frame *before-/while-/after-listening* communicative listening tasks offers both teachers and learners a structured three-stage approach to use in instruction. For example, both the self-study and classroom instruction group reported an

increase in their metacognitive strategy awareness using orchestrated top-down and bottom-up tasks in instruction. The central design emphasises learner-centred experiential learning through active engagement with the listening resource and with other learners (Richards, 2013). The inclusion of pre-/post-metacognitive frames situated around *before-/while-/after-listening* communicative tasks (e.g., listen to a lecture, group discussions, summary writing) are conducive to developing strategies in listening lessons.

Listening tasks

Second, the findings of this thesis revealed how tasks can help complement L2 listening instruction. Participants from the self-study and classroom instruction group in this study commented on using a combination of product-based and process-based tasks. However, both the teachers and the learners reported a reliance for using product-based, bottom-up tasks. To encourage orchestration, using Goh's (2018b) five *communicative, participatory, non-participatory, metacognitive* and *perception* tasks provides teachers and learners with guidance in developing alternative skill-based approaches in listening instruction. As this study has illustrated, by alternating tasks, learners can raise their awareness of different ways to approach their listening. Similarly, the teachers can use these tasks as a framework to narrow their teaching repertoires to enable a more concise and accurate approach to developing learners' listening skills in the classroom. This systematic approach provides both learners and teachers with guidance to develop their listening when using textbook or supplementary materials.

The Metacognitive Awareness Listening Questionnaire (MALQ)

Third, the insights from this thesis reveal how applying the metacognitive awareness listening questionnaire (MALQ) (Vandergrift et al., 2006) to lesson frameworks can inform learners of their strategy awareness in L2 listening. As this study has illustrated, the learners used the MALQ (Vandergrift et al., 2006) at pre-/post-course and reported on how they identify and attend to their own listening difficulties both in-class and out-of-class. Similarly, the teachers can use the MALQ to understand their learners' strategy awareness and, in turn, provide learners with additional support in learning new strategies. This pedagogic tool provides both learners and teachers with strategic guidance to use and develop listening

skills more systematically in the L2 listening classroom. However, the MALQ also presented limitations in this study, which are discussed in Section 8.5.

TED Talks as a listening resource

Fourth, the findings show that *TED Talks* can be used as a graded resource in a pre-sessional context. Following McGrath's guiding principles (c.f. Field, 2008), both teachers and learners are provided with guidance that offers cognitive reliability in selecting *TED Talks* for listening practices. Romanelli, Cain, and McNamara's (2014) Essential Aspects Checklist compares the academic suitability of *TED Talks* and real-life lecture components. Additionally, LexTutor Compleat vocabulary profiles grade the language suitability of *TED Talks* (Coxhead & Walls, 2012). These frameworks check the suitability of adapting multi-modal resources for listening lessons in academic and pre-sessional courses. This thesis adds further support for using these frameworks to select *TED Talks* as a graded resource in an L2 listening context.

In summary, this thesis shows how a task-based metacognitive instruction for listening (TBMIL) framework provides a flexible instructional tool for helping learners develop L2 listening skills. Employing a metacognitive framework helps teachers and learners identify their learning strengths and weaknesses and, in turn, allows for them to address these difficulties in-class and out-of-class.

8.5 Limitations

There are four main limitations in this thesis: the surveys, t-test reliability, the number of participants, and the level of participants.

Survey limitations

The first limitation is the use of the surveys. The three original surveys consisted of questions and responses tailored for a high school context. Although the surveys were reworded and combined to create one survey for this study, some of the options (e.g., strategies) could not be adapted in order to preserve the validity and reliability of the original surveys (Dornyei, 2007). All the questions consisted of pre-determined answers from the original questionnaires for the respondents to choose from. One way to personalise the survey would have been to encourage respondents to write in their own open-ended answers.

Although learners were given this option, the participants did not write any additional comments. This was perhaps caused by time limitations and as Dornyei (2007) comments, survey data may be affected by participant attrition or their desire to meet their peers' social expectations when using surveys at different time points. Thus, given the pre-/post-course nature of the survey, using pre-determined answers together with open-ended answers could have provided more reliable and valid quantitative and qualitative data for this study.

Specifically, the six-point agreement Likert-scale options, ranging from 1 (strongly disagree) to 6 (strongly agree), used on the metacognitive awareness listening questionnaire (MALQ) were ambiguous for the learners. As the results in Chapter 6 illustrate, using the original MALQ scale elicited the learners' agreement of each statement rather than accurate interpretations of their strategy awareness or use. Goh and Hu (2014) point out that some options (3=partially disagree, 4=partially agree) indicate the potential uncertainty of the scale. One approach to adapt the survey would be to introduce a 0.5 scale to identify more accurate and meaningful data. Another way to interpret the survey responses would be to use a frequency scale (e.g., 1=never, 6=always) to elicit more accurate interpretations of how often these learners reported on their strategy awareness and use, rather than how much they agreed with these statements. This again highlights the MALQ's limitation as an indirect, self-measure of the learners listening experience. As Cross and Vandergrift (2015) maintain, self-reporting of learners' actual listening behaviour is difficult to ascertain if survey data are not connected to an actual listening event. Considering the practical nature of this study's intervention, using frequency rather than agreement options might have provided more accurate quantitative data on learners' strategy awareness and use for this study.

t-test reliability

The second limitation relates the t-tests reliability in this study. The quasi-experimental intervention in this study resulted in initially processing data using various t-tests to ascertain results from three different treatments: a self-study, a classroom instruction, and a control group. Paired-samples t-tests compared pre-/post-course means and standard deviations and the results were also presented using p-values and Cohen's d effect size values to add further reliability. However, due to the extremely small sample sizes in this

study, the analyses were rendered unreliable, resulting in examining descriptive data (e.g., line and bar graphs) to identify any meaningful effects from the data. As Phakiti (2015) points out, using numerous t-tests can result in Type I and Type II errors. Although fewer tests could have provided more accurate statistical and significant data rather than conducting numerous tests which are subject to these unwarranted errors, the participant numbers were also a limitation in using t-tests in this study (see below).

Participant numbers

The third limitation relates to the number of participants recruited for both phases in this study. Fifteen teachers and 63 learners were recruited by opportunity and convenience sampling (Dornyei, 2007). Of these participants, 23 were interviewed. As the pre-session programme places a maximum 16 learners into each class, the likelihood of achieving the participation numbers found in other studies was an immediate limitation. For example, previous studies have recruited over 100 teachers (Graham et al., 2014) and 1000 learners (Tsui & Fullilove, 1998; Vandergrift et al., 2006) for their research. The smaller sample size also resulted in unreliable analyses of the inferential data. Although analysing the data for outliers or using bootstrapping methods could have resulted in more significant findings, the sample size was rendered unreliable for these analyses. Due to the numerous attempts and consequent results of unreliable statistical analysis (e.g., Pearson correlations, mixed ANOVA) a descriptive approach which analysed the data using line and bar graphs was adopted. These graphs were used to identify consistent patterns across individuals in a group or to recognise if changes were driven by a small minority (e.g., 1 or 2) of respondents in a group, to remedy the unsuccessful statistical analyses attempts.

English language proficiency

The fourth limitation relates to the English proficiency of the learners in each intervention treatment. The participants recruited in this study had a minimum level of IELTS 5.0 (or CEFR level A2). As their level was determined by a placement test at the start of the course, the learners in each class receiving one of three different treatments had a different English proficiency level. The results showed that the learners from one group had consistently lower pre-course mean scores than the other two groups, indicating that it may have been easier for these learners to make gains. One way to remedy this limitation is by recruiting

participants who have the same language proficiency level at pre-course. However, as this is not always possible, Vandergrift and Tafaghodtari (2010) also point out how offering classes of different proficiency levels the same experimental treatment could provide more in-depth insights into trends from different groups (e.g., less-skilled and more-skilled learners). Therefore, if one treatment had been used for all participants, the results may have allowed for generalisations and provisional specifications that could be applied to similar pre-sessional L2 listening contexts.

8.6 Directions for future research

There are four possible directions for future research in the area of L2 listening: adapting the survey to examine the strategy use of learners, adapting data analysis methods, recruiting participants, and adapting the intervention treatment.

Adapting the survey to examine the strategy use of learners

The first possible investigation is to adapt the survey to examine more accurately the strategy use of learners. In this thesis, the metacognitive awareness listening questionnaire (MALQ) (Vandergrift et al., 2006) was completed by 63 learners at pre-course and 33 learners at post-course. To gather more accurate responses, the survey scale could be adapted from agreement (e.g., 1=strongly disagree, 6=strongly agree) to frequency (e.g., 1=never, 6=always) and used with different groups receiving the same treatment to ascertain the participants' pre-/post-course use of these strategies. Further, by eliciting qualitative responses, participants could describe their strategy use by adding their own personalised answers to provide rich and emerging accounts of their listening. Using the MALQ to elicit both quantitative and qualitative data can help researchers determine if their learners present any current or changing strategy use trends over time in L2 listening.

Another option is to use an additional instrument which adds to the value of the MALQ. Recent studies have found vocabulary and topic knowledge and the learners' current listening proficiency level to be important variables to consider when investigating L2 listening (Vandergrift & Baker, 2015; Wallace, 2021; Wang & Treffers-Daller, 2017). McLean et al.'s (2015) Listening Vocabulary Levels Test (LVLTL) can be used to help determine the learners' vocabulary knowledge by size, ascertaining both their vocabulary knowledge and

proficiency level. Using the LVLT together with the MALQ could provide a more validated measure of the learners' listening comprehension and vocabulary knowledge to use in future investigations.

Adapting data analysis methods

The second possible investigation is using fewer data processing methods. This thesis used a series of t-tests to analyse the data three ways (e.g., by item, pre-/post-course mean differences, and pre-course scores by group). Other investigations using similar participant numbers could consider a more descriptive or qualitative approach if the sample sizes in the data set renders the statistical analyses unreliable. If a reliable sample size is met, another option when using inferential statistics is to omit analysing the data by item to ascertain significant findings or trends more clearly. It would be beneficial to analyse the data using fewer data processing methods to avoid the possibility of Type I and Type II errors. In turn, more reliable and valid data analysis would occur, resulting in statistically significant or specific trends more clearly.

Recruiting participants

The third possible investigation would be to recruit more participants. In this study, each one of the three intervention groups were small ($n \leq 15$). Future investigations could recruit a larger number of participants from more classes in one, or numerous, programmes. Conducting the investigation with a reliable number of participants can help investigate more clearly the impact of metacognitive instruction in different L2 listening contexts (Cross & Vandergrift, 2015). In this way, investigation results can provide potential generalisations using a bigger pool of participants to determine valid and reliable trends.

Adapting the intervention treatment

The fourth possible investigation would be to adapt the listening instruction treatments. In this study, the self-study and classroom instruction group used different lesson approaches for the quasi-experimental intervention. Future investigations could limit the variation used in this study by using one type of instruction and one control group to ensure reliability (Cross & Vandergrift, 2015). In this way, these investigations can explore one instruction

type specifically (e.g., self-study *or* classroom instruction) to examine which form of metacognitive instruction is more conducive in developing learners' L2 listening.

8.7 Conclusion

This thesis has further examined an unexplored area of L2 listening by investigating the effect of metacognitive instruction on learners in a pre-sessional context in New Zealand. The selection of a process-based lesson framework using theoretical and methodological considerations provides both teachers and learners with valuable pedagogical considerations in L2 listening. In addition, the application of listening strategies to communicative activities provides valuable guidance to create and adapt listening lessons in various learning contexts. Further, the rich insights gathered from teachers and learners outline teaching and learning in this pre-sessional context which can provide pedagogical implications into adapting existing L2 listening approaches.

Overall, this study has illustrated how process-based metacognitive instruction can be used on pre-sessional learners in New Zealand. In turn, this study can inform teachers in other contexts about teaching listening, equip learners with appropriate listening skills for tertiary study, and provide researchers with a foundation for further research in L2 listening.

Turning to my own Ph.D. journey, combining my passion for teaching and my interest in listening to complete this study has been a memorable experience. This thesis has illustrated how listening strategies can be made more accessible to both teachers and learners. On a personal level, the study has broadened my own teaching approach and, more importantly, taught me how to *really listen* to others around me. I hope that the knowledge I have gained from completing this Ph.D. can be adapted and used in future research to continue developing the field of L2 listening in a practical and accessible way. I also hope that this thesis will encourage teachers and learners to practise listening using a structured framework, and, in turn, help both groups enjoy their listening practice both in and out of the classroom.

I will continue to build on the experience I have gained from completing this thesis in my own career as a teacher and researcher. I look forward to conducting more research in the

field of L2 listening and beyond to explore how listening in teaching and learning can keep us all inspired. Now that is an idea worth spreading.

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Appendices

Appendix 1. Information letter – Head of department



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

**INFORMATION SHEET FOR HEAD OF DEPARTMENT: DR ANGELA JOE,
DIRECTOR OF THE ENGLISH LANGUAGE INSTITUTE, VICTORIA UNIVERSITY OF WELLINGTON.**

Dear Dr Joe,

Many thanks for speaking to me about possibly conducting my PhD research at the English Language Institute at Victoria University Wellington. Please find below a detailed outline of the study which I propose to conduct in Trimester 1, 2019 (Tri 1).

Who am I?

My name is Naheen Madarbakus and I am a Doctoral student in Applied Linguistics at Victoria University of Wellington. This research project is work towards my thesis.

What is the aim of the project?

This project is divided into two phases, a situation analysis (phase one) and quasi-experimental intervention study (phase two). In phase one, my purpose is to investigate the perspectives and practices of teachers teaching listening in EAP classes. I will also investigate how learners manage their listening process and how they feel about listening. The purpose of phase two is to investigate the effect of a metacognitive strategy-based listening instruction intervention on learners' listening skills and strategy development. This research has been approved by the Victoria University of Wellington Human Ethics Committee [[Application 0000026929](#)].

How can you help?

I would like to request permission to approach both teachers and students on the EPP programme to participate in this research. I propose to invite teachers to participate in the study at a teacher's meeting. I would like to present the research and explain the expectations and the reasons for conducting this research to all teachers and provide the opportunity to answer any questions that teachers may have about the study. I will also ask teachers if it will be possible to approach the learners from their classes to recruit learner participants (please see Appendix 1/ Appendix 2).

Phase one – Teachers (Survey/Observation/Interview)

In phase one, I seek to recruit ten teachers to complete a questionnaire. From these ten teachers, I will invite three teachers to each participate in one classroom observation and one stimulated recall interview.

Phase One – Learners (Survey/Focus Group)

Additionally, in phase one, I seek to recruit three classes of students (approx. 45 students) to complete an online survey about their use of metacognitive strategies. I will also ask four learners from each class to participate in a focus group.

Phase Two – Learners (from three classes) (Survey/Listening Journals/Focus Group)

In phase two, I seek to recruit learners from three classes (approx. 45 students) to complete an online survey in the language learning centre, three times over the trimester. I will also invite four learners from each group to participate in three focus groups at pre-/mid-/post-trimester. I hope to be teaching one of these three classes using TED Talks, but data from all three of these classes will be used for the study.

The materials for the study have been designed to complement the goals of the EPP programme. The lessons have been designed to help learners improve their listening skills. The study will not compromise the existing programme or replace any existing components.

I will liaise with the teachers to explain about the project and explain what their participation entails. I will ask the lead teachers for the three classes to act as an intermediary to explain the study and recruit the learners, as to distance myself from the learners.

The research has been designed to take place in class time when possible to minimise the time required by both teacher and learner participants. I will be flexible in arranging in-class and out-of-class sessions which are suitable and agreeable with the participants. I will also ensure that the participants feel comfortable with the research procedures and protocols so that they are not compromised, undermined or feel any undue imposition.

Teachers and learners will be acknowledged for their participation in the study. Teachers will receive a \$15 voucher of their choice for each survey and interview session, which teachers can use for their class. Learners will receive \$15 for each focus group they participate in.

What will happen to the information given?

This research is confidential. Only the researcher, named below, will be aware of the teacher and learner identities but the research data will be combined, and participant identities will not be revealed in any reports, presentations, or public documentation. Teachers, learners and the organisation will not be named in the final report. Only my supervisors, and I will read the notes, summaries or transcripts. The transcripts, summaries and any recordings of the focus group, observation or interview will be kept securely and destroyed on 1st November 2030.

What will the project produce?

The information from my research will be used in my PhD thesis, academic publications and conferences. The following rights will be presented to all participants:

Teacher Survey

- choose not to answer any question;
- ask any questions about the study at any time;
- refuse to take part in or exit the survey anytime by closing the browser.
- withdraw from completing the online survey before or during the session.
- withdraw from completing the survey while it is taking place; however, it will not be possible to withdraw the information you have provided up to that point;
- be able to read any reports of this research by emailing the researcher to request a copy.

Teacher Observation

- withdraw your offer to participate in a classroom observation before it starts.
- withdraw from the observation before or during the session.
- ask any questions about the study at any time;
- be able to read any reports of this research by emailing the researcher to request a copy.

Teacher Interviews

- choose not to answer any question;
- ask any questions about the study at any time;
- withdraw from the interview, before or during the session.
- withdraw any information you have provided;
- be able to read any reports of this research by emailing the researcher to request a copy.

Learner Focus Group

- choose not to answer any question;
- ask any questions about the study at any time;
- ask to leave before or during the focus group;
- withdraw from the focus group while it is taking place; however, it will not be possible to withdraw the information you have provided up to that point;
- be able to read any reports of this research by emailing the researcher to request a copy.

What if participants would like to withdraw from the study?

I would like to propose that if the teachers or learners have any questions, choose to stop participating, or wish to withdraw from any part of the study at any time, that they can contact Natalia Petersen via email.

I would like both teachers and learners to have the option to withdraw from any component of the study at any time before or while a research component is in progress. I would like to instruct teachers and learners that they can email Natalia to inform her that they would like to withdraw. I would then like to liaise with Natalia so that she can inform me of any participants' decision. If participants have any questions about the study, I will send Natalia an email response in a timely manner which can then be sent on to the participant.

If any participant decides not to take part in the study, this will not affect learner grades, their coursework or teacher/learner relationships in or outside the classroom. However, it will not be possible to withdraw the information they may have given in discussions with other participants (such as in the focus group).

If you have any questions or problems, who can you contact?

If you have any questions, either now or in the future, please feel free to contact me:

Researcher:

Name: Naheen Madarbakus

University email address:

Naheen.Madarbakus@vuw.ac.nz

Supervisor:

Name: Jonathan Newton

Role: Primary Supervisor

School: The School of Linguistics and Applied Language Studies

Phone: 04 463 5622

University email address:

Jonathan.Newton@vuw.ac.nz

Human Ethics Committee information

If you have any concerns about the ethical conduct of the research, you may contact the Victoria University HEC Convenor: Dr Judith Loveridge. Email hec@vuw.ac.nz or telephone +64-4-463 6028.

Appendix 2. Consent form - Head of department



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

CONSENT FOR RESEARCHER TO APPROACH FOCUS GROUP/OBSERVATION/INTERVIEW PARTICIPANTS

This consent form will be held for 12 years.

Researcher: Naheen Madarbakus, The School of Linguistics and Applied Language Studies, Victoria University of Wellington.

- I have read the Information Sheet. My questions have been answered to my satisfaction. I understand that I can ask further questions at any time.
- I agree for the researcher to approach the teachers and the learners in the English Language Institute to take part in the study outlined above.

I understand that:

- I acknowledge that the information shared during the focus group is confidential.
- I understand that the participants will be able to withdraw from the focus group and/or interview before it starts or while it is in progress. However, it will not be possible to withdraw the information provided up to that point if it will be part of a discussion with other participants (e.g. focus group).
- I understand the teachers can volunteer to participate in classroom observations. Their learners will be informed about the observation and teacher consent will be obtained prior to the observation.
- Any information provided will be kept confidential to the researcher and the supervisor.
- The identifiable information collected will be destroyed on 1st November 2030.
- I understand that the results will be used for a PhD thesis, academic publications and presented to conferences.
- My name will not be used in reports, nor will any information that would identify me.
- I would like to receive a copy of the final report and have added my email address below. Yes ☐ No ☐

Signature of participant: _____

Name of participant: _____

Date: _____

Contact details: _____

Appendix 3. Data collection schedule

The following table summarises a pilot study and two phases of the main study.

Pilot Study - Data Collection Plan – Trimester 3 2018

Research Question	Participants	Data Collection	Date
RQ1	One Teacher	* Teacher Questionnaire (20 minutes) * Focus Group (30 minutes) * Classroom observation (60 minutes) * Stimulated recall interview (30 minutes)	January 2019
RQ2 RQ3	15 learners (one class)	* Learner Questionnaire (40 minutes)	
		* Two Listening Lessons (60 minutes each) * Focus Groups (4 learners – 30 minutes)	

Main Study - Data Collection Plan – Trimester 1 2019

Research Question	Participants	Data Collection	Date
RQ1	Ten Teachers	* Teacher Questionnaire (20 minutes)	March 2019 – April 2019
	Three Teachers	* Focus Group (30 minutes) * Classroom observation (60 minutes each class) * Stimulated recall interview (30 minutes each)	
RQ2	45 learners (Three classes)	* Learner Questionnaire (40 minutes) * Focus Groups (4 learners each class–30 minutes)	
RQ3	45 learners (Three classes)	* Learner Questionnaire (40 minutes x 3 times) * Focus Groups (4 learners from each class, 30 minutes x 3 times)	March 2019 – June 2019
	30 learners (Two of the three classes)	* 5 Listening Journals (1 every two weeks)	

Appendix 4. Intention to participate – Teachers’ slip



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

INTENTION TO PARTICIPATE IN TEACHERS’ STUDY

Thank you for listening to the presentation about the study.

Please could you let me know if you would be interested in taking part in the following:

- | | | |
|---|------------------------------|-----------------------------|
| • TEACHER QUESTIONNAIRE | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • FOCUS GROUP/OBSERVATION/INTERVIEW | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • CAN I APPROACH YOUR TRIMESTER 3/TRIMESTER 1 LEARNERS? | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Name: _____

Email: _____

If you have indicated that you would like to take part, I will email you shortly.

If you have indicated that you do not want to take part, thank you for your time.

Naheen Madarbakus-Ring
Naheen.Madarbakus@vuw.ac.nz
(HEC Application: [0000026929](#))

Appendix 5. Intention to participate – Learners’ Phase 1 slip



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

INTENTION TO PARTICIPATE IN LEARNERS’ STUDY

Thank you for listening to the presentation about the study. Please could you let me know if you would be interested in taking part in the following:

- | | | |
|-------------------------|------------------------------|-----------------------------|
| • LEARNER QUESTIONNAIRE | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • FOCUS GROUP | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Name: _____

Email: _____

If you have indicated that you would like to take part, I will email you shortly. If you have indicated that you do not want to take part, thank you for your time.

Naheen Madarbakus-Ring
Naheen.Madarbakus@vuw.ac.nz
(HEC Application: [0000026929](#))

Appendix 6. Intention to participate – Learners’ Phase 2 slip



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

INTENTION TO PARTICIPATE IN LEARNERS’ STUDY

Thank you for listening to the presentation about the study. Please could you let me know if you would be interested in taking part in the following:

- | | | |
|-------------------------|------------------------------|-----------------------------|
| • LEARNER QUESTIONNAIRE | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • FOCUS GROUP | <input type="checkbox"/> Yes | <input type="checkbox"/> No |
| • LISTENING JOURNALS | <input type="checkbox"/> Yes | <input type="checkbox"/> No |

Name: _____

Email: _____

If you have indicated that you would like to take part, I will email you shortly. If you have indicated that you do not want to take part, thank you for your time.

Naheen Madarbakus-Ring
Naheen.Madarbakus@vuw.ac.nz
(HEC Application: [0000026929](#))

Appendix 7. Information letter – Teachers' surveys



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

INFORMATION FOR TEACHER PARTICIPANTS (ONLINE SURVEY)

You are invited to take part in this research. Please read this information before deciding whether or not to take part. If you decide to participate, thank you. If you decide not to participate, thank you for considering this request.

Who am I?

My name is Naheen Madarbakus and I am a Doctoral student in Applied Linguistics at Victoria University of Wellington. This research project is work towards my thesis.

What is the aim of the project?

This project investigates the perspectives and practices on listening in English for Academic Purposes (EAP). The aim of the online survey for this study is to find out about how teachers use listening skills and listening strategies when teaching L2 listening. This research has been approved by the Victoria University of Wellington Human Ethics Committee [[Application 0000026929](#)].

How can you help?

You have been invited to participate in this study as an English Proficiency Programme (EPP) teacher. Your experience in language teaching is valuable for this research. If you agree to take part, you will complete an online survey that will ask you about how you teach listening and how you feel about teaching listening. The survey will take you about 20 minutes to complete.

Online Survey

For the online survey, I will collect your email address and send you information about the study and the online survey link for you to access. The link will be active for one week and you can access the online survey at any time from your own computer or smartphone. The online survey will take about 20 minutes to complete.

The online survey will ask you about your teaching practices and listening lessons. By completing the survey, you are agreeing to give consent for me to use your survey answers in the study.

To thank you for your time and participation in the study, you will be compensated with a \$15 voucher for completing the survey.

I understand that your time is valuable. I will arrange with Dr Angela Joe for me to explain the project and what your participation entails at a teacher's meeting before the study begins. I will choose a suitable week, as agreed between the participants, to activate the online link. I will send you an email including the link, so you complete the online survey at your own chosen convenience. The research

conducted has the intention to support the EPP programme and not compromise, undermine or impose upon your role in the programme.

However, you should be aware that in small projects, your identity might be obvious to others in your community. Although no identity details will be included in any of the records, there is a small possibility that you may be identifiable by others in the community.

What will happen to the information you give?

This survey is anonymous. This means that nobody, including the researchers, will be aware of your identity. By agreeing to complete the survey, you are giving consent for us to use your responses in this research. Your answers will remain completely anonymous and unidentifiable. Once you submit the survey, it will be impossible to retract your answer. Please do not include any personal identifiable information in your responses.

Personal details will be collected only for those who wish to request a copy of the final report. All personal details will be received separately from the survey data. This ensures that your answers to the survey questions are anonymous.

Only my supervisors and I will read the reports from the online surveys. The summaries and any record of the surveys will be kept securely and then destroyed *on 1st November 2030*.

What will the project produce?

The information from my research will be used in my PhD thesis, academic publications and conferences.

If you accept this invitation, what are your rights as a research participant?

You do not have to accept this invitation if you don't want to. However, if you do decide to participate, you have the right to:

- choose not to answer any question;
- ask any questions about the study at any time;
- refuse to take part in or exit the survey anytime by closing the browser.
- withdraw from completing the online survey before or during the session.
- withdraw from completing the survey while it is taking place; however, it will not be possible to withdraw the information you have provided up to that point;
- be able to read any reports of this research by emailing the researcher to request a copy.

What if I would like to withdraw from the study?

If you have any questions, change your mind about participating before completing the online survey, or wish to withdraw from the study at any time, please contact the Course Coordinator (Tri 1 2019): Natalia Petersen - Email: natalia.petersen@vuw.ac.nz

You can withdraw from completing the online study at any time before the study. You can also withdraw anytime while completing the online survey by closing your browser. Please contact the Course Coordinator, Natalia Petersen, who will inform the researcher of your decision. I will remain impartial with your decision which will have no bearing on our personal relationship or professional relationship. However, it will not be possible to withdraw the information you have provided up to that point, if you have completed or part-completed the online survey.

If you have any questions or problems, who can you contact?

If you have any questions, either now or in the future, please feel free to contact me:

Researcher:

Name: Naheen Madarbakus

University email address:

Naheen.Madarbakus@vuw.ac.nz

Supervisor:

Name: Jonathan Newton

Role: Primary Supervisor

School: The School of Linguistics and Applied
Language Studies

Phone: 04 463 5622

University email address:

Jonathan.Newton@vuw.ac.nz

Human Ethics Committee information

If you have any concerns or would like to make a formal complaint about the ethical conduct of the research, you may contact the Victoria University HEC Convenor: Dr Judith Loveridge. Email:

hec@vuw.ac.nz or telephone +64-4-463 6028.

Appendix 8. Consent form – Teachers' surveys



Consent Form for Online Surveys

You are invited to participate in a web-based online survey on academic listening. This is a research project being conducted by Naheen Madarbakus, a Doctoral student in Applied Linguistics at Victoria University of Wellington.

Survey procedure

1. You can access the survey using this link (http://vuw.qualtrics.com/jfe/form/SV_d4D2imlgcLnMUV7) from Thursday 7th March 2019 to Sunday 17th March 2019. It should take about 20 minutes.
2. To complete the survey, please read the question and choose an answer.
3. Your participation in this survey is voluntary.
4. You may refuse to take part in the research or exit the survey (by closing the browser) at any time.
5. You are free to decline to answer any particular question you do not wish to answer for any reason.

Survey rules

- Please agree to completing this survey by clicking 'agree' below. By agreeing, you are providing consent for me to use the information given in the research described.
- Please note that your identity will not be known to anyone involved in the research. It is not possible for the researchers to identify whether people took part in the research, or to subsequently identify those who took part.
- You can choose to stop completing the survey (by closing the browser) at any time.
- I would like to hear a wide range of opinions: please be honest and write about your own experiences.
- There are no right or wrong answers, every person's experiences and opinions are important.

ELECTRONIC CONSENT: Please select your choice below. You may print a copy of this consent form for your records. Clicking on the "Agree" button indicates that

- You have read the above information
- You voluntarily agree to participate
- You are 18 years of age or older

☐ Agree ☐ Disagree

Appendix 9. Information letter – Teachers’ interviews



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

INFORMATION SHEET FOR TEACHER PARTICIPANTS (INTERVIEWS)

You are invited to take part in this research. Please read this information before deciding whether or not to take part. If you decide to participate, thank you. If you decide not to participate, thank you for considering this request.

Who am I?

My name is Naheen Madarbakus and I am a Doctoral student in Applied Linguistics at Victoria University of Wellington. This research project is work towards my thesis.

What is the aim of the project?

This project investigates the perspectives and practices on listening in English for Academic Purposes (EAP). The aim of the interview for this study is to find out about how teachers use listening skills and listening strategies when teaching L2 listening. This research has been approved by the Victoria University of Wellington Human Ethics Committee [[Application 0000026929](#)].

How can you help?

You have been invited to participate in this study as an English Proficiency Programme (EPP) teacher. Your experience in language teaching is valuable for this research. If you agree to participate, you will be asked to take part in an individual interview session. The interview will take about 30 minutes to complete.

Interviews

For the interview, we will meet one-on-one in a classroom at Kelburn campus. I will ask you about your practices of teaching listening and talk about why these practices were chosen, based on your classroom observation. The interview will take about 30 minutes. I will audio record the interview with your permission and write it up later.

To thank you for your time and participation in the study, you will be compensated with a \$15 voucher for the interview session you agree to take part in.

I understand that your time is valuable. I will clearly explain the project and what your participation entails in an individual meeting before the study begins. I will be flexible in arranging when the meeting and interview session take place, so this is suitable for and agreeable to you. The research conducted has the intention to support the programme and not compromise, undermine or impose upon your role in the programme.

However, you should be aware that in small projects, your identity might be obvious to others in your community. Although no identity details will be included in any of the records, there is a small possibility that you may be identifiable by others in the community.

What will happen to the information you give?

This research is confidential. This means that only the researcher, named below, will be aware of your identity. Additionally, the research data will be combined, and your identity will not be revealed in any reports, presentations, or public documentation. Neither you nor the organisation will be named in the final report. No identity details will be included in any of the records.

Only my supervisors, and I will read the notes or transcript of the interview. The transcripts, summaries and any recordings of the interview will be kept securely and destroyed on 1st November 2030.

What will the project produce?

The information from my research will be used in my PhD thesis, academic publications and conferences.

If you accept this invitation, what are your rights as a research participant?

You do not have to accept this invitation if you don't want to. If you do decide to participate, you have the right to:

- choose not to answer any question;
- ask any questions about the study at any time;
- withdraw from the interview, before or during the session.
- withdraw any information you have provided;
- be able to read any reports of this research by emailing the researcher to request a copy.

What if I would like to withdraw from the study?

If you have any questions, change your mind about participating before the interview, or wish to withdraw from the study at any time, please contact the Course Coordinator (Tri 1 2019): Natalia Petersen
- Email: natalia.petersen@vuw.ac.nz

You can withdraw from the interview at any time before or during the study. Please contact the Course Coordinator, Natalia Petersen, who will inform the researcher of your decision. I will remain impartial with your decision which will have no bearing on our personal relationship or professional relationship. Any information you have provided up to that point will be withdrawn, as requested.

If you have any questions or problems, who can you contact?

If you have any questions, either now or in the future, please feel free to contact me:

Researcher:

Name: Naheen Madarbakus

University email address:

Naheen.Madarbakus@vuw.ac.nz

Supervisor:

Name: Jonathan Newton

Role: Primary Supervisor

School: The School of Linguistics and Applied Language Studies

Phone: 04 463 5622

University email address:

Jonathan.Newton@vuw.ac.nz

Human Ethics Committee information

If you have any concerns or would like to make a formal complaint about the ethical conduct of the research, you may contact the Victoria University HEC Convenor: Dr Judith Loveridge. Email: hec@vuw.ac.nz or telephone +64-4-463 6028.

Appendix 10. Consent form – Teachers' interviews



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

CONSENT TO PARTICIPATE IN TEACHER INTERVIEWS

This consent form will be held for 12 years.

Researcher: Naheen Madarbakus, The School of Linguistics and Applied Language Studies,
Victoria University of Wellington.

- I have read the Information Sheet and the project has been explained to me. My questions have been answered to my satisfaction. I understand that I can ask further questions at any time.
- I agree to take part in an audio-recorded interview.

I understand that:

- I can withdraw from the interview before it starts or while it is in progress by contacting the Course Coordinator, Natalia Petersen (Email: natalia.petersen@vuw.ac.nz). I understand that the information I have provided up to that point will be withdrawn.
- The identifiable information I have provided will be destroyed on 1st November 2030.
- Any information I provide will be kept confidential to the researcher and the supervisor
- I understand that the results will be used for a PhD thesis, academic publications and presented to conferences.
- My name will not be used in reports, nor will any information that would identify me.
- I would like to receive a copy of the final report and have added my email address below. Yes ☐ No ☐

Signature of participant: _____

Name of participant: _____

Date: _____

Contact details: _____

Appendix 11. Information letter – Classroom observations



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

INFORMATION SHEET FOR TEACHER PARTICIPANTS (CLASSROOM OBSERVATIONS)

You are invited to take part in this research. Please read this information before deciding whether or not to take part. If you decide to participate, thank you. If you decide not to participate, thank you for considering this request.

Who am I?

My name is Naheen Madarbakus and I am a Doctoral student in Applied Linguistics at Victoria University of Wellington. This research project is work towards my thesis.

What is the aim of the project?

This project investigates the perspectives and practices on listening in English for Academic Purposes (EAP). The aim of the classroom observation for this study is to find out about how teachers use listening skills and listening strategies when teaching L2 listening. This research has been approved by the Victoria University of Wellington Human Ethics Committee ([Application 0000026929](#)).

How can you help?

You have been invited to participate in this study as an English Proficiency Programme (EPP) teacher. Your experience in language teaching is valuable for this research. If you agree to take part, I will observe one of your listening classes from the EPP programme. The observation will be of a 60-minute listening class.

Classroom Observation

For the classroom observation, I would like to observe and audio-record one of the listening classes that you teach in trimester 1 at Kelburn Campus. The recordings will capture information about your classroom decisions and your teaching practices. I will be observing the lesson timings, instructions and the activities used by you in the listening class. In addition to these recordings, I will take observational notes of these timings, instructions and any non-verbal behaviour used by you in the listening class.

I will ask you to wear a microphone during the observation to record only you. I am only transcribing what you will be saying and will not be recording any of the learners' verbal or non-verbal actions.

To minimise disruption, I would like you to explain to the learners that I am observing the teacher in today's class and with your permission, observe from a discrete position in the classroom.

I understand that your time is valuable. I will be flexible in arranging when the classroom observation takes place, so this is suitable for and agreeable to you. The research conducted has the intention to support the programme and not compromise, undermine or impose upon your role in the programme.

However, you should be aware that in small projects, your identity might be obvious to others in your community. Although no identity details will be included in any of the records, there is a small possibility that you may be identifiable by others in the community.

What will happen to the information you give?

This research is confidential. This means that only the researcher, named below, will be aware of your identity but the research data will be combined, and your identity will not be revealed in any reports, presentations, or public documentation. Neither you nor the organisation will be named in the final report. No identity details will be included in any of the records.

Only my supervisors, and I will read the notes or transcript of the classroom observation. The transcripts, summaries and any recordings of the classroom observation will be kept securely and destroyed on 1st November 2030.

What will the project produce?

The information from my research will be used in my PhD thesis, academic publications and conferences.

If you accept this invitation, what are your rights as a research participant?

You do not have to accept this invitation if you don't want to. If you do decide to participate, you have the right to:

- withdraw your offer to participate in a classroom observation before it starts.
- withdraw from the observation before or during the session.
- ask any questions about the study at any time;
- be able to read any reports of this research by emailing the researcher to request a copy.

What if I would like to withdraw from the study?

If you have any questions, change your mind about participating before the classroom observation, or wish to withdraw from the study at any time, please contact the Course Coordinator (Tri 1 2019): Natalia Petersen - Email: natalia.petersen@vuw.ac.nz

You can withdraw from the classroom observation at any time before or during the study. Please contact the Course Coordinator, Natalia Petersen, who will inform the researcher of your decision. I will remain impartial with your decision which will have no bearing on our personal relationship or professional relationship. Any information you have provided up to that point will be withdrawn, as requested.

If you have any questions or problems, who can you contact?

If you have any questions, either now or in the future, please feel free to contact me:

Researcher:

Name: Naheen Madarbakus

University email address:

Naheen.Madarbakus@vuw.ac.nz

Supervisor:

Name: Jonathan Newton

Role: Primary Supervisor

School: The School of Linguistics and Applied Language Studies

Phone: 04 463 5622

University email address:

Jonathan.Newton@vuw.ac.nz

Human Ethics Committee information

If you have any concerns or would like to make a formal complaint about the ethical conduct of the research, you may contact the Victoria University HEC Convenor: Dr Judith Loveridge. Email: hec@vuw.ac.nz or telephone +64-4-463 6028.

Appendix 12. Consent form – Classroom observations



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

CONSENT TO PARTICIPATE IN TEACHER CLASSROOM OBSERVATION

This consent form will be held for 12 years.

Researcher: Naheen Madarbakus, The School of Linguistics and Applied Language Studies,
Victoria University of Wellington.

- I have read the Information Sheet and the project has been explained to me. My questions have been answered to my satisfaction. I understand that I can ask further questions at any time.
- I agree to take part in an audio-recorded classroom observation.

I understand that:

- I can withdraw from the classroom observation before it starts or while it is in progress by contacting the Course Coordinator, Natalia Petersen (Email: natalia.petersen@vuw.ac.nz). I understand that the information I have provided up to that point will be withdrawn.
- I understand that only the teacher and not the learners will be observed, recorded and reported on.
- The identifiable information I have provided will be destroyed on *1st November 2030*.
- Any information I provide will be kept confidential to the researcher and the supervisor
- I understand that the results will be used for a PhD thesis, academic publications and presented to conferences.
- My name will not be used in reports, nor will any information that would identify me.
- I would like to receive a copy of the final report and have added my email address below. Yes ☐ No ☐

Signature of participant: _____

Name of participant: _____

Date: _____

Contact details: _____

Appendix 13. Information letter – Learners’ surveys (Phase 1)



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

INFORMATION FOR LEARNER PARTICIPANTS (ONLINE SURVEYS)

You are invited to take part in this research. Please read this information about the research. If you would like to take part, thank you. If you do not want to take part, thank you for your time.

Who am I?

My name is Naheen Madarbakus and I am a Doctoral student in Applied Linguistics at Victoria University of Wellington. This research project is work towards my thesis.

What is the aim of the project?

This project investigates the teaching and learning of listening skills. Using an online survey, I will find out about how learners listen in English. This research has been approved by the Victoria University of Wellington Human Ethics Committee [[Application 0000026929](#)].

How can you help?

As a learner in the English Proficiency Programme (EPP), your language learning experience is valuable for this research. If you agree to take part, you will complete one online survey as part of your listening class. The survey will ask you questions about how you listen, and how you feel about listening. The survey will take 30 minutes to complete in class time.

Online Survey

For the online survey, I will upload the online link on Blackboard and ask you to access the online survey during the LLC session. We will then complete one online survey.

The online survey will ask you about how you listen and also about how you feel when you listen. Many questions are multiple choice so please choose one answer. Please click on the 'agree' button to give consent at the end of the survey.

I understand that your time is valuable. I will present the project and explain what your participation entails to you in your class before completing the survey. The research aims to support your studies in EPP by helping your teachers understand how you listen in English.

The research should not make you feel uncomfortable in the classroom or in the programme. As I am not your main class teacher, your listening grades for this trimester will not be affected by your decision to take part or not take part in this study. Your listening grade will be given using your Listening English Proficiency Test (EPTs) scores in week 14 and by your class teacher.

What will happen to the information you give?

This survey is anonymous. This means that nobody, including the researchers will know of your identity. By answering the survey, you are agreeing for me to use your survey responses in this research. Your answers will remain anonymous. Please do not include any personal details in your responses. Once you submit the survey, you cannot change or take back your answers.

You can give your personal details if you would like to request a copy of the final report. Your personal details will be collected separately from the survey data to keep your survey answers anonymous. Only my supervisors and I will read the reports from the online surveys. The summaries and any record of the online surveys will be kept securely and then destroyed *on 1st November 2030*.

What will the project produce?

The information from my research will be used in my PhD thesis, academic publications and conferences.

What if I would like to withdraw from the study?

Although you cannot withdraw from the study, you can request for your survey responses not to be used in the research. If you decide not to participate in the study, you will still be asked to complete the survey during the online survey session, but your responses will not be used in the research. To show that you do not want your responses to be used, please click 'I disagree' on the consent form.

If you have any questions, choose to withdraw your answers during the online survey session, or wish to withdraw your responses from being used in the research, please contact the Course Coordinator (Tri 1 2019): Natalia Petersen - Email: natalia.petersen@vuw.ac.nz.

You can withdraw your consent to use your online survey at any time before or during the session. You can contact the Course Coordinator, Natalia Petersen, to tell her that you would like to withdraw, and she will inform me of your decision. If you decide not to take part in the study, this will not affect your grades, your coursework or our relationship in or outside the classroom. However, it will not be possible to withdraw the information you have provided up to that point, if you have completed or part-completed the online survey.

If you have any questions or problems, who can you contact?

If you have any questions, either now or in the future, please feel free to contact me:

Researcher:

Name: Naheen Madarbakus

University email address:

Naheen.Madarbakus@vuw.ac.nz

Supervisor:

Name: Jonathan Newton

Role: Primary Supervisor

School: The School of Linguistics and Applied Language Studies

Phone: 04 463 5622

University email address:

Jonathan.Newton@vuw.ac.nz

Human Ethics Committee information

If you have any concerns or would like to make a formal complaint about the ethical conduct of the research, you may contact the Victoria University HEC Convenor: Dr Judith Loveridge. Email: hec@vuw.ac.nz or telephone +64-4-463 6028.

Appendix 14. Information letter – Learners' surveys (Phase 2)



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

INFORMATION FOR LEARNER PARTICIPANTS (ONLINE SURVEYS)

You are invited to take part in this research. Please read this information about the research. If you would like to take part, thank you. If you do not want to take part, thank you for your time.

Who am I?

My name is Naheen Madarbakus and I am a Doctoral student in Applied Linguistics at Victoria University of Wellington. This research project is work towards my thesis.

What is the aim of the project?

This project investigates the teaching and learning of listening skills. Using an online survey, I will find out about how learners listen in English. This research has been approved by the Victoria University of Wellington Human Ethics Committee [[Application 0000026929](#)].

How can you help?

As a learner in the English Proficiency Programme (EPP), your language learning experience is valuable for this research. If you agree to take part, you will complete the same online survey two times as part of your listening class. The survey will ask you questions about how you listen, and how you feel about listening. The survey will take 30 minutes to complete in class time.

Online Survey

For the online survey, we will meet in the Language Learning Centre (LLC) for your computer room lesson. I will upload the online link on Blackboard and ask you to access the online survey during the LLC session. We will then complete the online survey in class time in week 2 and 14.

The online survey will ask you about how you listen and also about how you feel when you listen. Many questions are multiple choice so please choose one answer. Please click on the 'agree' button to give consent at the end of the survey.

I understand that your time is valuable. I will present the project and explain what your participation entails to you in your class before we complete the first survey in the LLC. The research aims to support your studies in EPP by helping your teachers understand how you listen in English.

The research should not make you feel uncomfortable in the classroom or in the programme. As I am not your main class teacher, your listening grades for this trimester will not be affected by your decision to take part or not take part in this study. Your listening grade will be given using your Listening English Proficiency Test (EPTs) scores in week 14 and by your class teacher.

What will happen to the information you give?

This survey is anonymous. This means that nobody, including the researchers will know of your identity. By answering the survey, you are agreeing for me to use your survey responses in this research. Your answers will remain anonymous. Please do not include any personal details in your responses. Once you submit the survey, you cannot change or take back your answers.

You can give your personal details if you would like to request a copy of the final report. Your personal details will be collected separately from the survey data to keep your survey answers anonymous.

Only my supervisors and I will read the reports from the online surveys. The summaries and any record of the online surveys will be kept securely and then destroyed *on 1st November 2030*.

What will the project produce?

The information from my research will be used in my PhD thesis, academic publications and conferences.

What if I would like to withdraw from the study?

Although you cannot withdraw from the study, you can request for your survey responses not to be used in the research. If you decide not to participate in the study, you will still be asked to complete the survey during the online survey sessions in the LLC, but your responses will not be used in the research. To show that you do not want your responses to be used, please click 'I disagree' on the consent form.

If you have any questions, choose to withdraw your answers during the online survey session, or wish to withdraw your responses from being used in the research, please contact the Course Coordinator (Tri 1 2019): Natalia Petersen - Email: natalia.petersen@vuw.ac.nz.

You can withdraw your consent to use your online survey at any time before or during the LLC sessions. You can contact the Course Coordinator, Natalia Petersen, to tell her that you would like to withdraw, and she will inform me of your decision. If you decide not to take part in the study, this will not affect your grades, your coursework or our relationship in or outside the classroom. However, it will not be possible to withdraw the information you have provided up to that point, if you have completed or part-completed any online surveys.

If you have any questions or problems, who can you contact?

If you have any questions, either now or in the future, please feel free to contact me:

Researcher:

Name: Naheen Madarbakus

University email address:

Naheen.Madarbakus@vuw.ac.nz

Supervisor:

Name: Jonathan Newton

Role: Primary Supervisor

School: The School of Linguistics and Applied
Language Studies

Phone: 04 463 5622

University email address:

Jonathan.Newton@vuw.ac.nz

Human Ethics Committee information

If you have any concerns or would like to make a formal complaint about the ethical conduct of the research, you may contact the Victoria University HEC Convenor: Dr Judith Loveridge. Email:

hec@vuw.ac.nz or telephone +64-4-463 6028.

Appendix 15. Consent form – Learners’ surveys



Consent Form for Online Surveys

You are invited to participate in a web-based online survey on academic listening. This is a research project being conducted by Naheen Madarbakus, a Doctoral student in Applied Linguistics at Victoria University of Wellington.

Survey procedure

1. Please take a seat. You can access the survey using this link ([Learner Survey - Class 1 \(March 2019\)](#)). It should take about 30 minutes.
2. Please read the question and answer it by choosing an answer and/or writing a short phrase/sentence.
3. Do not worry about spelling and/or grammar accuracy.
4. Please answer using your own ideas and opinions.
5. This is not a test. You will not be graded or given feedback on your language, grammar or any of your answers.

Survey rules

- You can provide consent for me to use the information given in the research described at the end of the survey.
- If you do not wish for your responses to be used in the study, please click on 'I disagree'.
- Your identity will not be given to anyone involved in the research. The researchers will not be able to identify the people who took part in the research.
- You can stop completing the survey (by closing the browser) at any time.
- You can withdraw your consent to use your online survey at any time before or during the LLC session by emailing the Course Coordinator (Tri 1 2019): Natalia Petersen - Email: natalia.petersen@vuw.ac.nz.
- You can request a copy of the survey by emailing your request to Naheen.Madarbakus@vuw.ac.nz
- Please be honest and write about your own experiences.
- There are no right or wrong answers.
- Please turn off your phones.

ELECTRONIC CONSENT: Please select your choice below. You may print a copy of this consent form for your records. Clicking on the "Agree" button indicates that

- You have read the above information
- You agree to participate

☐ Agree ☐ Disagree

Appendix 16. Information Letter – Learners’ focus groups



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

INFORMATION SHEET FOR LEARNER PARTICIPANTS (FOCUS GROUPS)

You are invited to take part in this research. Please read this information about the research. If you would like to take part, thank you. If you do not want to take part, thank you for your time.

Who am I?

My name is Naheen Madarbakus and I am a Doctoral student in Applied Linguistics at Victoria University of Wellington. This research project is work towards my thesis.

What is the aim of the project?

This project investigates the teaching and learning of listening skills in the English Proficiency Programme (EPP). Using a focused group discussion, I will find out about how learners use listening strategies and ask about how learners listen in academic English. This research has been approved by the Victoria University of Wellington Human Ethics Committee [[Application 0000026929](#)].

How can you help?

As a learner in the EPP programme, your language learning experience is valuable for this research. If you agree to take part, you will take part in three out-of-class focus groups of around four learners, which will take about 30 minutes each to complete in week 2 and 14.

Focus Group

For the focus group, we will meet in a classroom at Kelburn Campus. In a group discussion, you and the other learners will talk about how you listen and discuss any problems you have in listening. Each focus group will take about 30 minutes. I will audio record each focus group with your permission and write it up later.

The information shared during the focused group discussion is confidential. This means after the focused group discussion, you can talk about your own experiences, but you cannot talk about the identities or experiences of the other participants.

To thank you for your time and participation in the study, you will be compensated with a \$15 voucher for each focus group you agree to take part in.

I understand that your time is valuable. The project and what you need to do for the study will be explained to you by your class teacher. If you agree, I will arrange for the focused group discussion to take place at a suitable and agreeable time for all learners. The research aims to support your studies in EPP by helping you to think about your listening in English.

The research should not make you feel uncomfortable in the classroom or in the programme. As I am not your main class teacher, your listening grades for this trimester will not be affected by your decision to take part or not take part in this study. Your listening grade will be given using your Listening English Proficiency Test (EPTs) scores in week 14 and by your class teacher.

Also, as this is a small project, there is a possibility that your identity might be obvious to others in the programme. Although I will not use any identity details in any of the records, this is a possibility which I would like you to know about.

What will happen to the information you give?

This research is confidential. This means that only the researcher, named below, will be aware of your identity but the research data will be combined, and your identity will not be revealed in any reports, presentations, or public documentation. Neither you, nor the organisation, will be named in the final report.

Only my supervisors and I will read the notes or transcript of the focus group. The transcripts, summaries and any recordings of the focus group will be kept securely and then destroyed *on 1st November 2030*.

What will the project produce?

The information from my research will be used in my PhD thesis, academic publications and conferences.

If you accept this invitation, what are your rights as a research participant?

You do not have to accept this invitation if you don't want to. If you do decide to participate, you have the right to:

- choose not to answer any question;
- ask any questions about the study at any time;
- ask to leave before or during any focus group;
- withdraw from the focus group while it is taking place; however, it will not be possible to withdraw the information you have provided up to that point;
- be able to read any reports of this research by emailing the researcher to request a copy.

What if I would like to withdraw from the study?

If you have any questions, choose to stop participating before the focus group, or wish to withdraw from the study at any time, please contact the Course Coordinator (Tri 1 2019): Natalia Petersen - Email: natalia.petersen@vuw.ac.nz.

You can withdraw from any focus group at any time, before or while the focus group is in progress. You can contact the Course Coordinator, Natalia Petersen, to tell her that you would like to withdraw, and she will inform me of your decision. If you decide not to take part in the study, this will not affect your grades, your coursework or our relationship in or outside the classroom. However, it will not be possible to withdraw the information you have given in the discussion with other participants.

If you have any questions or problems, who can you contact?

If you have any questions, either now or in the future, please feel free to contact me:

Researcher:

Name: Naheen Madarbakus

University email address:

Naheen.Madarbakus@vuw.ac.nz

Supervisor:

Name: Jonathan Newton

Role: Primary Supervisor

School: The School of Linguistics and Applied
Language Studies

Phone: 04 463 5622

University email address:

Jonathan.Newton@vuw.ac.nz

Human Ethics Committee information

If you have any concerns or would like to make a formal complaint about the ethical conduct of the research, you may contact the Victoria University HEC Convenor: Dr Judith Loveridge. Email: hec@vuw.ac.nz or telephone +64-4-463 6028.

Appendix 17. Consent form – Learners' focus groups



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

CONSENT TO PARTICIPATE IN FOCUS GROUPS

This consent form will be held for 12 years.

Researcher: Naheen Madarbakus, The School of Linguistics and Applied Language Studies, Victoria University of Wellington.

- I have read the Information Sheet and the project has been explained to me. My questions have been answered. I understand that I can ask further questions at any time.
- I agree to take part in three audio-recorded focus groups for this study.

I understand that:

- I acknowledge that I am agreeing to keep the information shared during the focus group confidential. I am aware that after the focus group, I may address my own experiences but not reveal the identities or experiences of other participants.
- I can withdraw from the focus group while it is in progress, by contacting the Course Coordinator, Natalia Petersen (email: natalia.petersen@vuw.ac.nz). However, it will not be possible to withdraw the information I have provided up to that point, as it will be part of a discussion with other participants.
- I can withdraw from the study while it is in progress, however, it will not be possible to withdraw the course.
- The identifiable information I have provided will be destroyed on *1st November 2030*.
- Any information I provide will be kept confidential to the researcher and the supervisor.
- I understand that the results will be used for a PhD thesis, academic publications and presented to conferences.
- My name will not be used in reports, nor will any information that would identify me.
- I would like to receive a copy of the final report and have added my email address below. Yes ☐ No ☐

Signature of participant: _____

Name of participant: _____

Date: _____

Contact details: _____

Appendix 18. Information sheet – Learners' listening journals



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

INFORMATION SHEET FOR LEARNER PARTICIPANTS (LISTENING JOURNALS)

You are invited to take part in this research. Please read this information about the research. If you would like to take part, thank you. If you do not want to take part, thank you for your time.

Who am I?

My name is Naheen Madarbakus and I am a Doctoral student in Applied Linguistics at Victoria University of Wellington. This research project is work towards my thesis.

What is the aim of the project?

This project investigates the teaching and learning of listening skills in the English Proficiency Programme (EPP). Using listening journals, I will find out about how learners use listening strategies and ask about how you listen in academic English. This research has been approved by the Victoria University of Wellington Human Ethics Committee ([Application 0000026929](#)).

How can you help?

As a learner in the EPP programme, your language learning experience is valuable for this research. If you agree to take part, you will complete five listening journals which will be part of your listening classes this trimester in the EPP programme. The listening journals will take about 15 minutes to complete after the listening class, which will take place in class time.

Listening Journals

As part of our listening practice this trimester, you will complete five listening lessons and five listening journals as part of your EPP course. We will have one 60-minute listening lesson and one 15-minute listening journal session in class in week 3, 5, 9, 10 and 12. I will use examples from your listening lessons and journals to help show how learners listen in English.

I understand that your time is valuable. The project and what you need to do for the study will be explained to you by your class teacher. The research aims to support your studies in EPP by helping you to practice your listening and think about how you listen in English.

The research should not make you feel uncomfortable in the classroom or in the programme. As I am not your main class teacher, your listening grades for this trimester will not be affected by your decision to take part or not take part in this study. Your listening grade will be given using your Listening English Proficiency Test (EPTs) scores in week 14 and by your class teacher.

Also, as this is a small project, there is a possibility that your identity might be obvious to others in the programme. Although I will not use any identity details in any of the records, this is a possibility which I would like you to know about.

What will happen to the information you give?

Your listening lessons and listening journals will remain confidential. This means that only the researcher, named below, will be aware of your identity but the research data will be combined, and your identity will not be revealed in any reports, presentations, or public documentation. Neither you, nor the organisation, will be named in the final report.

Only my supervisors, and I will read the notes or transcript of the listening journals. The transcripts, summaries and any recordings of the listening journals will be kept securely and destroyed on 1st November 2030.

What will the project produce?

The information from my research will be used in my PhD thesis, academic publications and conferences.

What if I would like to withdraw from the study?

Although you cannot withdraw from the study, you can request for your lesson and journal information not to be used in the research. You will still be required to complete the listening lessons and listening journals during class time as part of the EPP course in trimester 1. However, your listening lessons and listening journals will not be used in the research.

If you have any questions, choose to stop participating in the study, or wish to withdraw from the study at any time, please contact the Course Coordinator (Tri 1 2019): Natalia Petersen - Email: natalia.petersen@vuw.ac.nz.

You can withdraw your consent to use your listening lessons and listening journals in the study at any time before or during trimester 1. You can contact the Course Coordinator, Natalia Petersen, to tell her that you would like to withdraw, and she will inform me of your decision. If you decide not to take part in the study, this will not affect your grades, your coursework or our relationship in or outside the classroom. Any information you have provided up to that point will be withdrawn, as requested.

If you have any questions or problems, who can you contact?

If you have any questions, either now or in the future, please feel free to contact me:

Researcher:

Name: Naheen Madarbakus

University email address:

Naheen.Madarbakus@vuw.ac.nz

Supervisor:

Name: Jonathan Newton

Role: Primary Supervisor

School: The School of Linguistics and Applied Language Studies

Phone: 04 463 5622

University email address:

Jonathan.Newton@vuw.ac.nz

Human Ethics Committee information

If you have any concerns or would like to make a formal complaint about the ethical conduct of the research, you may contact the Victoria University HEC Convenor: Dr Judith Loveridge. Email: hec@vuw.ac.nz or telephone +64-4-463 6028.

Appendix 19. Consent form – Learners’ listening journals



Using metacognitive strategy instruction in a TED Talks-based academic listening programme

CONSENT TO PARTICIPATE IN LISTENING JOURNALS

This consent form will be held for 12 years.

Researcher: Naheen Madarbakus, The School of Linguistics and Applied Language Studies,
Victoria University of Wellington.

- I have read the Information Sheet and the project has been explained to me. My questions have been answered. I understand that I can ask further questions at any time.
- I agree to give consent for my listening lessons and listening journals to be used for this study.

I understand that:

- I can withdraw my consent for my listening lessons and listening journals to be used before or during trimester 1.
- I can withdraw my consent from the study during trimester 1, by contacting the Course Coordinator (Tri 1 2019): Natalia Petersen - Email: natalia.petersen@vuw.ac.nz.
- The identifiable information I have provided will be destroyed on *1st November 2030*.
- Any information I provide will be kept confidential to the researcher and the supervisor.
- I understand that the results will be used for a PhD thesis, academic publications and presented to conferences.
- My name will not be used in reports, nor will any information that would identify me.
- I would like to receive a copy of the final report and have added my email Yes ☐ No ☐
address below.

Signature of participant: _____

Name of participant: _____

Date: _____

Contact details: _____

Appendix 20. Teacher survey

Teacher Survey - Phase One March 2019

Consent Form for Online Surveys

You are invited to participate in a web-based online survey on academic listening. This is a research project being conducted by Naheen Madarbakus, a Doctoral student in Applied Linguistics at Victoria University of Wellington.

Survey procedure

1. *To complete the survey, please read the question and answer it by choosing an answer and/or writing your response.*
2. *The survey should take about 20 minutes.*
3. *Your participation in this survey is voluntary.*
4. *You may refuse to take part in the research or exit the survey (by closing the browser) at any time without penalty.*
5. *You are free to decline to answer any particular question you do not wish to answer for any reason.*

Survey rules

By agreeing to complete this survey, you are providing consent for me to use the information given in the research described. Please note that your identity will not be known to anyone involved in the research. It is not possible for the researchers to identify whether people took part in the research, or to subsequently identify those who took part. The information shared in this survey is confidential. You should not discuss the opinions and comments with anybody outside this room. You can choose to stop completing the survey (by closing the browser) at any time. I would like to hear a wide range of opinions; please be honest and write about your own experiences. There are no right or wrong answers, every person's experiences and opinions are important.

ELECTRONIC CONSENT: Please select your choice below. You may print a copy of this consent form for your records.

Clicking on the "Agree" button indicates that:

You have read the above information

You voluntarily agree to participate

You are 18 years of age or older

- ☐ Agree (4)
- ☐ Disagree (5)

Q1 In this section, I would like to ask a few general questions about you.

How many years have you been teaching?

- ☐ 0-2 Years (1)
- ☐ 2-5 Years (2)
- ☐ 5-10 years (3)
- ☐ 10 years + (4)

Q2 What levels do you currently teach?

- ☐ EPP (1)
- ☐ Intermediate (2)
- ☐ PREPP (3)
- ☐ Other (4) _____

Q3 What levels have you taught before?

- ☐ EPP (1)
- ☐ Intermediate (2)
- ☐ PREPP (3)
- ☐ Other (4) _____

Q4 Think about your last teaching experience. How would you rate teaching the following skills? (Please choose one answer for each of the following)

	Very difficult (1)	Difficult (2)	Neither difficult nor easy (3)	Easy (4)	Very easy (5)
Listening (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q5 Think about your last teaching experience. How much emphasis (WEIGHT/IMPORTANCE) did you place on teaching the following skills? (Please choose one answer for each of the following)

	No emphasis (1)	Some emphasis (2)	Same as other skills (3)	More emphasis (4)	Most emphasis (5)
Listening (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speaking (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q6 In this section, I would like to ask you about teaching listening.

How often do you teach a listening session/component in class each week?

(Please choose one option)

- ☐ Less than once a week (1)
- ☐ Once a week (2)
- ☐ Two to three times a week (3)
- ☐ More than three times a week (4)

Q7 In your last teaching experience, which of the following listening activities did you use with learners? (Please choose one answer for each of the following)

	Never (1)	Rarely (2)	Sometimes (3)	Usually (4)	Always (5)
1. Predict topic related words before listening (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Dictation (e.g. write down) everything they hear (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Listen for specific details (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Listen for gist (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Listen for key words (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Complete gap fills (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Match prompts to what they hear (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Recognize the groups of words that occur together (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Listen for discourse markers (e.g. <u>first of all...</u>) (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Listen for/distinguish between individual sounds (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Listen for verb endings (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Listen for how words change in connected speech (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Identify tone of voice/emotion (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Distinguish one speaker from another (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Listen to a text read out by yourself (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Focus on intonation patterns (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Make sound-spelling links (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Follow a transcript while listening (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Get learners to think about how to work out/deal with unknown words (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Identify word boundaries (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Listen cooperatively (in pairs) (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Get learners to keep a listening log about how they practice listening (22)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Get learners to keep a listening log about how they feel about listening (23)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 In listening lessons, how often do you use the following BEFORE LISTENING activities? (Please choose one answer for each of the following)

	Never (1)	Rarely (2)	Sometimes (3)	Frequently (4)	Always (5)
1. Remind learners of topic vocabulary (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Give learners vocabulary items that will be used in the passage (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ask learners to predict vocabulary they might hear (e.g. verbs, nouns) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Ask learners to think of ideas/facts etc. that might occur in the passage (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Ask learners to predict answers to comprehension questions before listening (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 In listening lessons, how often do you use the following WHILE LISTENING activities? (Please choose one answer for each of the following)

	Never (1)	Rarely (2)	Sometimes (3)	Frequently (4)	Always (5)
1. Ask learners to verify their predictions (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ask learners to focus on key words (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Pause the recording at different sections when the passage is played for a 2nd time (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Pause the recording at the end of each section (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Pause the recording at the end of each question (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Pause the recording at the end of natural speech boundaries (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Avoid interfering with the listening process (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 In listening lessons, how often do you use the following AFTER LISTENING activities? (Please choose one answer for each of the following)

	Never (1)	Rarely (2)	Sometimes (3)	Frequently (4)	Always (5)
1. Go over the answers (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Ask learners to answer using target language word/phrases (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Ask learners how they felt about the task (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Ask learners what they did to complete the task (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Advise learners how to deal with difficulties next time (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Ask learners to practice language/structures used in the passage in a productive follow-up task (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q11 In your view, what is the main purpose of carrying out listening tasks?

(Please rank your answers, with 1= the most important reason to 5= the least important)

- _____ To extend learners' vocabulary (1)
 _____ To increase learners' opportunities to practise listening (2)
 _____ To teach learners how to listen more effectively (3)
 _____ To assess how well learners can listen (4)
 _____ To provide learners with a model of pronunciation (5)

Q12a In this section, I would like to ask you about your learners. When learners don't understand a word or phrase... (Please choose one answer for each of the following)

	Disagree Strongly (1)	Disagree (2)	Neither agree <u>or</u> disagree (3)	Agree (4)	Agree Strongly (5)
1. they should work out its meaning from the context (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. they should listen carefully again to the words they didn't understand to achieve general comprehension (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12b The difficulties my learners have with listening result from... (Please choose one answer for each of the following)

	Disagree Strongly (1)	Disagree (2)	Neither agree <u>or</u> disagree (3)	Agree (4)	Agree Strongly (5)
3. a lack of vocabulary (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. a lack of grammatical knowledge (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. a lack of background knowledge about the topic of the passage (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. being unable to identify where word/phrase/ sentence boundaries are (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q12c After listening... (Please choose one answer for each of the following)

	Disagree Strongly (1)	Disagree (2)	Neither agree <u>or</u> disagree (3)	Agree (4)	Agree Strongly (5)
7. learners should discuss how they completed the listening activity (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. learners should discuss how they felt about the listening activity (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. I introduce new vocabulary to learners orally as individual items (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q13 Which of the following are important to you when teaching listening? (Please choose one answer for each of the following)

	Disagree Strongly (1)	Disagree (2)	Neither agree <u>or</u> disagree (3)	Agree (4)	Agree Strongly (5)
1. Create a relaxed and comfortable learning atmosphere (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Provide time for students to think, talk, clarify, and organize their ideas (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Affirm student responses (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Ask open-ended questions that do not have pre-determined answers (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Pose questions to clarify meaning and to seek elaboration of responses (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Encourage students to collaborate together (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Model thinking aloud (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Encourage students to explore their reasoning (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q14 Do you have any further comments to add?

Q15 Copy of the survey report

Would you like to receive a copy of the survey report?

- ☐ Yes (1)
- ☐ No (2)

Q16 Thank you for your help and for participating in this study.

Appendix 21. Procedure – Classroom observation

Classroom Observation procedure

Thank you for agreeing to participate in today's classroom observation.

1. Please take a seat.
2. Please participate in the class.
3. Feel free to interact and move around the class if needed/requested.
4. Please relax and enjoy your class!

Classroom Observation rules

- Please note that you can only withdraw your own individual contribution from the observation.
- Although participants can choose for their classroom contributions not to be included in the study at any time, it will be impossible to withdraw what has been said by them up to the point of their withdrawal as it will be incorporated into the general discussion with other participants.
- The observer should act in an unobtrusive, sensitive and professional manner while the lesson is conducted.
- The observer will respond to any reasonable teacher request on the day.

Appendix 22. Field notes template – Classroom observation

Classroom observation field notes (e.g. Scale to note teacher' listening approach 'procedures'/'justifications')

[illegible]

Classroom Observation sheets

Time	Teacher instruction	Verbal behavior	Non-verbal behavior	Positive behavior	Negative behavior	Other notes

Appendix 23. Procedure – Teachers' interview

Stimulated Recall Interview (SRI) procedure (to be presented by researcher before interview)

Thank you for agreeing to participate in today's stimulated recall interview.

1. Please take a seat and read the notes made from the classroom observation. Feel free to write any notes to remember your ideas and experiences.
2. Please feel free to interact and have an informal conversation with me during the interview.
3. You can answer any question, in any order or talk about any points which you feel are important.
4. Please relax, share your experiences and enjoy your interview.

Stimulated Recall Interview rules

- Please note that withdrawal of your contribution to an interview is possible at any time.
- The information shared in our interview is confidential. You may address your own experiences but not reveal the identities or experiences of other participants.
- I would like to hear your opinion: please speak about whether you agree or disagree with the points you make.
- There are no right or wrong answers, I'd like to hear about your experiences and what you think about them.
- Although the interview is audio recorded, please do not feel uncomfortable or intimidated by the recorder.
- Please turn off your phone.

Appendix 24. Questions – Teachers' interview

Talking About Teaching Listening

1. Tell about how you taught listening last trimester. What has been your biggest challenge when teaching listening?
What has been the most successful when teaching listening?
What unanswered questions do you have about how to teach listening?
2. Tell me about the teaching materials/textbooks you use to teach listening. What do you use? Why?
How do you feel about using these materials to teach listening in English?
3. Tell me about what other resources you use to teach listening (TV, music, teacher, TED, YouTube).
How often do you use these resources? Why?

4. From the following, tell me about which components are easy/difficult to manage in listening classes. Why?

Vocabulary	Speaker's speed/accent	Listening content	Topic background	Visual aids	Other
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5. Which of these approaches and steps do you use to teach listening?

Which approaches and steps do you think would help you teach listening better?

Discuss the topic	Make predictions	Think about previous experience	Understand general ideas	Understand specific ideas	Check vocabulary	Use visual aids
Take notes	Write a summary	Write an opinion	Use the transcript	Set listening goals	Answer comprehension questions	Learners talk with each other

6. Please look at the following examples of activities and materials for teaching listening. Which of the following materials do you use to teach listening?

How would the following materials be useful to help you teach listening better?

Individual skills checklist	Skills sheets	Listening diaries/journals	Comprehension activities	Listening feedback	Learners talk about their listening	Learners complete activities on their own
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7. Have you used any TED Talks to teach listening before?

How do you think using TED Talks would be useful for teaching listening?

8. Is it possible to teach learners how to listen more effectively?

What do you understand by 'listen effectively'? How do you think learners can be helped to listen better?

Teaching Listening

1. Did the listening activity go as planned? What was your plan for it?
2. What do you think are the 'best' methods to teach listening skills?
3. Tell me about how you selected that text/task (getting at why they are using texts/tasks)
- What purpose for them?
- How did views on 'best' methods influence your choice of text/task/procedure for the listening activity?
4. Justification of why they did certain things?
(E.g. predicting, procedures, pausing, silence – why emphasis on silence?)
5. Focus on feedback? How well do they feel learners understood? How do they know?
6. Does the listening link with any other aspect of the lesson/course? In what way?
7. What are you confident teaching? Do you feel confident teaching all parts of the lesson?
8. What can help you teach listening more effectively?
10. Any other comments or general ideas?

Appendix 25. Learners' survey

Learner Survey - Phase One March 2019

Consent Form for Online Surveys You are invited to participate in a web-based online survey on academic listening. This is a research project being conducted by Naheen Madarbakus, a Doctoral student in Applied Linguistics at Victoria University of Wellington.

Survey procedure

1. Please take a seat. You can access the survey here. It should take about 30 minutes.
2. Please read the question and answer it by choosing an answer and/or writing a short phrase/sentence.
3. Do not worry about spelling and/or grammar accuracy.
4. Please answer using your own ideas and opinions.
5. This is not a test. You will not be graded or given feedback on your language, grammar or any of your answers.

Survey rules

You can provide consent for me to use the information given in the research described at the end of the survey.

Your identity will not be given to anyone involved in the research. The researchers will not be able to identify the people who took part in the research.

You can withdraw your consent to use your online survey at any time before or during the LLC session by emailing the Head of Department, Dr Angela Joe (email: Angela.Joe@vuw.ac.nz).

You can stop completing the survey (by closing the browser) at any time.

Please be honest and write about your own experiences.

There are no right or wrong answers. Please turn off your phones

Q1 In this section, I will ask a few general questions about you.

What is your native language?

- ☐ Arabic (1)
- ☐ Chinese (2)
- ☐ Fijian (3)
- ☐ Japanese (4)
- ☐ Korean (5)
- ☐ Russian (6)
- ☐ Spanish (7)
- ☐ Thai (8)
- ☐ Vietnamese (9)
- ☐ Other (10) _____

Q2 What other languages do you speak at beginner level or above?

- ☐ Arabic (1)
- ☐ Chinese (2)
- ☐ English (11)
- ☐ Fijian (3)
- ☐ French (12)
- ☐ Japanese (4)
- ☐ Korean (5)
- ☐ Russian (6)
- ☐ Spanish (7)
- ☐ Thai (8)
- ☐ Vietnamese (9)
- ☐ Other (10) _____

Q3 What class level are you in this trimester?

- ☐ EPP (1)
- ☐ Intermediate (2)
- ☐ PREPP (3)
- ☐ Other (4) _____

Q4 How many trimesters have you been studying at the English Language Institute?

- ☐ One (1)
- ☐ Two (2)
- ☐ Three (3)
- ☐ Other (4) _____

Q5 How many years have you been studying English?

- ☐ 0-2 Years (1)
- ☐ 3-5 Years (2)
- ☐ 6-10 years (3)
- ☐ 10 years + (4)

Q6 How often do you listen to English using the following sources?

	Never (1)	Rarely (2)	Sometimes (3)	Frequently (4)	Always (5)
1. TV (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Film (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Music (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. TED Talks (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. YouTube (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Podcasts (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Radio (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. News Programmes (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Conversations in clubs or social groups (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7a In this section, I would like to find out about how you listen.

How much do you agree with the following statements below that describe some strategies for listening comprehension and describe how you listen in the language you are learning? (Please choose one answer for each of the following)

	Strongly disagree (1)	Disagree (2)	Slightly Disagree (3)	Partly Agree (4)	Agree (5)	Strongly Agree (6)
PE1. Before I start to listen, I have a plan in my head for how I am going to listen. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PE10. Before listening, I think of similar texts that I may have listened to. (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PE14. After listening, I think back to how I listened and about what I might do different next time. (14)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PE20. As I listen, I regularly ask myself if I am satisfied with my level of comprehension. (20)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PE21. I have a goal in mind as I listen. (21)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7b How much do you agree with the following statements below that describe some strategies for listening comprehension and describe how you listen in the language you are learning? (Please choose one answer for each of the following)

	Strongly disagree (1)	Disagree (2)	Slightly Disagree (3)	Partly Agree (4)	Agree (5)	Strongly Agree (6)
MT4. I translate in my head as I listen. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MT11. I translate key words as I listen (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
MT18. I translate word by word, as I listen. (18)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7c How much do you agree with the following statements below that describe some strategies for listening comprehension and describe how you listen in the language you are learning? (Please choose one answer for each of the following)

	Strongly disagree (1)	Disagree (2)	Slightly Disagree (3)	Partly Agree (4)	Agree (5)	Strongly Agree (6)
DA2. I focus harder on the text when I have trouble understanding. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DA6. When I lose focus, I recover my concentration straight away (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DA12. I try to focus again when I lose concentration (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
DA16. When I have difficulty understanding what I hear, I give up and stop listening. (16)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7d How much do you agree with the following statements below that describe some strategies for listening comprehension and describe how you listen in the language you are learning? (Please choose one answer for each of the following)

	Strongly disagree (1)	Disagree (2)	Slightly Disagree (3)	Partly Agree (4)	Agree (5)	Strongly Agree (6)
PK3. I find that listening in English is more difficult than reading. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PK8. I feel that listening comprehension in English is a challenge for me. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PK15. I don't feel nervous when I listen to English (15)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q7e How much do you agree with the following statements below that describe some strategies for listening comprehension and describe how you listen in the language you are learning? (Please choose one answer for each of the following)

	Strongly disagree (1)	Disagree (2)	Slightly Disagree (3)	Partly Agree (4)	Agree (5)	Strongly Agree (6)
PS5. I use the words I understand to guess the meanings of the words I don't understand (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PS7. As I listen, I compare what I understand with what I know about the topic. (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PS9. I use my experience and knowledge to help me understand. (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PS13. As I listen, I quickly adjust my interpretation if I realize that it is not correct. (13)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PS17. I use the general idea of the text to help me guess the meaning of the words I don't understand. (17)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
PS19. When I guess the meaning of a word, I think back to everything else I have heard to see if my guess makes sense. (19)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q8 How do you feel about listening in English? It is.... (Please choose one answer for each of the following)

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
1. Enjoyable (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Interesting (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Useful (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Necessary (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Difficult (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Stressful (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Boring (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9a What do you think about listening in general? (Please choose one answer for each of the following)

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
1. I like listening in English (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. I am confident when listening in English (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. I practice listening outside of class (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9c How do you think you will use listening strategies in the future? I will be able to use listening strategies... (Please choose one answer for each of the following)

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
8. in future classes conducted in English (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. to help me in conversations (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. to understand entertainment in English (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. in future jobs (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. when travelling (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9b What do you think helps your listening ability improve? My listening ability improves... (Please choose one answer for each of the following)

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
4. as a result of listening practice from my English class (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. as a result of the listening materials used in my English class (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. as a result of the listening activities in my English class (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. my confidence when using listening strategies (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10 Do you have any further comments to add?

Q11 Consent Form for Online Surveys

ELECTRONIC CONSENT:

Please select your choice below. You may print a copy of this consent form for your records. Clicking on the "I agree" button means that: · You agree for your information from the survey to be used in the research. Clicking on "I disagree" means that: · You do not agree for your information from the survey to be used in the research.

- ☐ I agree (1)
- ☐ I disagree (2)

Q12 Copy of the survey report

Would you like to receive a copy of the survey report?

- ☐ Yes (1)
- ☐ No (3)

Q13 Thank you for your help and for participating in this study.

Appendix 26. Learners' survey – Phase 2 additional questions

Q8 How helpful are the following when listening in English? (Please choose one answer for each of the following)

	Unhelpful (1)	Somewhat Unhelpful (2)	Neither helpful nor unhelpful (3)	Helpful (4)	Very helpful (5)
1. A listening checklist (using a strategy list to show how you listened) (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. A listening journal (Writing a reflection about your listening experiences and goals) (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Listening feedback (Reading teacher feedback to help you improve your listening) (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Listening tasks (Preparing for the listening by looking at upcoming listening tasks) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Listening strategies (Learning how to use strategies such as Key Words, Discourse Markers etc.) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Listening activities (Talking about your listening with others) (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q9 *In this section, I would like to find out about how you listen and what you think about listening. In general, what is helpful when listening in English? (Please choose one answer for each of the following)*

	Unhelpful (1)	Somewhat Unhelpful (2)	Neither helpful nor unhelpful (3)	Helpful (4)	Very Helpful (5)
1. Vocabulary (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Speaker's speed (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Speaker's accent (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Context (topic) (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Background (previous experience/ideas) (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Visual Aids (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10a *How helpful are the following BEFORE listening in English? (Please choose one answer for each of the following)*

	Unhelpful (1)	Somewhat Unhelpful (2)	Neither helpful nor unhelpful (3)	Helpful (4)	Very Helpful (5)
1. Making predictions (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Thinking about the topic/previous experience (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Checking vocabulary before listening (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Setting listening goals/Thinking about how I will listen (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Looking at the listening tasks I have to complete (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10b How helpful are the following WHILE listening in English? (Please choose one answer for each of the following)

	Unhelpful (1)	Somewhat Unhelpful (2)	Neither helpful nor unhelpful (3)	Helpful (4)	Very Helpful (5)
6. Taking notes (6)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Listening for general ideas (7)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Listening for specific ideas (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Using visual aids (9)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Q10c How helpful are the following AFTER listening in English? (Please choose one answer for each of the following)

	Unhelpful (1)	Somewhat Unhelpful (2)	Neither helpful nor unhelpful (3)	Helpful (4)	Very Helpful (5)
10. Discussing ideas with a peer after listening (10)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Using a transcript (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Writing a Summary/Opinion (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Appendix 27. Procedure - Learners' focus group



Focus group procedure

Thank you for agreeing to participate in today's focus group.

1. Please take a seat.
2. Please read the questions and write any notes to help you remember your ideas.
3. Please read the question out loud and answer the questions with your group. You do not need to take it in turns. Interact and have an informal conversation.
4. Spend at least two minutes on each question. You can answer any question, in any order.
5. Please give everyone the opportunity to speak.
6. This is not a test. You will not be graded or given feedback on your language, grammar or any of your answers.
7. Relax, share your experiences and help each other.

Focus group rules

- You can leave the focus group discussion at any time, but you cannot withdraw what has been said up to that point.
- After the focus group, you may address your own experiences but not reveal the identities or experiences of other participants.
- You do not need to agree with others, but please listen respectfully as others share their views.
- Please speak up on whether you agree or disagree.
- There are no right or wrong answers, every person's experiences and opinions are important.
- Although the meeting is audio recorded, please could one person speak at a time.
- Please turn off your phones.

Appendix 28. Questions - Learners' focus group



Talking About Listening

1. Tell me about what you listen to (TV, music, teacher, TED, YouTube). What do you enjoy?
Which do you find difficult? Which do you find most useful for learning?

2. Tell me about your listening practices in class.

3. Tell me about your listening practices outside of class.

4. When listening, what do you find easy? What is difficult? Give an example about each experience.

Vocabulary	Speaker's speed/accent	Listening content	Topic background	Visual aids	Other
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5. How would you rate your success of listening? How do you relate the following to your listening success?

Discuss the topic	Make predictions	Think about your previous experience	Understand general Ideas	Understand specific Ideas	Check vocabulary	Use visual aids
Take notes	Write a summary	Write an opinion	Use the transcript	Set listening goals	Answer comprehension questions	Talk with others

6. Think about your last listening class. Which strategies did you use? Would you say these are good or poor strategies? Why? (See Strategies List)

Thinking about how you have listened previously	Planning how you will listen in this lesson	Thinking about how you listened to the text	Writing about your listening experience	Talking about your listening experience	Writing about what you did to listen	Setting listening goals for next time
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7. Which of the following are important to you? Why? What isn't important? Why?
Any other factors which would be important?

Thinking about how I listen	Getting the correct answers	Learning how to listen to TED Talks	Understanding everything	Thinking how I could change how I listen	Listening to something interesting	I don't like listening
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8. Have you watched any talks before? Tell me about your experience of watching TED Talks.
What are you expecting from TED Talks?

9. Outside of class, when will you need to listen in English in the future? Why?

10. What do you think would help you improve your listening in English?

Appendix 29. Procedure – Learners' listening journals

Guidelines for completing TED Talks self-study lesson

1. Please read through the lesson and check the tasks and activities you need to complete.
2. You can spend up to 20 minutes on each section (before listening/ while listening / after listening). This should be no longer than 60 minutes in total.
3. Please spend an additional 15 minutes to complete the listening journal after the lesson.
4. You can look at the transcript or use subtitles at any time. Please record on the listening journal if you used the transcript and/or subtitles.
5. You can use a dictionary at any time.

Guidelines for keeping your listening journal

1. You should write five entries this trimester. There is no set length for each entry. However, you need to aim at providing a detailed account when you write an entry. You are encouraged to think about the following ideas when writing your diary.
2. You should try to write the journal entry mainly in English. However, you are allowed to use your native language if you find yourself unable to express yourself clearly in English.
3. Remember, you are not just reflecting on just the CONTENT of your listening material. You are also recording and reporting on the WHOLE listening experience. Write about what helped you/didn't help you and also how you felt (e.g. Was it the vocab/accent/speed/background noise/my tiredness/ (lack of) interest/the speaker's (lack of) clarity that made listening easy/difficult?).
4. You should write an entry as soon as you finish your listening activity. To begin each entry:
 - Write down the percentage of how much you understood the listening.
 - Score your difficulty of understanding on a scale of 1% (extremely difficult) to 100% (extremely easy).
 - Also write down how many times you listened, and if you used the transcript and/or subtitles.

Your listening journal - Write about:

(a) Your Summary and Evaluation

Summary (100 words or more): Summarise the main points in YOUR OWN WORDS. Begin by mentioning the title, speaker and topic.

Evaluation (100 words or more): write your opinion about a main point in the Talk. What impact did the Talk have on you? [What was learnt/liked/inspiring?]

(b) **My Observations:** How did you feel about your listening today? What helped you to understand the talk the most? Why? Which activities were easy? Why? Did you work with other people? What activities in class helped you to understand the listening passage the most? Analyse how listening strategies helped you to understand the talk. Don't just list the strategies, explain how appropriate and effective they were for each difficulty; include examples.

(c) **My reflection:** Did you meet your listening goal today? What did you find difficult today? Why? What did you do to help you understand the talk more easily? Did it help? Why/why not? Please give an example of when you had trouble understanding something. Explain which parts of this clip were difficult to understand and why; include examples.

(d) **My Goals:** What will you do differently to help you listen next time? Why? Any other comments? How did I respond? Did I do something which made the situation worse/better? Was the activity useful? Enjoyable? Will I do it again? Why (not)? What can I do to help me/improve the situation next time?

5. Feel free to ask me questions during the process of completing your listening journal. Have fun and enjoy your listening adventure!

HOW TO COMPLETE MY JOURNAL

How much did I understand about ...

Write in your 'understood' percentage –

0% = it was difficult to understand / 100% = it was easy to understand, number of times listened, and if you used subtitles and/or transcript

Summary: What was the talk about?	Evaluation: What is your opinion on the talk?
<p>In this box, summarize the TED Talk you listened to and write an opinion.</p> <ul style="list-style-type: none"> - Use the speaker's surname and a reporting verb (<i>Treasure claims....</i>) - Use details about examples and experiments (<i>The talk shows four different modalities which are...</i>) - Talk about how useful the idea/concept is (<i>Sound health should be considered by people because...</i>) - Relate your own opinion to the topic you listened to (<i>Sound health is important to me because...</i>) 	
<p>My Observations: (Look back through the lesson. 1. How did you feel about your listening today? 2. What helped you to understand the talk the most? Why? 3. Which activities were easy? Why? 4. Did you work with other people?)</p> <p>In this box, reflect on what you thought about today's listening.</p> <ul style="list-style-type: none"> - Say how you felt about today's listening (<i>Today's talk was boring because I couldn't follow his ideas</i>) - Explain what skills you used that were helpful (<i>I found predicting new vocabulary useful because...</i>) - Explain your chosen <u>skills</u> (<i>I chose to listen to pitch which helped me identify important words</i>) - Say what you thought about the activities (<i>I didn't like the codes table because I didn't hear...</i>) - Say who you worked with and how you felt (<i>Working alone was stressful as I couldn't share ideas</i>) 	
<p>My Reflection: (1. Did you meet your listening goal today? 2. What did you find difficult today? Why? 3. What did you do to help you understand the talk more easily? 4. Did it help? Why/why not?)</p> <p>In this box, reflect on the listening skills and methods that you used when listening to the talk.</p> <ul style="list-style-type: none"> - Say if you met your listening goal from last time (<i>I used more key words in my notes which helped me understand the talk better</i>) - Explain what lesson skills were difficult (<i>I found predicting new vocabulary difficult because...</i>) - Explain what skills/tasks helped you to understand the talk better (<i>I chose to listen the first time and write notes the second time which helped me understand ideas easily</i>) 	
<p>My Goal do differ</p>	<p>In this box, explain the methods you will try next time and <u>why</u></p> <ul style="list-style-type: none"> - Write down <u>three</u> improvements you would like to make and explain <u>how</u> it will help you. (<i>I would like to understand key words better. This will help me to understand ideas more easily.</i>) - Explain what you will try next time and how you think it will help you (<i>I will use codes and numbers in my notes to help me remember important details for my summary</i>) <p>Look back at the lesson to help you!</p>

Appendix 30. TED Talks-based listening lesson (Classroom Instruction)

Britta Riley - A Garden In My Apartment

https://www.ted.com/talks/britta_riley_a_garden_in_my_apartment#t-81545

A. Your listening

Before you listen, read the statement and number the options to show your opinion. When I listen...

(1=Strongly Disagree/2 =Disagree /3 =Slightly Disagree/4 =Partly Agree /5 =Agree /6 =Strongly Agree)

I find that listening in English is more difficult than reading.	
I use my experience and knowledge to help me understand.	
I don't feel nervous when I listen to English	
I feel that listening comprehension is a challenge for me	

B. Read the statement and number the options to show what you do. When I listen...

(1=Never/2 =Hardly Ever /3 =Occasionally/4 =Sometimes /5 =Usually /6 =Always)

I focus harder on the text when I have trouble listening	
As I listen, I compare what I understand with what I know about the topic	
I try to get back on track when I lose concentration	
When I have difficulty understanding what I hear, I give up and stop listening	
When my mind wanders, I recover my concentration straight away	
As I listen, I quickly adjust my interpretation if I realize that it is not correct	
I use the general idea of the text to help me guess the meaning of the words I don't understand	
I use predictions	
I use key words	
I take notes	
I use cues	
I use specific information	
I summarize	

C. Now look at the lesson tasks. What are your goals as you listen today?

--

D. Focus on... Inferencing

What do you know about the following ideas? Write your thoughts in the box below.

R&D-I-Y	
Window Farms	
Hydroponics	
Co-developers	

Before Listening

E-i) What other texts have you read or listened to which are similar to the topic *A garden in my apartment?*

E-ii) Write your predictions before listening in the space below. Check your ideas after listening.



Ideas Before I Listen	Ideas After I Listen

E-iii) Check new words in a dictionary. Write the definition, translation and/or synonyms under the new words.

Acknowledge	Apartment	Area	Benefit	Bulbs	Carbon	Community
Complex	Concentrate	Climate	Contribute	Customise	Contribute	Create
Culture	Design	Evolve	Environment	Footprint	Fund	Generations
Hydroponics	Individuals	Issues	Infrastructure	Innovations	Interdependence	Involve
Momentum	Microclimate	Media	Nutrient	Optimal	Organic	Panel
Periodic	Precise	Patent	Palpably	Pellet	Pioneer	Platform
Rediscover	Require	Scary	Source	Trickle	Vertical	Website
Names	United States	Mansato	Martha Stewart		NASA	LED
R&D-I-Y	New York Times		Window Farms		Chicago	Finland

How much did I understand about the listening in this section? (0%-100%)

While Listening

TOP TIP! If you lose track of the talk, start taking notes again when you hear the next idea.

F. Listen to the talk twice. Write your notes in the space below as you listen. Change pens the second time you listen.

How much did I understand about the listening in this section? (0%-100%)

After Listening

G. Use your notes to match the information with the answer key below. Discuss these ideas.

A. Open source Collaboration	B. NASA	C. New York Times writer Michael Pollan	D. Window Farms
E. Co-developers	F. Social Media Site	G. R&D-I-Y	H. Jackson
I. Tony	J. Finland	K. Do-it-yourselfers	L. Our Culture

1. Use hydroponics to explore growing food in space	2. Support someone else's idea rather than be just the idea guy	3. Research and develop it yourself	4. Use LED grow lights to customize window farms for dark days of winter
5. Where 18,000 people publish, explain & improve designs	6. Suggested using air pumps instead of water pumps	7. An extremely powerful social infrastructure	8. Free, well-tested instructions for anyone, anywhere to build a system for free
9. Grows strawberries in low-light conditions by changing out organic nutrients	10. Vertical, hydroponic platforms for food growing indoors	11. Argues growing our own food is <u>the best</u> thing we can do for our environment	12. Open project where many people contribute to developing project

A7	B	C	D	E	F	G	H	I	J	K	L
----	---	---	---	---	---	---	---	---	---	---	---

G-i) Go back to the prediction boxes. Write about if your ideas changed in the 'ideas after I listen' box.

H. Look at the ideas from 'Focus on...Inferencing'. What do you understand about these ideas now?

R&D-I-Y	Window Farms	Hydroponics
Co-developers	Open Source Projects	Culture

H-i. What are your opinions?

Would window farms work in your country?	What is the best way to participate in R&D-I-Y?	How does R&D-I-Y make you a responsible citizen?

<i>How much did I understand about the listening today? (0%-100%)</i>	
---	--

Summary: What was the talk about?	Evaluation: What did you think about the talk?

My Observations: (Look back through the lesson. 1. How did you feel about your listening today? 2. What helped you to understand the talk the most? Why? 3. Which activities were easy? Why? 4. Did you work with other people?)

--

My reflection: (1. Did you meet your listening goal today? 2. What did you find difficult today? Why? 3. What did you do to help you understand the talk more easily? Did it help? Why/why not?)

--

My Goals: (1. What will you do differently to help you listen next time? Why? Any other comments?)

--

Lesson Key for MALQ Strategies used

Syllabus - RQ3b. What is the effect of using strategy instruction with TED Talks on learners' independent use of listening strategies?

MALQ Strategies	What it means? (from Vandergrift and Goh 2012 p287)
Planning/ Evaluation	1. Before I start to listen, I have a plan in my head for how I am going to listen 10. Before listening, I think of similar texts that I may have listened to 14. After listening, I think back to how I listened and about what I might do different next time. 20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension. 21. I have a goal in mind as I listen.
Mental Translation	4. I translate in my head as I listen. 11. I translate key words as I listen 18. I translate word by word, as I listen.
Directed Attention	2. I focus harder on the text when I have trouble understanding. 6. When my mind wanders, I recover my concentration straight away 12. I try to get back on track when I lose concentration 16. When I have difficulty understanding what I hear, I give up & stop listening.
Person Knowledge	3. I find that listening in English is more difficult than reading. 8. I feel that listening comprehension in English is a challenge for me 15. I don't feel nervous when I listen to English
Problem solving	5. I use the words I understand to guess the meanings of the words I don't understand 7. As I listen, I compare what I understand with what I know about the topic. 9. I use my experience and knowledge to help me understand. 13. As I listen, I quickly adjust my interpretation if I realise that it is not correct. 17. I use the general idea of the text to help me guess the meaning of the words I don't understand. 19. When I guess the meaning of a word, I think back to everything else I have heard to see if my guess makes sense.

Yellow = Routine strategies (used in every lesson)

Blue = Focus on.... Strategies (rotated between lessons)

After Listening

G. Use your notes to match the information with the answer key below. Discuss these ideas.

A. Open source Collaboration	B. NASA	C. New York Times writer Michael Pollan	D. Window Farms
E. Co-developers	F. Social Media Site	G. R&D-I-Y	H. Jackson
I. Tony	J. Finland	K. Do-it-yourselfers	L. Our Culture

1. Use hydroponics to explore growing food in space	2. Support someone else's idea rather than be just the idea guy	3. Research and develop it yourself	4. Use LED grow lights to customize window farms for dark days of winter
5. Where 18,000 people publish, explain & improve designs	6. Suggested using air pumps instead of water pumps	7. An extremely powerful social infrastructure	8. Free, well-tested instructions for anyone, anywhere to build a system for free
9. Grows strawberries in low-light conditions by changing out organic nutrients	10. Vertical, hydroponic platforms for food growing indoors	11. Argues growing our own food is the <u>best</u> thing we can do for our environment	12. Open project where many people contribute to developing project

A7	B	C	D	E	F	G	H	I	J	K	L
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G-i) Go back to the prediction boxes. Write about if your ideas changed in the 'ideas after I listen' box.

H. Look at the ideas from 'Focus on...Inferencing'. What do you understand about these ideas now?

R&D-I-Y	Window Farms	Hydroponics
Co-developers	Open Source Projects	Culture

H-i. What are your opinions?

Would window farms work in your country?	What is the best way to participate in R&D-I-Y?	How does R&D-I-Y make you a responsible citizen?

OFF types: [?57:63] apartment [3] aquaponic [1] bulbs [1] carbon [1] cherry [1] civic [1] climate [1] co [2] collaboration [2] cucumbers [1] customizing [2] footprint [1] guy [1] guzzlers [1] halfway [1] harness [1] hydroponic [1] hydroponics [2] intellectual [1] interdependence [1] interplay [1] leaky [1] magazine [1] messes [1] microclimate [1] momentum [1] newcomers [1] nutrient [1] nutrients [1] nutritional [1] optimal [1] organic [1] organically [1] outfitting [1] palpably [1] patent [1] patenting [1] pellets [1] pending [1] pioneers [1] platforms [1] rediscovering [1] retool [1] salad [1] scary [1] software [1] solar [1] strawberries [1] tester [1] tomatoes [1] tony [1] trickles [1] vegetable [1] versioning [1] vertical [1] website [1] yourselves [1]

Words recategorized by user as 1k items (proper nouns etc): NONE EARTH NEW YORK TIMES MICHAEL POLLAN CITY WIRED NASA UNITED STATES MONSANTO MARTHA STEWART JACKSON CHICAGO FINLAND FINNISH LED ELEN LEDS END OF LIST (total 31 tokens)

BNC-coca ON Sun, 20 Jan 2019 22:50:25 GMT

Freq. Level	Families (%)	Types (%)	Tokens (%)	Cumul. token %
K-1 Words:	257 (68.2)	322 (68.51)	1059 (85.8)	85.8
K-2 Words:	56 (14.9)	66 (14.04)	85 (6.9)	92.7
K-3 Words:	37 (9.8)	40 (8.51)	47 (3.8)	96.5
Coverage 95 95				
K-4 Words:	12 (3.2)	13 (2.77)	13 (1.1)	97.6
K-5 Words:	8 (2.1)	9 (1.91)	9 (0.7)	98.3
Coverage 98				
K-6 Words:				
K-7 Words:	3 (0.8)	3 (0.64)	4 (0.3)	98.6
K-8 Words:	2 (0.5)	2 (0.43)	2 (0.2)	98.8
K-9 Words:				
K-10 Words:				
K-11 Words:				
K-12 Words:				
K-13 Words:				
K-14 Words:				
K-15 Words:	1 (0.3)	2 (0.43)	3 (0.2)	99.0
K-16 Words:	1 (0.3)	1 (0.21)	1 (0.1)	99.1
K-17 Words:				
K-18 Words:				
K-19 Words:				
K-20 Words:				
K-21 Words:				
K-22 Words:				
K-23 Words:				

K-24 Words:

K-25 Words:

Off-List: ?? 11 (2.34) 11 (0.89) 99.99

Total (unrounded) 377+? 470 (100) 1234 (100) ≈100.00

K-List	Words
K3	acknowledging approved behaviour carbon climate collaboration complex consumer core corporate corporation crops declare evolving experiment experiments experts explore heal innovations intellectual laughter leaky liquid media organic organically panels platforms precisely published software solution solve source suspended technically temperature universal yield
K4	bulbs civic clay infrastructure interdependence momentum nutritional outfitting patent patenting pioneers solar vertical
K5	applause cherry ditch harness nutrient nutrients optimal pending trickles
K6	
K7	cucumbers customizing pellets
K8	interplay palpably
K9	
K10	

Britta Riley - A Garden In My Apartment

https://www.ted.com/talks/britta_riley_a_garden_in_my_apartment#t-81545

I, like many of you, am one of the two billion people on Earth who live in cities. And there are days — I don't know about the rest of you — but there are days when I palpably feel how much I rely on other people for pretty much everything in my life. And some days, that can even be a little scary. But what I'm here to talk to you about today is how that same interdependence is actually an extremely powerful social infrastructure that we can actually harness to help heal some of our deepest civic issues, if we apply open-source collaboration.

A couple of years ago, I read an article by New York Times writer Michael Pollan, in which he argued that growing even some of our own food is one of the best things that we can do for the environment. Now at the time that I was reading this, it was the middle of the winter and I definitely did not have room for a lot of dirt in my New York City apartment. So, I was basically just willing to settle for just reading the next Wired magazine and finding out how the experts were going to figure out how to solve all these problems for us in the future. But that was actually exactly the point that Michael Pollan was making in this article — it's precisely when we hand over the responsibility for all these things to specialists that we cause the kind of messes that we see with the food system.

So, I happen to know a little bit from my own work about how NASA has been using hydroponics to explore growing food in space. And that you can actually get optimal nutritional yield by running a kind of high-quality liquid soil over plants' root systems. Now to a vegetable plant, my apartment has got to be about as foreign as outer space. But I can offer some natural light and year-round climate control.

Fast-forward two years later: we now have window farms, which are vertical, hydroponic platforms for food-growing indoors. And the way it works is that there's a pump at the bottom, which periodically sends this liquid nutrient solution up to the top, which then trickles down through plants' root systems that are suspended in clay pellets — so there's no dirt involved. Now light and temperature vary with each window's microclimate, so a window farm requires a farmer, and she must decide what kind of crops she is going to put in her window farm, and whether she is going to feed her food organically.

Back at the time, a window farm was no more than a technically complex idea that was going to require a lot of testing. And I really wanted it to be an open project, because hydroponics is one of the fastest growing areas of patenting in the United States right now, and could possibly become another area like Monsanto, where we have a lot of corporate intellectual property in the way of people's food. So I decided that, instead of creating a product, what I was going to do was open this up to a whole bunch of co-developers.

The first few systems that we created, they kind of worked. We were actually able to grow about a salad a week in a typical New York City apartment window. And we were able to grow cherry tomatoes and cucumbers, all kinds of stuff. But the first few systems were these leaky, loud power-guzzlers that Martha Stewart would definitely never have approved.

(Laughter)

So, to bring on more co-developers, what we did was we created a social media site on which we published the designs, we explained how they worked, and we even went so far as to point out everything that was wrong with these systems. And then we invited people all over the world to build them and experiment with us. So, actually now on this website, we have 18,000 people. And we have window farms all over the world.

What we're doing is what NASA or a large corporation would call R&D, or research and development. But what we call it is R&D-I-Y, or "research and develop it yourself."

(Laughter)

So, for example, Jackson came along and suggested that we use air pumps instead of water pumps. It took building a whole bunch of systems to get it right, but once we did, we were able to cut our carbon footprint nearly in half. Tony in Chicago has been taking on growing experiments, like lots of other window farmers, and he's been able to get his strawberries to fruit for nine months of the year in low-light conditions by simply changing out the organic nutrients. And window farmers in Finland have been customizing their window farms for the dark days of the Finnish winters by outfitting them with LED grow lights that they're now making open source and part of the project.

So, window farms have been evolving through a rapid versioning process similar to software. And with every open source project, the real benefit is the interplay between the specific concerns of people customizing their systems for their own particular concerns, and the universal concerns. So, my core team and I are able to concentrate on the improvements that really benefit everyone. And we're able to look out for the needs of newcomers.

So, for do-it-yourselfers, we provide free, very well-tested instructions so that anyone, anywhere around the world, can build one of these systems for free. And there's a patent pending on these systems as well that's held by the community. And to fund the project, we partner to create products that we then sell to schools and to individuals who don't have time to build their own systems.

Now within our community, a certain culture has appeared. In our culture, it is better to be a tester who supports someone else's idea than it is to be just the idea guy. What we get out of this project is support for our own work, as well as an experience of actually contributing to the environmental movement in a way other than just screwing in new light bulbs. But I think that Eileen expresses best what we really get out of this, which is the actual joy of collaboration. So, she expresses here what it's like to see someone halfway across the world having taken your idea, built upon it and then acknowledging you for contributing. If we really want to see the kind of wide consumer behavior change that we're all talking about as environmentalists and food people, maybe we just need to ditch the term "consumer" and get behind the people who are doing stuff.

Open source projects tend to have a momentum of their own. And what we're seeing is that R&D-I-Y has moved beyond just window farms and LEDs into solar panels and aquaponic systems. And we're building upon innovations of generations who went before us. And we're looking ahead at generations who really need us to retool our lives now. So, we ask that you join us in rediscovering the value of citizens united, and to declare that we are all still pioneers.

(Applause)

Appendix 31: TED Talks-based listening lesson (Self-study instruction)

Britta Riley - A Garden In My Apartment

https://www.ted.com/talks/britta_riley_a_garden_in_my_apartment#t-81545

A. Your Listening

What activities will help you to understand the listening the most?

Predictions		Key words		Taking notes		Opinion	
<u>Using cues</u>		Using specific information		Summarizing		Transcript	

B. Before listening - What did you do before you listened to the talk?

0 min

Order	What you did?	Time
1		
2		
3		
4		
5		

C. While Listening - What did you do while you listened to the talk?

20 mins

Order	What you did?	Time
1		
2		
3		
4		
5		

D. After Listening - What did you do after you listened to the talk?

40 mins

Order	What you did?	Time
1		
2		
3		
4		
5		

60 mins

Before Listening

E) Look at the following before listening. Write any notes or useful vocabulary in the boxes below.



Ideas about the talk

--

Vocabulary (Read through the lesson and write down any vocabulary that can help you listen)

--

While Listening

F. Listen to the talk twice. Write your notes in the space below as you listen. Change pens the second time you listen.



After Listening

G. Use your notes to match the information with the answer key below. Discuss these ideas.

A. Open source Collaboration	B. NASA	C. New York Times writer Michael Pollan	D. Window Farms
E. Co-developers	F. Social Media Site	G. R&D-I-Y	H. Jackson
I. Tony	J. Finland	K. Do-it-yourselfers	L. Our Culture

1. Use hydroponics to explore growing food in space	2. Support someone else's idea rather than be just the idea guy	3. Research and develop it yourself	4. Use LED grow lights to customize window farms for dark days of winter
5. Where 18,000 people publish, explain & improve designs	6. Suggested using air pumps instead of water pumps	7. An extremely powerful social infrastructure	8. Free, well-tested instructions for anyone, anywhere to build a system for free
9. Grows strawberries in low-light conditions by changing out organic nutrients	10. Vertical, hydroponic platforms for food growing indoors	11. Argues growing our own food is the <u>best</u> thing we can do for our environment	12. Open project where many people contribute to developing project

A7	B	C	D	E	F	G	H	I	J	K	L
----	---	---	---	---	---	---	---	---	---	---	---

H. What did you do to help you understand the listening today?

What it means? (from Vandergrift and Goh 2012 p287)	Check if used
1. Before I start to listen, I have a plan in my head for how I am going to listen.	
14. After listening, I think back to how I listened and about what I might do different next time.	
20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension	
21. I have a goal in mind as I listen.	
4. I translate in my head as I listen.	
11. I translate key words as I listen.	
18. I translate word by word, as I listen.	
2. I focus harder on the text when I have trouble understanding.	
7. As I listen, I compare what I understand with what I know about the topic.	
12. I try to get back on track when I lose concentration	
16. When I have difficulty understanding what I hear, I give up & stop listening.	
3. I find that listening in English is more difficult than reading.	
9. I use my experience and knowledge to help me understand.	
15. I don't feel nervous when I listen to English	
5. I use the words I understand to guess the meanings of the words I don't understand	
6. When my mind wanders, I recover my concentration straight away	
8. I feel that listening comprehension in English is a challenge for me	
10. Before listening, I think of similar texts that I may have listened to.	
13. As I listen, I quickly adjust my interpretation if I realise that it is not correct.	
17. I use the general idea of the text to help me guess the meaning of the words I don't understand	
19. When I guess the meaning of a word, I think back to everything else I have heard to see if my guess makes sense.	

J. Please answer the questions below.

How much did I understand about the listening today? (0%-100%)

How many times did I listen to the TED Talk today? (write a number)

Did I use the transcript today? (write how many times)

Did I use subtitles today? (write how many times/language)

_____ / _____

Summary: What was the talk about?	Evaluation: What is your opinion on the talk?

My Observations: (Look back through the lesson. 1. How did you feel about your listening today? 2. What helped you to understand the talk the most? Why? 3. Which activities were easy? Why? 4. Did you work with other people?)

My reflection: (1. Did you meet your listening goal today? 2. What did you find difficult today? Why? 3. What did you do to help you understand the talk more easily? Did it help? Why/why not?)

My Goals: (1. What will you do differently to help you listen next time? Why? 2. Any other comments?)

Appendix 32. TED Talks (lesson selections)

EPP – Cycle 2

Theme	TED Talks	Link
Learning a Language	Ken Robinson Patricia Ryan	https://www.ted.com/talks/ken_robinson_changing_education_paradigms https://www.ted.com/talks/patricia_ryan_ideas_in_all_languages_not_just_english
Tourism	Kristen Weis Rose George	https://www.youtube.com/watch?v=tWU7XgajS8 / http://www.tedxherndon.com/videos/ https://www.ted.com/talks/rose_george_inside_the_secret_shipping_industry
Migration & Acculturation	Duarte Geraldino Rebecca Hwang	https://www.ted.com/talks/duarte_geraldino_what_we_re_missing_in_the_debate_about_immigration https://www.ted.com/talks/rebecca_hwang_the_power_of_diversity_within_yourself
Sustainable Development	Britta Riley Elora Hardy	https://www.ted.com/talks/britta_riley_a_garden_in_my_apartment#t-81545 https://www.ted.com/talks/elora_hardy_magical_houses_made_of_bamboo

Int Cycle 2

Theme	TED Talks	Link
Language Learning	Celeste Headlee Julian Treasure	https://www.ted.com/talks/celeste_headlee_10_ways_to_have_a_better_conversation https://www.ted.com/talks/julian_treasure_5_ways_to_listen_better
Marketing, Branding & Consuming	Tim Leberecht Evan Williams	https://www.ted.com/talks/tim_leberecht_3_ways_to_usefully_lose_control_of_your_reputation https://www.ted.com/talks/evan_williams_on_listening_to_twitter_users
Sustainability	Michael Pritchard Topher White	https://www.ted.com/talks/michael_pritchard_invents_a_water_filter https://www.ted.com/talks/topher_white_what_can_save_the_rainforest_your_used_cell_phone
World Population	Hans Rosling Dan Barasch	https://www.ted.com/talks/hans_rosling_on_global_population_growth www.ted.com/talks/dan_barasch_a_park_underneath_the_hustle_and_bustle_of_new_york_city

Appendix 33. MALQ strategies used in lessons (Cycle 1)

Strategies	CT1 DC	CT2 MS/DA	CP1 MH	CP2 AR	WLB1 LV	WLB2 NM	FS1 EG	FS2 MH		IL1 EM	IL2 JW	BI1 FQ	BI2 TS	CU1 CS	CU2 MR	HI1 MK	HI2 NB
PE1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PE10	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PE14	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PE20	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PE21	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
MT4	✓				✓		✓			✓				✓			✓
MT11	✓				✓		✓			✓				✓			✓
MT18	✓				✓		✓			✓				✓			✓
DA2		✓	✓			✓		✓			✓		✓		✓		
DA6		✓	✓	✓		✓		✓				✓	✓		✓	✓	
DA12		✓	✓			✓		✓			✓	✓	✓		✓		
DA16		✓	✓			✓		✓			✓		✓		✓		
PK3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PK8	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PK15	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PS5	✓			✓	✓		✓	✓		✓	✓	✓		✓		✓	✓
PS7		✓	✓	✓		✓		✓			✓	✓	✓		✓	✓	
PS9	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PS13		✓	✓	✓		✓		✓				✓	✓		✓	✓	
PS17	✓	✓	✓	✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓
PS19	✓			✓	✓		✓	✓		✓	✓	✓		✓		✓	✓
Skills																	
Inferencing			✓					✓				✓	✓			✓	
Using Cues		✓	✓			✓					✓				✓		
Key Words					✓									✓			✓
Discourse Markers	✓						✓			✓							
Prosodic/ Kinesic cues		✓		✓													
	15	16	16	15	15	15	15	18		15	16	16	16	15	15	15	15

Appendix 34. MALQ strategies used in lessons (Cycle 2)

Strategies	LAL1 PR	LAL2 KR	TR1 KW	TR2?	MAA1 DG	MAA2 RH	SD1 BR	SD2 EH		LL1 JT	LL2 CH	MBC1 TL	MBC2 EW	SST1 MP	SST2 TW	WP1 DB	WP2 HR
PE1	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PE10	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PE14	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PE20	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PE21	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
MT4	✓				✓			✓		✓				✓		✓	
MT11	✓				✓			✓		✓				✓		✓	
MT18	✓				✓			✓		✓				✓		✓	
DA2		✓	✓			✓	✓				✓	✓					
DA6		✓	✓			✓	✓				✓	✓	✓		✓		✓
DA12		✓	✓			✓	✓				✓	✓	✓				
DA16		✓	✓			✓	✓				✓	✓					
PK3	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PK8	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PK15	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PS5	✓				✓			✓		✓			✓	✓	✓	✓	✓
PS7		✓	✓			✓	✓				✓	✓	✓		✓		✓
PS9	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓
PS13		✓	✓			✓	✓				✓	✓	✓		✓		✓
PS17	✓		✓		✓		✓	✓		✓		✓	✓	✓	✓	✓	✓
PS19	✓				✓			✓		✓			✓	✓	✓	✓	✓
Skills																	
Inferencing			✓				✓					✓	✓		✓		✓
Using Cues		✓	✓			✓	✓				✓		✓				
Key Words					✓									✓		✓	
Discourse Markers	✓							✓		✓							
Prosodic/ Kinesthetic cues		✓													✓		✓
	15	15	16		15	15	16	15		15	15	16	16	15	15	15	15

Appendix 35. Cronbach Alpha Record

Factor	ALL CLASSES – Pre	ALL CLASSES – Post	Class 1 – Pre	Class 1 – Post	Class 2 – Pre	Class 2 – Post	Class 4 – Pre	Class 4 – Post
PE	0.731	0.728	0.690	0.805	0.623	0.555	0.695	0.751
MT	0.728	0.811	0.842	0.920	0.648	0.678	0.478	0.624
DA	0.457	0.227	0.101	0.344	0.29	0.391	0.484	0.382
PK	0.730	0.731	0.698	0.742	0.305	0.99	0.578	0.518
PS	0.764	0.726	0.626	0.707	0.800	0.822	0.801	0.818
Before	0.711	0.585	0.890	0.656	0.092	0.400	0.712	0.604
While	0.585	0.718	0.801	0.697	-0.480	0.738	0.763	0.854
After	0.370	0.662	0.228	0.645	0.556	0.712	0.342	0.728
Lesson components	0.648	0.703	0.226	0.483	0.802	0.773	0.706	0.713
Listening resources	0.807	0.886	0.900	0.932	0.504	0.538	0.763	0.882
Resource components	0.622	0.771	0.604	0.730	0.747	0.858	0.633	0.790
Listening feelings	0.533	0.779	0.650	0.332	0.193	0.373	0.450	0.617

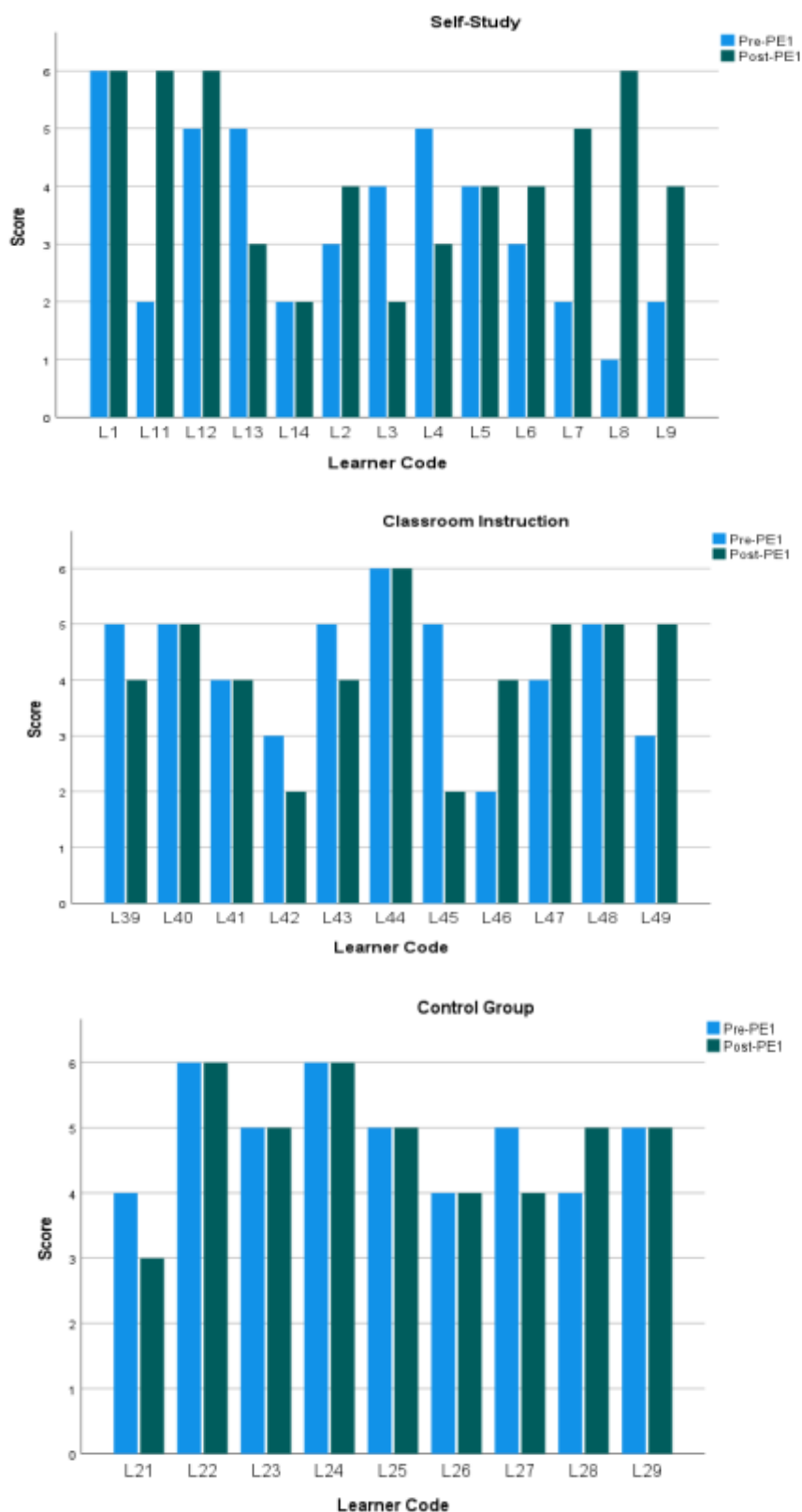
Appendix 36. p-values and Cohen's d Effect Size Values Record

Factor	Self-Study		Classroom Instruction		Control Group	
PE	p value	d value	p value	d value	p value	d value
PE1	0.196	0.382	0.839	0.035	0.594	0.183
PE10	0.096	0.511	0.120	0.486	0.347	0.347
PE14	0.076	0.541	0.539	0.198	0.594	0.184
PE20	<0.001	1.667	0.420	0.259	1.000	<0.001
PE21	0.020	0.739	0.242	0.381	0.824	0.141
MT	p value	d value	p value	d value	p value	d value
MT4	0.888	0.036	0.796	0.080	0.169	0.502
MT11	0.880	0.044	0.724	0.109	0.729	0.119
MT18	0.880	0.039	1.000	<0.001	0.179	0.487
DA	p value	d value	p value	d value	p value	d value
DA2	0.455	0.217	0.588	0.168	0.174	0.501
DA6	0.303	0.302	0.756	0.095	0.312	0.357
DA12	0.293	0.304	0.192	0.420	1.000	<0.001
DA16	0.082	0.525	0.871	0.050	0.104	0.607
PK	p value	d value	p value	d value	p value	d value
PK3	0.232	0.351	0.779	0.096	0.095	0.625
PK8	0.553	0.169	0.167	0.447	0.347	0.331
PK15	0.219	0.353	0.863	0.053	0.594	0.183
PS	p value	d value	p value	d value	p value	d value
PS5	1.000	<0.001	0.296	0.338	0.760	0.105
PS7	0.165	0.320	0.588	0.168	0.347	0.333
PS9	0.851	0.049	0.506	0.234	0.681	0.141
PS13	0.337	0.273	0.341	0.300	0.447	0.265
PS17	0.104	0.493	0.676	0.130	1.000	<0.001
PS19	1.000	<0.001	1.000	<0.001	0.594	0.183
Before	p value	d value	p value	d value	p value	d value
Prediction	0.273	0.319	0.024	0.811	0.681	0.142
Topic	0.502	0.200	0.012	0.922	0.594	0.184
Vocabulary	0.427	0.228	0.052	0.666	0.282	0.384
Goals	1.000	<0.001	1.000	<0.001	0.347	0.342
Tasks	0.776	0.066	0.676	0.129	0.169	0.525
While	p value	d value	p value	d value	p value	d value
Take notes	0.264	0.328	0.221	0.392	0.729	0.119
General ideas	1.000	<0.001	0.104	0.541	1.000	<0.001
Specific ideas	1.000	<0.001	0.441	0.241	0.195	0.483
Visual Aids	0.502	0.189	0.756	0.096	1.000	<0.001
After	p value	d value	p value	d value	p value	d value
Discuss Peer	0.753	0.081	0.779	0.081	0.169	0.499
Transcript	0.190	0.388	0.588	0.159	0.681	0.142
Summary/opinion	0.753	0.093	0.676	0.129	1.000	<0.001

Lesson Components	p value	d value	p value	d value	p value	d value
Checklist	0.794	0.068	0.096	0.556	0.665	0.149
Journal	1.000	<0.001	0.192	0.422	0.471	0.471
Feedback	0.673	0.126	0.277	0.359	0.023	0.942
Tasks	1.000	<0.001	0.277	0.359	0.782	0.094
Strategies	1.000	<0.001	0.192	0.421	0.035	0.861
Activities	0.104	0.495	0.341	0.318	0.447	0.266
Resources	p value	d value	p value	d value	p value	d value
TV	0.337	0.282	0.810	0.074	0.104	0.605
Film	0.209	0.367	0.053	0.659	0.013	1.072
Music	0.268	0.329	0.506	0.207	0.594	0.201
TED	0.011	0.834	0.008	1.007	0.035	0.837
You Tube	0.024	1.264	0.211	0.401	0.195	0.483
Podcast	0.043	0.627	0.067	0.619	0.272	0.428
Radio	0.252	0.336	0.307	0.322	0.397	0.297
News	0.837	0.061	0.371	0.281	0.043	0.797
Conversation	0.436	0.225	0.003	1.204	0.681	0.153
Resource components	p value	d value	p value	d value	p value	d value
Vocabulary	0.165	0.433	0.588	0.169	1.000	<0.001
Speed	1.000	<0.001	0.341	0.299	0.594	0.202
Accent	0.209	0.366	0.096	0.564	1.000	<0.001
Context	0.104	0.498	0.082	0.591	0.594	0.184
Background	0.190	0.390	0.441	0.243	1.000	<0.001
Visual Aids	0.337	0.322	0.432	0.245	0.512	0.228
Feelings	p value	d value	p value	d value	p value	d value
Enjoy	0.549	0.168	0.341	0.317	1.000	<0.001
Interesting	0.436	0.233	0.052	0.679	0.347	0.333
Useful	0.436	0.218	1.000	<0.001	0.397	0.156
Necessary	0.436	0.229	0.676	0.143	1.000	<0.001
Difficult	1.000	<0.001	0.553	0.184	0.512	0.229
Stressful	0.455	0.217	1.000	<0.001	0.397	0.296
Boring	1.000	<0.001	0.676	0.130	0.681	0.141

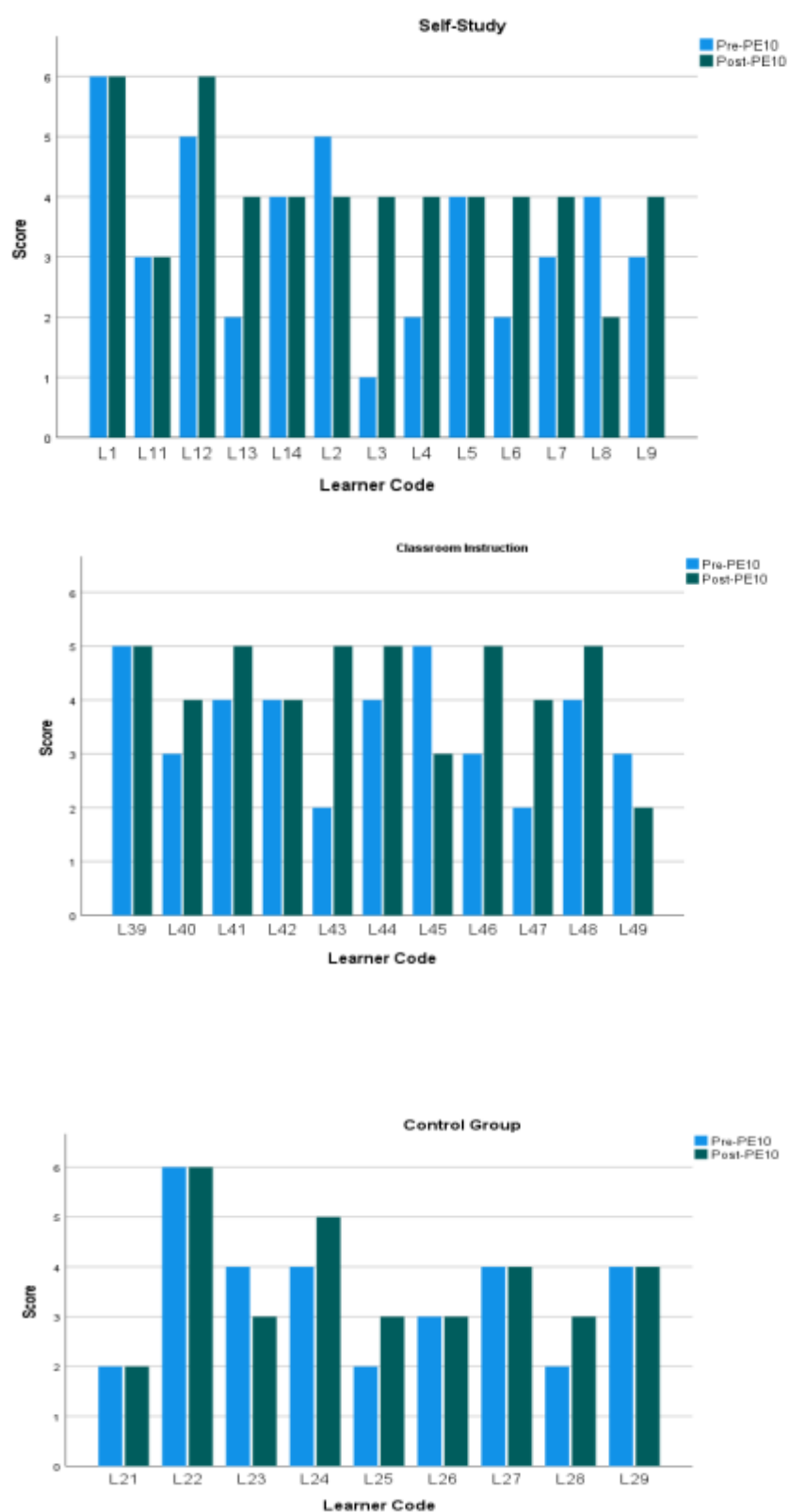
Appendix 37. Bar Graphs: Individual responses by item for each group

Section 6.2.1 - MALQ Strategies: PE1



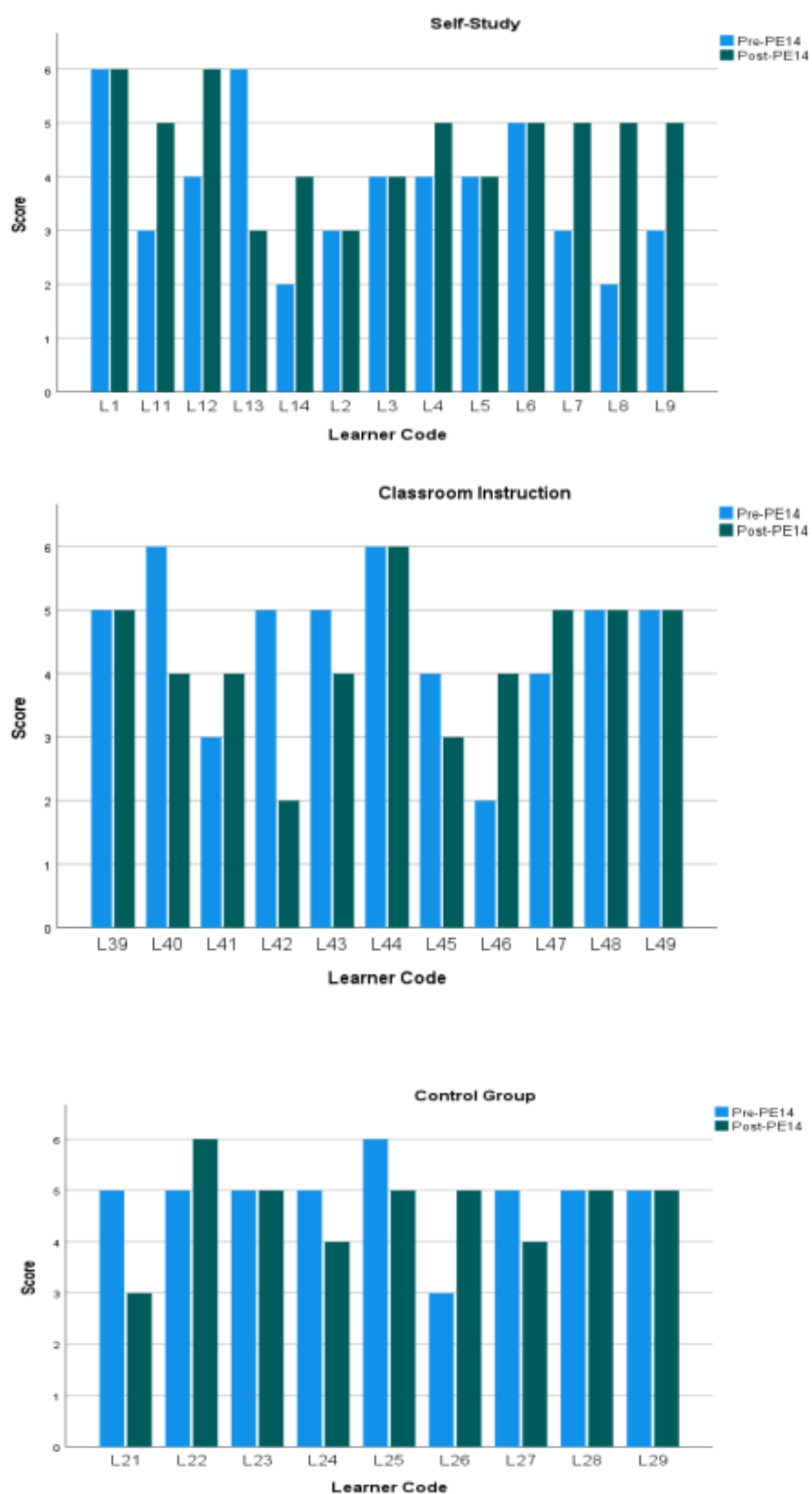
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.1 -MALQ Strategies: PE10



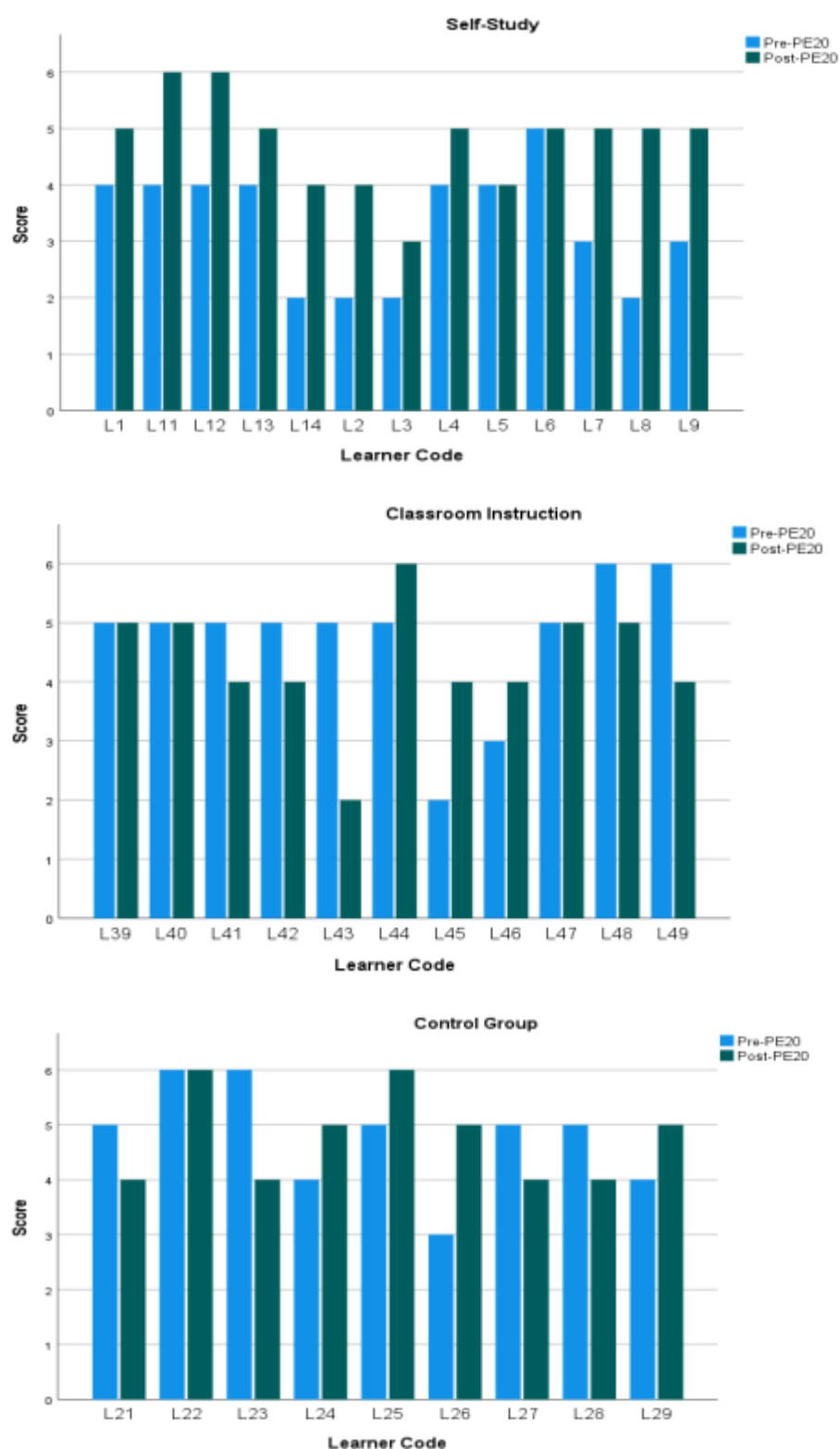
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.1 -MALQ Strategies: PE14



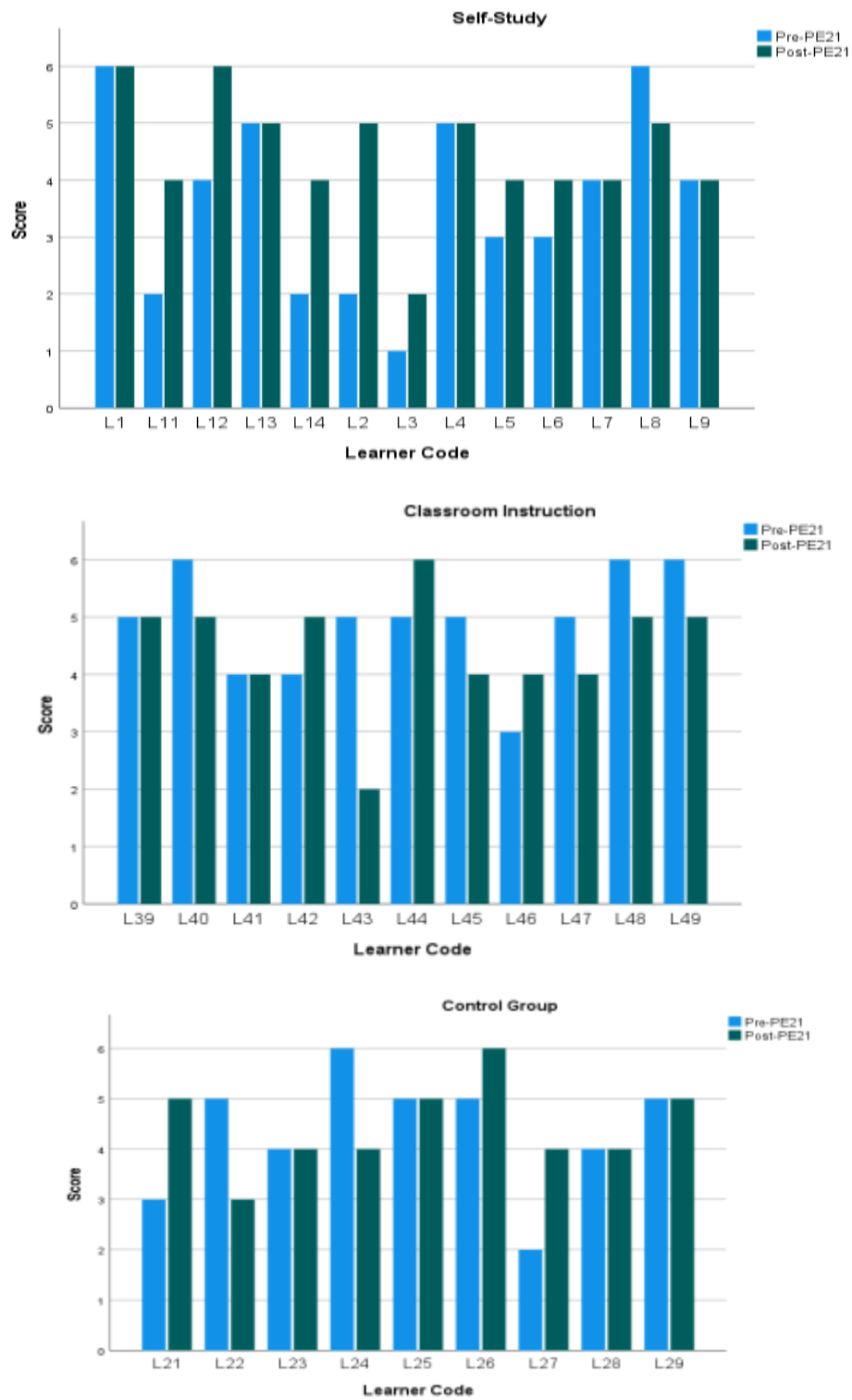
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.1 - MALQ Strategies: PE20



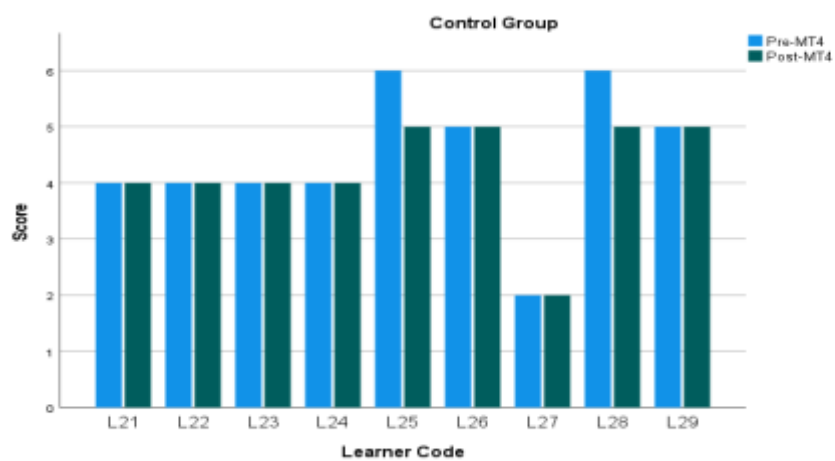
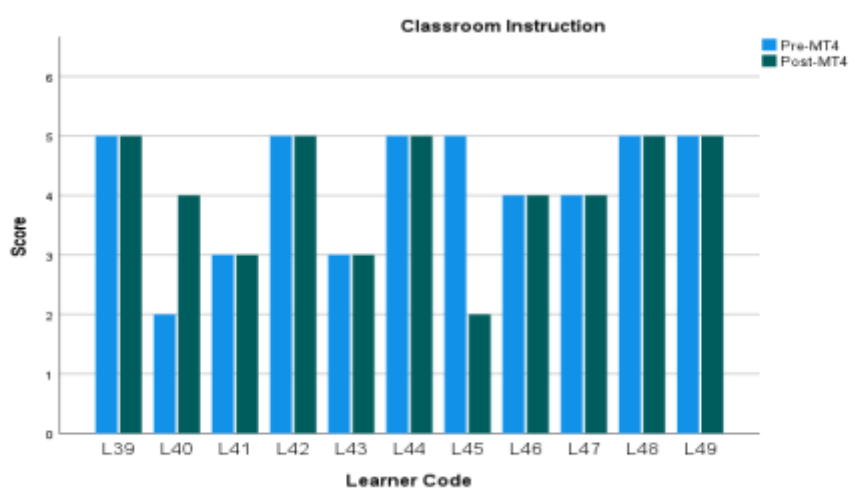
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.1 - MALQ Strategies: PE21



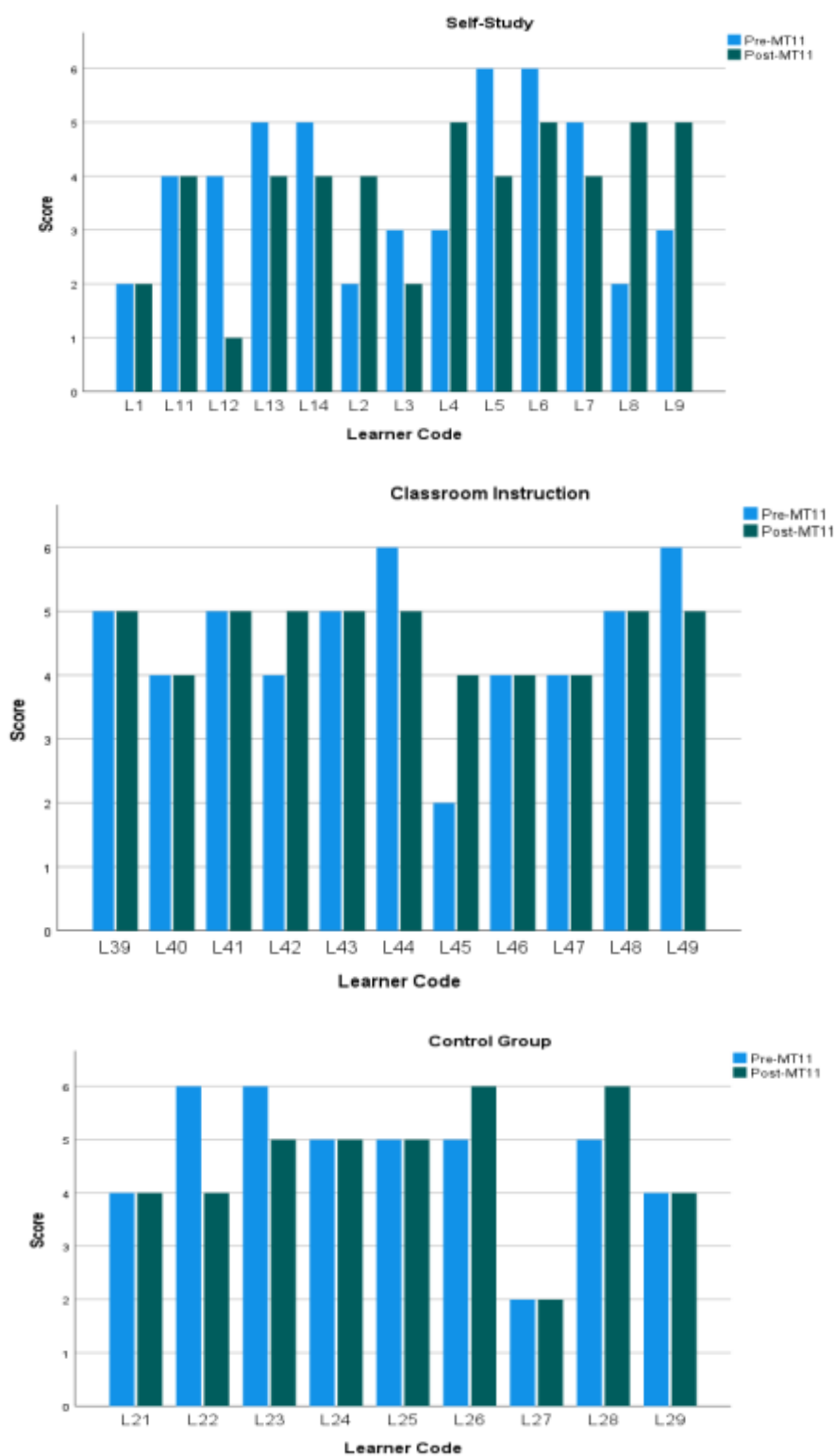
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.2 - MALQ Strategies: MT4



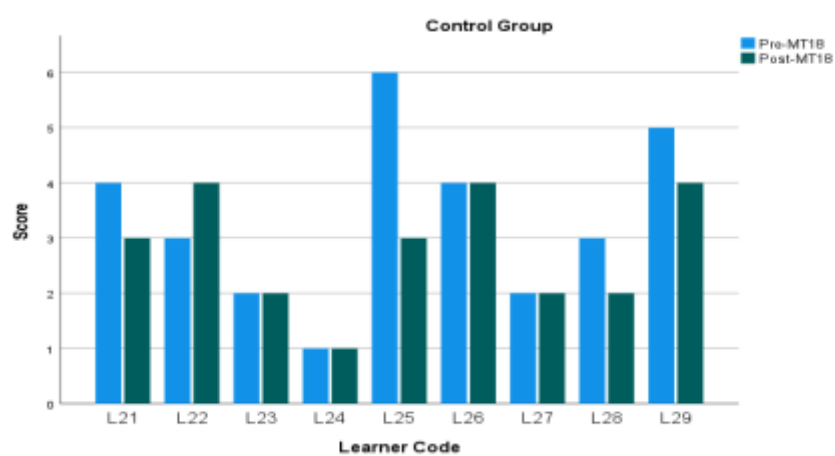
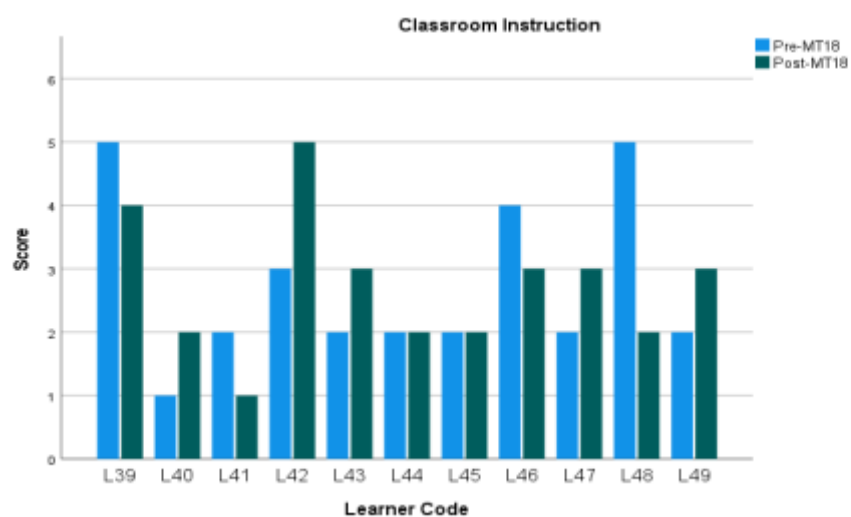
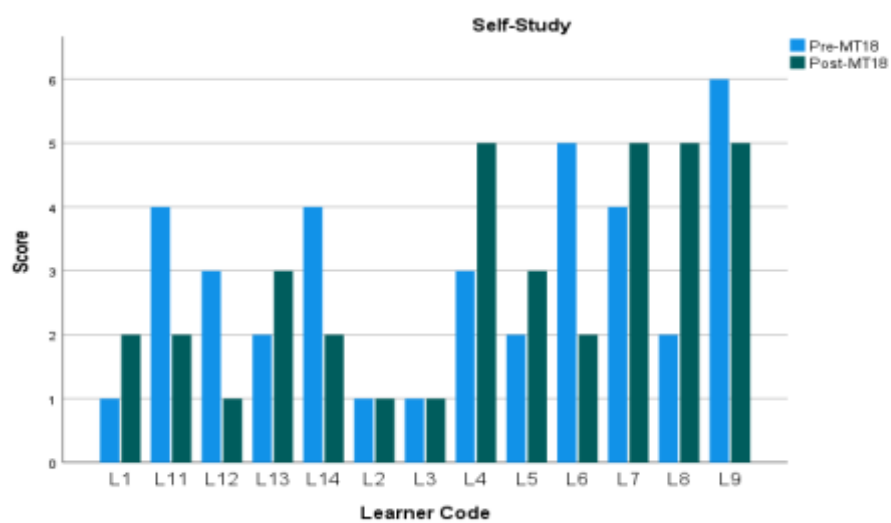
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.2 - MALQ Strategies: MT11



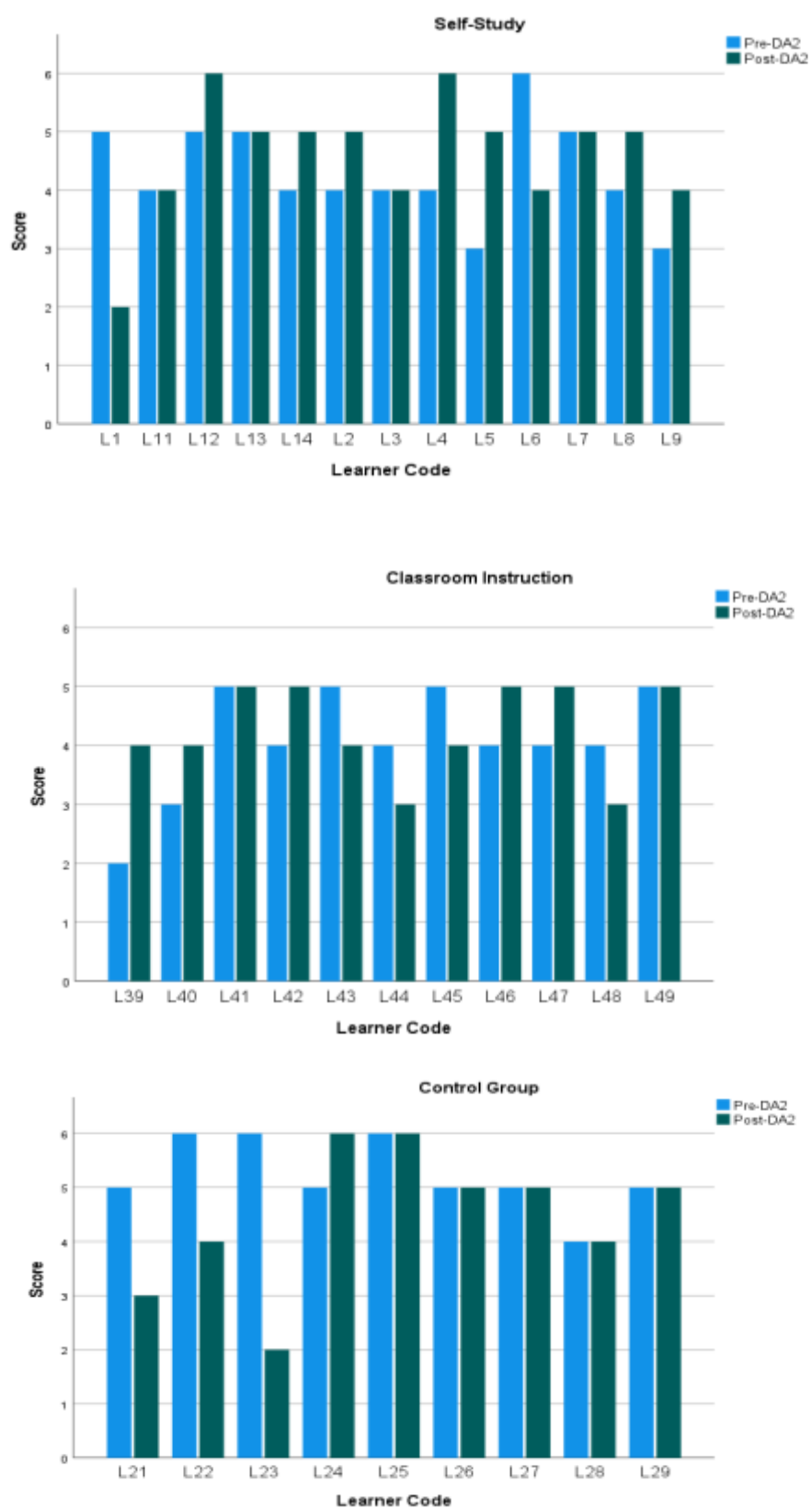
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.2 - MALQ Strategies: MT18



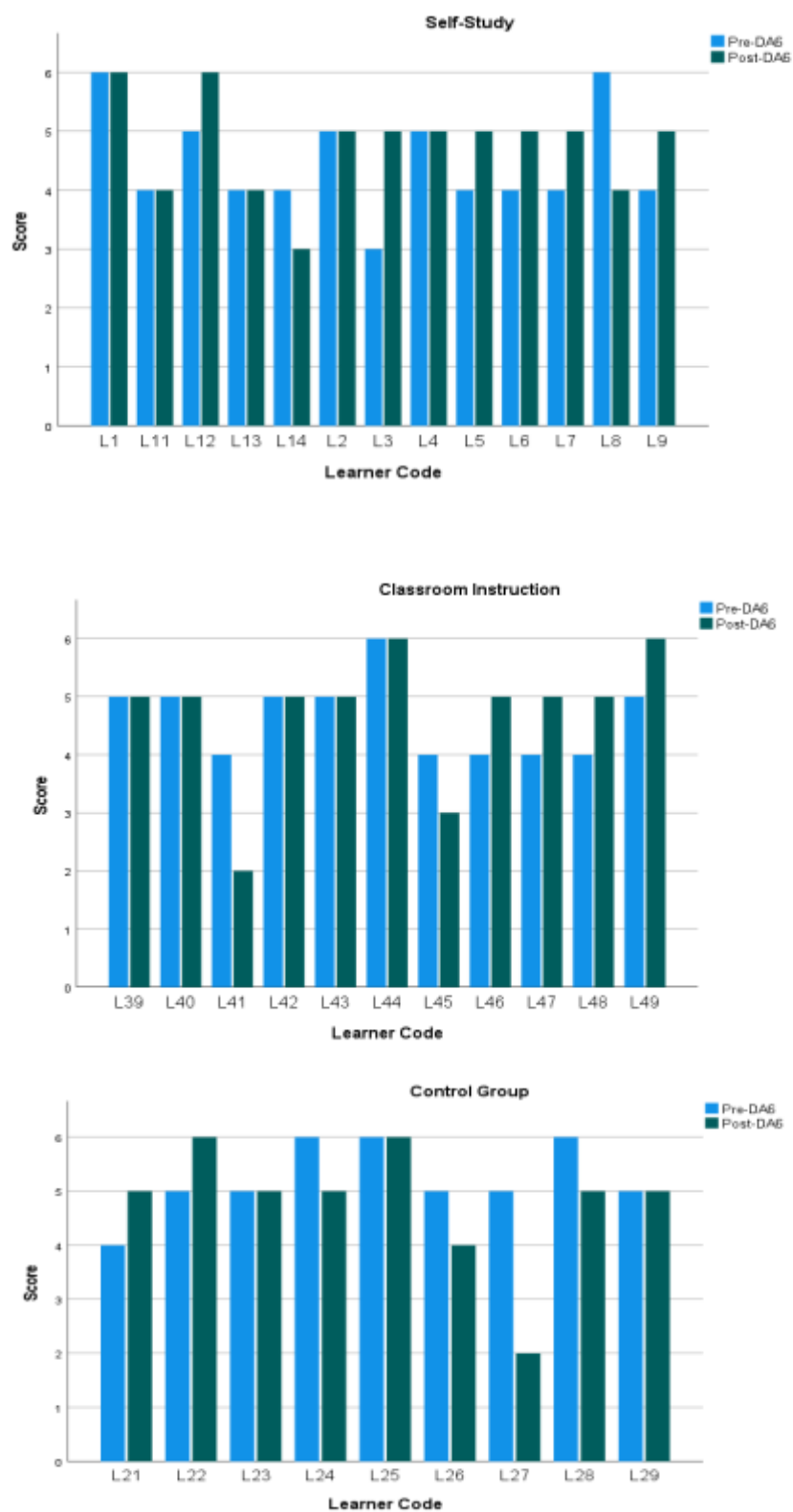
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.3 - MALQ Strategies: DA2



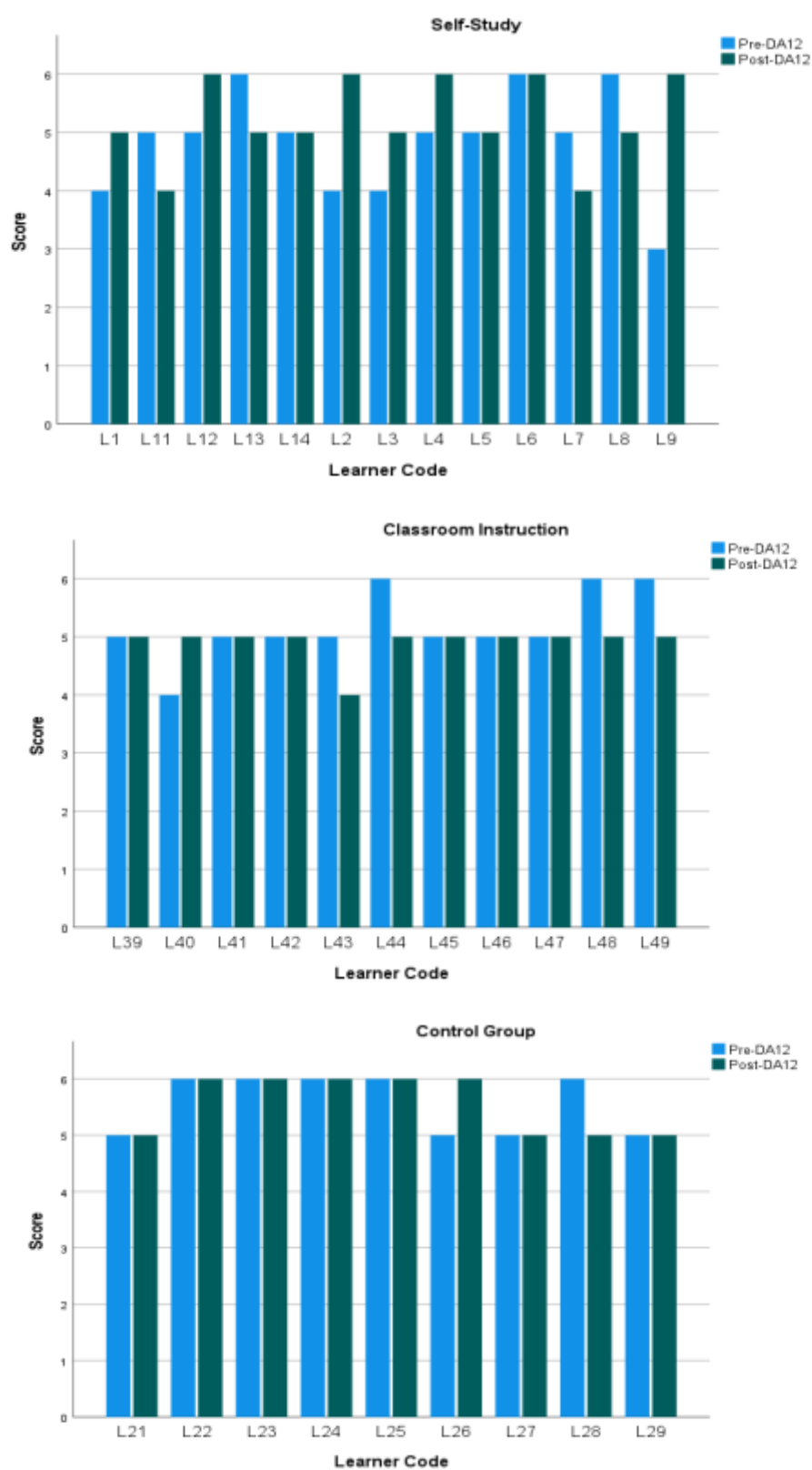
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.3 - MALQ Strategies: DA6



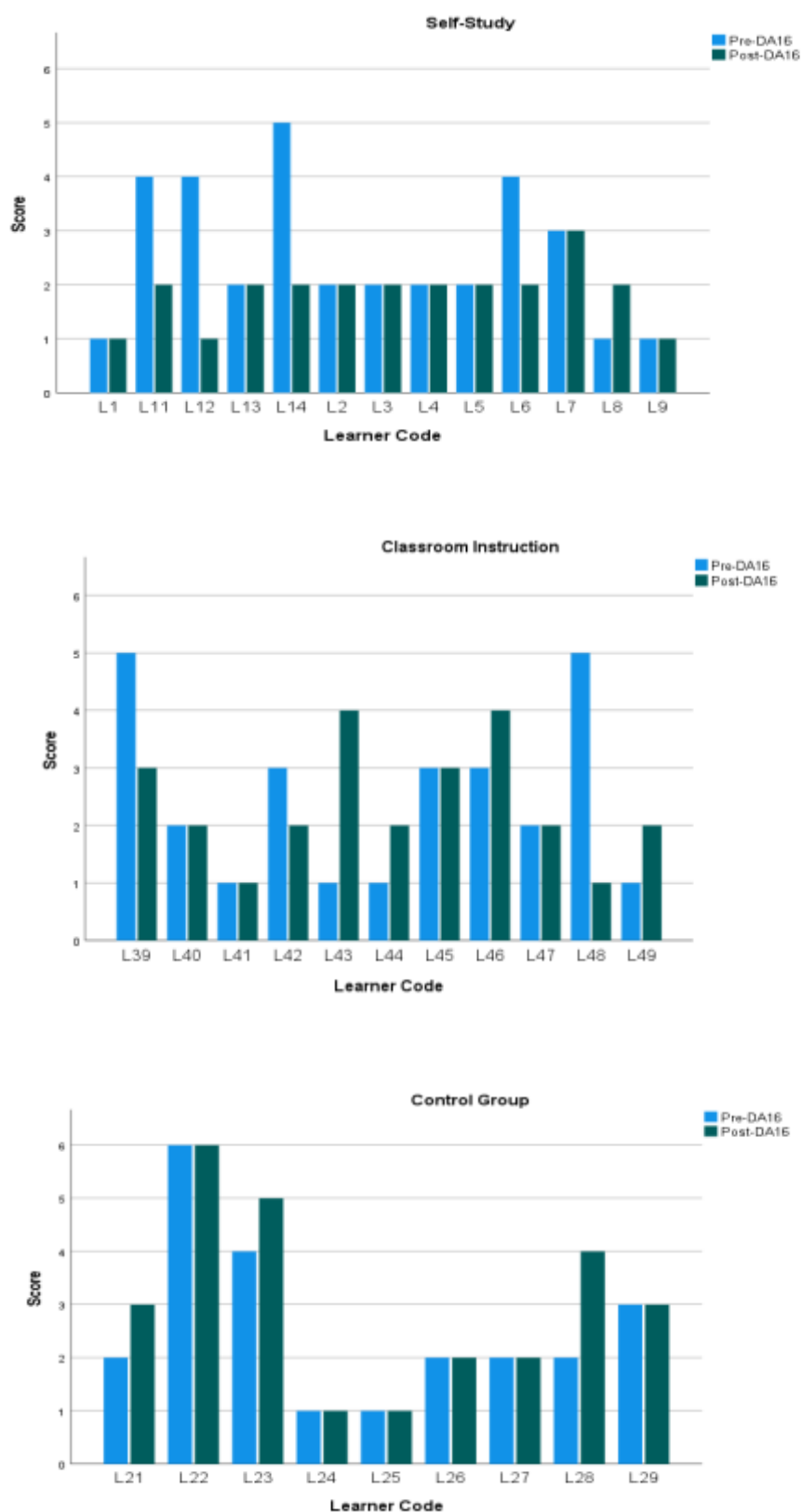
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.3 - MALQ Strategies: DA12



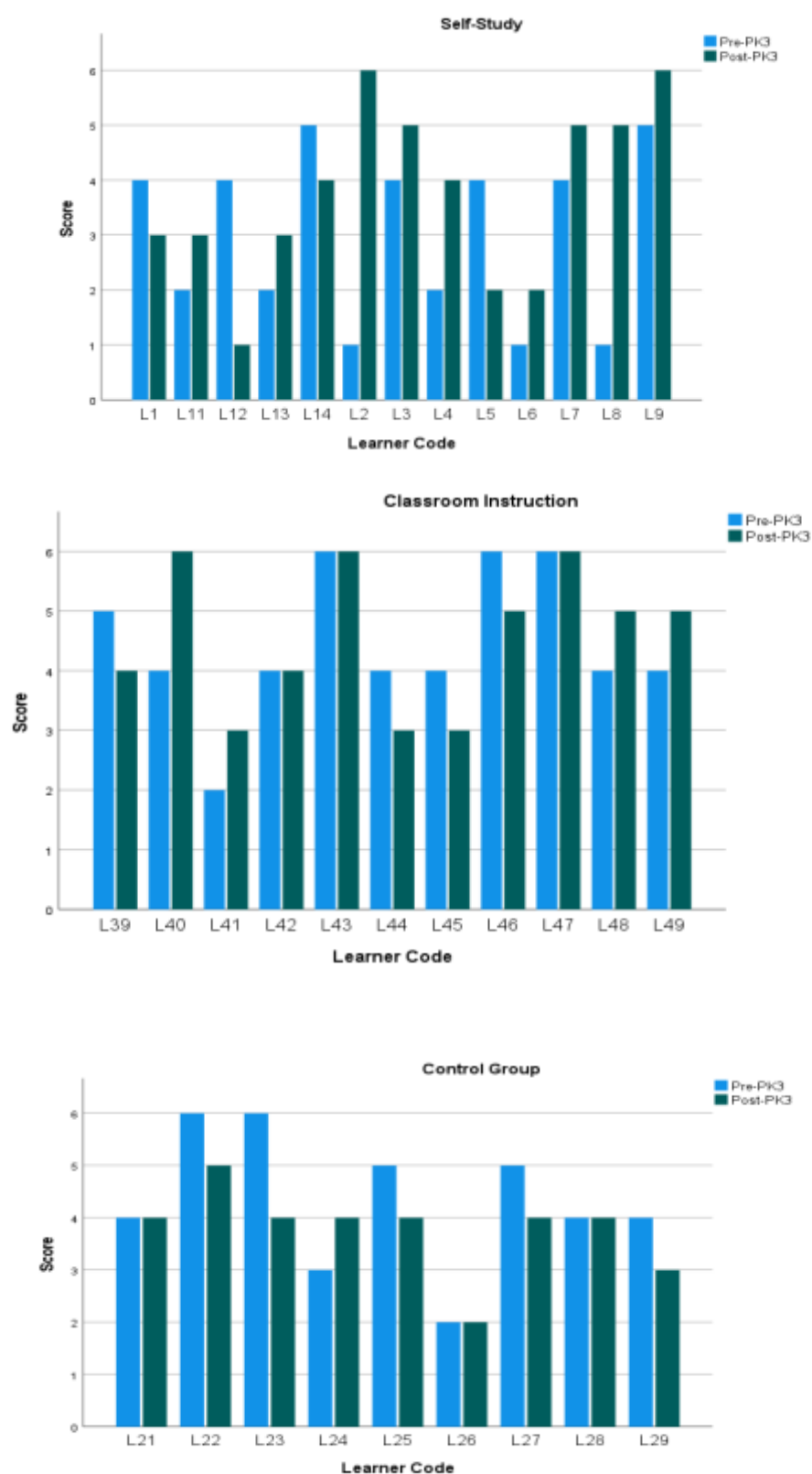
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.3 - MALQ Strategies: DA16



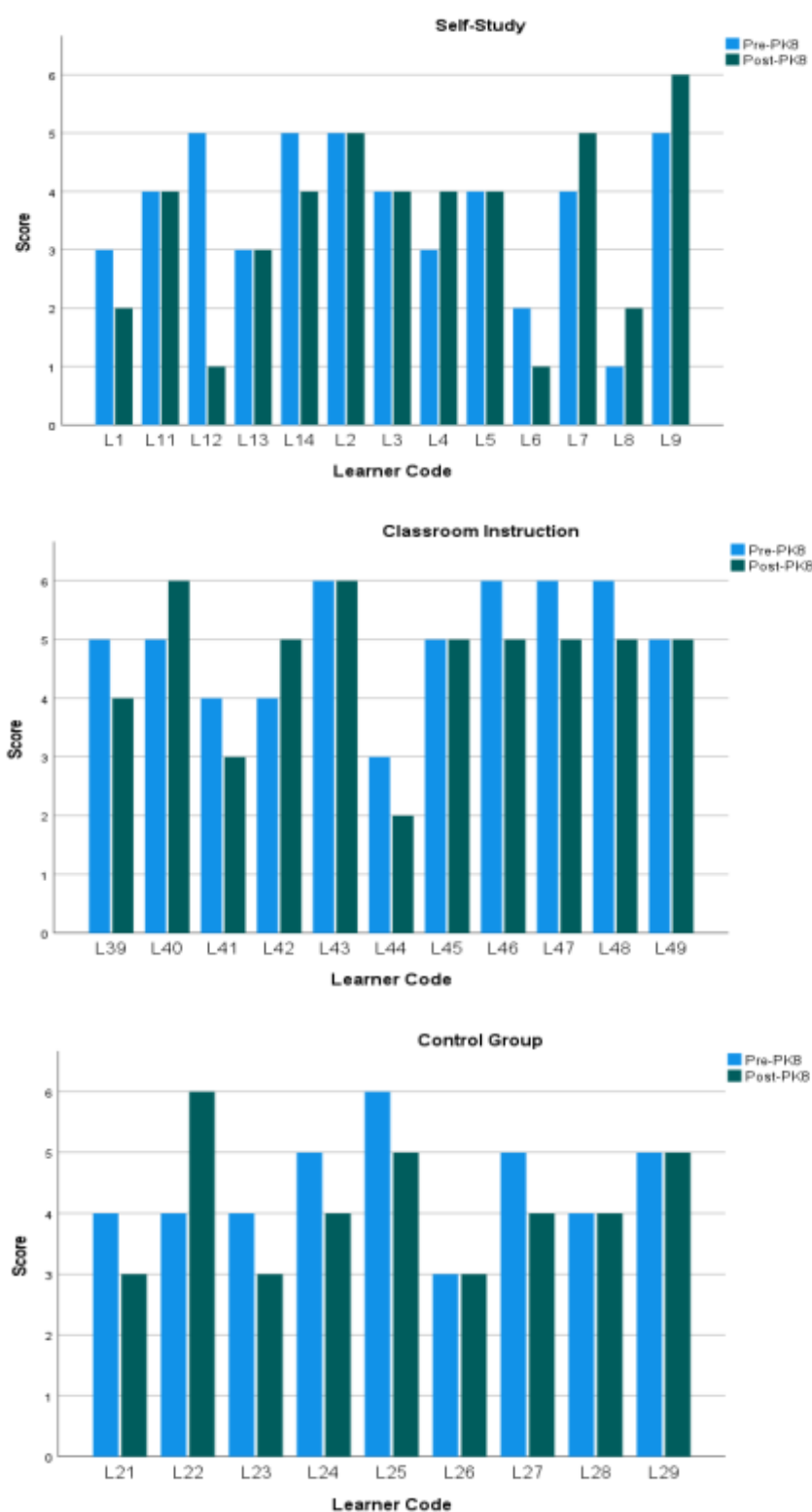
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.4 - MALQ Strategies: PK3



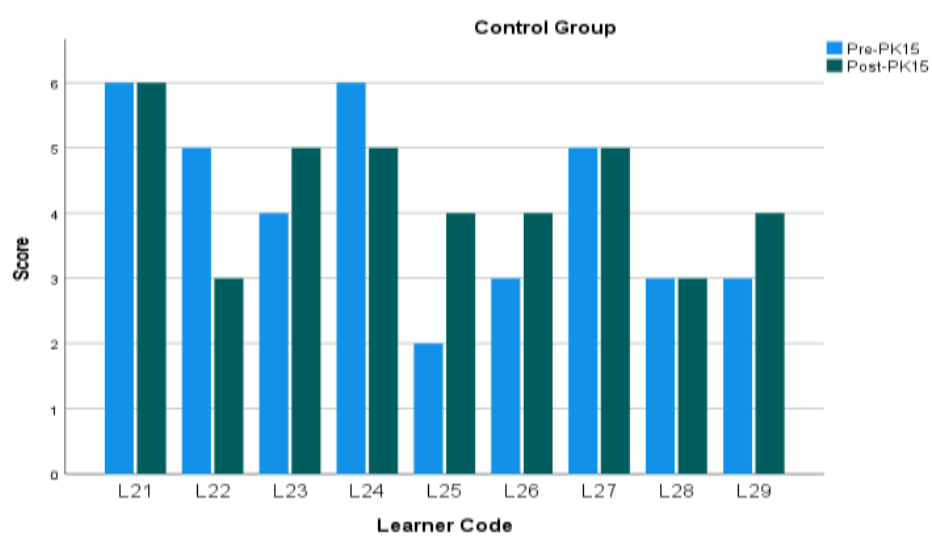
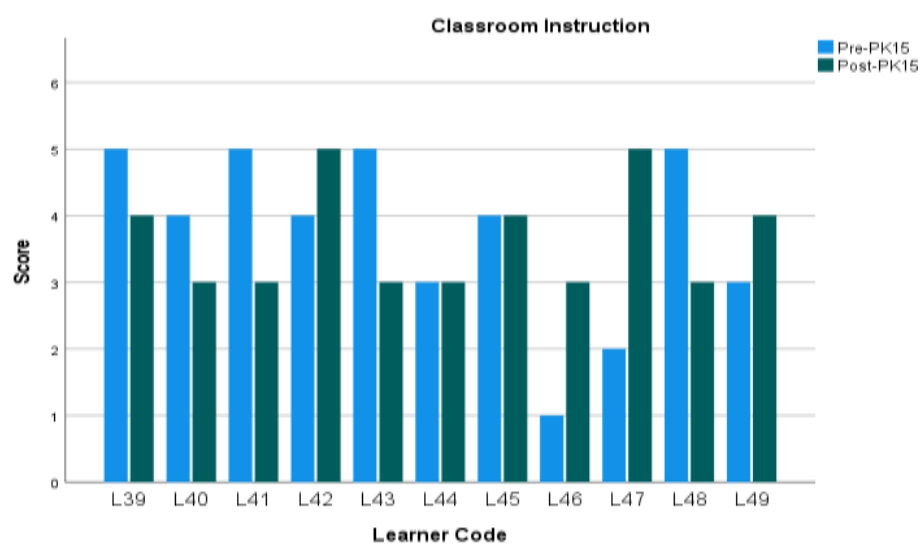
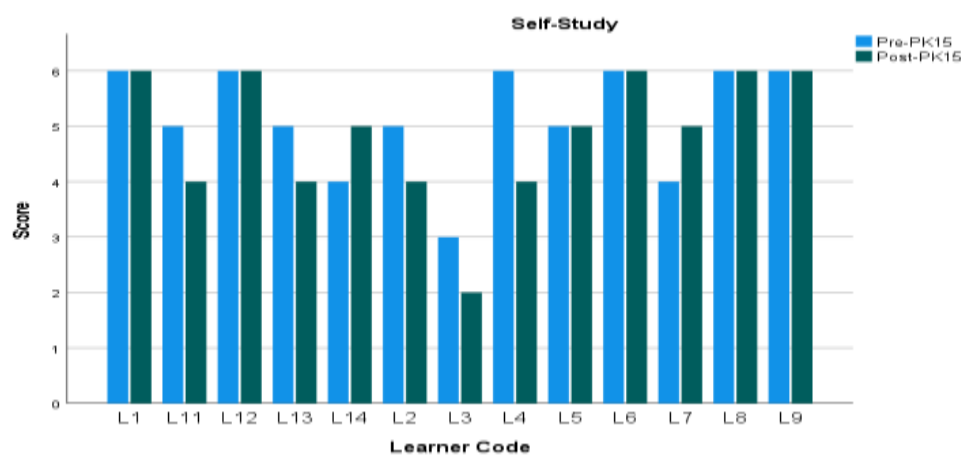
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.4 - MALQ Strategies: PK8



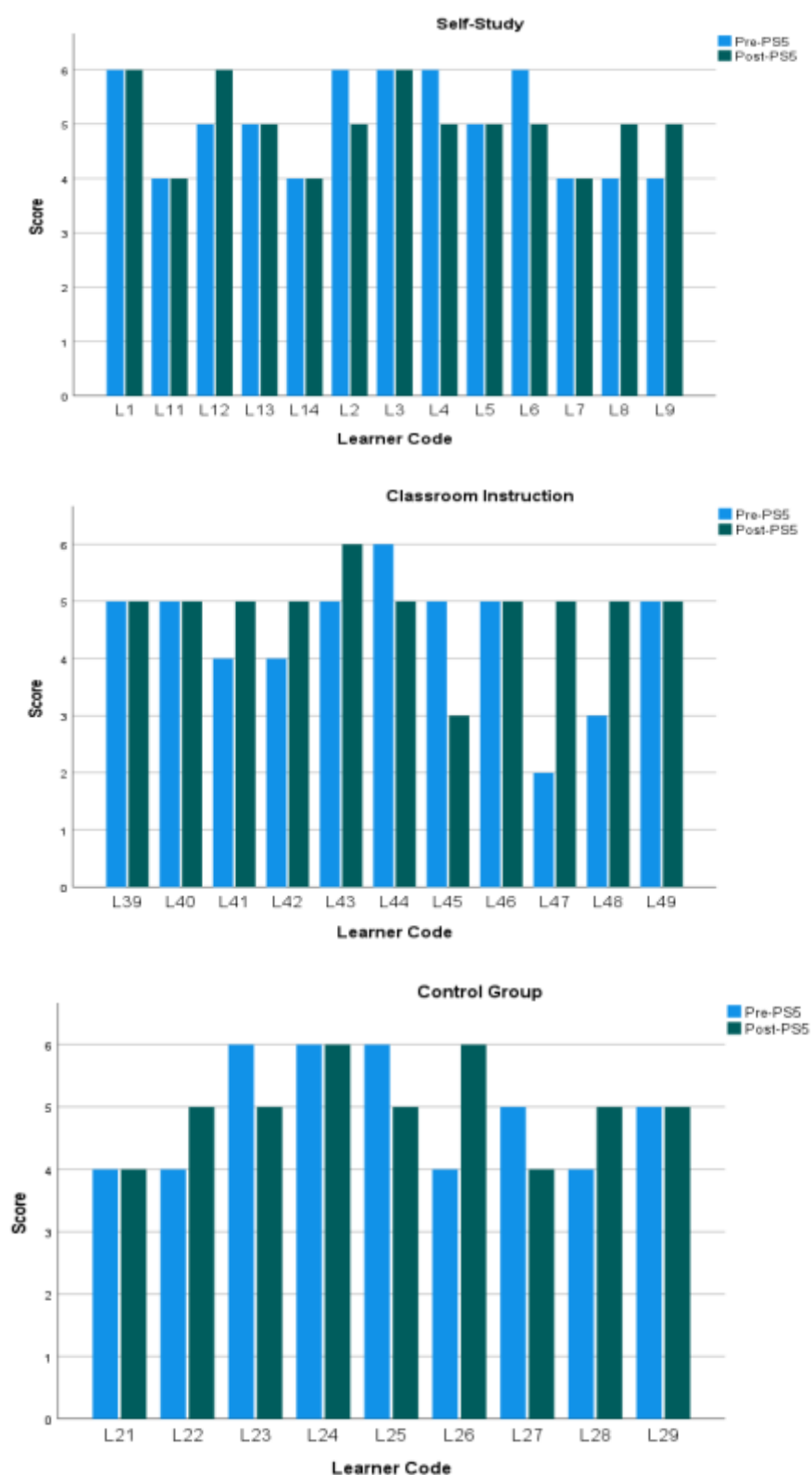
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.4 - MALQ Strategies: PK15



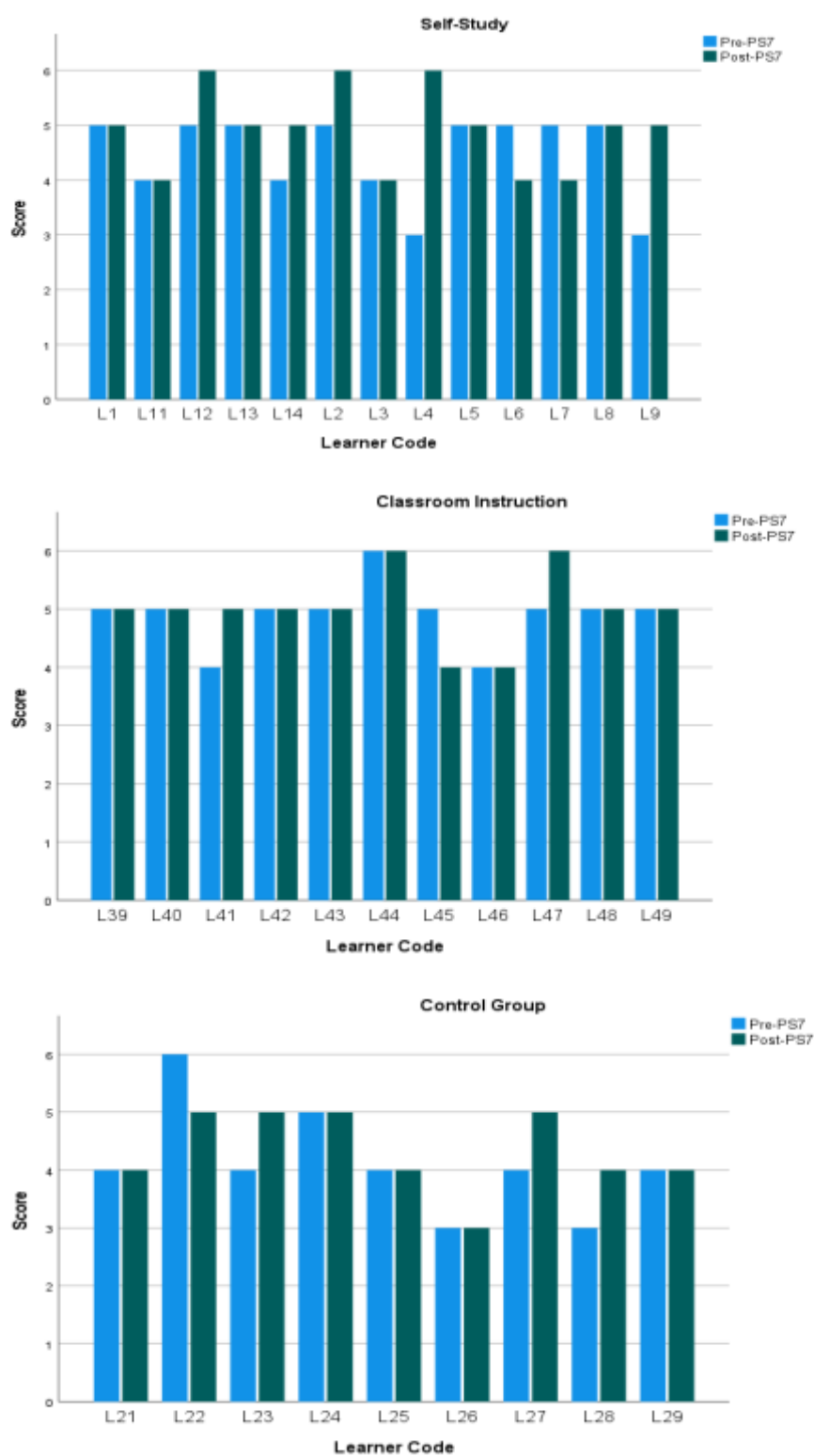
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.5 - MALQ Strategies: PS5



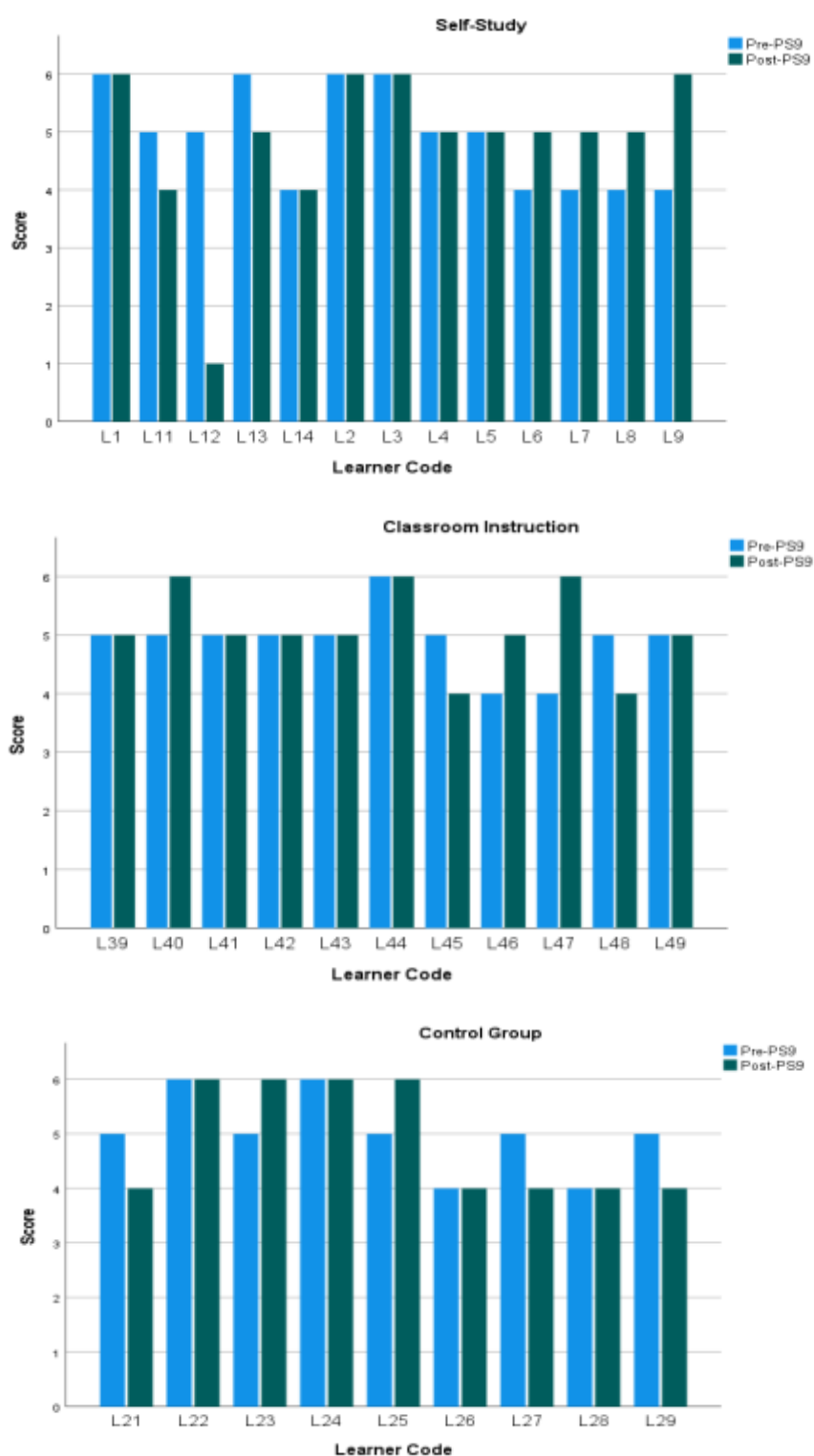
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.5 - MALQ Strategies: PS7



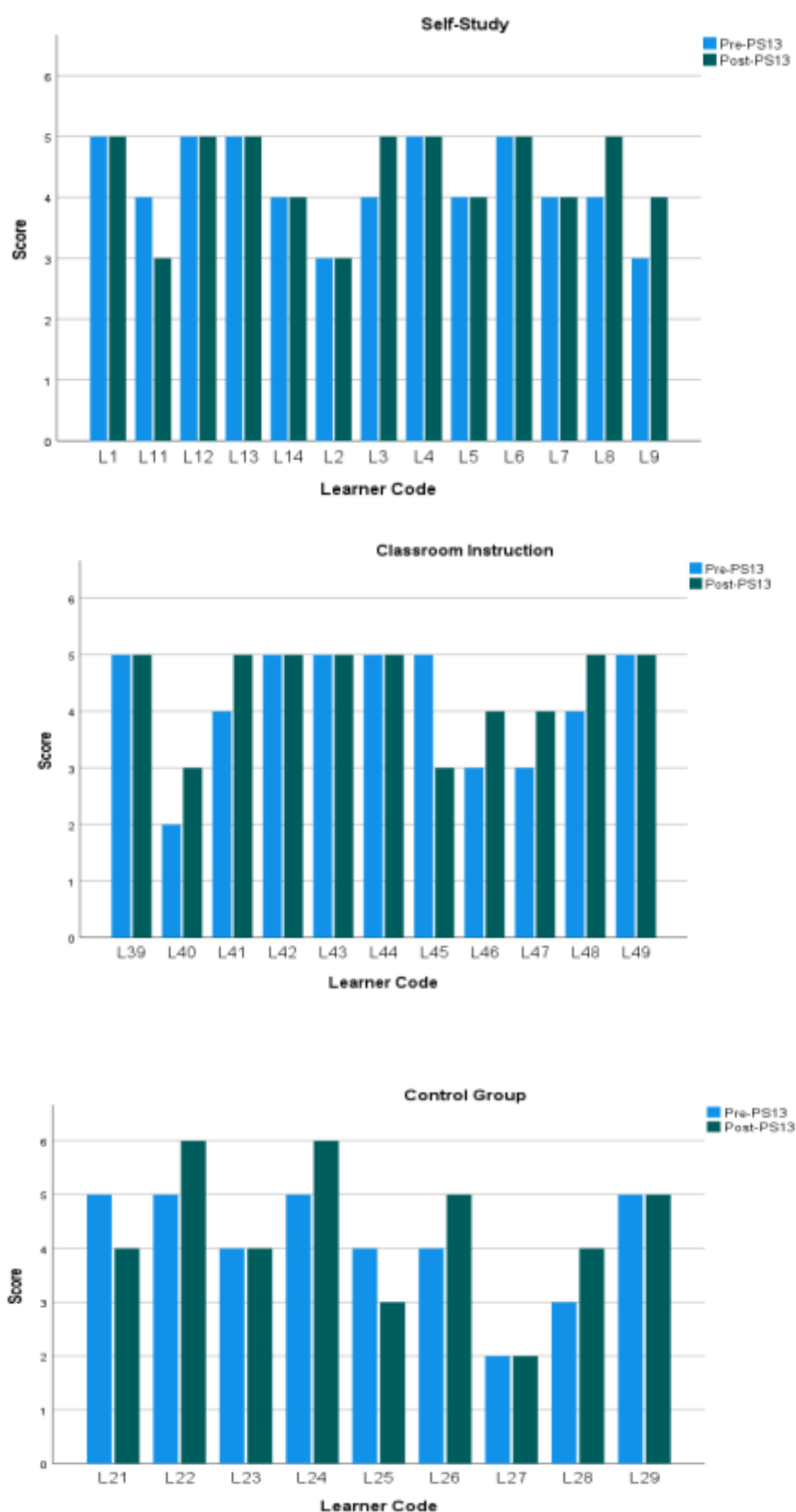
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.5 - MALQ Strategies: PS9



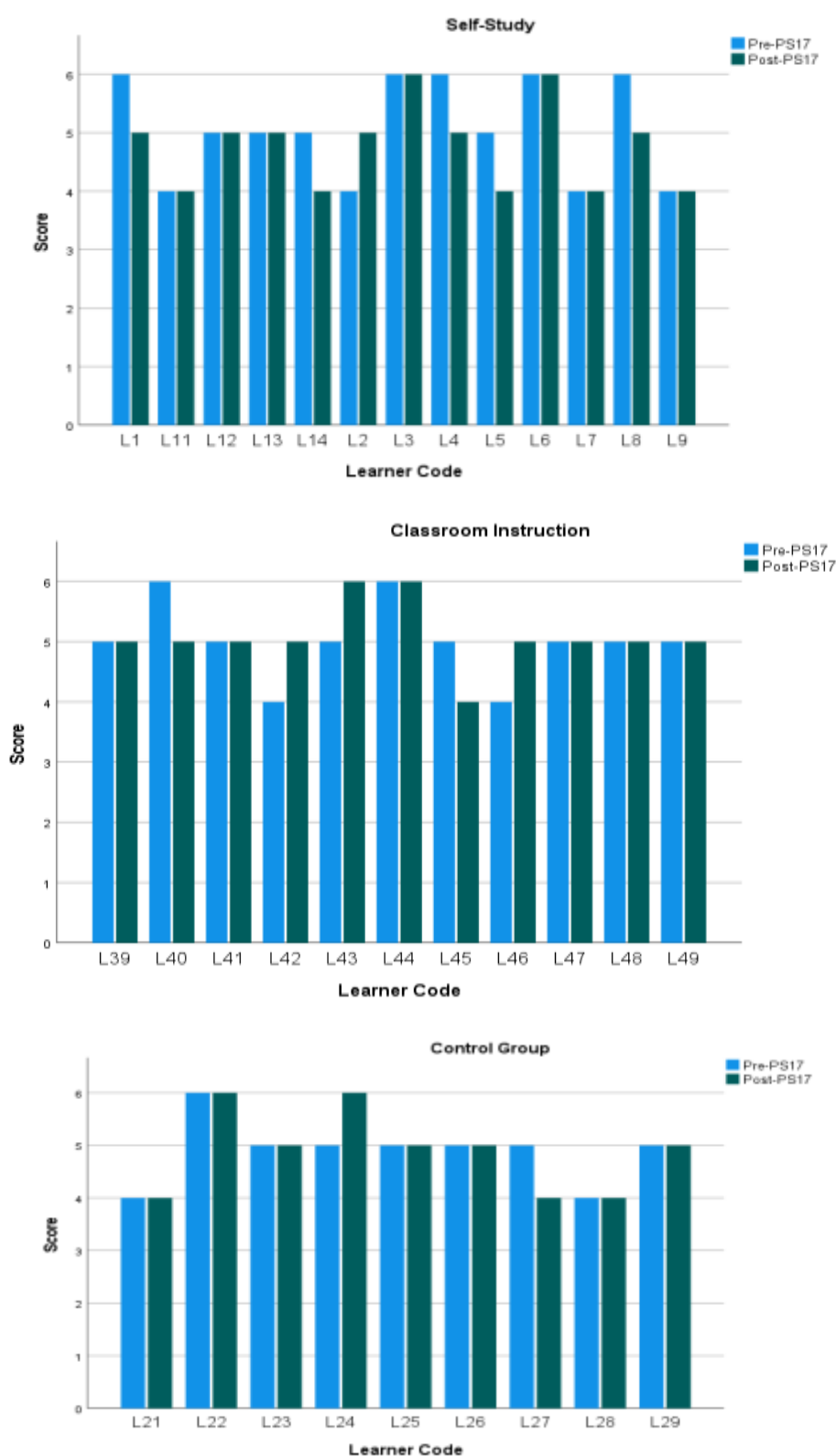
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.5 - MALQ Strategies: PS13



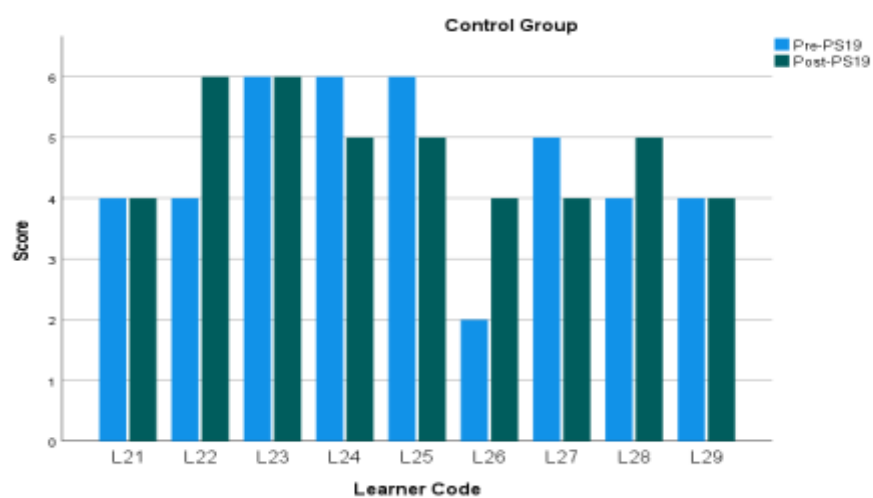
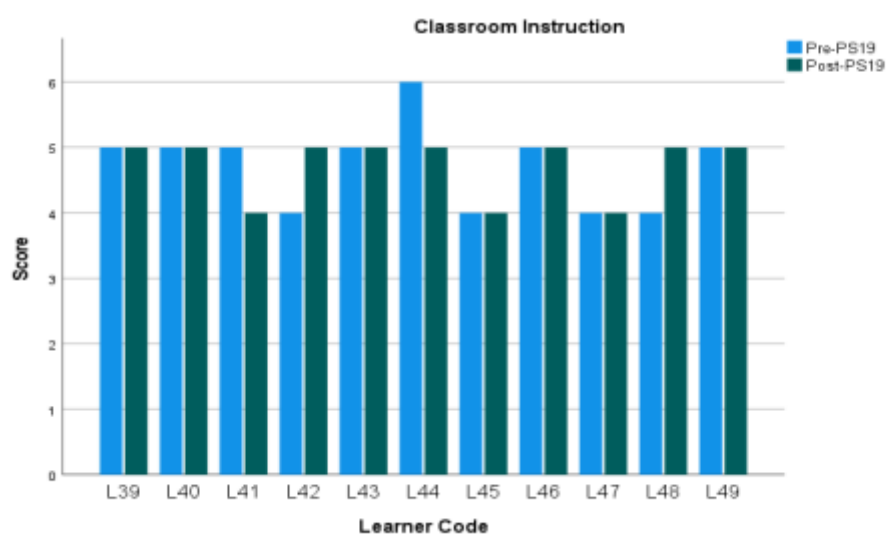
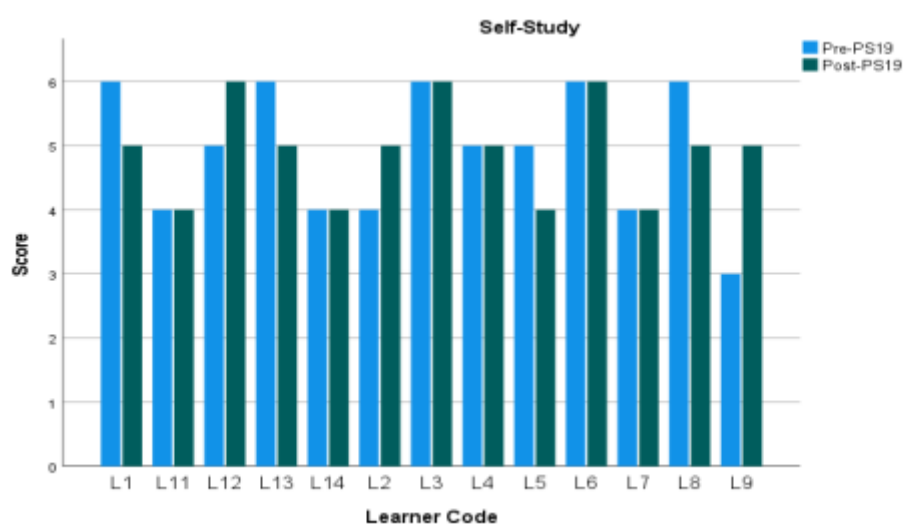
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.5 - MALQ Strategies: PS17



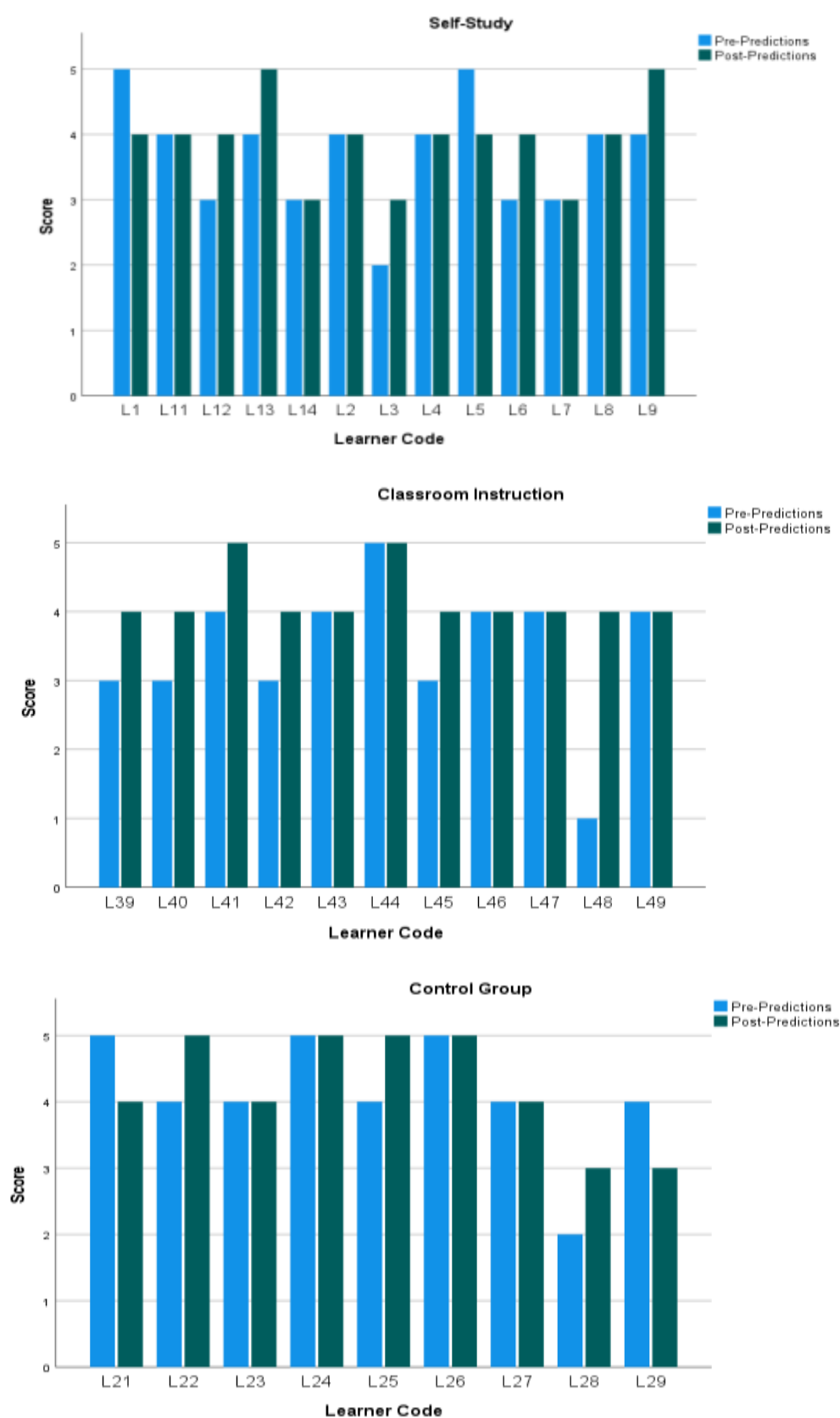
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.2.5 - MALQ Strategies: PS19



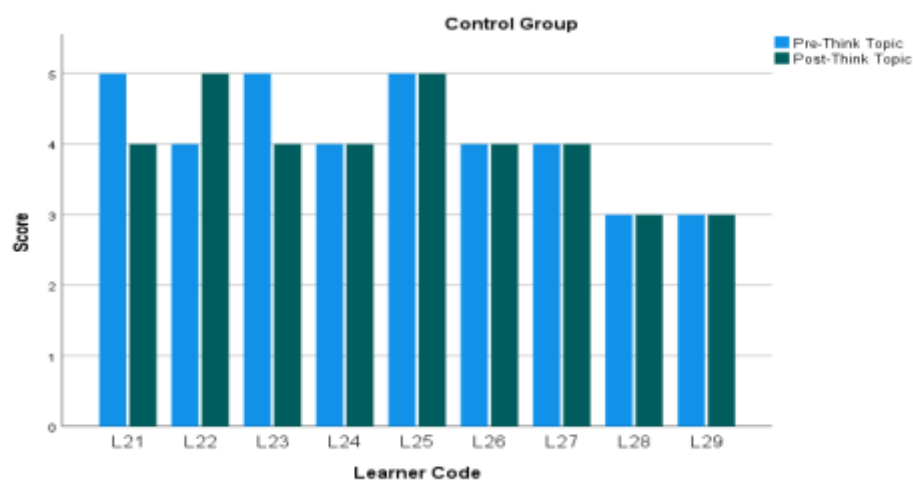
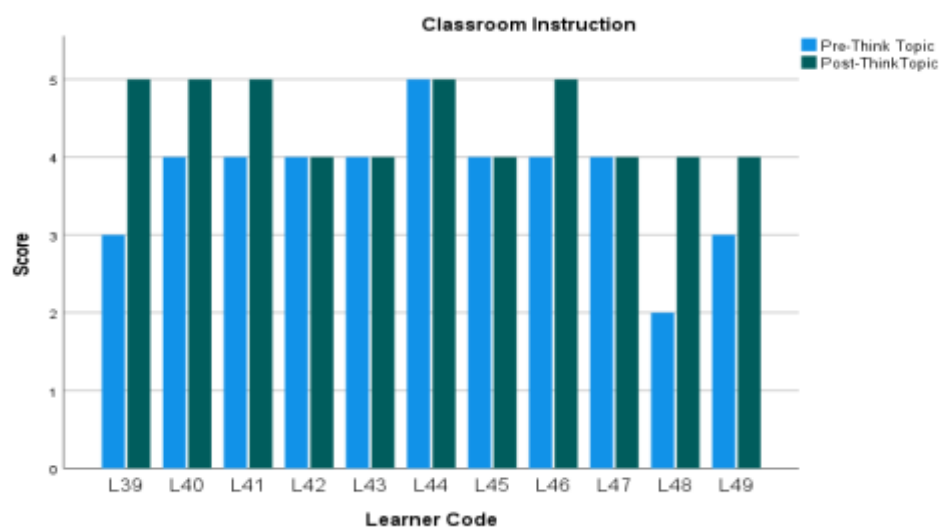
Note: 1=Strongly Disagree, 2=Disagree, 3=Slightly Disagree, 4=Partly Agree, 5=Agree, 6=Strongly Agree

Section 6.3.1 - Activities: Before Listening - Predictions



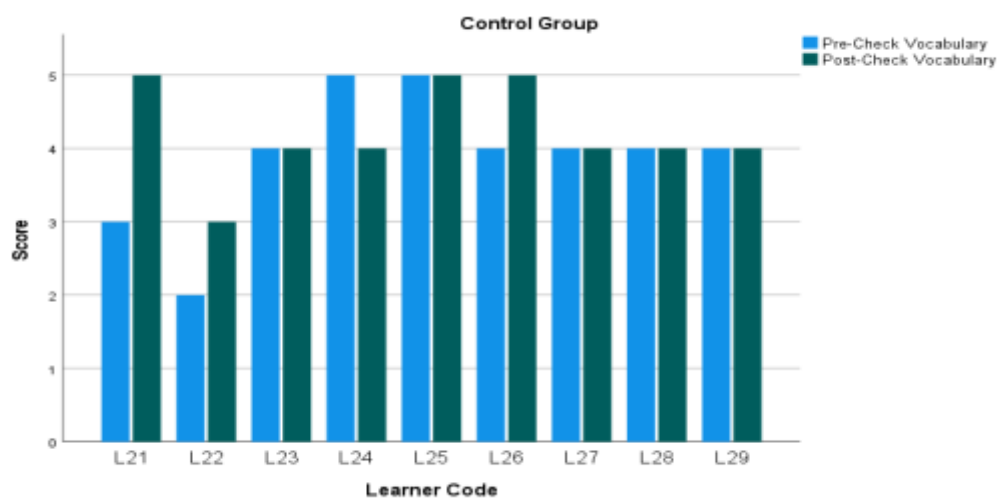
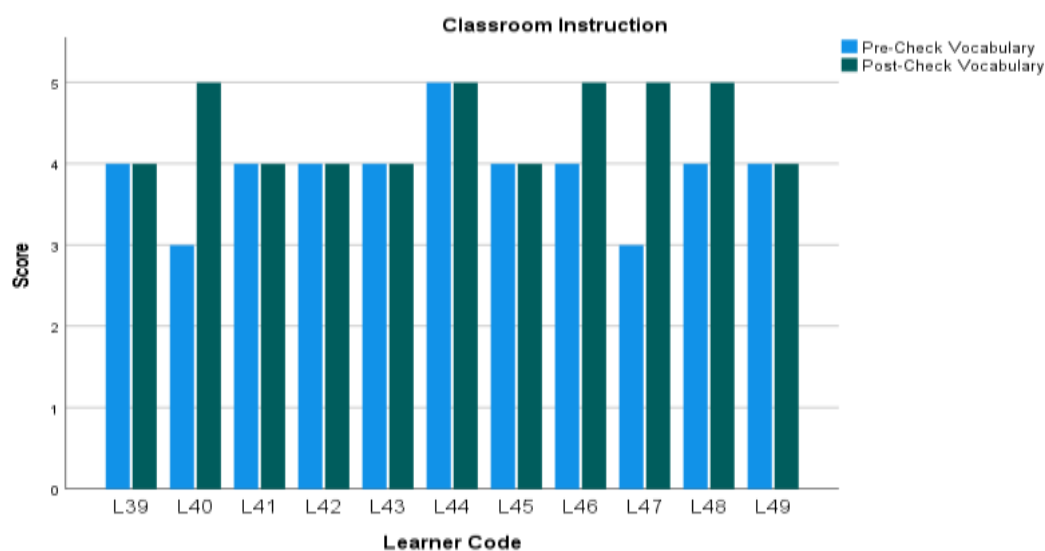
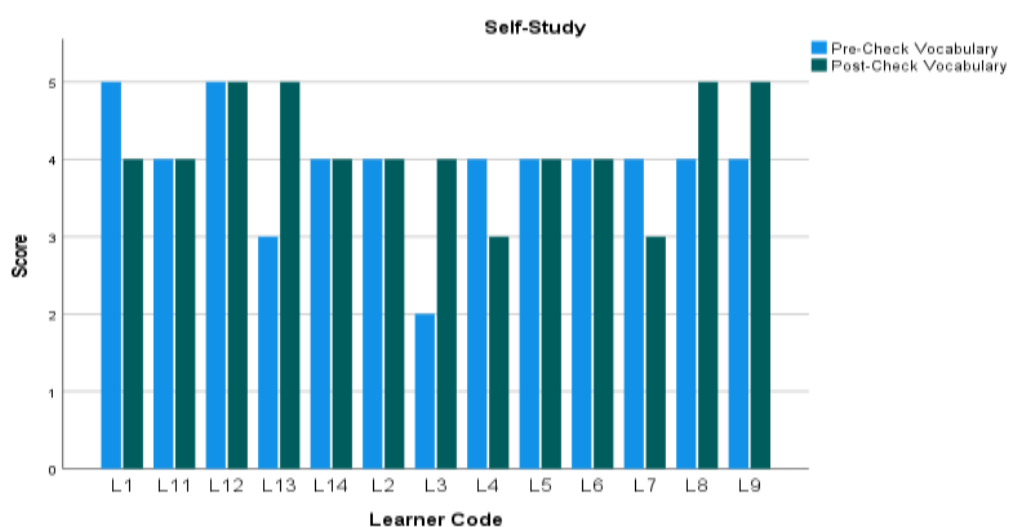
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.1 - Activities: Before Listening – Think Topic



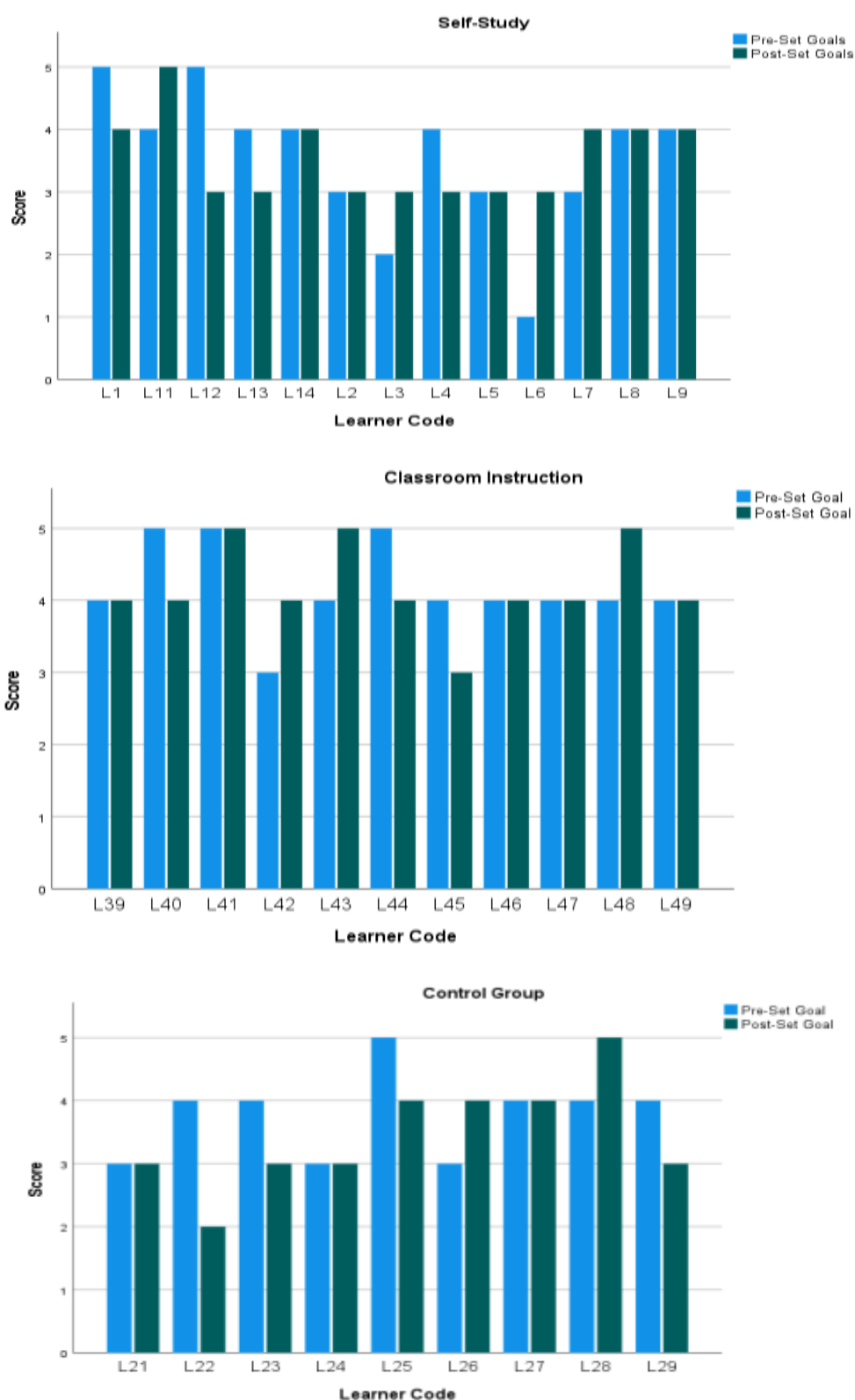
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.1 - Activities: Before Listening – Check Vocabulary



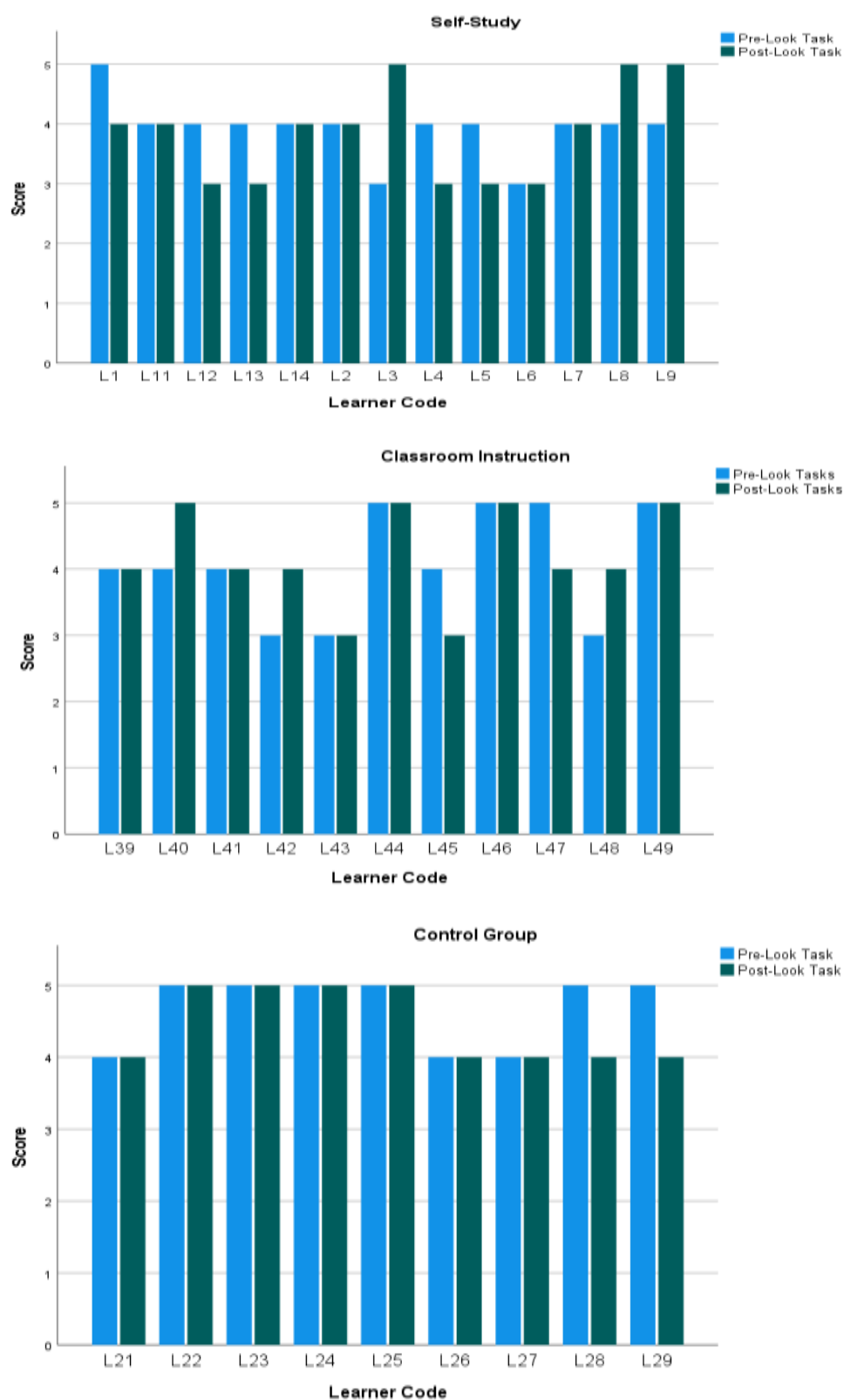
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.1 - Activities: Before Listening – Set Goals



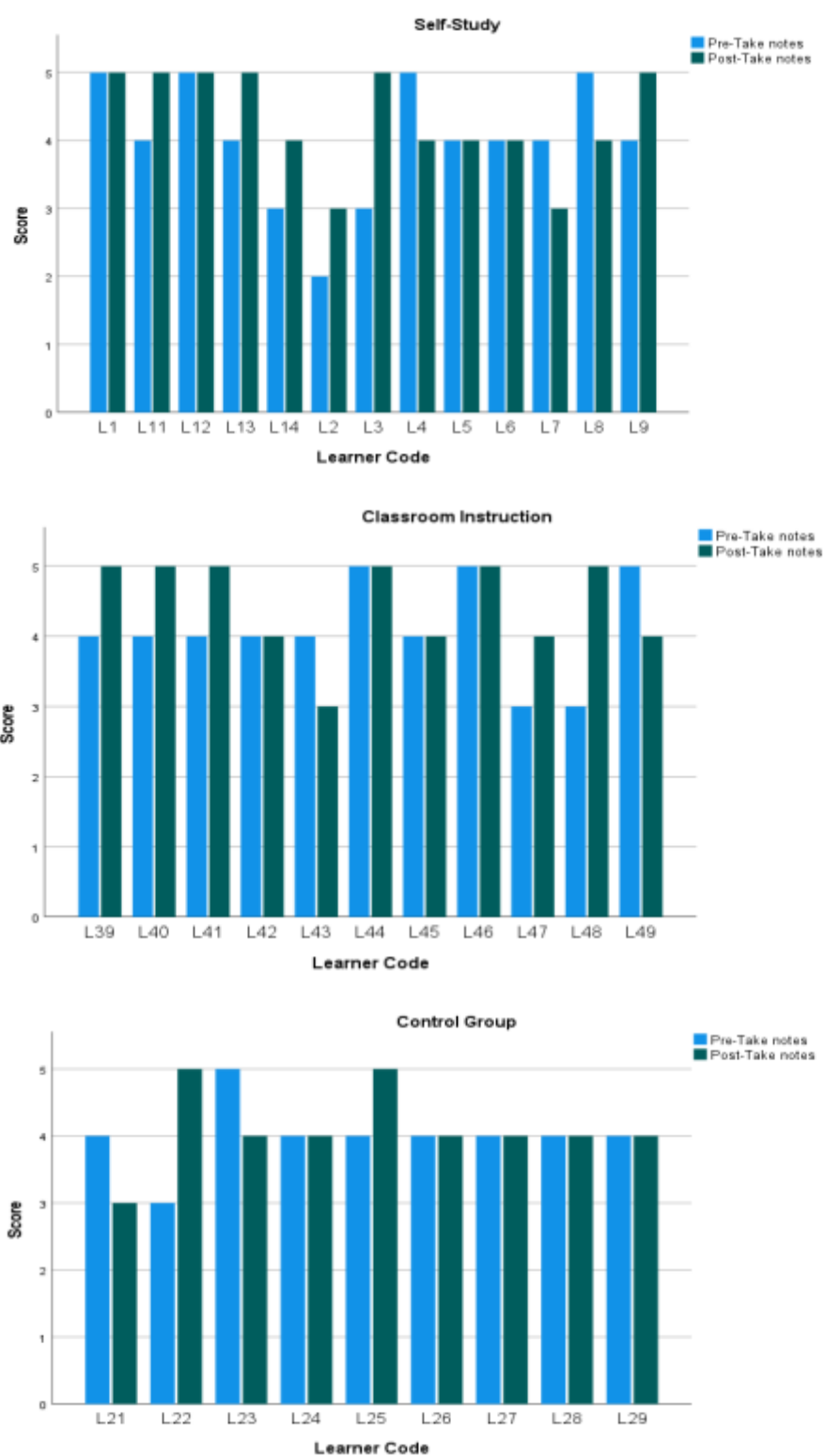
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.1 - Activities: Before Listening – Look Task



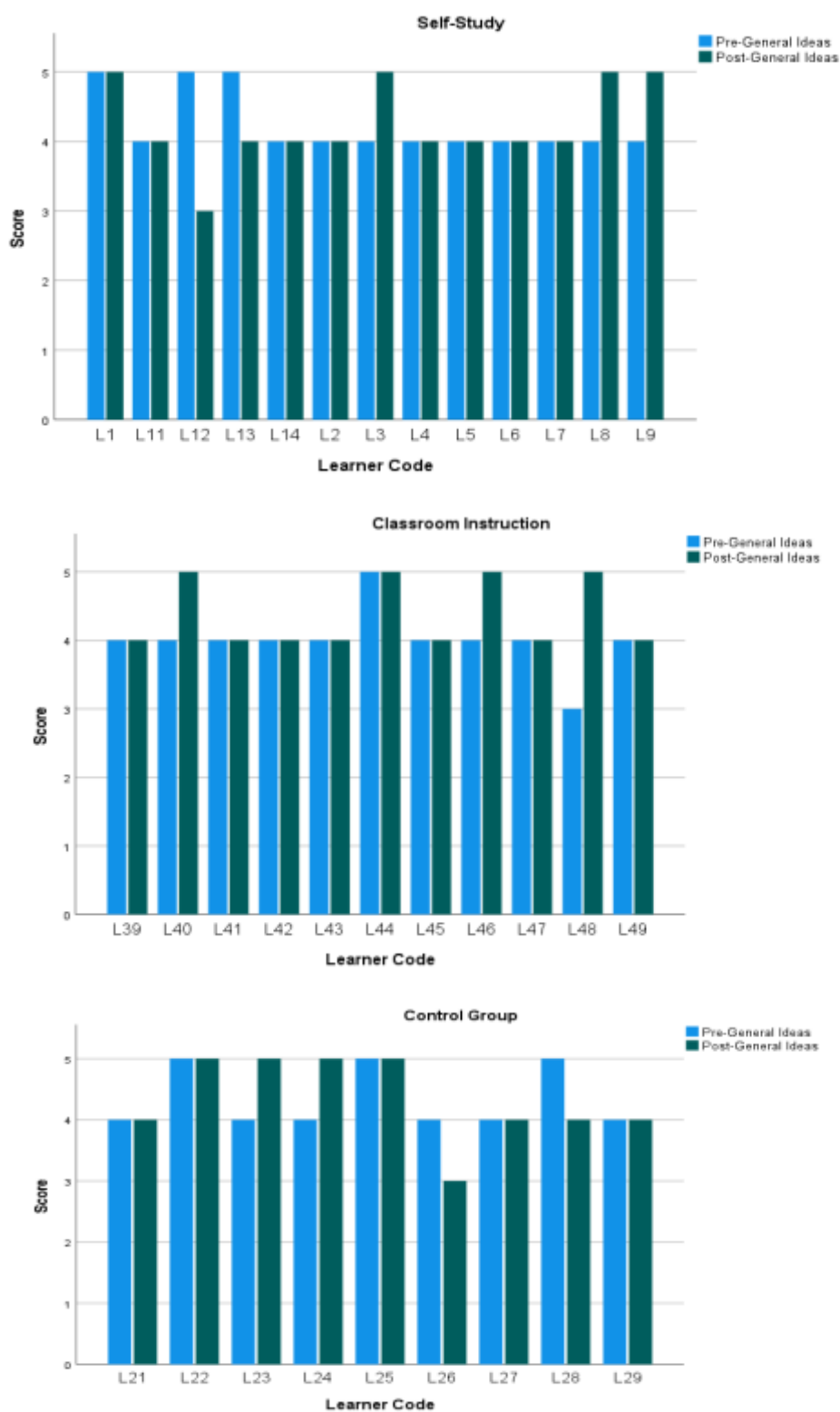
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.2 - Activities: While Listening – Take Notes



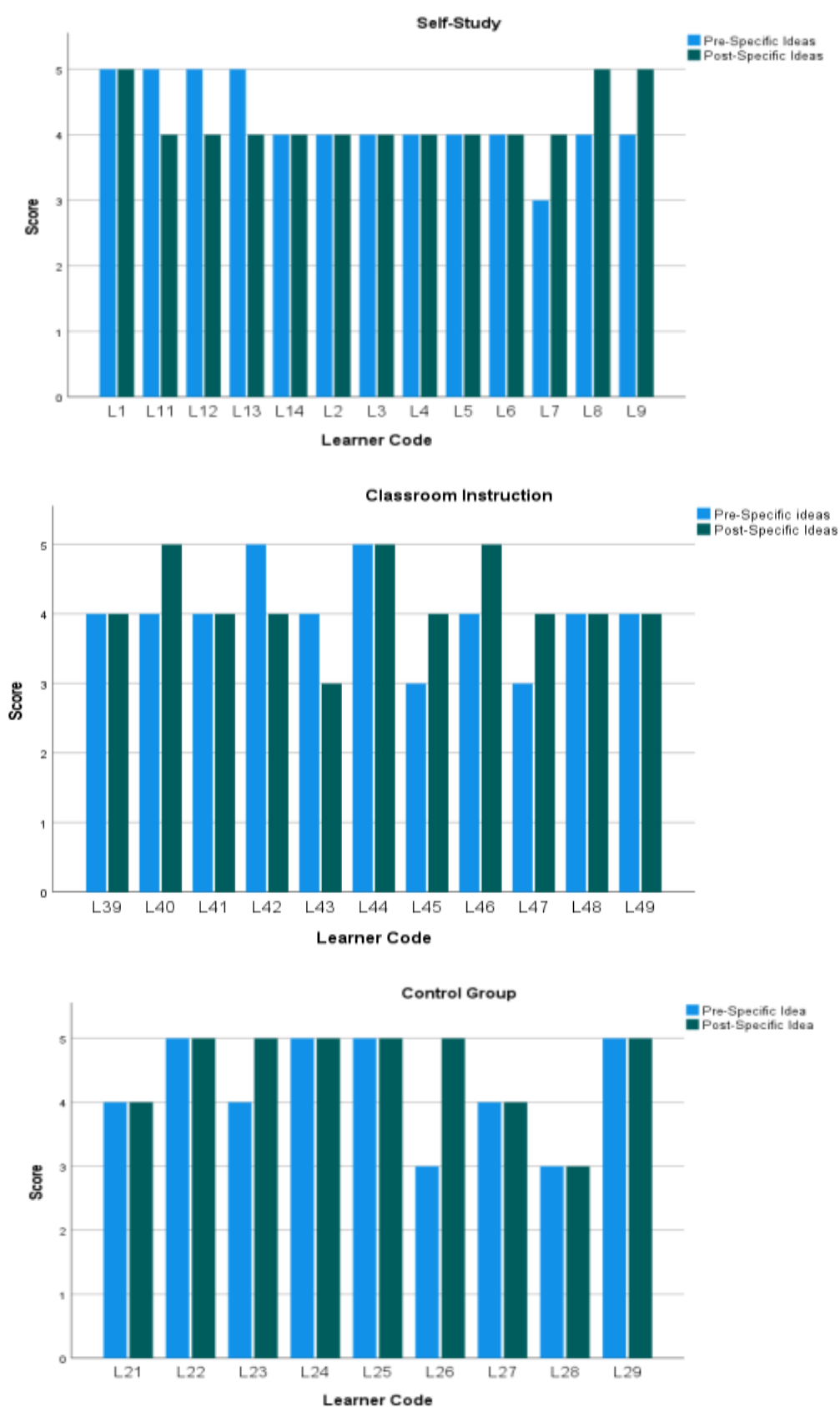
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.2 - Activities: While Listening – General Ideas



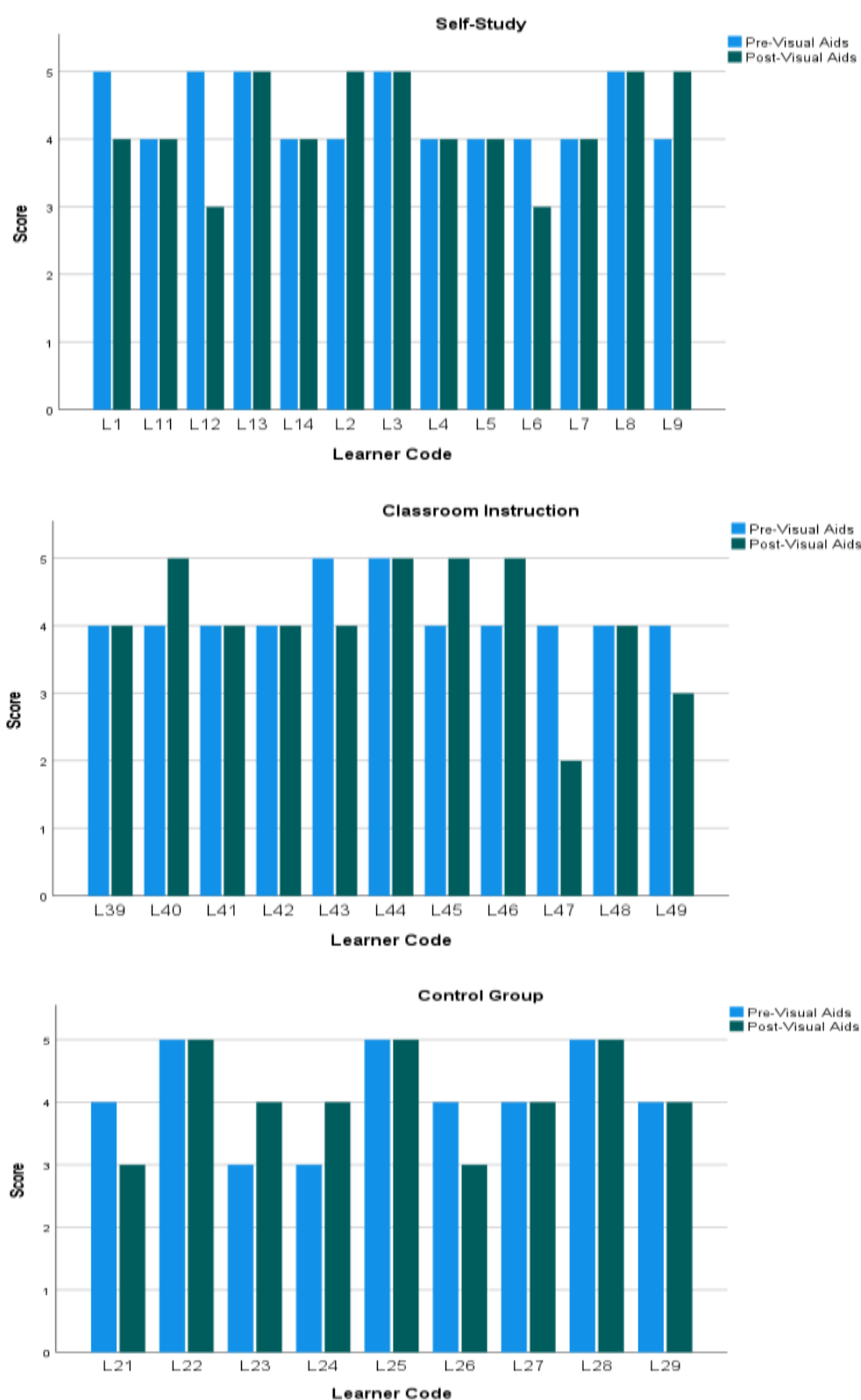
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.2 - Activities: While Listening – Specific Ideas



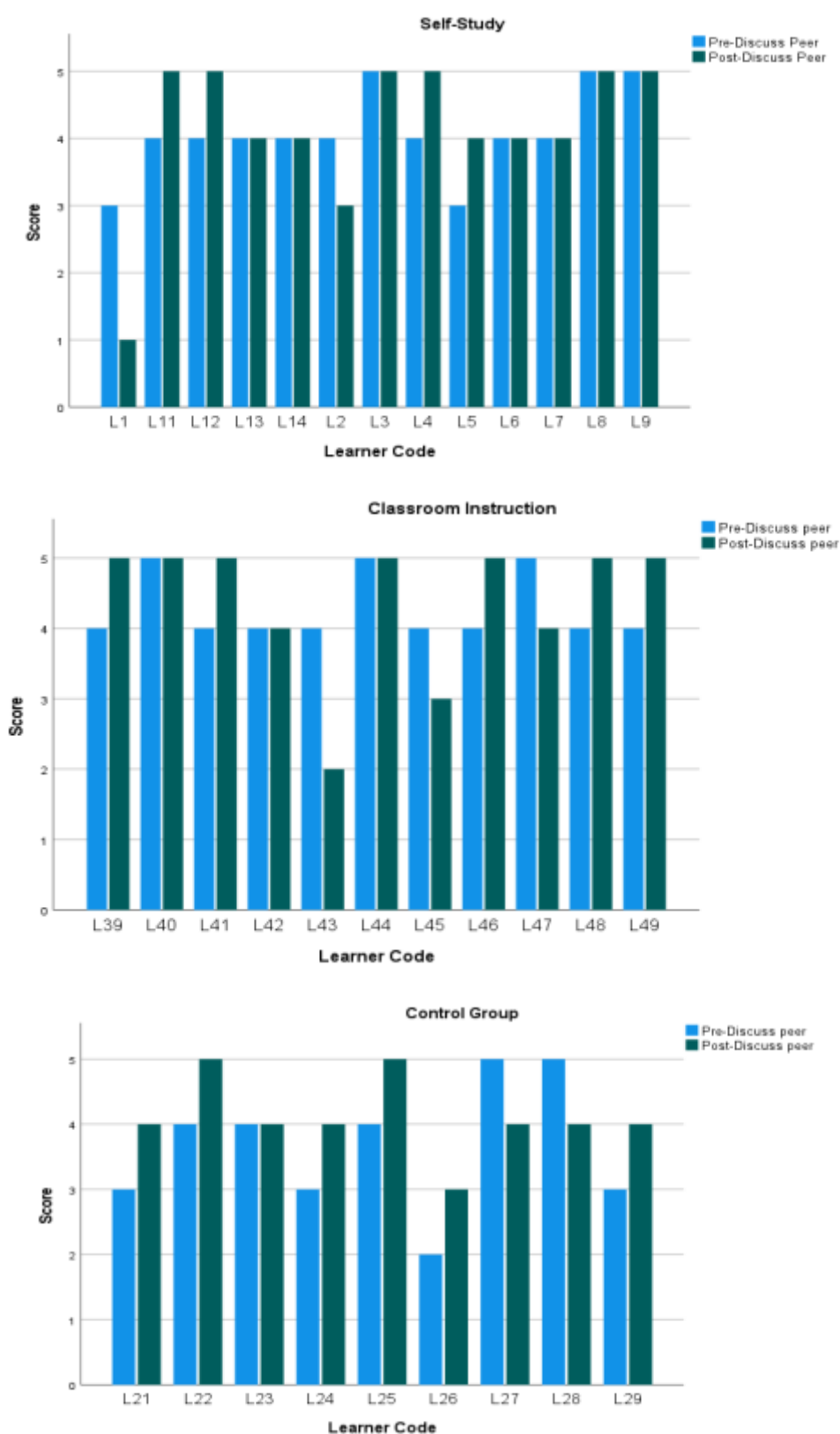
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.2 - Activities: While Listening – Visual Aids



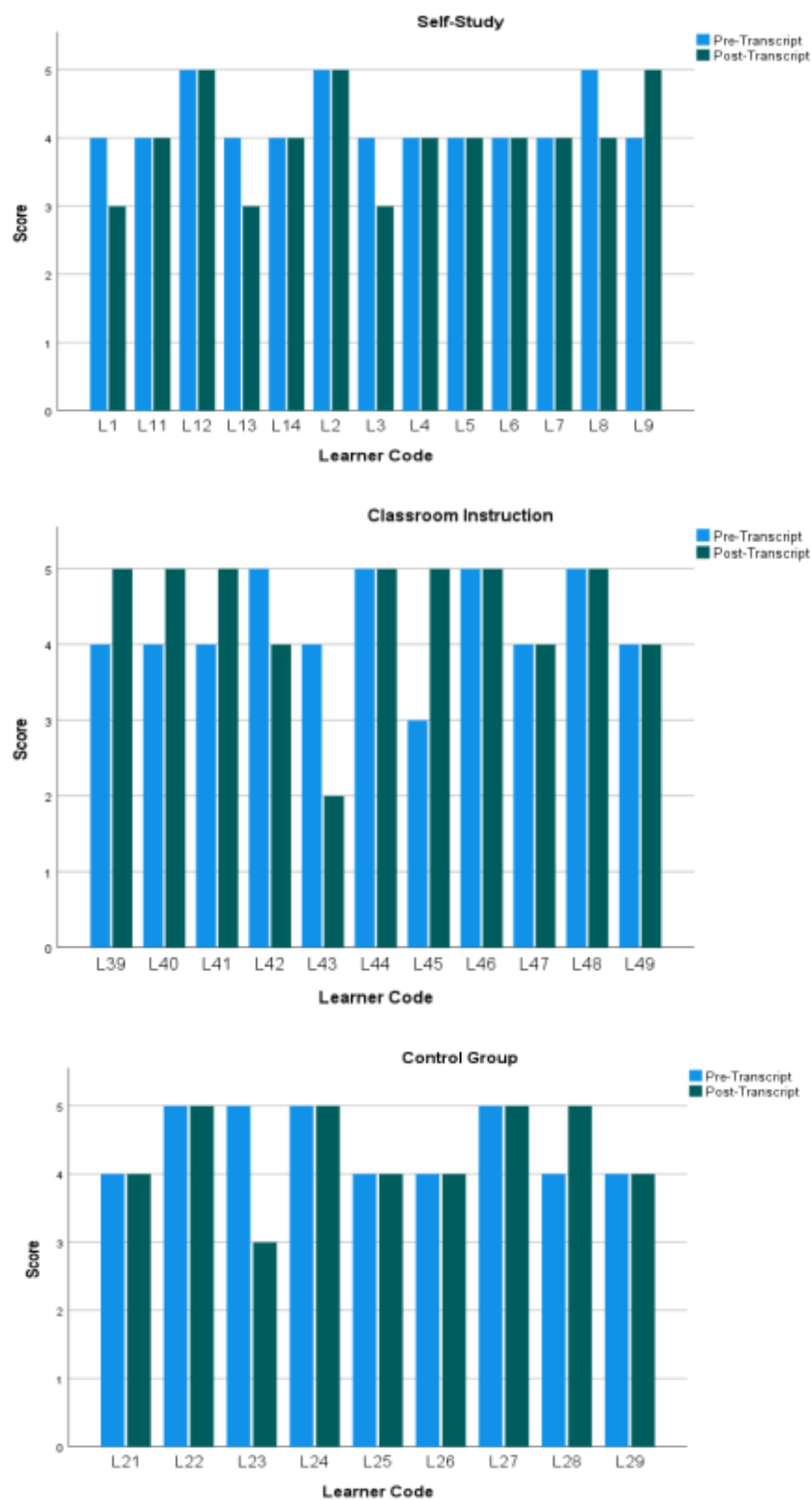
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.3 - Activities: After Listening – Discuss Peer



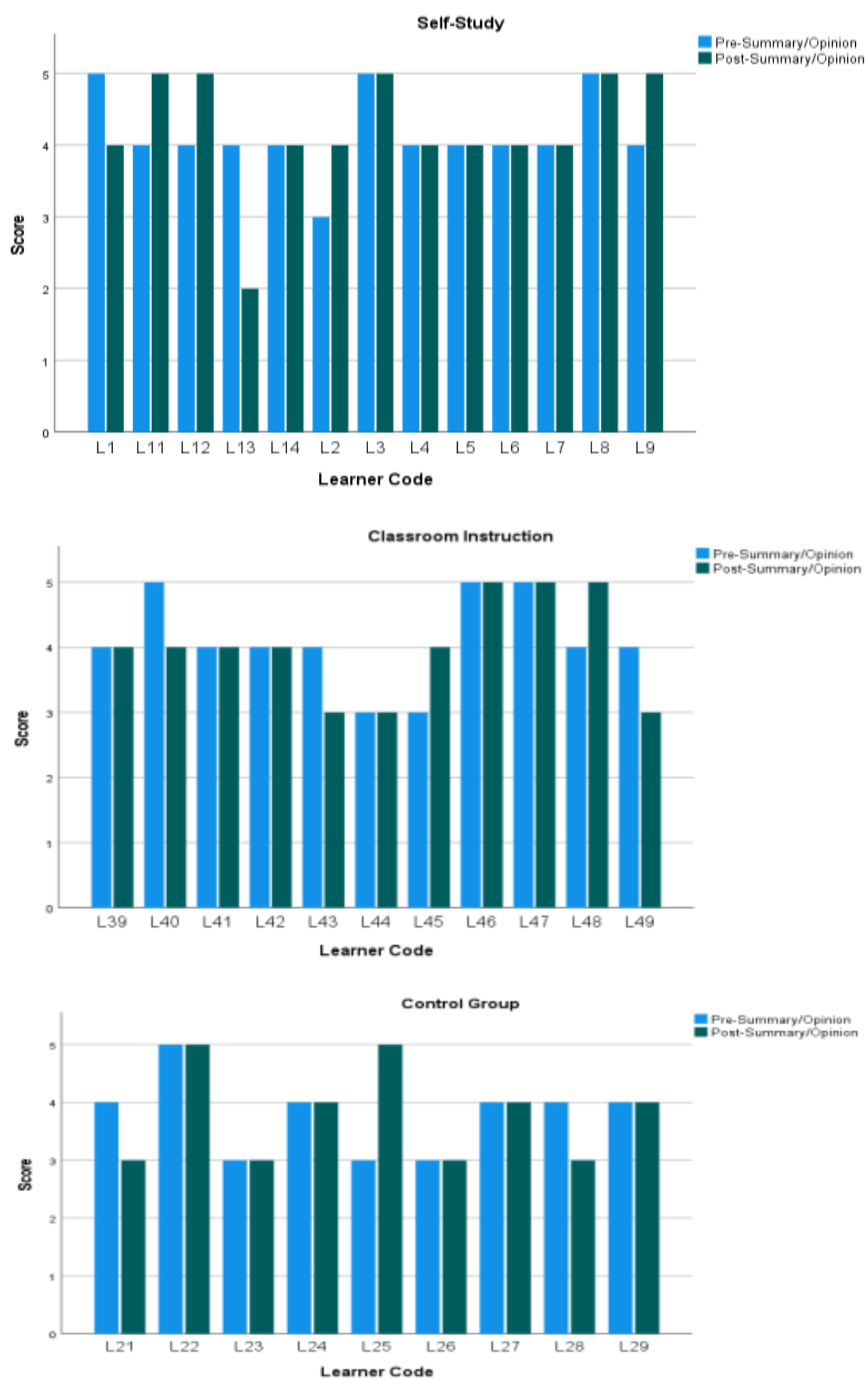
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.3 - Activities: After Listening – Transcript



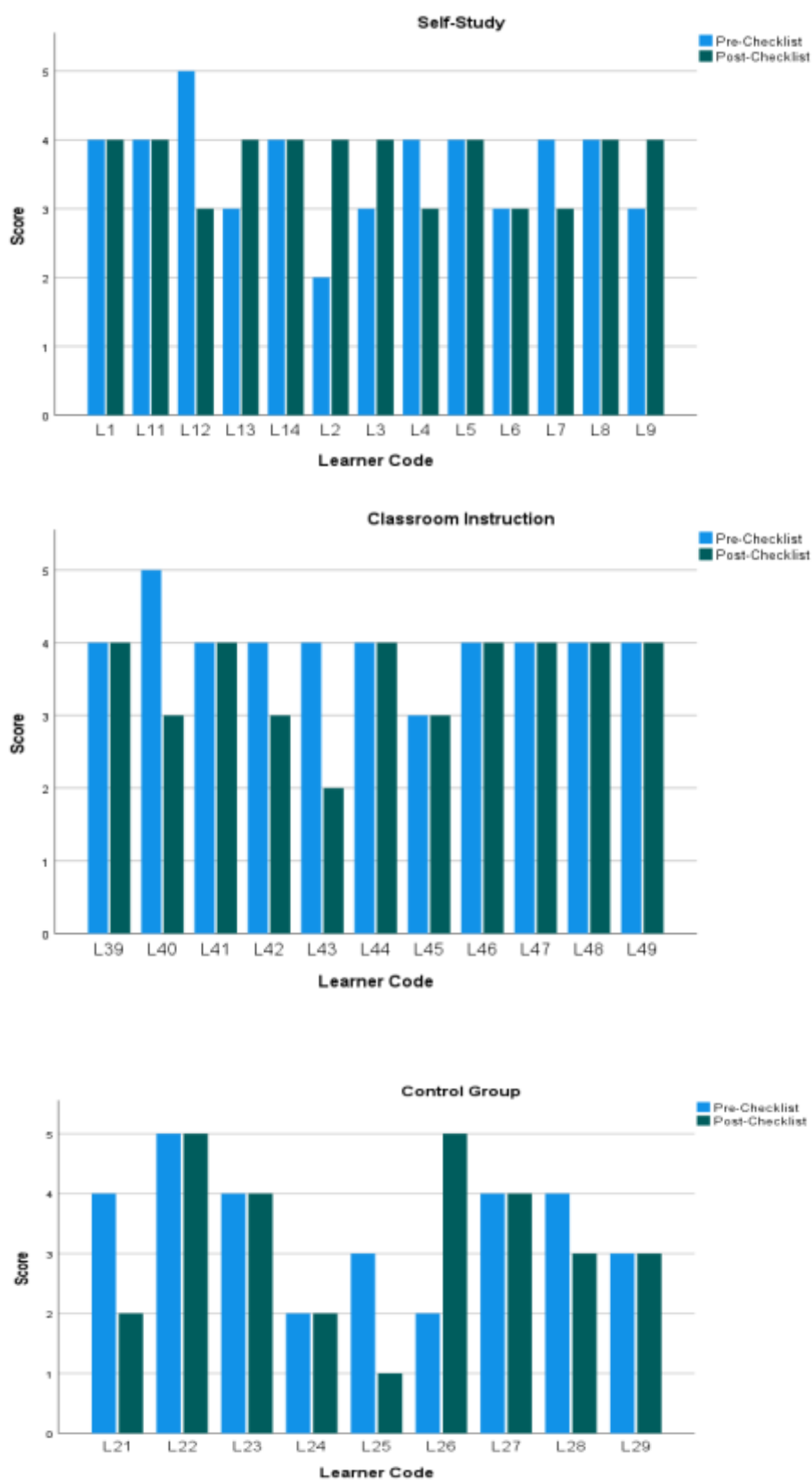
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.3 - Activities: After Listening – Summary/Opinion



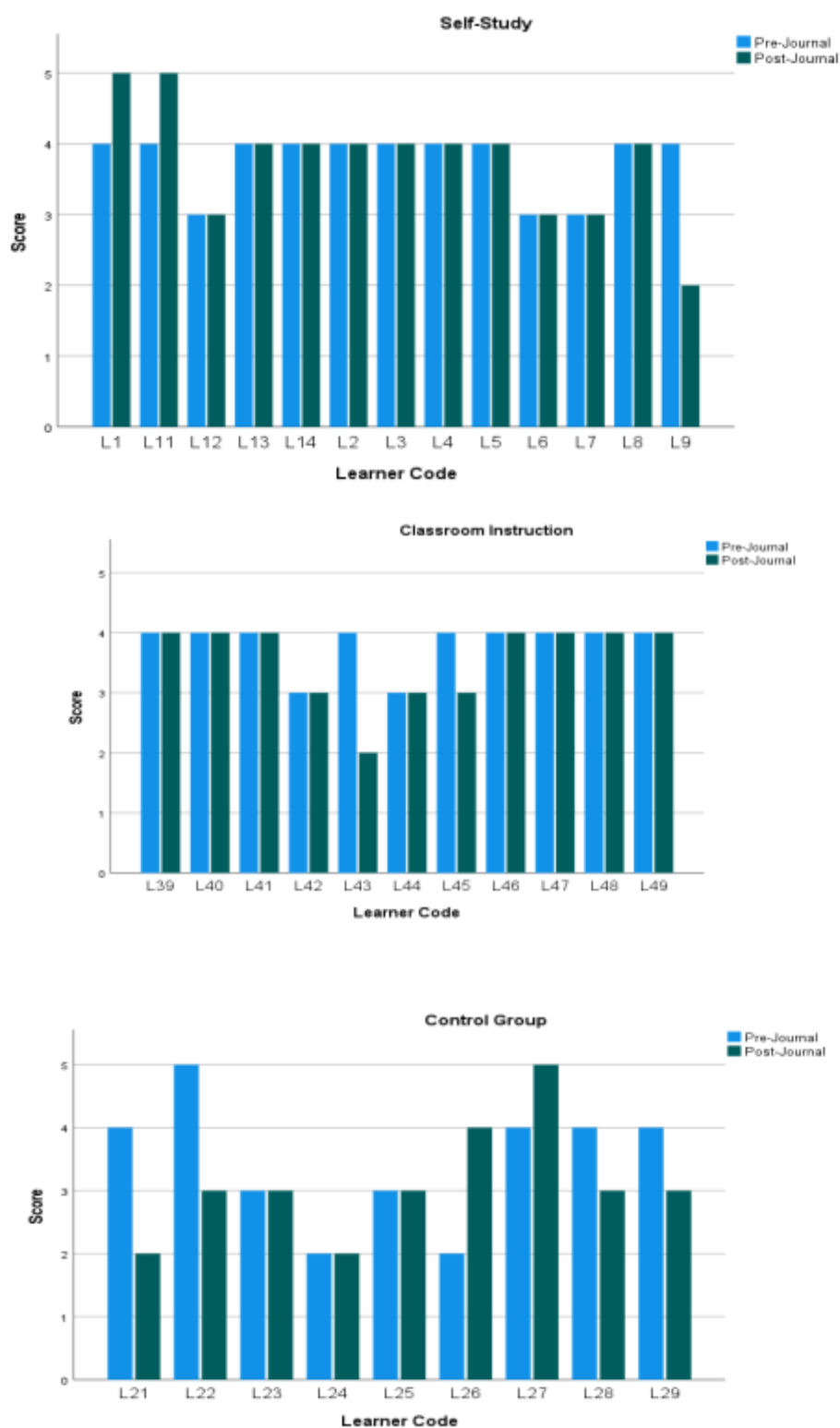
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.4 - Activities: Components – Checklist



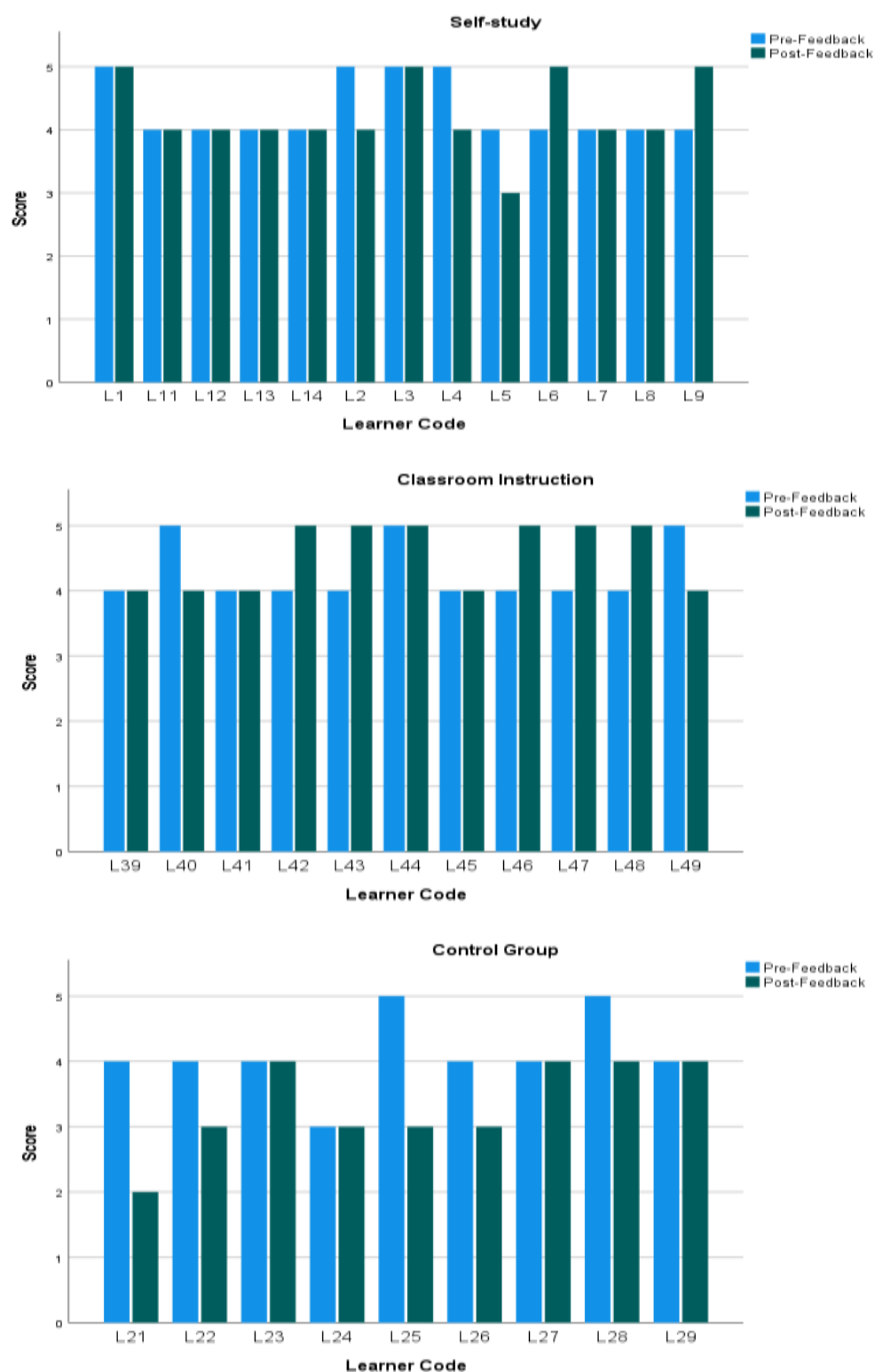
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.4 - Activities: Components – Journal



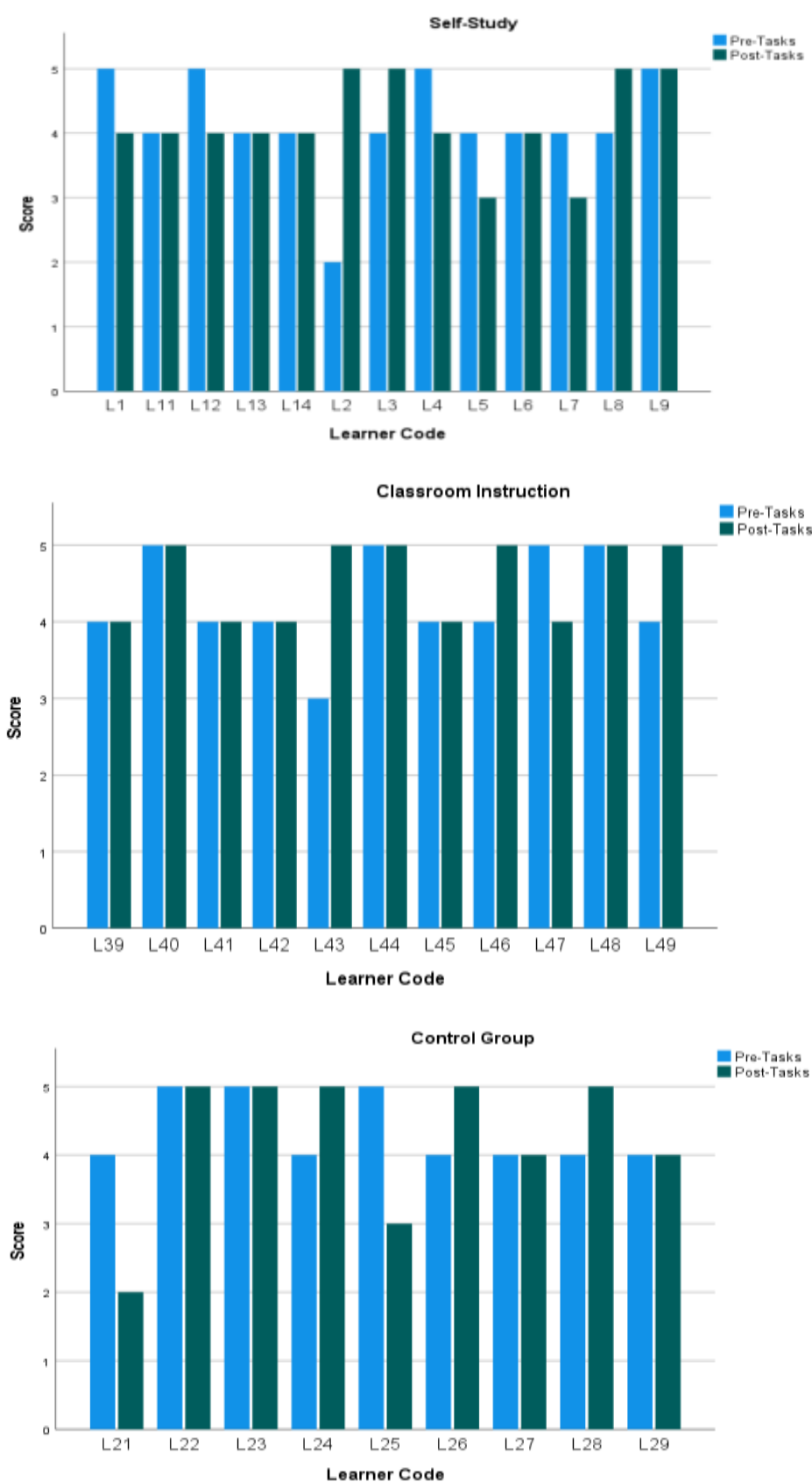
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.4 - Activities: Components –Feedback



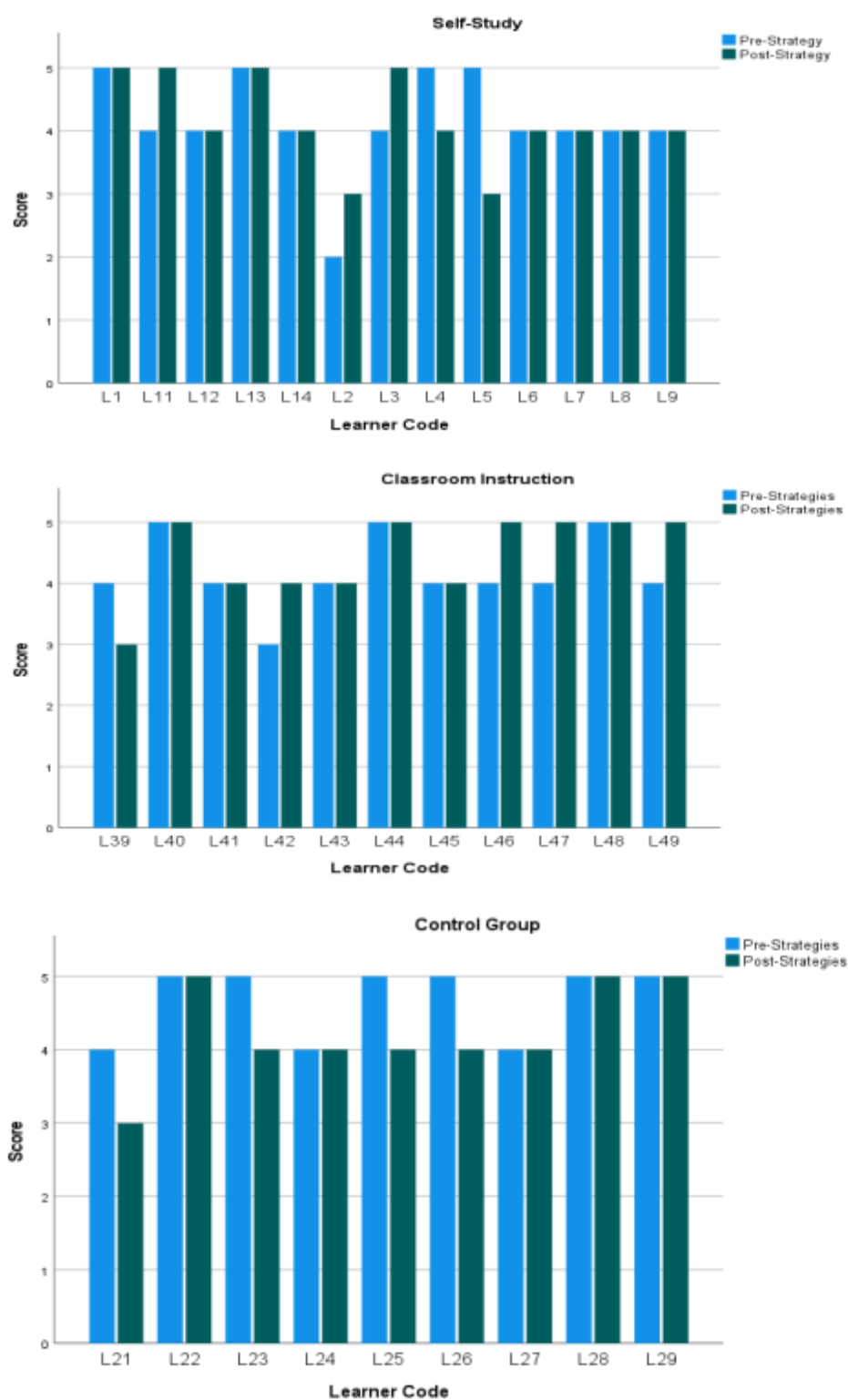
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.4 - Activities: Components –Feedback



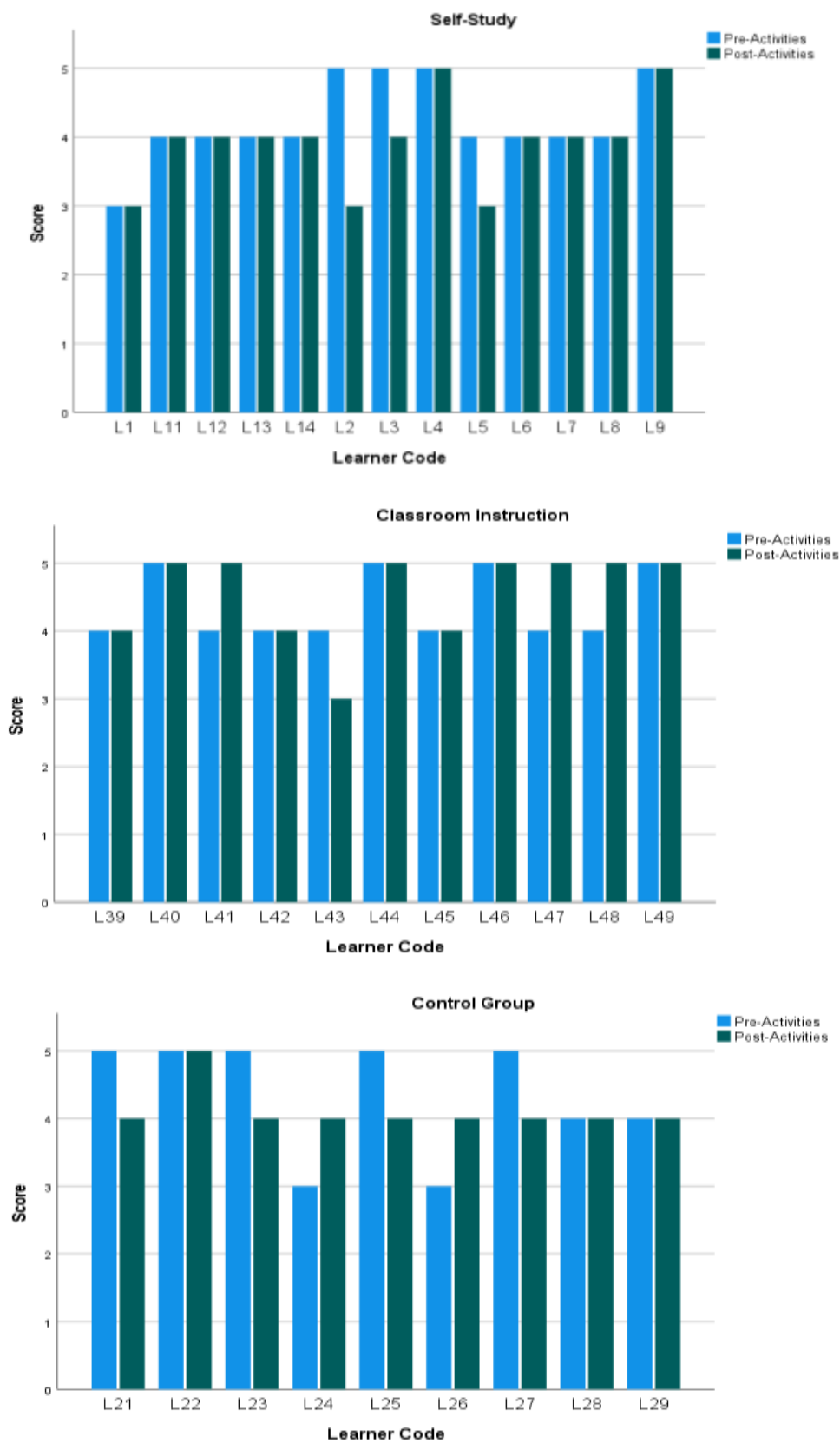
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Section 6.3.4 - Activities: Components – Strategy



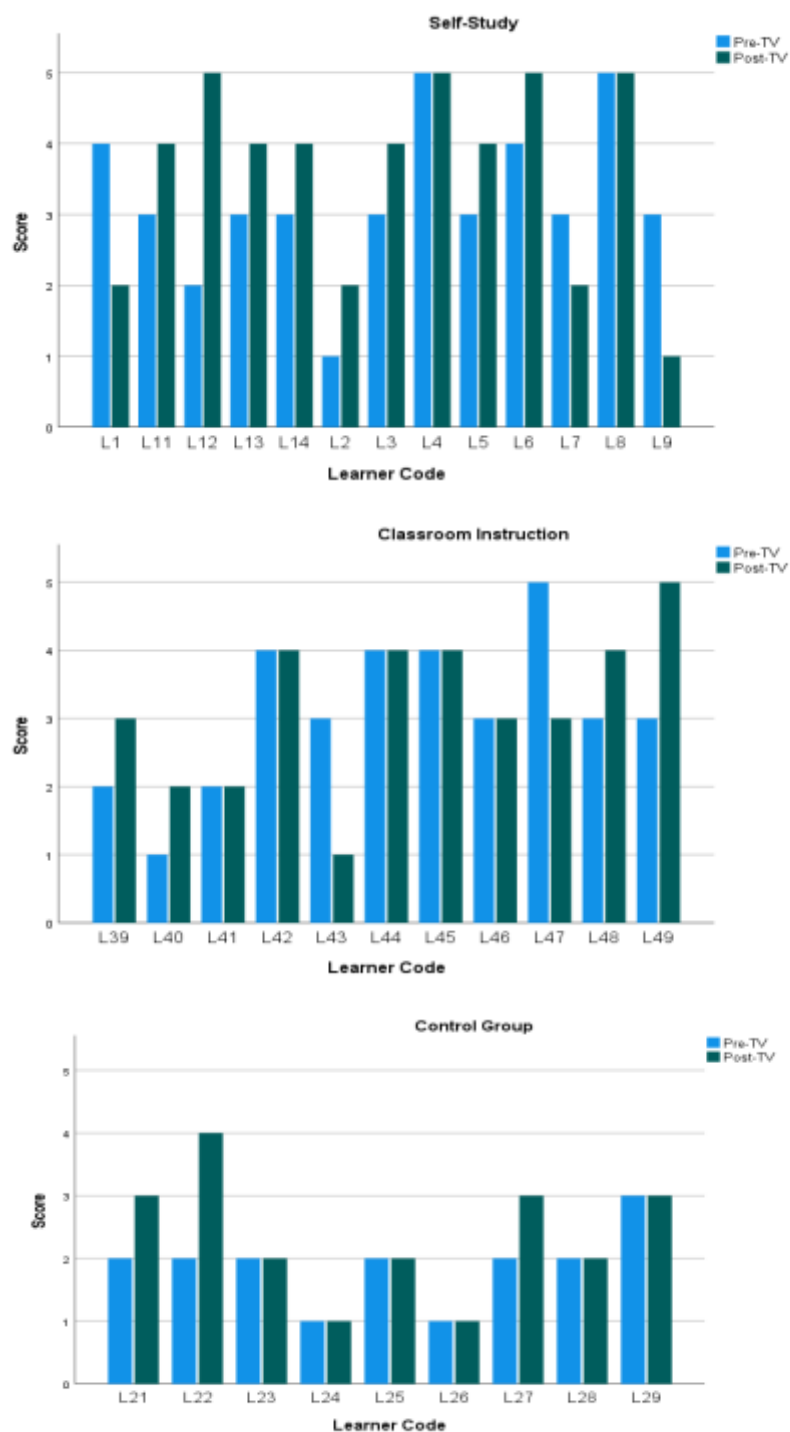
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.3.4 - Activities: Components – Activities



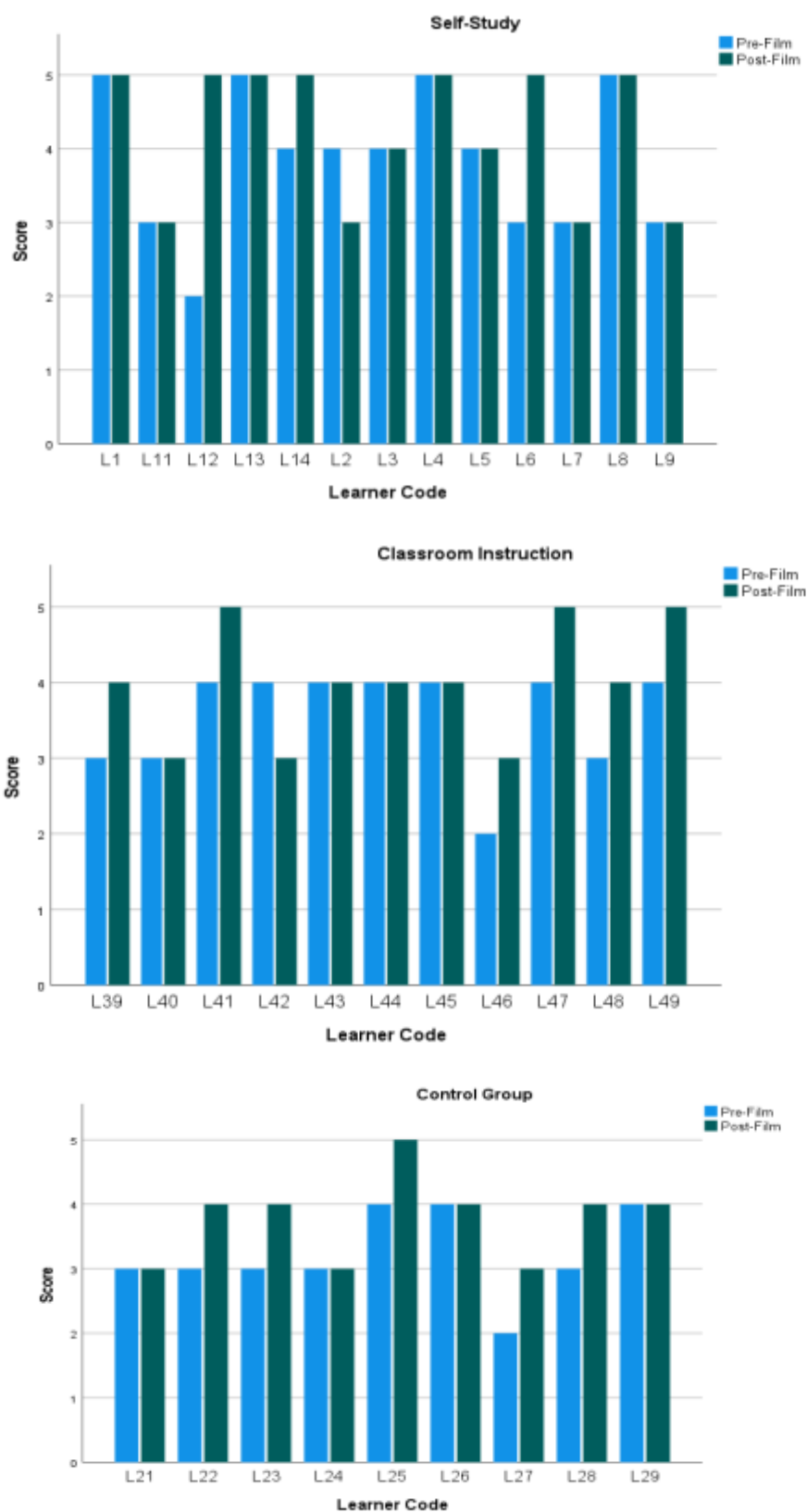
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Section 6.5.1 - Perceptions: Behaviour – TV



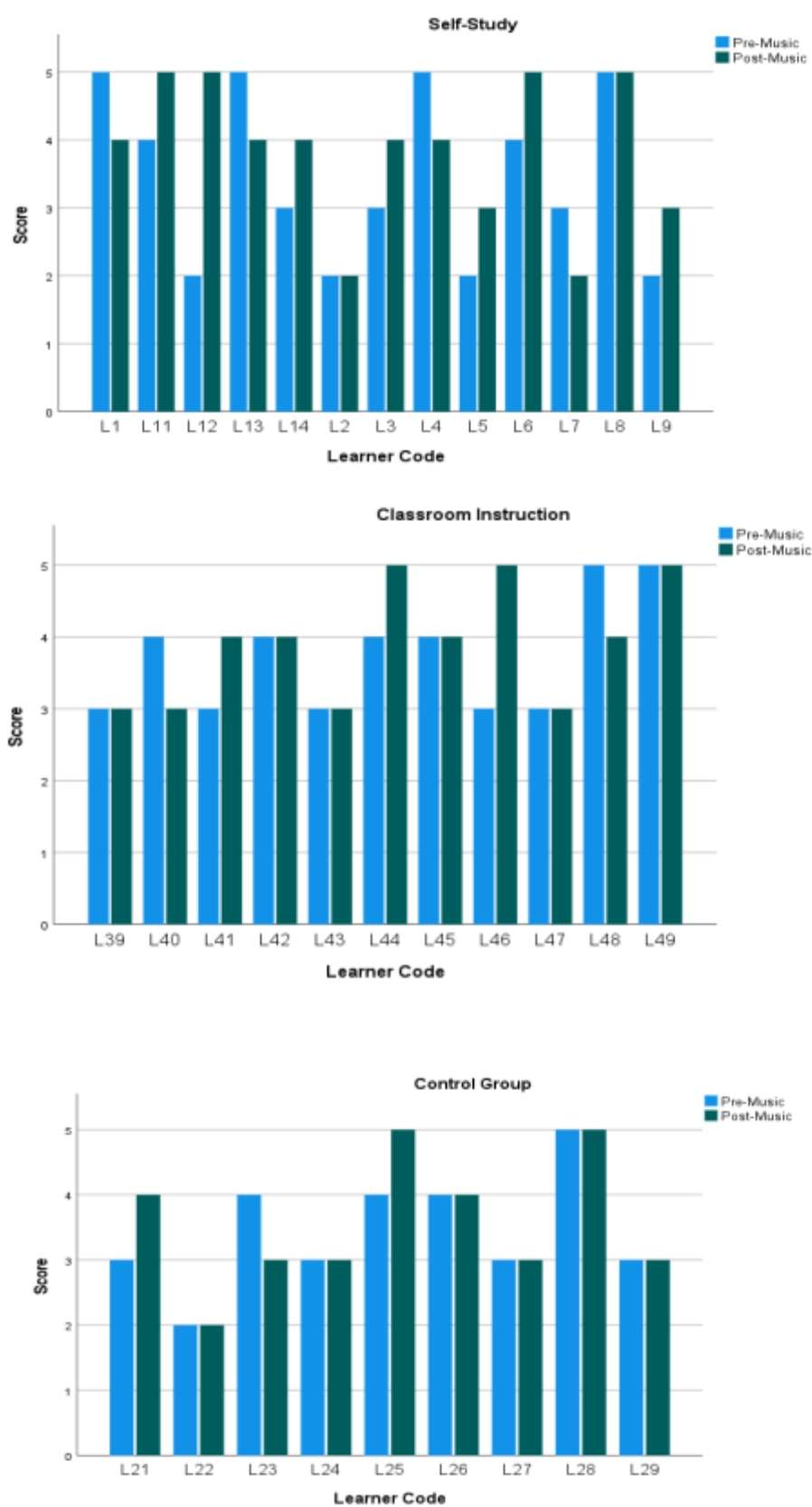
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.1 - Perceptions: Behaviour – Film



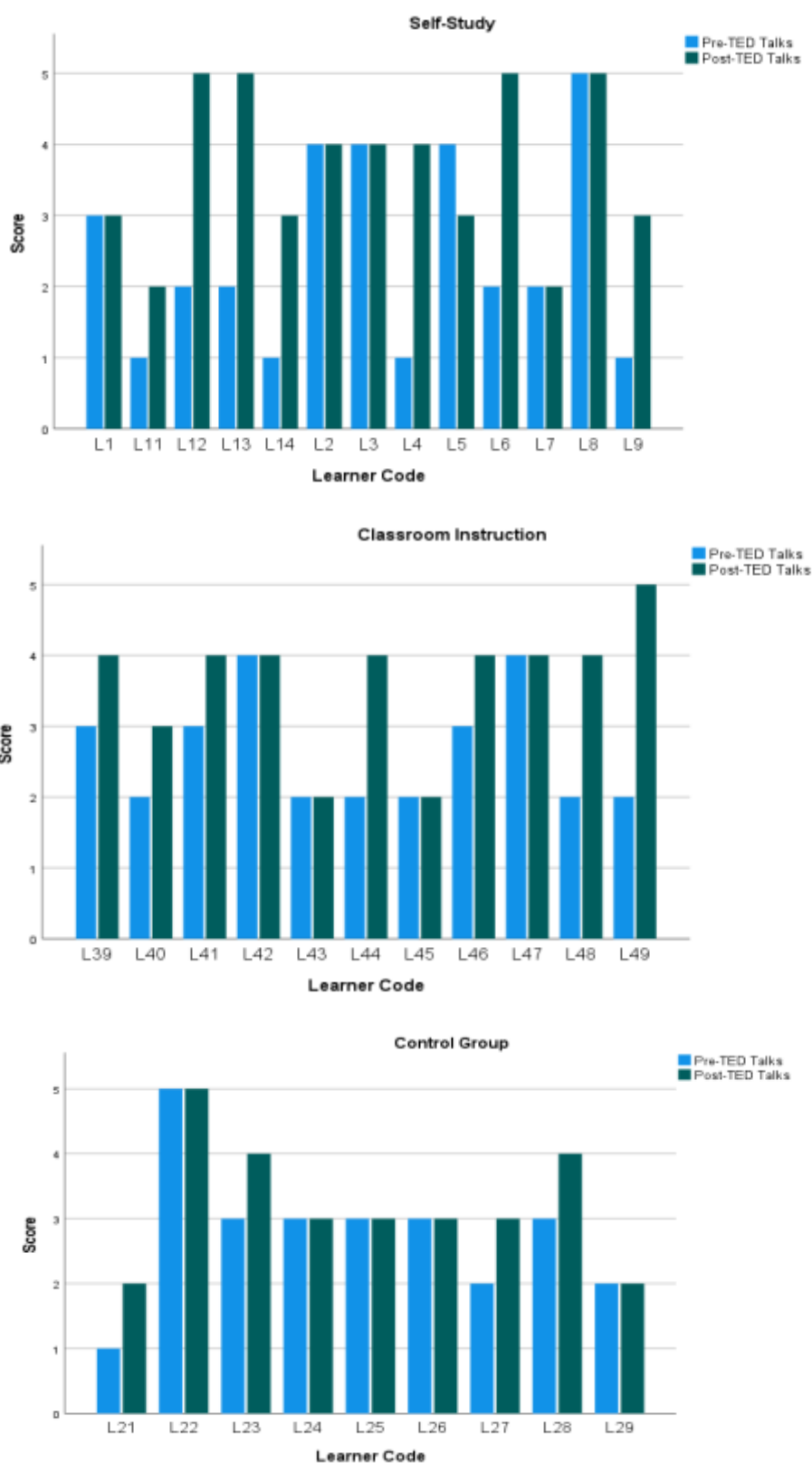
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.1 - Perceptions: Behaviour –Music



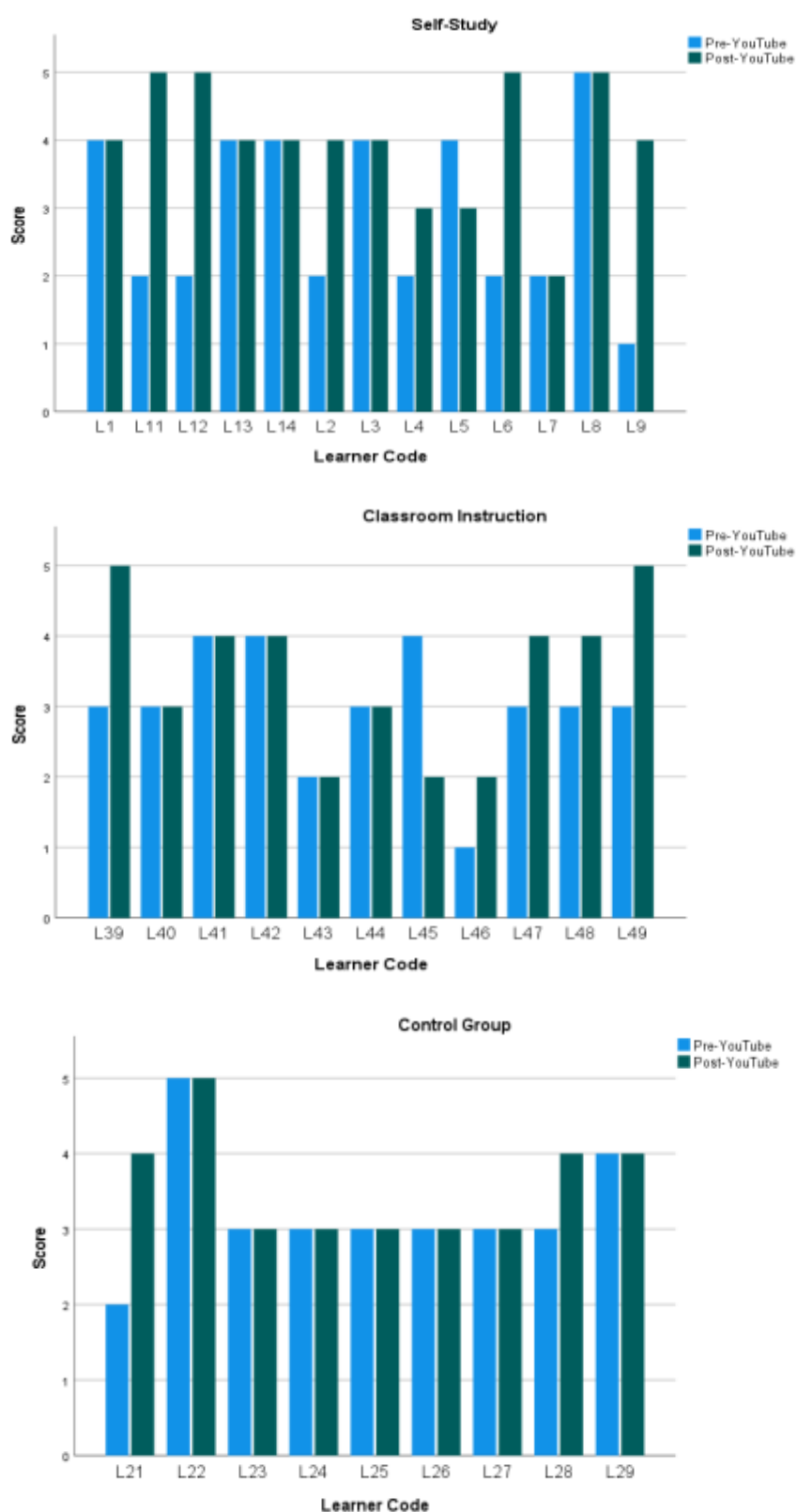
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.1 - Perceptions: Behaviour –TED Talks



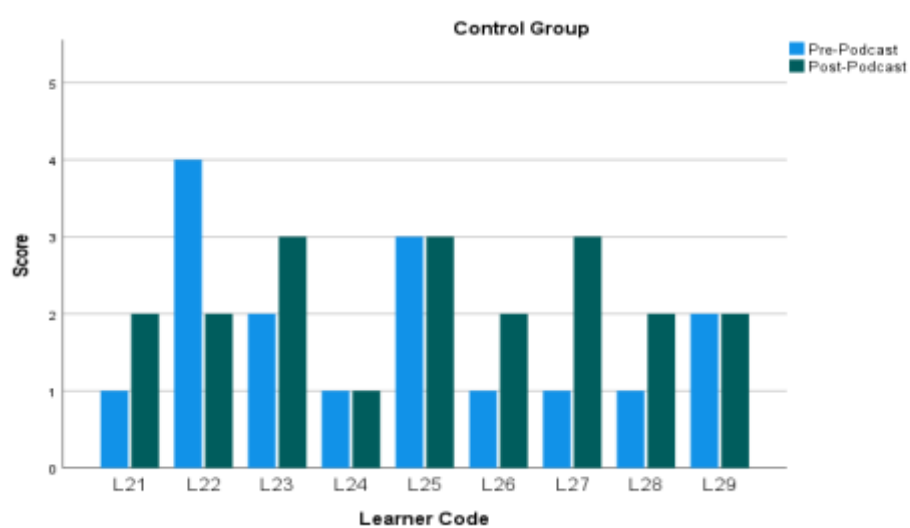
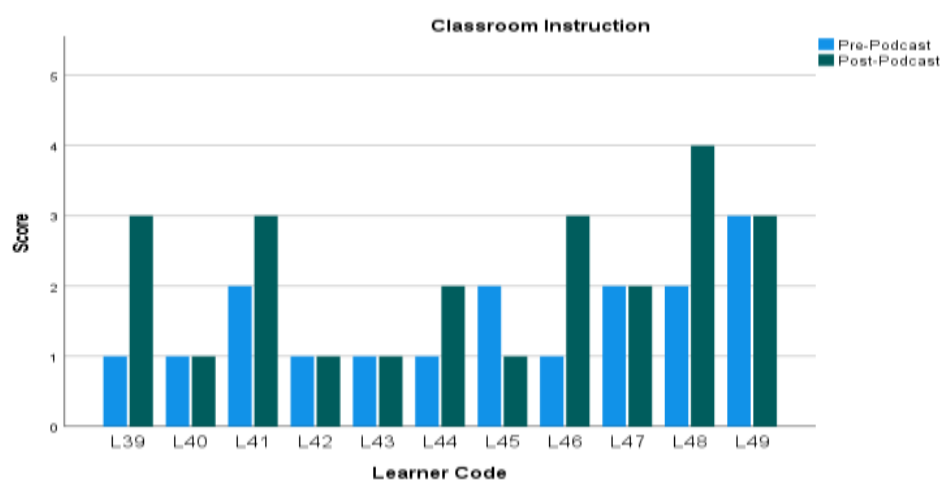
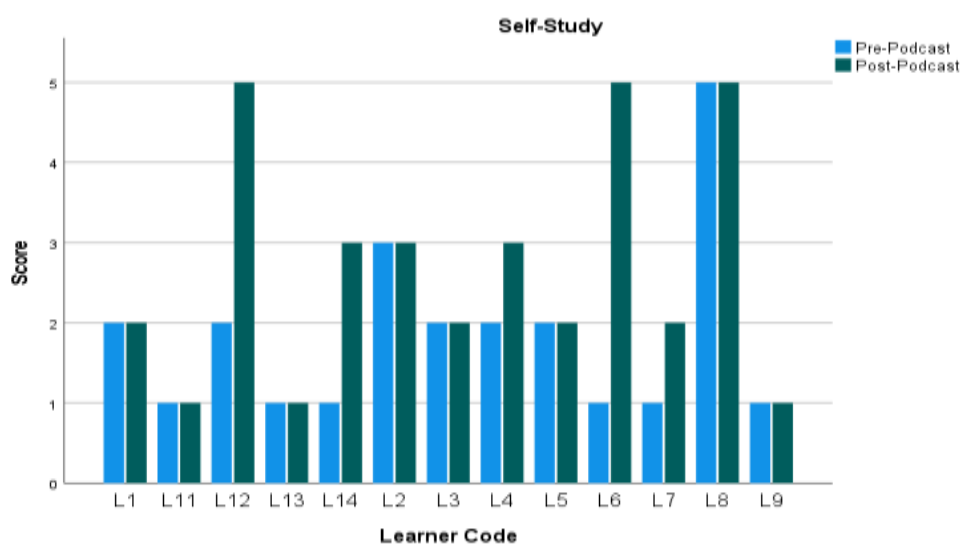
Note : 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.1 - Perceptions: Behaviour –YouTube



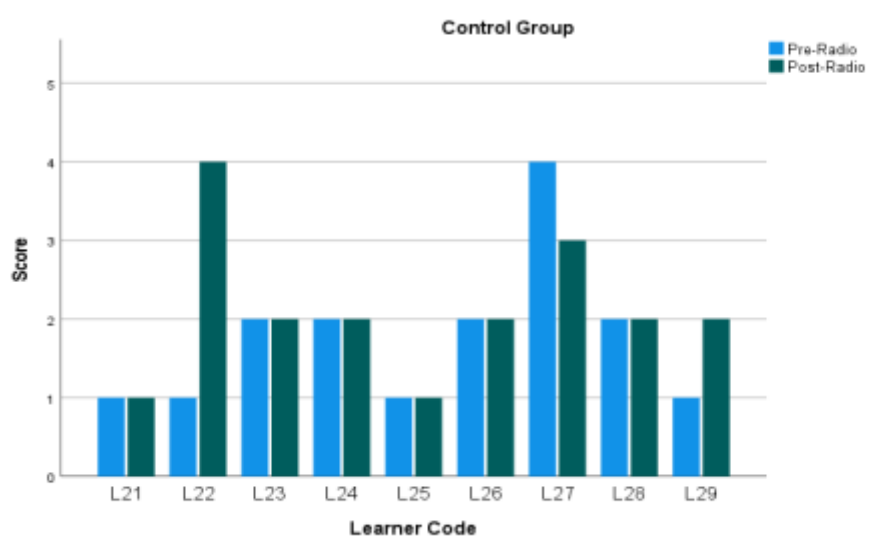
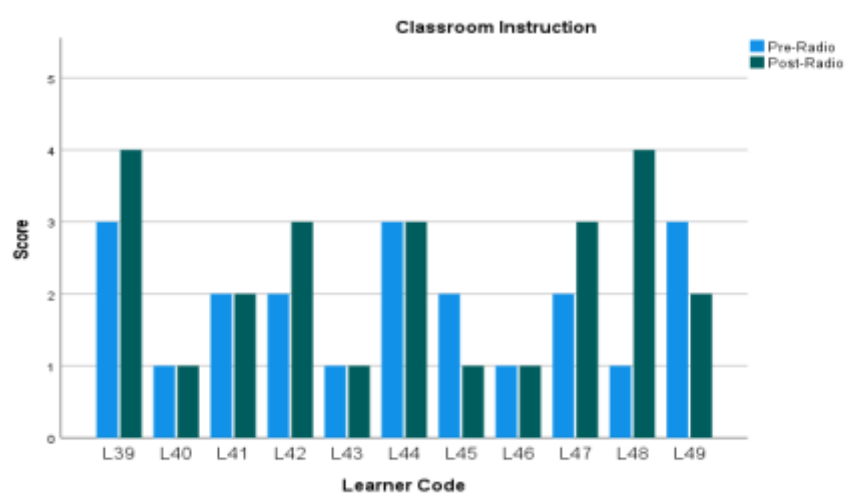
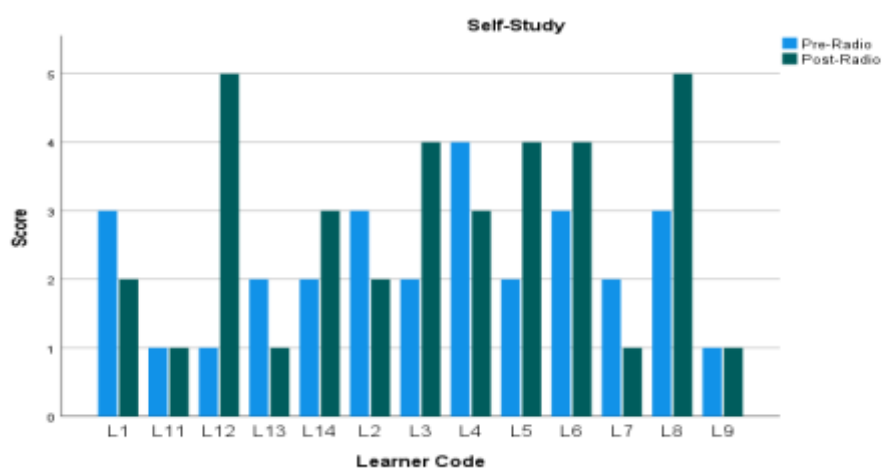
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.1 - Perceptions: Behaviour –Podcast



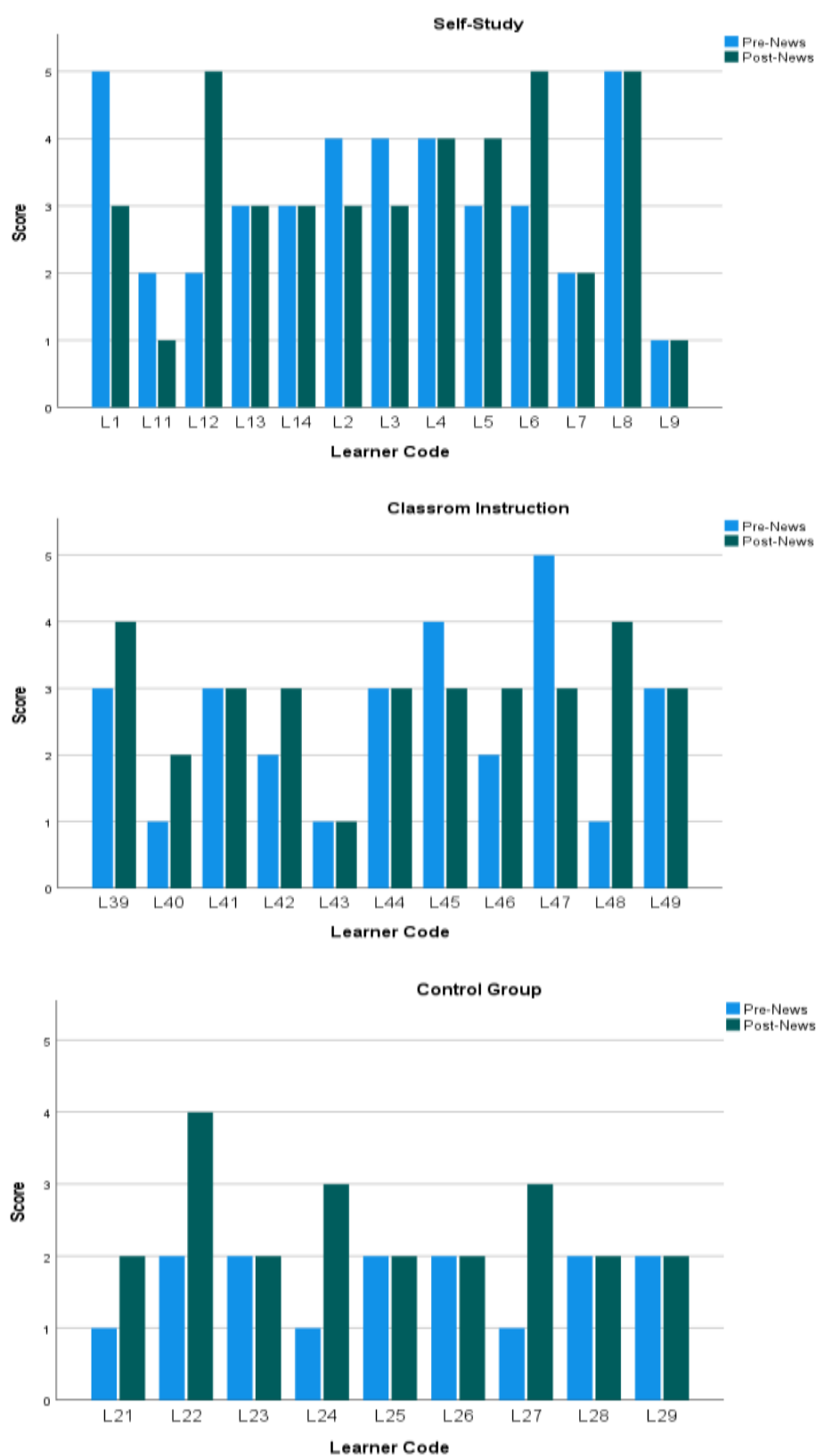
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.1 - Perceptions: Behaviour –Radio



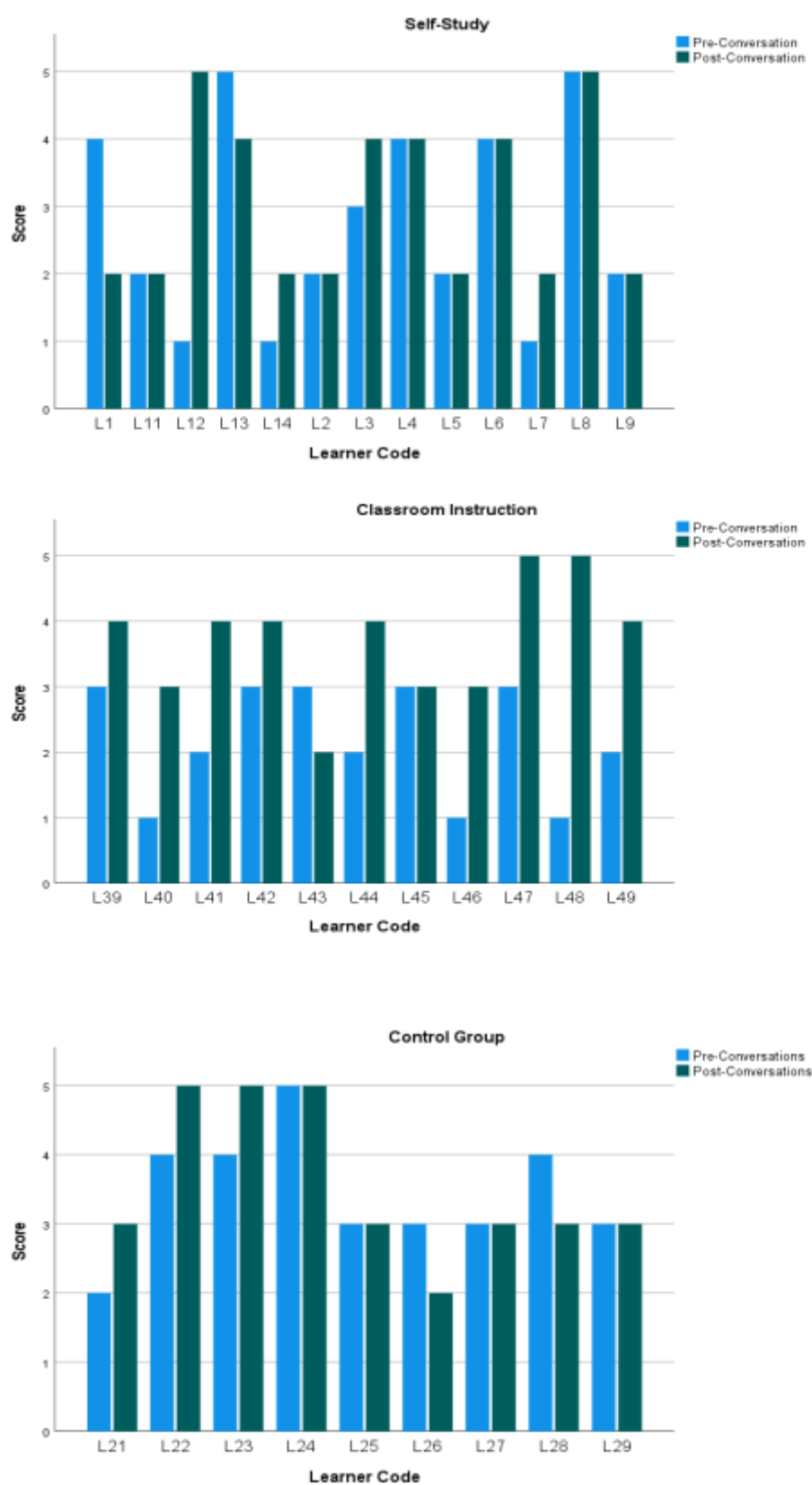
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.1 - Perceptions: Behaviour –News



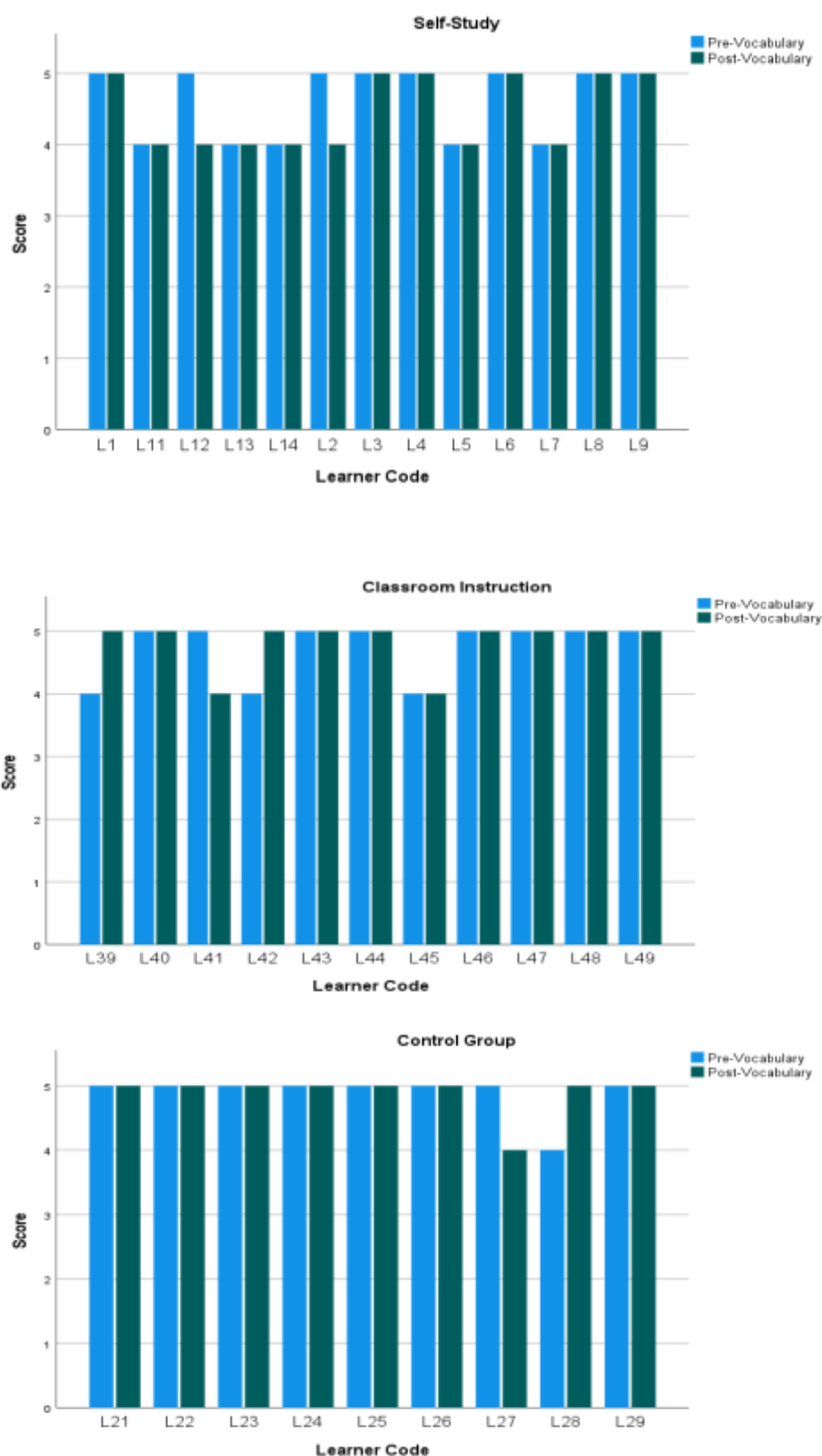
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.1 - Perceptions: Behaviour –Conversation



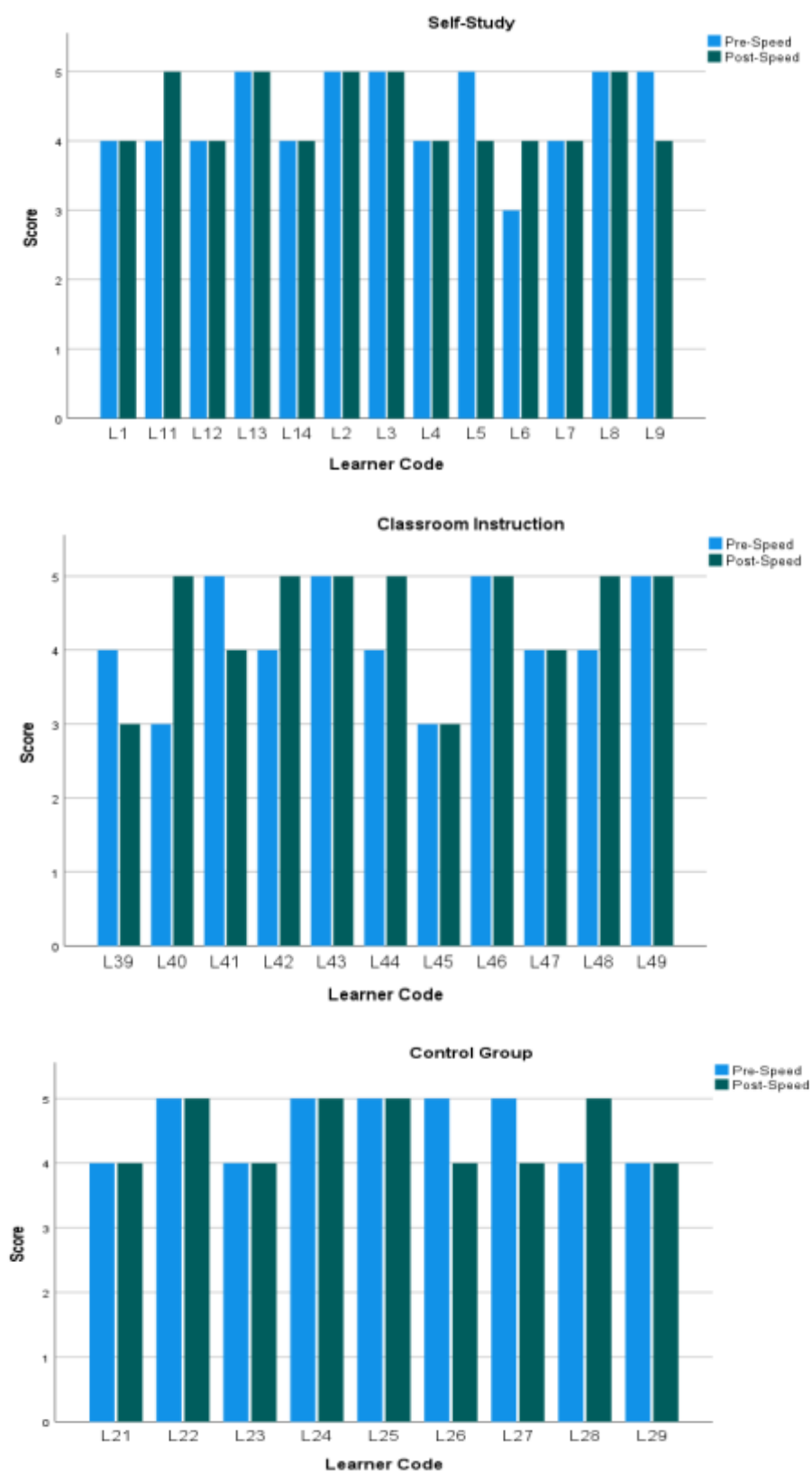
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.1 - Perceptions: Dimensions –Vocabulary



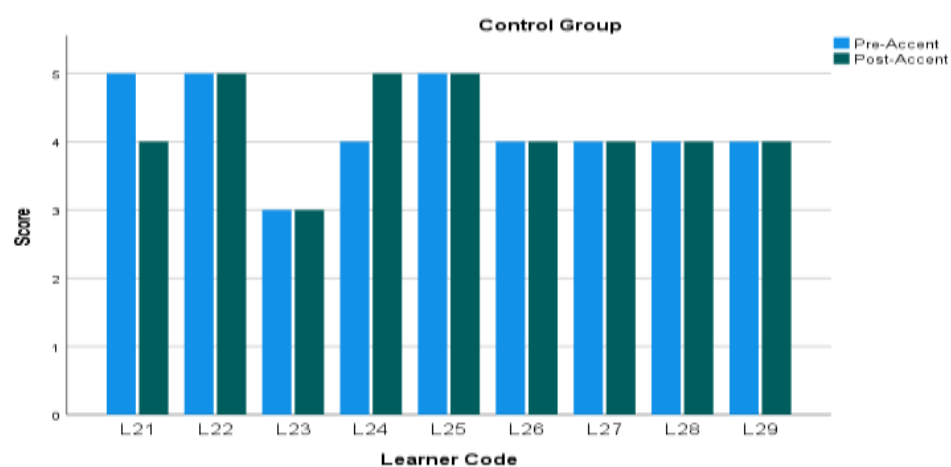
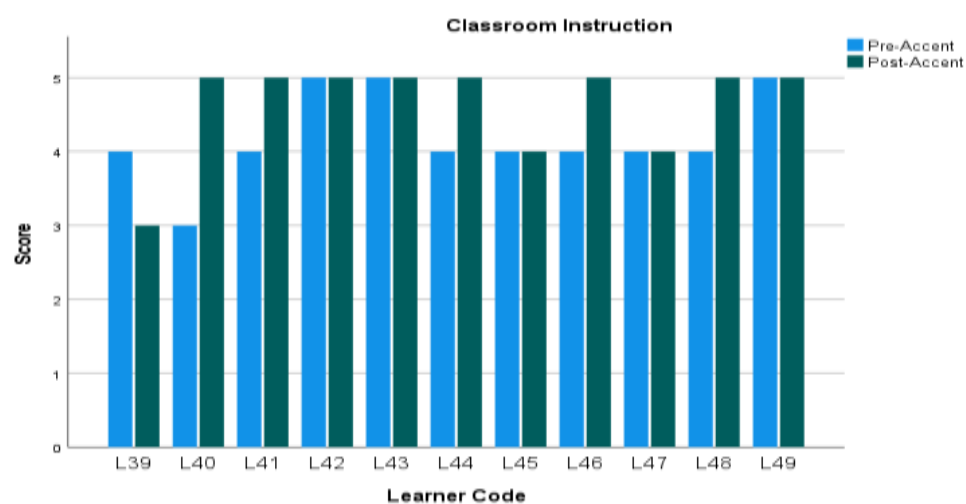
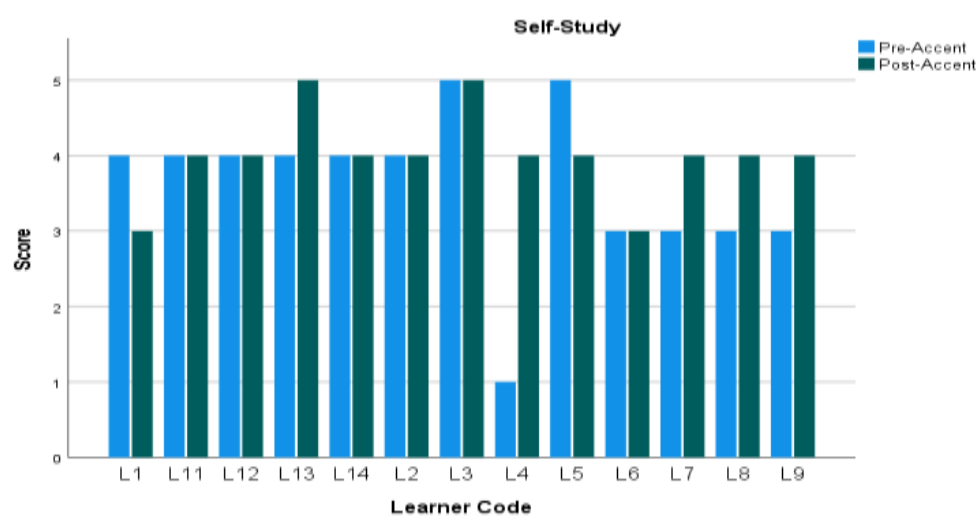
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.5.2 - Perceptions: Dimensions –Speed



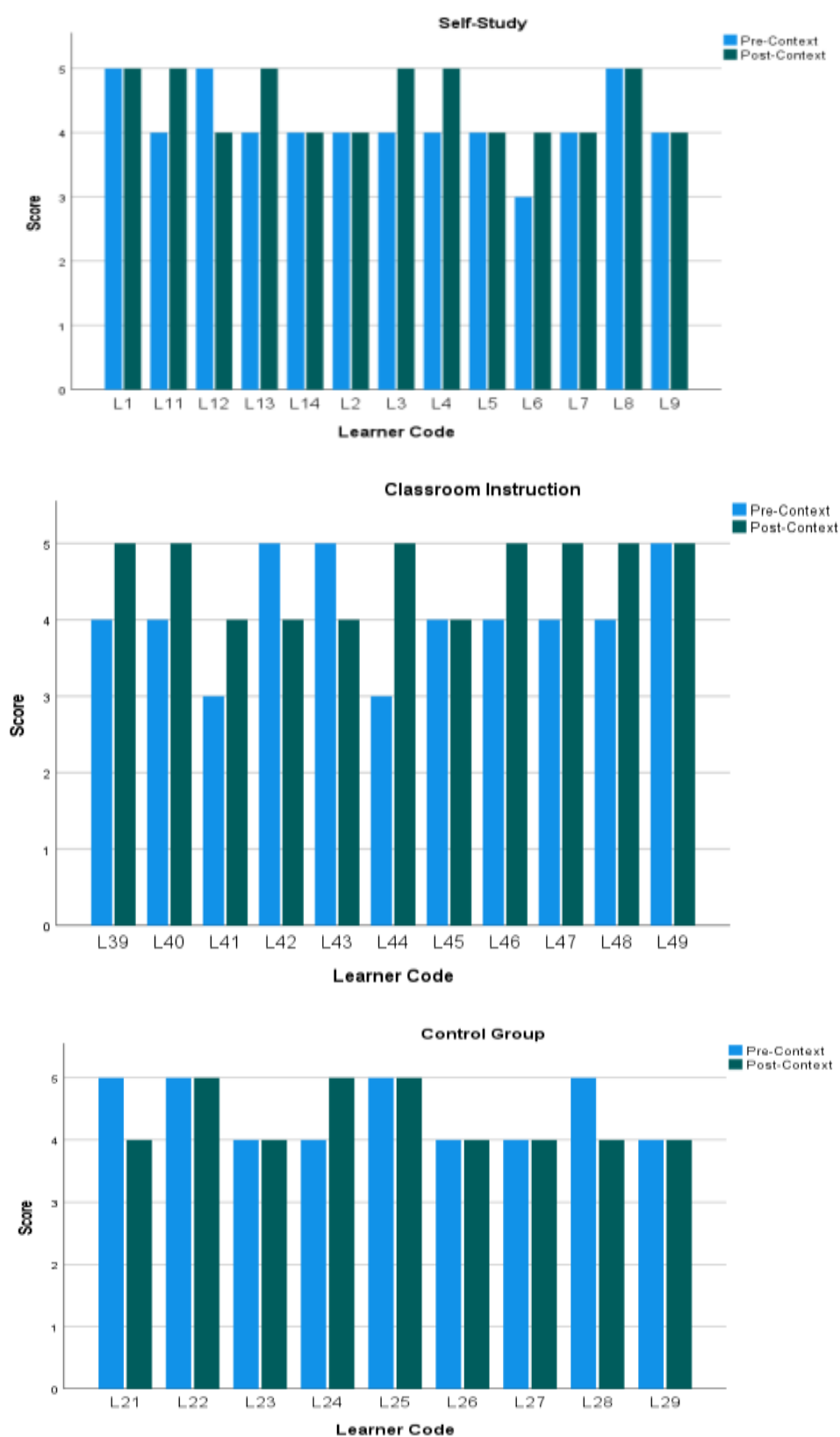
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.5.2 - Perceptions: Dimensions –Accent



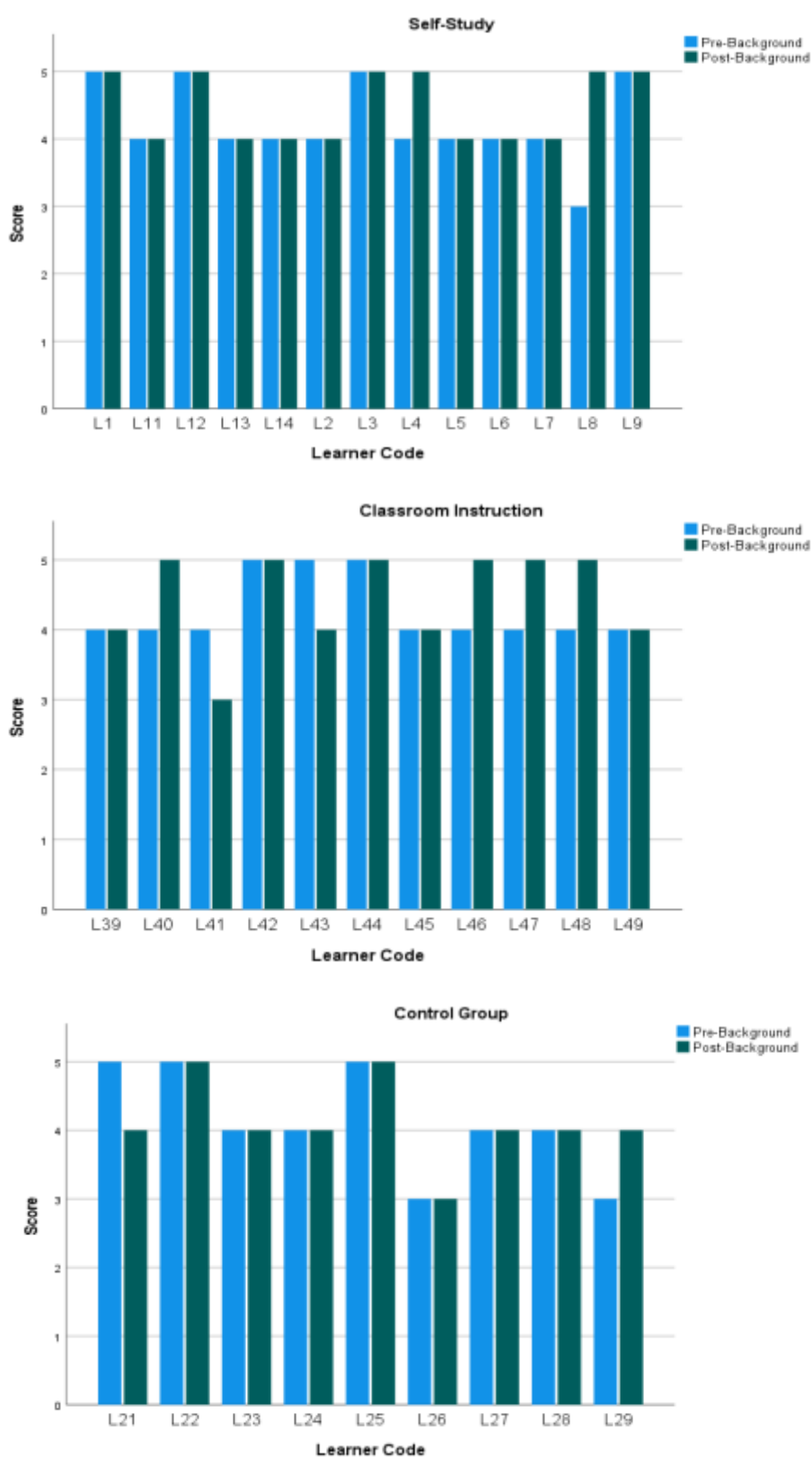
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.5.2 - Perceptions: Dimensions –Context



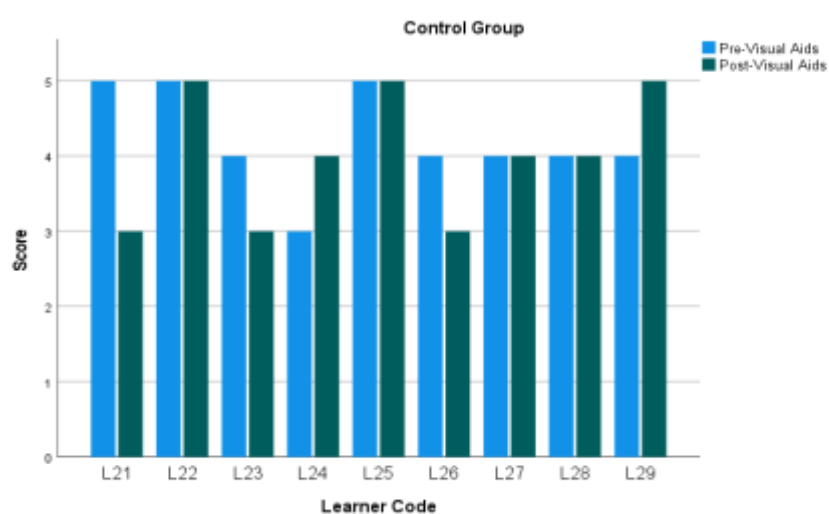
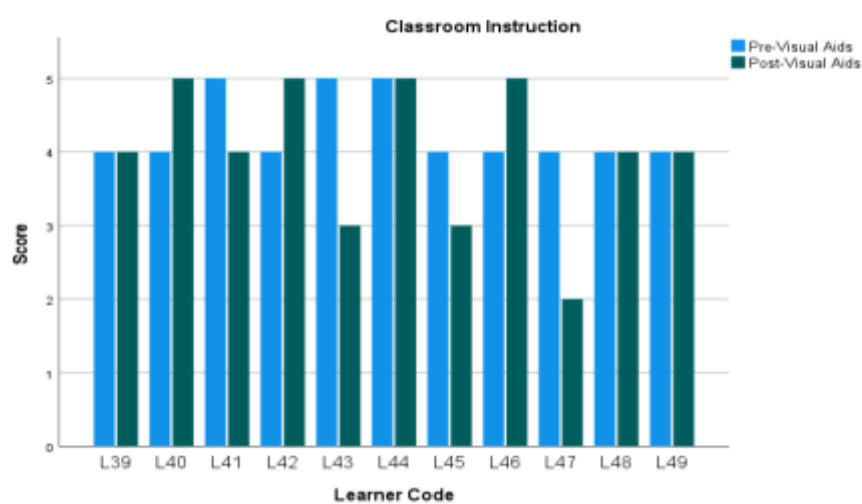
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.5.2 - Perceptions: Dimensions –Background



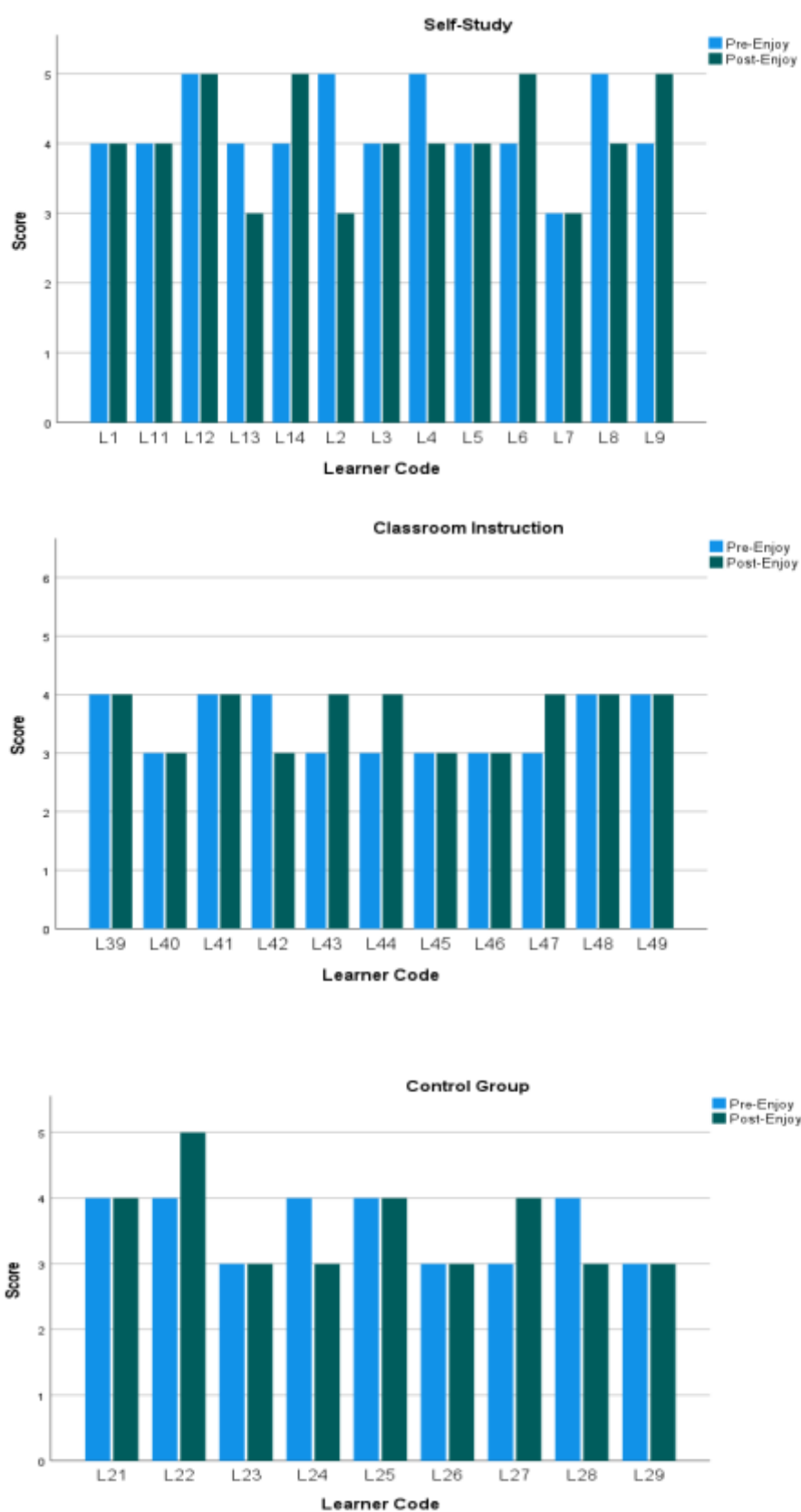
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.5.2 - Perceptions: Dimensions –Visual Aids



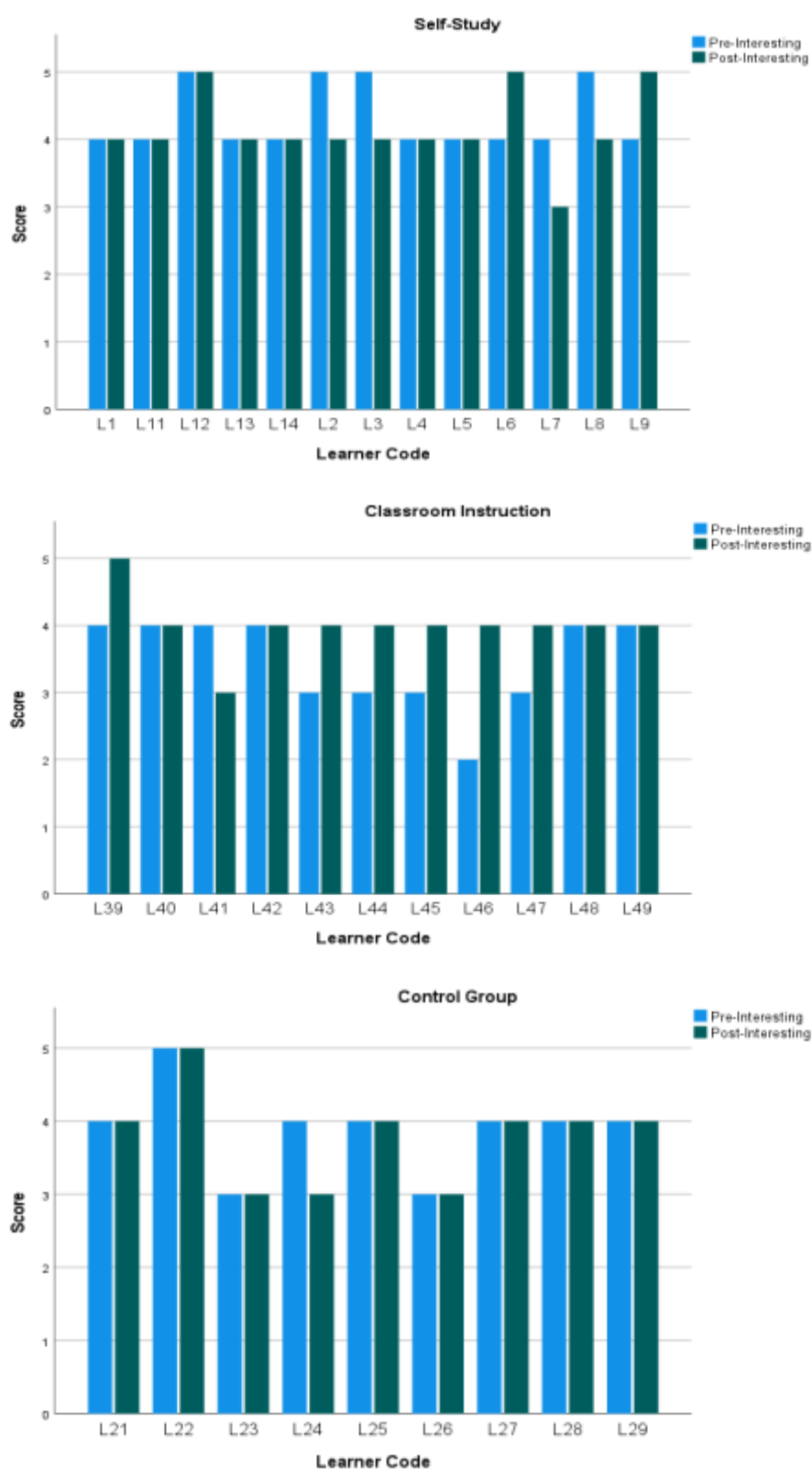
Note: 1=Unhelpful, 2=Somewhat Helpful, 3=Neither Helpful/Unhelpful, 4=Helpful, 5=Very Helpful

Section 6.5.3 - Perceptions: Attitudes –Enjoyable



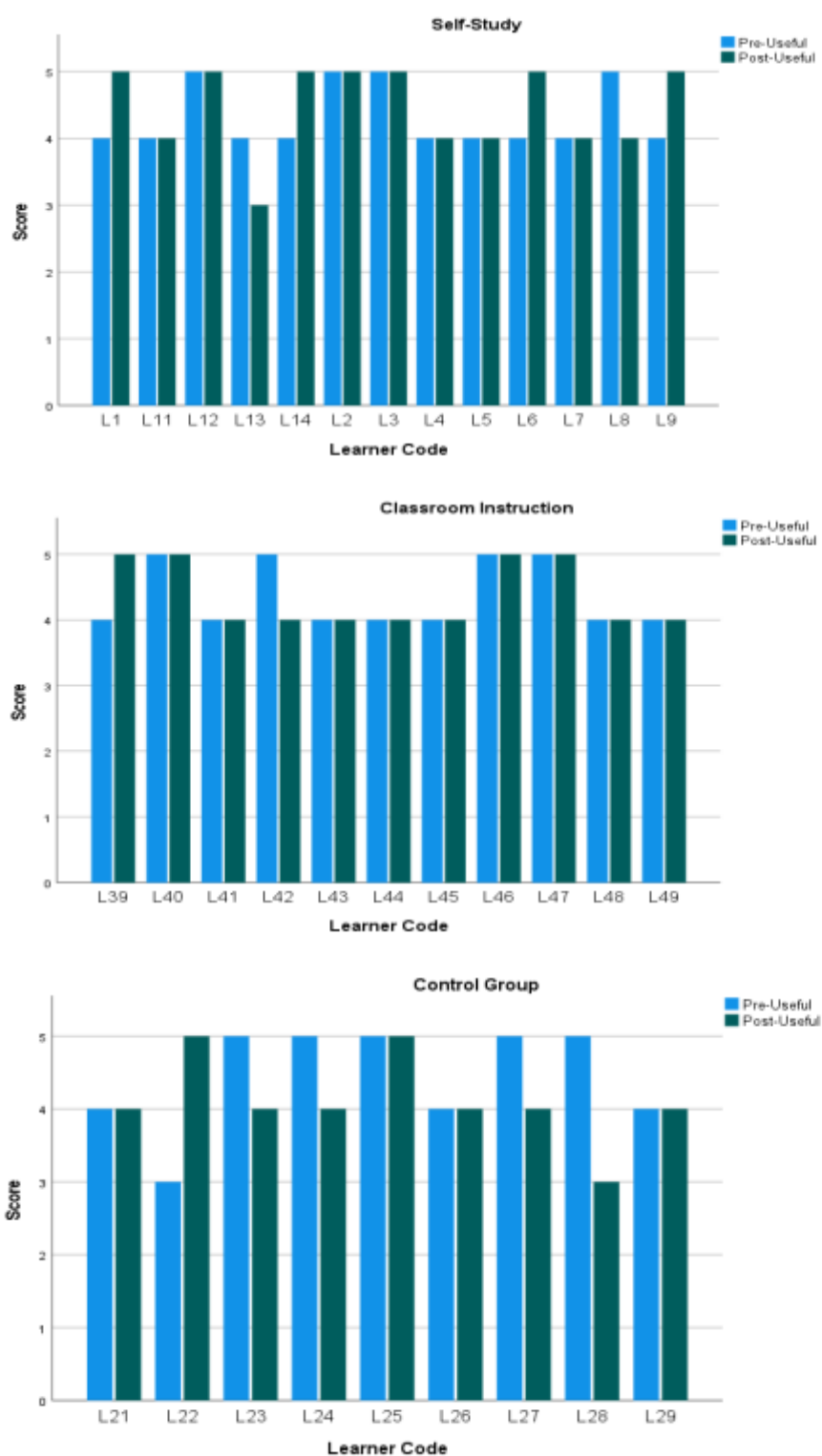
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.3 - Perceptions: Attitudes –Interesting



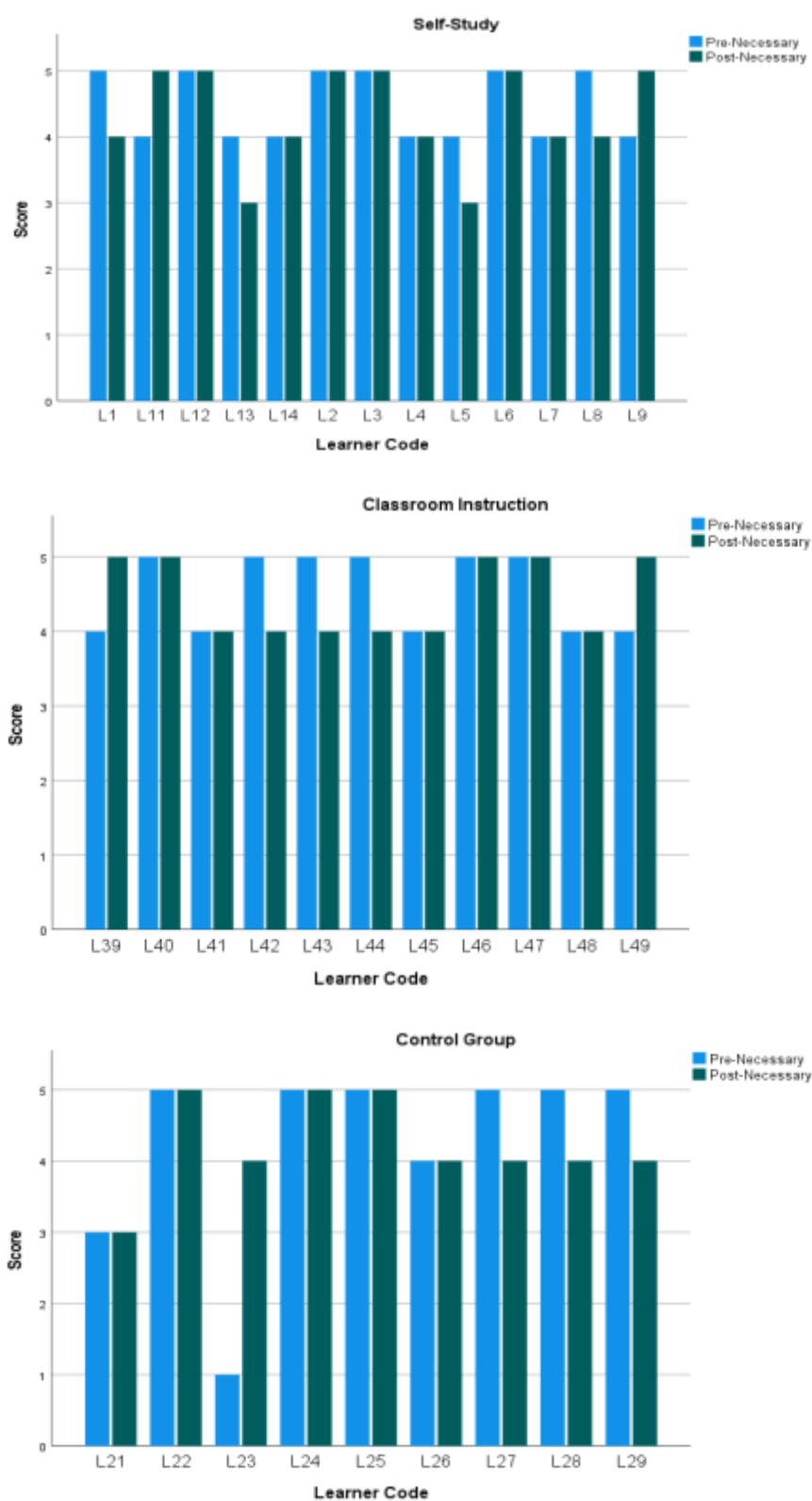
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.3 - Perceptions: Attitudes –Useful



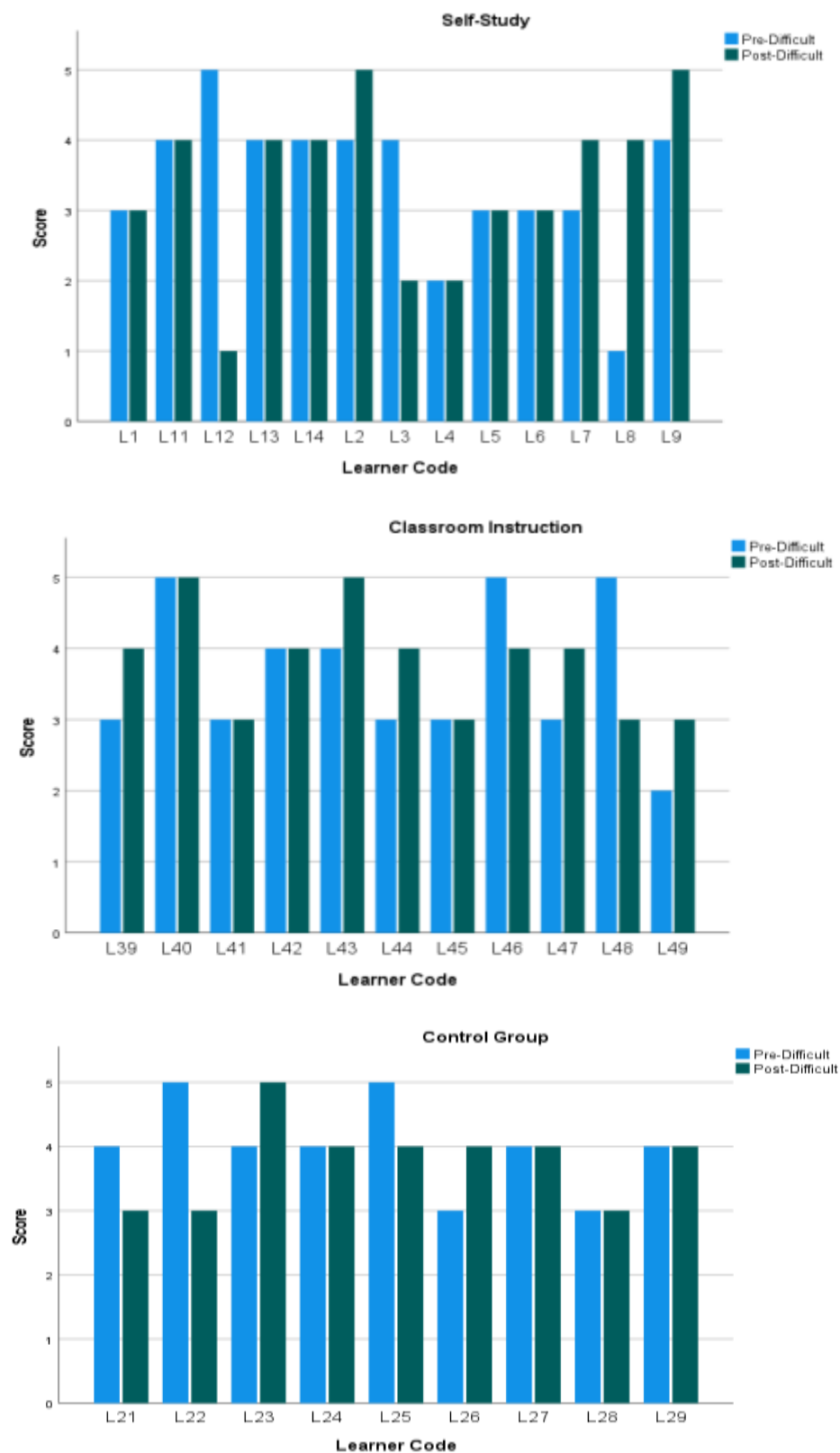
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.3 - Perceptions: Attitudes –Necessary



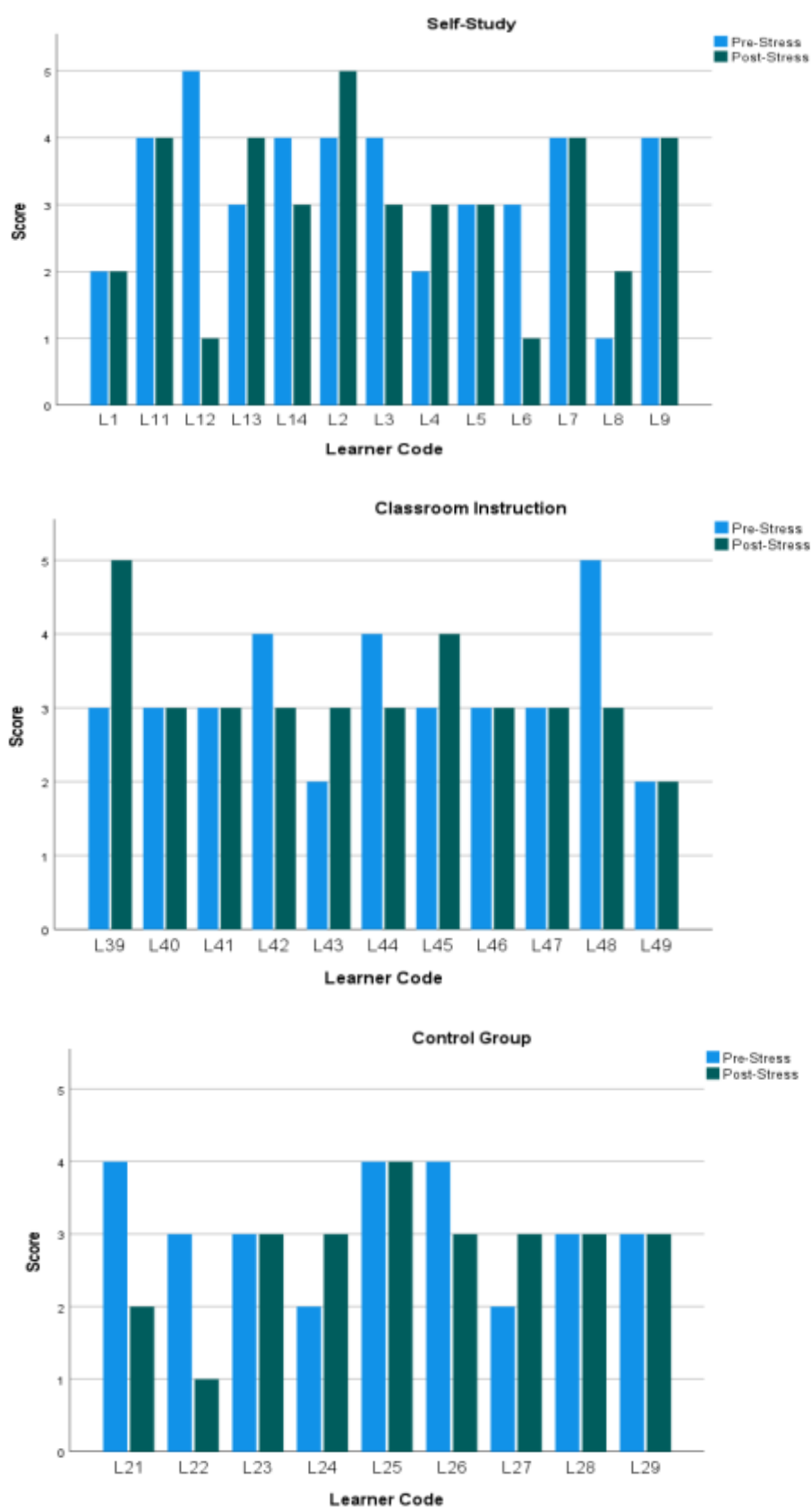
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.3 - Perceptions: Attitudes –Difficult



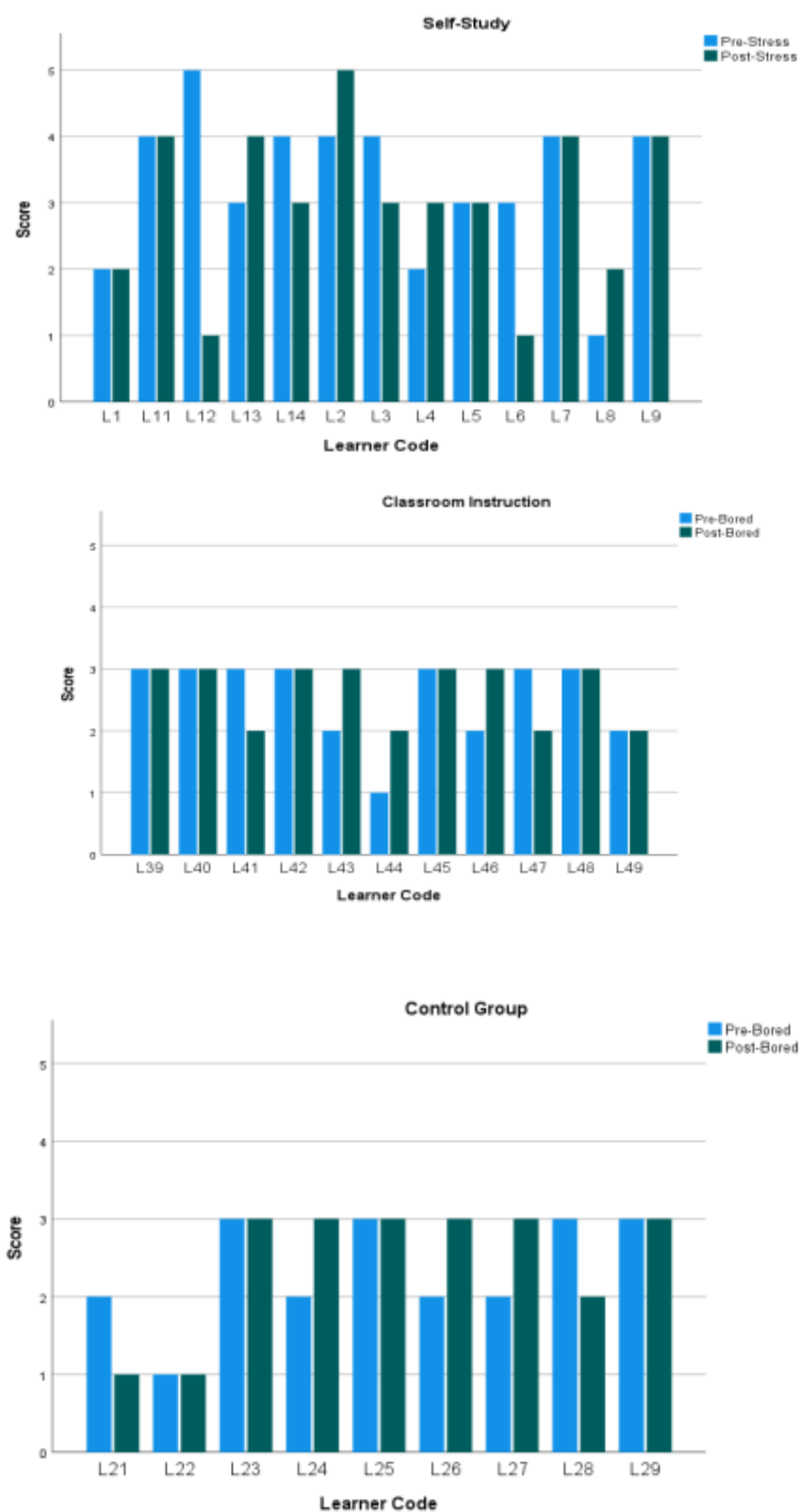
Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.3 - Perceptions: Attitudes –Stressed



Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Section 6.5.3 - Perceptions: Attitudes –Bored



Note: 1=Never, 2=Rarely, 3=Sometimes, 4= Frequently, 5=Always

Appendix 38. Transcript of teachers' interviews (sample)

• What are your teaching preferences when teaching listening?

1a I sometimes question how well the guest lecturer works as sometimes they are not pitched correctly to the EPP class; more an undergrad class. We need to have a shorter text, even if it's pitched at native speakers, that we can make more accessible to our learners. But with a 45-minute lecture which you are not quite sure what the material is or where it's going, makes it more difficult for our learners to understand.

1f I've never used a transcript because I think that's kinda beside the point. It just becomes a reading lesson. If I could use something with the transcript, aside from the jigsaw, I'd like to know. I've never used listening goals as I wouldn't know what to set. Percentage, improve vocabulary, take a certain amount of notes, words or numbers? I've never been good at setting that kinda thing. Maybe it's just something I haven't considered doing – from general to specific idea, I guess just trying to get into the mindset of data and details. I think that my students are better and that they are more aware of the fact, the numbers, the names – there has to be a reason why they are using that piece of information.

1j. I've never used listening feedback. I would say listening is a goal to get information so the idea of looking at a skill and what they well and give feedback on that, maybe I don't do that enough. I think if a student believes they are improving, then they are more likely to be engaged in the process if we highlight what they are doing and what they are not doing. That recognition can be helpful and if they put a belief in the process, they are more likely to be better at it.

1j. I occasionally ask learners to listen for different things and then talk together and share that information. More often than not, I ask them to take notes, talk together and share notes then they can share what information they have understood. This also works with comprehension questions.

1k. I think the individual checklist applies to listening feedback as to an extent, so I do this, so I do that... it helps as they don't really understand the skill or the skill that is available to them. If I could persuade just one person to be aware of these things, then that might help him. The checklist may be a challenge at certain levels as it's not something you could do as easily with someone at A1/A2 level but you could use it with B1/B2 students.

1k. Comprehension activities and comprehension questions will always be a definitive part of the course as they are preparing for an exam. But listening journals and listening diaries, maybe no. They have so many notebooks for reading, grammar vocabulary... how many notebooks are they going to have?

1k. They have to research for something like their ILP and then develop that into production. So speaking in front of a group, following a particular formula or writing a certain way. So the idea of doing something like this where you have to listen to a number of lectures would be useful. But if you step off on it, or give up, they may think that you are putting emphasis on something else. But everything should be emphasised. If they spend four hours in class and four hours at home, so eight hours a day doing English, then I think they'd improve.

3a I mix it up a bit because I teach on two days and Thursday is not theme-linked. I also need to think about what to prepare them for (e.g. vocabulary tests) which take place on Friday. I

divide my time into four clear chunks of time which each have something different for learners to achieve. If I give them a listening that links to their speaking and writing, I have to give them the input prior to that lesson.

- TED Talks and Teaching materials/resources

What experience do teachers have using TED Talks and other materials to teach listening?

- **What teaching materials and resources do you use when teaching listening?**

1f We have the EPP textbook which you have to get through. The listening includes information which will be included in an interview and also have example questions (e.g. gap fills, multiple choice) for EPTs and also IELTS tests. I have also taught from other EFL textbooks, Cambridge IELTS papers and that sort of thing, but we have to use the book. The Cambridge textbook try to copy a lecture format and can be quite useful. But to an extent, listening is a skill that you develop with practice. You can teach the skills but the student has to go away and practice those skills. But perhaps we need extra materials.

1f I never use music – but that may have to do with time. But when I do it's just to jazz things up or use something that the students might be interested in. I am not entirely convinced that teaching EPP learners preparing for postgraduate studies need a gap fill based on 'Call Me Maybe'. Music uses a lot of jigsaw or gap fill and I don't really see the merit.

1d. TED and YouTube are useful. You can use interviews given by the university professors as they are on YouTube. I have tried using TV shows and comedies and things in the past but it's a time factor. If I have 40 hours, I would probably do more. But with 19 hours a week, you have to do it a certain way. We may have more time at the start of the course – for example I used a Breaking News English lesson partly just to highlight that the resource existed- but don't have time to do much outside of the coursebooks.

2a I try to use accessible texts to practice listening. I use ESL News as it's a nice speed and has relevant content. I usually use the EPP theme listening too.

2c I use the listening in the intermediate theme book. They are clearly laid out. There's already pre-listening (in fact, there may be too much pre-listening). You know that there will be ideas, then something else, then language, then something else. You need to think about which is essential for the class and can I merge it to get through all the work on time. Sometimes I set the pre-listening as homework, so we have more class time.

2c. I do most of the activities here. I do a few summaries, but not many and I don't ask students to write an opinion after listening. Intermediate materials are pretty much set and I use those. Learners talk and check their answers a lot. Although learners may be looking at pre-listening materials, you don't know if they are really engaged or not. The theme listening and supplementary listening is very guided. The materials feature contemporary topics and suggests different ways of writing notes by using different headings.

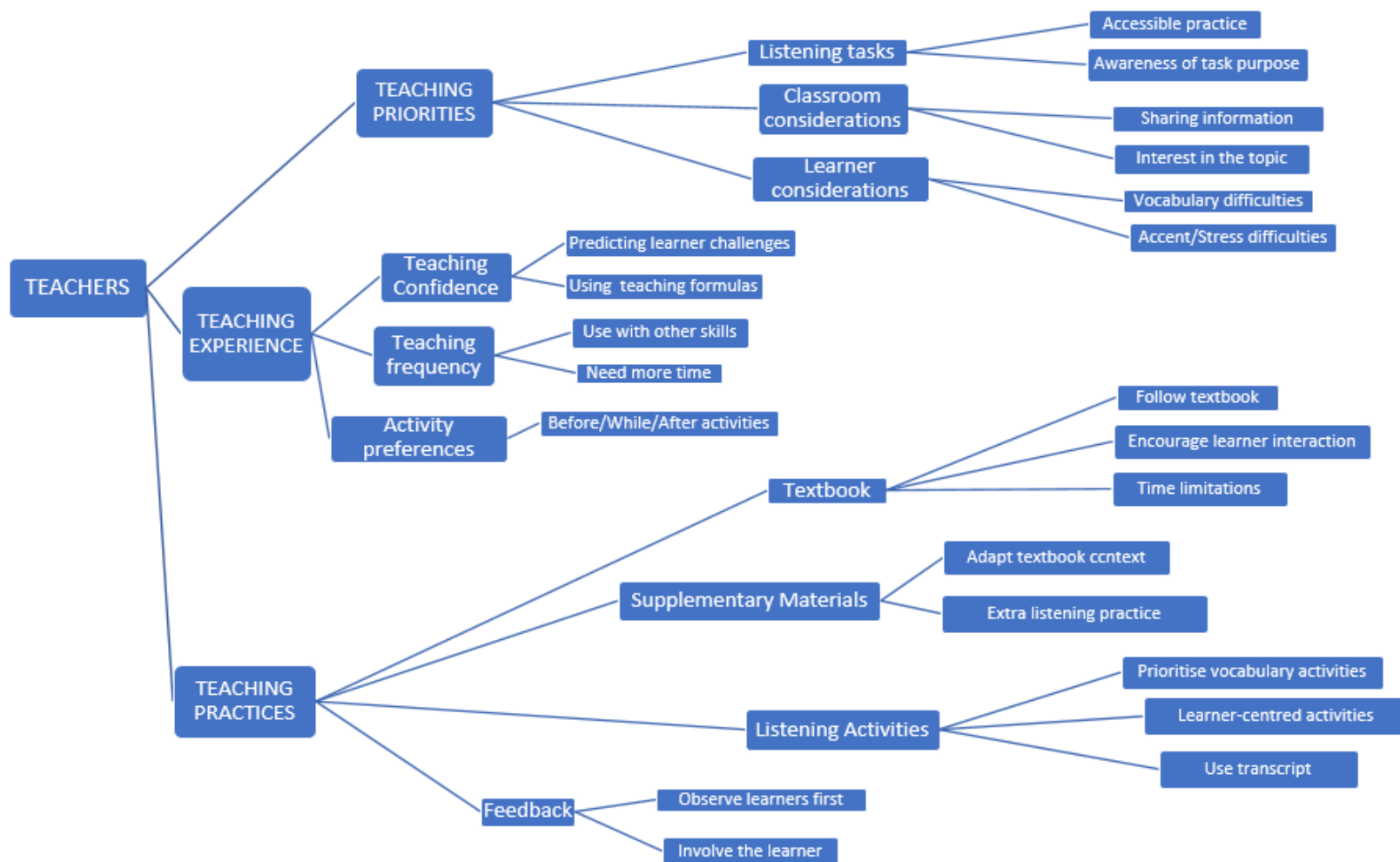
2c. The materials that I use depend on the theme and the other assignments that I am using. Time is a big factor but the materials are well guided. There are headers (e.g. listen for main ideas, listen for details, listen twice) which make it clear for students what they should actually be doing. Sometimes these instructions are not clear, so I also make it clearer on my PowerPoint.

Appendix 39. Transcript of learners' focus groups (sample)

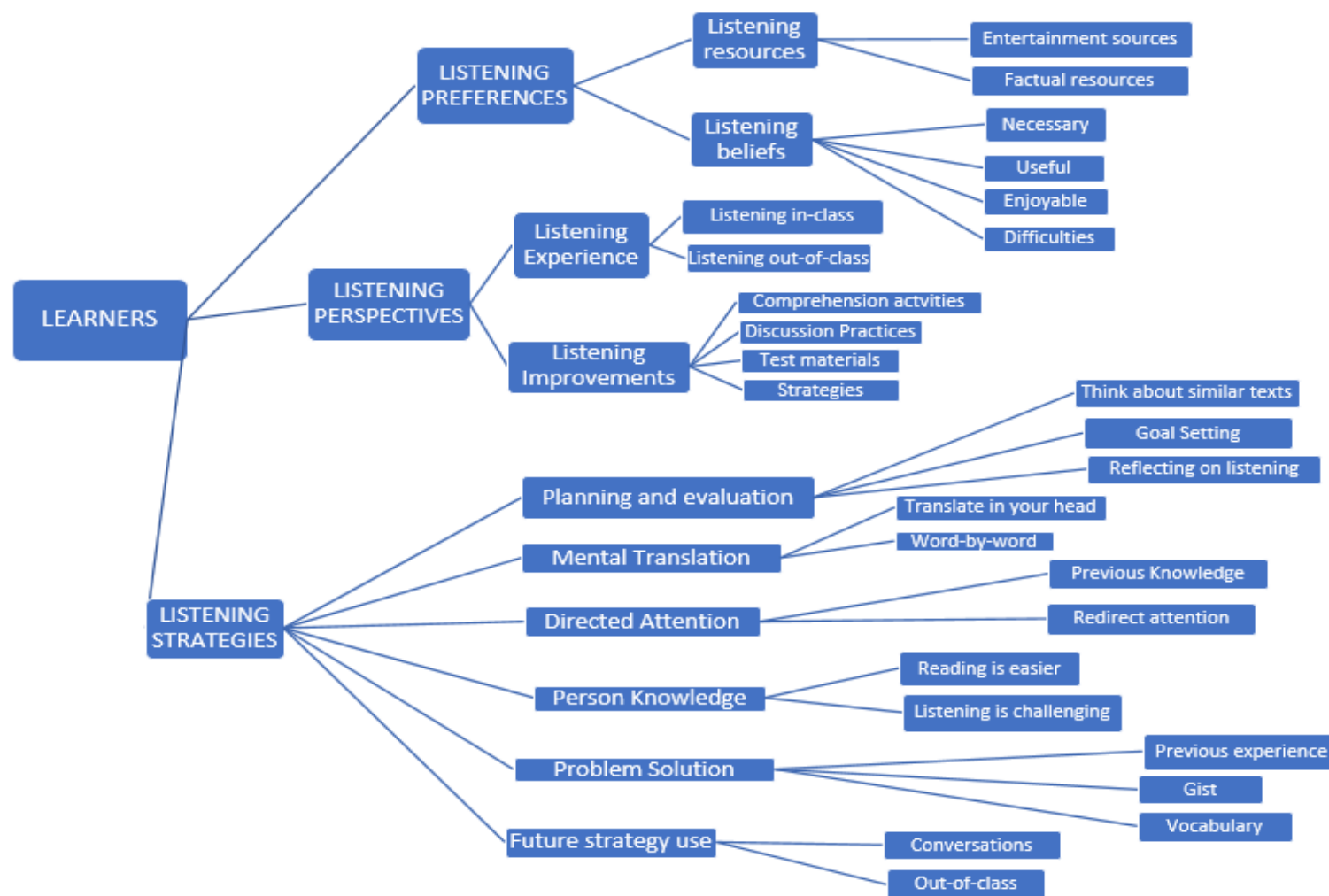
Who?	Start-End Time	Question/Answer
INT	00.00-02.25	<p>Please introduce yourself... (introductions and say how they are feeling today)</p> <ul style="list-style-type: none"> - Go through the same questions - Ask about the lesson <p><u>First of all</u>, tell me about what you are listening to? For example, TED Talks, YouTube, teachers and what are your practices outside of the classroom?</p>
L12	2.26-2.54	For me, I mostly, these days, during these days, listen to music a lot, especially from YouTube. And I also watch movie, especially Disney movie, which I think is easy for me to catch the pronunciation. And yes...
L11	2.55-3.37	For me, I think I listen mostly to um... I think the <u>main focus</u> for me is listening outside the classroom. Just talking to my friends in English, conversing in English, and listening to how they pronounce. And I also listen to TED Talks. And that helps me a lot, because a lot of the speakers are from different backgrounds and they have different accents but it's also how they relate to their ideas more differently. Yeh, that helps me too sometimes. So, listening to TED Talks and conversing with others.
L14	3.38- 04.13	And for me, I watch TV and watch movie or Netflix and TV <u>in particular for</u> news, and TV series as well. It helps me with my understanding more on the pronunciations and how to respond to, in some way, in real life.
L13	4.14-4.42	For me, I just watch movies, during my later time, <u>but actually</u> , I do more specific practice in listening because, I find it... I find that I really have problem in listening, and I <u>have to</u> listen some materials with questions to make sure that I understand them right.
INT	4.43 – 4.58	So how do you listen generally, like when you are listening at home, you don't have the teacher, you don't have the theme booklet. So, what do you do to make your listening easier? Or what remains difficult?
L12	4.59-5.25	For watching movie, I start trying to listen without the subtitle, first. If I don't know what they are talking about, I try to find, I try to switch on the subtitle in order to catch the word. <u>So you can change the challenge you have with the subtitles. Anyone else?</u>
L11	5.26-6.30	For me, I think listening for, like, key words, so when I listen, like I think, like at the start of this course, I normally listen the video, the lecture, but now I focus more on like specific key words, like if they are talking about advantages and disadvantages, you look for all the main important thing that I would like to discuss so it sort of helps me understand that the speaker is going to talk about this, that is if he is stating one way to talk about three reasons, then I know that he will talk about three reasons and I try to follow as much as possible. Yeh, but I think with videos, subtitles do help but now I am trying to focus more on all. Not putting on the subtitle but just listen to grab the key ideas or the main ideas.

		<p>Is that the same with everyone?</p> <p>The same.</p>
L13	6.31-7.07	<p>I think I really, really, rely on the subtitle to understand the real meaning. One... the general listening, I just talk to my friend. But sometimes I feel that I <u>actually misunderstand</u> them so... I so I... need to check if I am right.</p> <p>That's quite a natural reaction though... you want to check that you are right.</p>
INT	7.08-7.36	<p>So, if we look at number 2, about your listening practices in class, so <u>first of all</u> with question two, let's talk about theme listening, that we have been doing in class then we can talk about the TED talks that we do in class. So, from the theme booklet, what have you liked, what has been difficult, what has been the most useful?</p>
L11	7.37-8.43	<p>I think for me the theme listening has been <u>really useful</u>. Like, before we listen, there, there, sometimes there is background information, so that helps you prepare in advance to listen that question that come with the, you know, pre-listening, what do you do, what do you think will be discussed in the listening. It <u>sort of</u> guides you in what will be discussed. Or what will be discussed in the listening. Yeh, and one of the things that I find useful is that, just the different subject, in theme listening. It not only focuses on <u>English</u> but you get to understand the concept of sustainable development, migration, tourism... so it has links to other sectors as well. So, I think for me, listening broadens my understanding of this subject.</p> <p>It seems like you like the variety in your task book.</p> <p>Yes.</p>
L13	8.44-9.45	<p>I think during the theme listening, I have a few problems to take some notes because when I focus on just listening, I cannot hear right. And if I want to write, I will miss some information. So, and with the other one... theme listening needed to review and then I can get the progress. Because, just listen one or two times without checking the subtitles, sometimes I am not sure that I can... I can get helpfulness from it.</p> <p>Theme listening can be difficult like that sometimes because it can just be audio and sometimes, we don't have the transcript.</p> <p>That's right.</p> <p>Anybody else?</p>

Appendix 40. Chapter 4 results – Thematic Map



Appendix 41. Chapter 5 results – Thematic Map



Appendix 42. Chapter 6 results – Thematic Map

