DEVELOPMENT OF FOREIGN LANGUAGE LISTENING COMPREHENSION THROUGH METACOGNITIVE STRATEGIES AND PODCASTS.

A Thesis Presented by

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DEDICATION

To my family, especially to Verónica, my beloved daughter who has constantly encouraged me to finish this project, and has patiently understood my moments of absence. I would like to dedicate this achievement to you Vero.

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First and foremost, I would like to thank God who always blesses me with wonderful experiences like this, and gives me strength to do all my life's projects. I would also like to express my gratitude to a significant number of people, who contributed to carry out this project. I am sincerely grateful to my advisor, Professor Juan Rodrigo Bedoya for his continuous support, his advice and his confidence in my work. I also want to express my thanks to my brother Hernan, for his support and patience to read my thesis, providing valuable advice on style and for his guidelines in terms of organization of the paper. I thank the administrative staff of the institution where the project was carried out with their support and to my students who helped me with their dedication and interest to build this research. Finally, to the Master's Program Coordinator and faculty, who allowed me to learn a lot from their work.

ABSTRACT

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Drawing on a socio-cognitive approach and focusing on the concepts of listening comprehension and listening metacognitive strategies, this case study explored the impact that the use of metacognitive strategies-based tasks with podcasts and portable players for listening tasks had with a group of EFL adolescent learners. The study was conducted with 32 students from a public school in Medellin, Colombia. The researcher planned and designed an intervention using the metacognitive strategy instruction model proposed by Vandergrift (2004). Data were collected from an online questionnaire, students' reflections, the MALQ questionnaire and an interview. The results showed that the use of metacognitive strategies had a positive impact on the students' listening comprehension skill, and that the use of metacognitive strategies developed the students' metacognitive awareness about their listening process. The results also evidenced that the podcasts' characteristics like duration, speech rate, and portability motivated its use, helping students to improve their listening comprehension. Additionally, the podcasts challenged students'

to identify new vocabulary and to recognize other accents because they were exposed to listen to authentic materials.

Keywords: listening comprehension, metacognitive strategies, mobile learning, podcast, portable players, metacognitive instruction

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Introduction

The presence of technology in contemporary society permeates almost all forms of human interaction. Its usage has brought about changes of paradigms in communicative behavior, society, culture, education, and has created the need for new literacies. That is, new ways of learning, teaching, discovering, and interacting with the world.

Additionally, in educational systems, technology brings opportunities, benefits, and constraints not only to the instructors, but also to the pupils, in terms of the type and purpose of the acquired knowledge. For pupils in particular, technology also offers some risks if they do not have control, or adult guidance.

The importance of technology in schools cannot be ignored. It has revolutionized the field of education. In fact, with the increasing use of computers in schools, it has become easier for instructors to use technology as tools for students to access and construct knowledge. The use of technology has made the process of teaching and learning even more enjoyable, it has offered new alternatives to present and explain the topics, especially numerous possibilities in research, and applications associated with pedagogical practices, all of them with great potential in classrooms.

In the field of language teaching and learning, multiple available technology tools have proven to be effective in promoting autonomous learning and interaction among learners and teachers. Thanks to the Internet, access to authentic materials has never been easier; vast linguistic resources and an exhaustive range of materials are available in all languages and are ready for immediate exploitation. The acquisition of new skills, referred to as “the new literacies” (technical, critical, linguistic, and cultural), plays an extremely important role in the acceptance, adoption, use of information, and communication

technologies (ICT) in foreign language teaching. Additionally, new approaches in education have appeared proposing to change from an instructional perspective of teaching to constructivist and sociocultural teaching approaches, implying new pedagogical challenges for language teachers, who also have made efforts to use technology within those approaches.

Walker, (2014) suggests that listening comprehension is one of the most challenging skills to teach and learn in a second language (p. 167). The teaching of listening has been traditionally focused on testing the understanding of meaning rather than on fostering the process of comprehension. In those classroom situations, listening tasks may increase students' anxiety (Al Qasim & Fadda, 2013; Chan & Lee cited in Dale, 2007; Hasan & Hoon, 2013). There are several factors that might contribute to the occurrence of these product-oriented teaching approaches. Some of these factors are the absence of proper devices for students to listen comfortably to the audio in the classroom. Also, the teachers' lack of adequate listening strategies to help students to accomplish the comprehension tasks. Additionally, the fact that teachers favor group activities over individual ones, and use very mechanical and repetitive listening tasks, all of that demonstrating the teachers' lack of training to foster listening comprehension (Bedoya, 2012; Fox, 2008; Vandergrift & Goh, 2012).

Technology offers a great potential to develop listening comprehension, and it plays a key role in second language acquisition (SLA). According to Vandergrift and Goh (2012), "listening comprehension enables language learners to receive and interact with language input and facilitates the emergence of other language skills" (p. 4). However, in Colombia, the context in which this research project was developed, the situation is not very different. Besides the difficulties mentioned above, most public schools usually have very large

groups, which makes it very difficult for teachers and students to effectively achieve tasks and to implement strategies for listening comprehension in classrooms.

Recent studies have shown that the use of metacognitive strategies for listening comprehension may play a key role in helping students to develop this skill in the L2 (Vandergrift, Goh, Mareschal & Tafaghodtari, 2006; Vandergrift, 2007; Vandergrift & Goh, 2012). Listening metacognitive strategies such as planning, monitoring, problem solving, and evaluation help students gain awareness of the processes involved in listening comprehension and therefore, help them to become autonomous listeners (Vandergrift & Goh, 2012).

How to implement the tasks with metacognitive strategies was a concern for the researcher in this study but the revision of the literature led her to use podcasts and players as means of delivery of the audio texts.

The proliferation of very cheap media players and the availability of free and varied authentic podcasts on the web provide an excellent variety of listening materials for the development of this project. Podcasts have proven to be effective tools in teaching and learning listening comprehension in an L2. According to Hasan and Hoon (2013), podcasts have been used to help students increase motivation, understand the L2 and enhance listening comprehension.

The traditional practices of teaching listening for an L2 and the difficulties the students face when undergoing listening activities affect their comprehension. For instance vocabulary, pronunciation vs printed text and the speed of the audio diminish learners comprehension. Bloomfield et al. (2010) claim that "the overlap between the listener's vocabulary knowledge and the vocabulary of the passage can affect comprehension" (p. 12). Another obstacle is the fact that the pronunciation of certain words may differ from the

way these appear in print. Another issue to take into account as Vandergrift (2004) explains is that "oral texts exist in real time and need to be processed quickly; when the text is over, only a mental representation remains" (p. 18). Unless teachers change traditional practices and use proper devices for listening tasks, learners will continue to have trouble with the development of L2 listening comprehension.

This study is a pedagogical implementation of a metacognitive strategy model and the use of podcasts to help students develop their L2 listening comprehension by taking advantage of the conditions of mobility and autonomous work offered by media player devices. This intervention obeyed the author's desire to gain further theoretical and practical knowledge in order to improve her listening comprehension teaching practices as well as the development of student's listening comprehension. That is why this study intends to answer the following research question:

Research Question

How may the use of metacognitive strategies-based tasks and podcasts help EFL adolescent learners develop their L2 listening comprehension in the conditions of mobility and autonomous work offered by portable media players?

General Objective

The general purpose of this study is to determine the impact that the use of metacognitive strategies-based tasks with podcasts and portable players may had on the development of L2 listening comprehension in a group of EFL adolescent learners.

Specific Objectives

To implement and develop metacognitive strategies based listening comprehension tasks.

To use podcasts and portable players as the means for students to develop their listening comprehension tasks.

To gather students perceptions of the effectiveness of the tasks and the use of podcasts and portable devices.

The research was carried out in a public school that offers English classes three times a week. The participants of the study were 32 intermediate EFL students, averaging 16 years old. The reasons of implementing this intervention here were three. First, to propose an alternative teaching practice concerning to listening comprehension opposite to the traditional L2 listening teaching practices used in the school which use very repetitive activities and the use of long texts, that do not allow students to develop effective listening comprehension. Second, to implement the use of technology in the class taking advantage of podcasts and students' devices. Finally, to help students to be better listeners with the use of effective strategies and to increase their motivation.

In the following section, the theoretical framework, the researcher discussed about the socio-cognitive and the TPACK approaches as the pedagogical bases of the intervention.

Furthermore, the listening comprehension, its processes, and the listening learning strategies are also described. The concepts of metacognition, metacognitive instruction, and the contribution that these aspects had made to the field of teaching and learning foreign language are discussed. Finally, a definition, the advantages, and characteristics of podcasts, autonomous work and mobile learning are presented.

In the next chapter, the research methodology used in this study is discussed. There is a description of the procedures and the instruments to collect data. In addition, there is a detail presentation of the intervention and the metacognitive instruction model used.

Finally, in the last chapter the researcher presents the findings, the discussion of the outcomes, and the conclusions of the study. Findings showed that the use of metacognitive strategies developed the students' metacognitive awareness about their listening process, and the use of metacognitive strategies had a positive impact on the students' listening comprehension skill. In addition, the podcasts challenged students' to identify new vocabulary and to recognize other accents since they were exposed to listening to authentic materials.

The data analysis and the discussion were made through the theory studied to answer the research question. The conclusions are presented showing the advance and the methodological and theoretical contributions to the field about the metacognitive instruction and listening comprehension. In this session of the paper, further research is suggested that allow new contributions to the study object comprehension.

This study is relevant since it aims at contributing to the understanding of the yet scarcely explored impact that purposely designed metacognitive-based tasks may have in the development of L2 listening comprehension. It also inquires for the benefits of using authentic podcasts and portable devices as the means for students to develop listening comprehension tasks, taking advantage of the conditions of mobility and autonomous work such devices may offer.

Theoretical Framework

This section of the report gives account of the theoretical and conceptual aspects that framed this project. First, the socio-cognitive approach and the Technological Pedagogical Content Knowledge (TPACK) framework are presented, then, key concepts such as listening, metacognition, metacognitive instruction, podcasts, mobile learning, and autonomous work are introduced. Finally, the section concludes with a thorough revision of the extant studies related to the project here described.

The Socio-Cognitive Approach

This research project deals with the implementation of a series of listening metacognitive strategies to help L2 students develop their listening comprehension. Such treatment involves a lot of interaction and language exchange in the classroom, as students develop the different comprehension tasks. That is why, the author found pertinent to frame her inquiry in a theoretical approach that could encompass both cognitive and social aspects of learning, and that would stand as a supporting structure for this literature review.

The field of second language acquisition has been traditionally dominated by the cognitive approach, which explains language learning as a mental activity. "Its development is therefore first and foremost a cognitive process" (Atkinson, 2011, p. 1).

The cognitive processes such as information processing, mental representations, predictions, and expectations are central to the cognitive interpretation of learning. In the view of the cognitive approach, Second Language Acquisition (SLA) is seen as a mental and thinking process in an individual's internal mental state (Atkinson, 2011).

Recently, some alternative approaches have appeared that emphasize on social aspects. These approaches try to explain the learning process from the interaction between

the individuals and the social environment (Atkinson, 2013). One of these approaches, the socio-cognitive approach, tries to conciliate two points of view: the cognitive and the social. The socio-cognitive approach is the one that frames the view of learning that is adopted in this project.

The socio-cognitive approach, proposed by Atkinson (2002), explains how the relationship between cognition and interaction enhances L2 learning. The term socio-cognitive is a hybrid between the social context and the cognitive process. This author suggests that the social component refers to how the input from the environment affects learning, and that the cognitive component has a central place as the process occurs inside the mind; it enables action in the world, and we learn through environmental action.

The socio-cognitive approach is a theoretical view on how people learn a language. In this approach, learning is something that occurs in both in the individual's mind and in the external world. This relationship is mediated by the power of interaction in that process, it is based on the notion of adaptive intelligence, which means that human cognition helps us to adapt to our varied and ever-changing environments (Atkinson, 2011).

According to Atkinson (2011), this approach has remarkable implications for SLA in terms of understanding cognition, language and learning. First, cognition is an open biological system designed to align, adapt, and integrate with the eco social environment. Human cognition is adaptive intelligence and the eco social environment is of paramount importance in this conception of cognition. Atkinson (2011) states that "human beings are ecological organisms- they depend on their environment to survive" (p. 143). Van Lier (2000) defends that "from an ecological perspective, the learner is immersed in an environment full of potential meanings. These meanings are available gradually as the learner acts within and with the environment" (p. 246). Murray (2014) defines the eco

social environment "as a dynamic, complex system comprised of interacting components, both human and non- human" (p. 243).

Additionally, cognitive development depends on embodied action. That is how cognitive processes affect emotions, bodily states and bodily orientation. Cognition is not something that occurs in isolation from the context, it is present in the environment and during the interaction with real situations and different people.

Second, language is the tool that we use to interact with people in different environments and to perform social actions: buying in a supermarket or sharing anecdotes with friends. Language is dynamically adaptive to the environment. According to Atkinson (2013), language learning takes place not in the head, but in the integrated mind-body-world. As he insists, "language is always mutually, simultaneously and co-constitutively in the head and in the world" (p. 537).

Interaction is a fundamental basis for human society, which includes language learning, according to the socio-cognitive approach. For Atkinson (2013) there are three views of human interaction: first, robot interaction, which is developed by robots that emulate human interaction through artificial intelligence. Second, interaction in a mainstream SLA. Here, interaction is viewed as a form of pre-processing input — through input "modification" or "negotiation" via interaction, input becomes comprehensible and therefore available for further processing by the cognitive computer. Third, the last view is interaction in a socio-cognitive approach to SLA. Interaction is like a game in which two or more partners coordinate or align their activities sensitively and continuously for their mutual benefit, and they do so in at least three ways: cognitively, affectively and physically. As Atkinson (2013) concludes: "Interaction underlies and supports human social behavior in profound and complex ways, and if language learning is a form of social

(or, preferably, socio-cognitive) behavior, then interaction supports language learning as well" (p. 8).

Finally, the last component is learning, which is connected to the way we live; we learn by experience in an environment that provides different situations. The socio-cognitive approach gives cognition a central place, Atkinson (2011), argues that this has five implications for learning:

> (1) Learning becomes dynamic adaptivity to –or alignment with- the environment; (2) if cognition extends into the world, then so must learning; (3) learning primarily involves the *thickening* of mind-world relations rather than their progressive attenuation; (4) learning enables action in, more than (abstract) knowledge of, the world; and (5) we learn *through* environmental action (p. 149).

The first implication means that we learn by experience, we adapt to the situations we have in a specific context and in this way, we learn from it. The second one refers to the knowledge we acquire in a specific environment and we use it in other contexts having learning as the result. The third implication means that learning is the result of the interplay between the mental process and the interactions that a person establishes in a specific context. Implications four and five are related to one another because they focus on action in context as a main aspect to develop learning.

For all these reasons, learning takes place in the setting; it involves participation in situated activities, social activities that support language growth and are relevant to learners. According to Atkinson (2013) "Learning can therefore be defined, at a first approximation, as the ability to adapt to our environment better (than formerly) through progressive interaction with/experience in and alignment with that environment" (p. 11).

This conception of learning is crucial in this study since it provides the basis for the understanding of how students learned as they interacted to solve the strategy-based tasks.

In this study, interaction is present in different ways; among students when they used the language to develop the strategy-based tasks, when technology was used during different sessions as they interacted with the devices to repeat and replay the input sources, and through the teacher-students exchanges that took place in the different sessions. This view is framed within the socio-cognitive approach and that is why the researcher in this study chose this approach. During the learning process, learners adapted the previous knowledge to a new one. In Atkinson's (2013) terms, that is adaptive intelligence, "learning is part of our natural ability to adapt" (p. 1).

The socio-cognitive approach supports the fact that when students are reflecting and talking about their experiences during the intervention, they are interacting. In addition, the interaction with the audio texts and their classmates occurs when learners used technology, when they used the learning strategies to convey meaning or they wanted to understand the vocabulary. Lave and Wenger (cited in Matsuoka & Evans, 2004) state, "learning occurs through active and legitimate participation in community of practice" (p. 9). The socio-cognitive approach helped to understand the learning process as well as the design of tasks in the current study.

The socio-cognitive approach is the view of learning chosen in this project because the participants learnt how to use mental processes called metacognitive strategies in order to improve L2 listening comprehension and they learnt through the interaction in the context. For that reason, this view of learning was helpful in the understanding of the learning processes in the development of listening comprehension.

Now that the socio-cognitive approach has been acknowledged as the standpoint from which learning is viewed in this project, it is necessary to introduce the theoretical framework upon which the teaching decisions were made.

The Technological Pedagogical Content Knowledge Framework (TPACK)

The decision of integrating ICT into the language curriculum requires teachers to be aware that besides the content to teach and the usual pedagogical strategies to teach it, they need to add an extra piece of knowledge to their teaching practice. That knowledge has to do with how to use technology in a way that it can support effective learning. That is why they need to rely on an approach that encompasses the relationship between technological knowledge and the traditional pedagogical and content knowledge.

Traditional teaching models referred to pedagogical knowledge and content knowledge separately (Mishra & Koehler, 2006). This project includes the integration of technology as a means for students to learn and apply metacognitive strategies for the development of L2 listening comprehension. For that reason, this project needs an approach that considers the integration and dynamic interaction between technological, pedagogical and content knowledge. The technological pedagogical content knowledge approach (TPACK) is a framework in which language teachers incorporate in a dynamic way three essentials pieces of knowledge: pedagogical knowledge, content knowledge, and technological knowledge to achieve an effective integration of technology into the language curriculum (Mishra & Koehler, 2006).

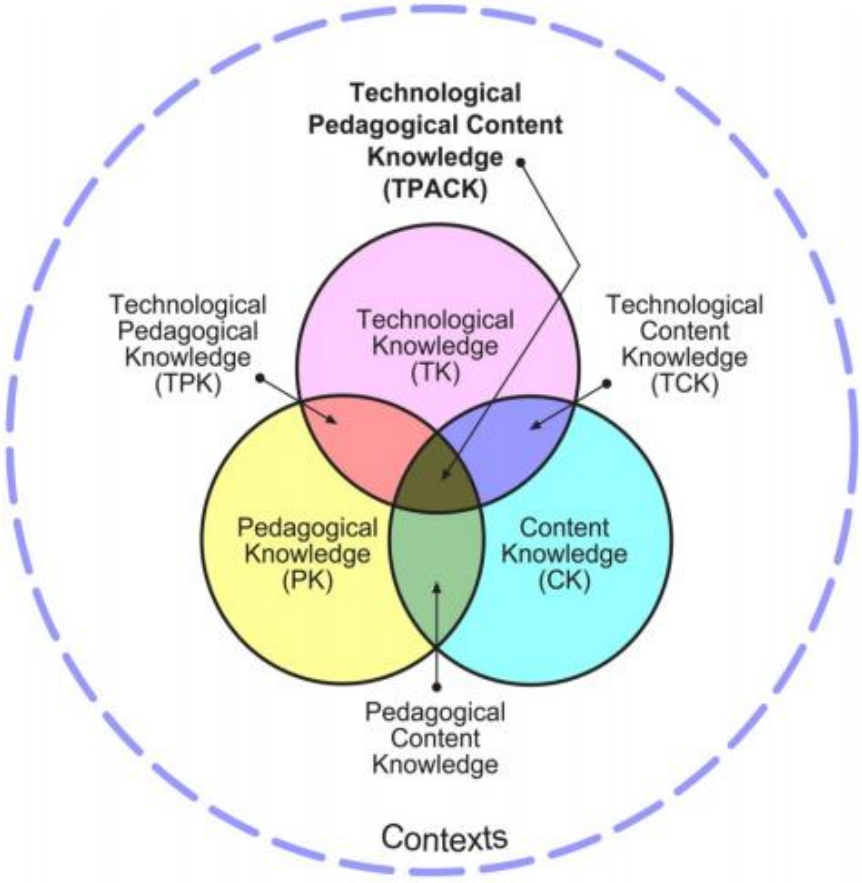

Figure 1: *The TPACK framework and its knowledge components.*

Taken from "What is technological pedagogical content knowledge?" by Koehler, M., Mishra, P., 2009, p. 63.

Content knowledge (CK) refers to any subject-matter knowledge that a teacher is responsible for teaching; Pedagogical knowledge (PK) refers to teacher knowledge of a variety of instructional practices, strategies, and methods used to promote students' learning; and Technological knowledge (TK) refers to teacher knowledge of traditional and new technologies that can be integrated into the curriculum (Bishop & Elen, 2014). To sum up, Technological Pedagogical Content Knowledge (TPACK) refers to knowledge of the complex relations between technology, pedagogy, and content that enable teachers develop appropriate and context-specific teaching strategies (Koehler, Mishra, Kereluik, Shin & Graham, 2014).

According to the above mentioned experts, the TPACK framework suggests that teachers need to have deep understandings of each of the above components of knowledge in order to orchestrate and coordinate technology, pedagogy, and content into teaching. An important part of the TPACK framework is that "TPACK does not exist in a vacuum but rather is grounded and situated in specific contexts as represented by the outer dotted circle in the TPACK diagram" (Koehler et al., 2014, p. 102).

In addition, as Koehler and Mishra, (2009) suggest:

> The TPACK framework offers several possibilities for promoting research in teacher education, teacher professional development, and teachers' use of technology. It offers options for looking at a complex phenomenon like technology integration in ways that are now amenable to analysis and development. Moreover, it allows teachers, researchers, and teacher educators to move beyond oversimplified approaches that treat technology as an 'add-on' instead to focus again, and in a more ecological way, upon the connections among technology, content, and pedagogy as they play out in classroom contexts (p. 67).

According to Van Lier (2004), the ecological way refers to language learning and teaching like dialogic and dynamic processes in which context helps to facilitate interaction. For the aforementioned reasons teachers who integrate ICT should take into account issues like learners' behavior, how they perceive, interpret, interact, in, and on the world.

The TPACK approach frames the teaching decisions made in this project because it empowered the teacher to make effective use of the three pieces of knowledge to integrate the variables of listening comprehension, metacognitive strategies, and the use of podcasts to teach L2 listening.

Listening Comprehension

Listening comprehension is a complex process and therefore, it is difficult to encapsulate it in a single definition. Many authors have try to explain it from different perspectives. What follows, is an account of some of those definitions, chosen because of their closeness to the purposes of this project.

> According to Chastain (1971), the aim of listening comprehension is to understand a foreign language conversation at a normal rate in a spontaneous condition. Listening comprehension is a rational phenomenon; listeners try to establish meaning when they obtain the information from the listening source (Goss, 1982) (….) Nunan (1998) states that listening is the basic skill in language learning. Without listening skills, learners do not learn to communicate adequately. Fifty percent of the operational time learners spend in interaction in a foreign language is dedicated to listening (Bingol, Celik, Yildiz & Mart, 2014, p. 1).

Steinberg (2007) suggests that listening is not just merely hearing, but rather a complex process that involves four stages, such as sensing and attending, understanding and interpreting, remembering and responding. She also highlights that we are not generally aware of those stages we go through.

To sum up, it is widely accepted that listening comprehension is not only a unidirectional process of receiving of audible symbols, but also an interactive process. That is why this study considered the above-mentioned definitions, listening comprehension is viewed in this study as a process that includes reception, understanding, interpretation and interaction with a message.

It is necessary to describe the processes an individual should goes through to get that comprehension. The description includes top-down, bottom-up, controlled perception, parsing and utilization processes.

Top-down and bottom- up processes in listening comprehension.

Following to Vandergrift and Goh (2012) bottom-up processing

> Involves segmentation of the sound stream into meaningful units to interpret the message. It is a rather mechanical process in which listeners segment the sound stream and construct meaning by accretion, based on their knowledge of the segmentals (individual sounds or phonemes) and suprasegmentals (patterns of language intonation, such as stress, tone, and rhythm) of the target language (….) Top-down processing, on the other hand, primarily involves the application of context and prior knowledge to interpret the message. Listeners who approach a comprehension task in a top-down manner use their knowledge of the context of the listening event or the topic of a listening text to activate a conceptual framework for understanding the message (p. 18).

The top-down and bottom-up process in listening comprehension refers to how listeners interpret input in terms of what they know or what they do not know (Rubin, 1994). The following is a description of the components of these processes.

There are two distinct processes involved in listening comprehension. Listeners use 'top-down' processes when they use prior knowledge to understand the meaning of a message. Prior knowledge can be knowledge of the topic, the listening context, the text-type, the culture or other information stored in long-term memory as schemata (typical sequences or common situations around which world knowledge is organized). Listeners

also use 'bottom-up' processes when they use linguistic knowledge to understand the meaning of a message (Vandergrift & Goh, 2012)

They build meaning from lower level sounds of words to grammatical relationships to lexical meanings in order to arrive at the final message (Rubin, 1994). Listening comprehension is not either top-down or bottom-up processing, but an interactive, interpretive process where listeners use both prior knowledge and linguistic knowledge to understand the messages (Rubin, 1994). The degree to which listeners use one of these processes or the other will depend on their knowledge of the language, familiarity with the topic or the purpose for listening. For example, listening for gist, that is listening where the learner tries to understand what is happening even if she/ he can not understand every phrase or sentence. The learner is trying to pick up key words, intonation, and other clues to make a guess at the meaning. This process involves primarily top-down processing, whereas listening for specific information, as in a weather broadcast, involves primarily bottom-up processing to comprehend all the desired details (Vandergrift, 2002).

Listening Comprehension Models

Anderson's model.

On the one hand, Anderson (2015) proposed the three-phase comprehension model, in which comprehension consists of perception, parsing, and utilization (p. 379). Perceptual processing is the encoding of the acoustic or written message. In listening, this "involves segmenting phonemes from the continuous speech stream" (Anderson, 2015, p. 44). During this phase in listening, an individual attends closely to input and the sounds are retained in echoic memory. During *parsing*, words are transformed into mental representations of the combined meaning of these words. This occurs when an utterance is segmented according

to syntactic structures or cues to meaning. These segments are then recombined to generate a meaningful repre-sentation of the original sequence. This mental representation is related to existing knowledge and stored in long-term memory as propositions or schemata during the third phase, *utilization.*

> At this stage the listener may draw different types of inferences to complete the interpretation and make it more personally meaningful, or use the mental representation to respond to the speaker. *Perception, parsing, and utilization* represent different levels of processing, with perception being the lowest. All three phases are interrelated and recursive and can happen concurrently during a single listening event (Goh, 2000, p. 57).

On the other hand, Vandergrift and Goh (2012) explain the three phases as follow; "processing involves conscious attention to and processing of elements in the speech stream. A cognitive skill, such as listening, becomes automatic with practice" (p. 19).

> A phonetic representation of what is retained is passed on for parsing.
>
> During the parsing phase, listeners parse the phonetic representation of what was retained in memory and begin to activate potential word candidates (….) finally, in the utilization phase, "listeners relate the resulting meaningful units to information sources in long-term memory in order to interpret the intended or implied meanings. This phase primarily involves top down processing of the parsed speech. An important characteristic of this phase is that listeners use information from outside the linguistic input to interpret what they have retained (the parsed speech) (Vandergrift & Goh, 2012, p. 22).

Metacognition

The term metacognition is often simplified as thinking about thinking. Flavell (1976) first coined the term metacognition and defined it as "knowledge concerning one's own cognitive processes and products or anything related to them" (p. 232). It includes knowledge about the factors relating to task, person, and strategy that come into play during any cognitive activity. As Kuhn and Dean (2004) explain, metacognition is what enables a student who has been taught a particular strategy in a particular problem context to retrieve and deploy that strategy in a similar but new context.

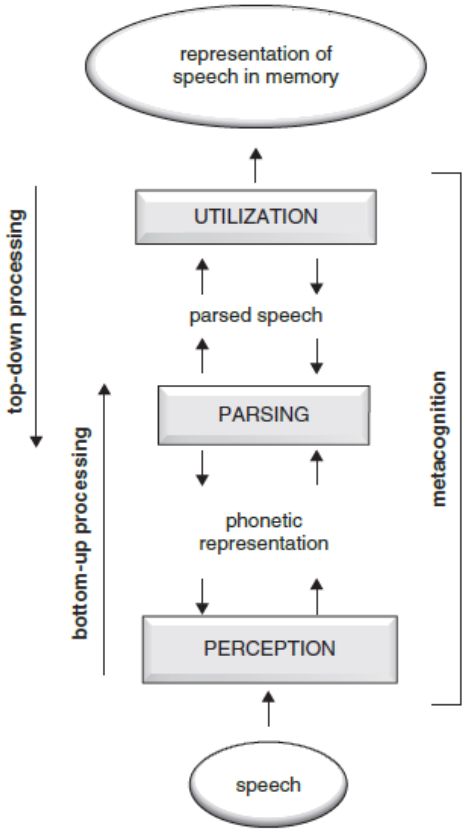

Figure 2: Cognitive processes in L2 listening and their interrelationships.

Taken from "Teaching and Learning Second Language Listening" by Vandergrift, L., & Goh, C. C., 2012, p. 17. Copyright 2012 by Taylor & Francis.

Metacognition has two constituent parts: knowledge about cognition and monitoring of cognition (Flavell, 1979; Schraw, Crippen & Hartley, 2006). For example, Flavell (1979) defines cognitive knowledge as knowledge about one's own cognitive strengths and limitations, including the factors (both internal and external) that may interact to affect cognition. Schraw et al. (2006) portray declarative cognitive knowledge as knowledge about oneself as a learner and what factors might influence one's performance.

On the other hand, procedural knowledge involves awareness and management of cognition, including knowledge about strategies (Kuhn & Dean, 2004; Schraw et al., 2006).

Schraw et al. (2006) also distinguish conditional cognitive knowledge, which is knowledge of why and when to use a given strategy.

Following to Lai (2011) the other component of metacognition is "monitoring of one's cognition, which many researchers have argued includes activities of planning, monitoring or regulating, and evaluating" (p. 8)

> Planning involves identification and selection of appropriate strategies and allocation of resources, and can include goal setting, activating background knowledge, and defining time. Monitoring or regulating involves attending to and being aware of comprehension and task performance and can include self-testing. Finally, evaluation is defined as appraising the products and regulatory processes of one's learning and includes revisiting and revising one's goals (Lai, 2011, p. 9).

With regard to listening comprehension, some authors who have studied the topic (Vandergrift and Goh, 2012; Buck, 2001; Rost, 2011;) suggest that the control dimension of metacognition involves the use of metacognitive processes such as planning, monitoring, problem-solving, and evaluating to effectively regulate listening comprehension. In her study, Li (2013) states that "Metacognitive awareness in listening refers to the adoption of

appropriate strategies and ideal allocation of resources" (p. 504). Metacognition plays an important role in each phase of listening comprehension.

> Before approaching the listening task, learners make the prediction, select the appropriate strategies (e.g. listening for the main idea) needed for completing it and distribute attention accordingly. While they are doing the listening task, learners keep or change learning strategies by monitoring their learning process (Li, 2013, p. 505).

In another study made by Bozorgian (2012), he explains that "Metacognitive procedure helps listeners plan, monitor, and evaluate their listening" (p. 2). Moreover, "Metacognition refers to listener awareness of the cognitive processes involved in comprehension, and the capacity to oversee, regulate, and direct these processes" (Vandergrift & Goh, 2012, p. 23).

Considering the above definitions, this study stands in the perspective proposed by Vandergrift and Goh since they consider that metacognition involves the use of metacognitive processes such as planning, monitoring, problem-solving, and evaluating to effectively regulate listening comprehension.

Metacognitive awareness.

A metacognitive concept that is necessary to take into account is metacognitive awareness, which can be defined as "the learners cognitive appraisal or the metacognitive knowledge of their perceptions about themselves, their understanding of listening demands, their cognitive goals, and their approach to the task and their strategies" (Rahimi & Katal, 2012, p. 84). These strategies include five types of processes, i.e., problem-solving, planning and evaluation, mental translation, person knowledge and directed attention.

The importance of metacognitive listening strategies awareness has been proved in literature. The focus for L2 listening was initially on the usage of strategies for listening comprehension (Rubin, 1994). Many studies focused on the L2 learner's use of metacognitive strategies for copying with difficulties and facilitating comprehension (Goh, 1998; Mareschal, 2002; Vandergrift, 1997, 2003). In recent years, "learners' cognitive appraisal and metacognitive knowledge has been the predominant field in listening strategy research" (Rahimi & Katal, 2012, p. 84).

The efficiency of metacognitive listening strategies awareness on learning has been investigated in many research studies. Goh (2000), for instance, found that more skilled listeners demonstrated a higher degree of awareness of their listening problems. Vandergrift (2005) investigated the relationship between metacognition, motivation, and listening proficiency. This author found an interesting pattern of increasingly higher correlations among the three levels of motivation (motivation, extrinsic motivation, and intrinsic motivation) and reported use of metacognitive strategies. Vandergrift (2007) also found a causal relationship between metacognitive instruction and statistically significant improvement in listening performance.

L2 Metacognitive instruction.

Metacognitive instruction, as described by Vandergrift and Goh (2012), refers to a sequence of activities that encourages planning, monitoring, and evaluating strategies used in a selected listening text; it creates continuous cycle of learning. "Metacognitive instruction can potentially heighten learners' awareness of their listening and learning processes and develop the learners' ability to use appropriate strategies" (Goh, 2008, p. 195).

Metacognitive instruction involves

> Pedagogical procedures that enable learners to increase awareness of the listening process by developing richer metacognitive knowledge about themselves as listeners, the nature and demands of listening, and strategies for listening. At the same time, learners also learn how to plan, monitor, and evaluate their comprehension efforts and the progress of their overall listening development (Vandergrift and Goh, 2012, p. 97).

"There is a growing interest in implementing metacognitive instruction as it seems not all learners have an understanding of what listening in an L2 listening involves" (Cross, 2010, p. 409). Additionally, Cross (2010) support the same ideas of Goh (2008) who suggests two kinds of techniques for metacognitive instruction in listening lessons. "The first type involves learners reflecting on their listening in diaries and questionnaires, which encourages the development of new knowledge about listening. The second type refers to ways of helping listeners to systematically experience extracting information from a text and creating meaning" (p. 189).

"There is extensive evidence that learners' metacognition can directly affect the process and the outcome of their learning" (Vandergrift, 2011, p. 459).

From this study's perspective, metacognitive instruction is defined as pedagogical procedures that enable learners to increase awareness of the listening process by developing metacognitive knowledge about themselves as listeners, which was what the author did during the intervention phase. Learners also learn to plan, monitor, and evaluate their comprehension efforts and the progress of their listening development.

Models of metacognitive instruction.

There are a number of models proposed by various scholars for teaching learning strategies in both first and second language contexts (Anderson, 2002; Chamot & O'Malley, 1994; Cohen, 2014; Vandergrift, 2004; Vandergrift & Goh, 2012). These instructional models have two characteristics in common. First, they support the fact that it is important to develop learner's metacognitive understanding of the value of learning strategies. Second, they emphasize the importance of providing learners with various practice opportunities with strategies that they can use autonomously in and outside the classroom context. Some of these metacognitive instruction models are briefly presented below.

Anderson's model (2002).

According to Anderson (2002), "Metacognition combines various attended thinking and reflective processes" (p. 2). Anderson (2002) further adds "Metacognition can be divided into five primary components: (1) preparing and planning for learning, (2) selecting and using learning strategies, (3) monitoring strategy use, (4) orchestrating various strategies, and (5) evaluating strategy use and learning". (p. 2)

1. Preparing and planning for learning: Learners reflect on what they need or want to achieve and how they are going to achieve it. Teachers may assist this reflection by explicitly defining the particular learning goals, which are set for the class and by helping the learners set their own learning goals. If goals are clearly articulated, it will be easier for the learners to measure their progress.

2. Selecting and using learning strategies: This important component deals with selecting and using particular strategies in a given context for a specific purpose. It is based on learners' ability to think and make conscious decisions about the learning process.

3. Monitoring strategy use: This component enables students to direct their own progress. This component primarily deals with revisiting the way strategies are employed and making sure that the strategies are implemented correctly.

4. Orchestrating various strategies: The mastery of employing a number of strategies together is a crucial and influential metacognitive skill. Being able to coordinate, organize, and relate different strategies can make a distinction between strong and weak learning strategy users. Teachers might develop this ability in learners through introducing various available strategies.

5. Evaluating strategy use and learning: At this stage, "students attempt to evaluate whether what they are doing is effective by means of self-questioning, debriefing discussions after strategies practice" (Coşkun, 2010, p. 38). At this point, all the steps stated above are revisited and evaluated. This is in line with Anderson's (2002) idea, stating that teachers should attempt to encourage the use of all the components of metacognition.

Vandergrift's model (2004).

Another model of strategy instruction is proposed by Vandergrift (2004) and Vandergrift and Tafaghodtari (2010). This model has been utilized in this study for metacognitive strategies instruction. The model proposed by Vandergrift and Tafaghodtari (2010) about the stages of strategy instruction is presented below:

Prelistening: Planning/predicting stage

After students have been informed of the topic and text type, they predict the types of information and possible words they may hear.

First listen: First verification stage. Students verify their initial hypotheses, correct as required, and note additional information understood. Students compare what they have understood/written with peers, modify as required, establish what still needs resolution, and decide on the important details that still require special attention.

Second listen: Second verification stage. Students verify points of earlier disagreement, make corrections, and write down additional details understood. Class discussion in which all class members contribute to the reconstruction of the text's main points and most pertinent details, interspersed with reflections on how students arrived at the meaning of certain words or parts of the text.

Third listen: Final verification stage. Students listen specifically for the information revealed in the class discussion they were not able to decipher earlier.

Reflection stage. Based on the earlier discussion of strategies used to compensate for what was not understood, students write goals for the next listening activity (p. 556).

Goh's model (2008)

She designed two kinds of learning activities; the first one of which she called "*integrated experiential listening tasks.* These tasks enable learners to experience social-cognitive processes of listening comprehension as they are working on specific listening activities" (Goh, 2008, p. 199). The second type of activity is *guided re flections on listening.* The aim of these activities is to draw out learners' implicit knowledge about L2 listening and at the same time, encourage them to construct new knowledge as they make

sense of their own listening experiences. These reflections engage learners in not only thinking back to the events that have taken place, but also planning ahead as a way of managing their own learning (Goh, 2008).

Vandergrift and Goh´s model

In order to help learners integrate the use of strategies while listening. Vandergrift and Goh (2012) proposed a model called Metacognitive Pedagogical Sequence, which encourages the use of dialogic interactions in negotiating metacognitive strategies. This proposed framework, which is informed by sociocultural perspectives of learning, integrates two aspects of learning: "learning as an individual cognitive enterprise and learning as a social enterprise" (Vandergrift and Goh, 2012, p. 93). “Within this framework, dialogic interactions and activities learners participate in contribute to the overall learning of each individual in the interaction. The model can further provide learners with opportunities to enrich individual learning through peer dialog and cooperation. The Metacognitive Pedagogical Sequence involves the instruction of metacognitive strategies in five phases every session: Pre-listening - planning/predicting stage; First listen- first verification stage; Second listen- second verification stage; Third listen- final verification stage; Reflection and goal-setting stage” (p. 7).

This present study used an adaptation of the model proposed by Vandergrift (2004) in which learners follow up a guided step-by-step cycle with the use of four metacognitive strategies.

The steps in this cycle and the metacognitive strategies underlying each step are presented in Table 1. For this study the Vandergrift’s cycle was modified and organized

because the students understood the text without doing more steps. It is presented in Table 2.

Table 1: *Listening Instruction Stages and Related Metacognitive Strategies.*

Stage of Listening Instruction	**Related Metacognitive Strategies**
Planning/predicting stage 1. Once students know the topic and text type, they predict types of information and possible words they may hear.	1. Planning and directed attention
First verification stage 2. Students verify initial hypotheses, correct as required and note additional information understood.	2. Monitoring
3. Students compare what they have written with peers, modify as required, establish what needs resolution and decide on the important details that still need special attention	3. Monitoring, planning and selective attention
Final verification stage 4. Students listen for the information revealed in the class discussion they were not able to decipher earlier.	4. Selective attention and monitoring
Reflection stage 5. Based on the earlier discussion on strategies used to compensate for what was not understood, students write goals for the next listening activity.	5. Evaluation

Taken from "Listening To Learn or Learning To Listen?" by L. Vandergrift, 2004, *Annual Review of Applied Linguistics,* 24, p. 11. Copyright 2004 by Cambridge University Press.

Table 2: *Listening Chart*

Text
Predictions
First Listen
Second Listen
To Improve

Taken from **"***Desarrollo De La Escucha Comprensiva En Una L2 Mediante La Enseñanza De Estrategias Metacognitivas Y La Utilización De Podcasts Y Reproductores Portátiles" by* Bedoya González, J.R., 2012, Unpublished doctoral thesis, p. 243. Retrieved from: https://goo.gl/9P85j6.

Listening Learning Strategies

Learning strategies are "specific actions, behaviors, steps or techniques used by students to enhance their own learning" (Scarcella & Oxford, 1992, p. 63). According to Chamot (2004), learning strategies are the conscious thoughts and actions that learners apply to accomplish a learning goal.

"Listening strategies are deliberate procedures used by learners to enhance comprehension, learning and retention of the target language" (Vandergrift, 2008).

According to the National Capital Language Resource Center (2004), "listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input" (Listening Strategies section, para. 1). "Listening strategies can be classified by how the listener processes the input". Students must use strategies that make them active, not passive, listeners. To understand the difference between active and passive

listening, students need direct instruction on strategies that work (Vandergrift, 1999; Goh, 2008; Vandergrift & Tafaghodtari, 2010).

This study assumes the taxonomy of listening metacognitive strategies proposed by Vandergrift. He adapted it from the general strategy model proposed by Chamot and O'Malley.

O'Malley and Chamot (1990) pointed out three main types of strategies: metacognitive, cognitive and social strategies. "While metacognitive strategies may direct listening activity, their directive power cannot realized without the application of appropriate cognitive strategies. Therefore, successful L2 listening involves the careful orchestration of both metacognitive and cognitive strategies" (Vandergrift, 2008, p. 85).

Cognitive strategies.

Cognitive Strategies, according to Brown (2007), are "more limited to specific learning tasks and they involve more direct manipulation of the learning material itself" (p. 134). It has been argued that repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, and inferencing are the major cognitive strategies. In addition, Vandergrift (2008) explains that the "listener uses cognitive strategies to manipulate elements from the listening text or apply a specific technique to the listening task" (p. 85).

Metacognitive strategies (MS).

O'Malley, Chamot, Stewner-Manzanares, Russo and Küpper (1985) argue that the term metacognitive indicates an executive function or a group of strategies that consists of planning for learning, reflection upon the learning process as it happens, self-assessment of production or comprehension, self-correction of mistakes, and evaluating learning after completing an activity. According to this classification, advance organizers, directed

attention, selective attention, self-management, functional planning, self-monitoring, delayed production, and self-evaluation are among the major Metacognitive Strategies.

For Wenden, (1998) metacognitive strategies refer to "general skills through which learners manage, direct, regulate, guide their learning, i.e. planning, monitoring and evaluating" (p. 519). According to Holden (2004) the metacognitive strategies "refer to what learners do to oversee, regulate or direct their learning and include planning, monitoring and evaluating stages, which mirror the pre-task, on-task and post-task activities in many texts" (p. 259).

Vandergrift (2008) argues that

> Metacognitive strategies involve thinking about and directing the listening process: they include actions such as planning, monitoring, evaluating and problem-solving. These strategies are important because they oversee, regulate or direct the listening comprehension process by orchestrating the deployment of specific cognitive strategies (p. 85).

With regard to metacognitive listening, which is defined as the learners' knowledge of their understanding of listening demands, cognitive goals and their perception about themselves, it includes five types of strategies: person knowledge, directed attention, mental translation, problem solving and planning and evaluation (Vandergrift et al., 2006).

Table 3: Listening comprehension strategies, definitions and examples.

1. Metacognitive strategies		
1. Planning: Developing awareness of what needs to be done to accomplish a listening task, developing an appropriate action plan and/or appropriate contingency plans to overcome difficulties that may interfere with successful completion of the task.		
1.1.1 Advance organization:	Clarifying the objectives of an anticipated listening task and/or proposing strategies to handle it.	I read over what we have to do. I try to think of questions the teacher is going to ask.
1.1.2 Directed attention:	Deciding in advance to attend in general to the listening task and to ignore irrelevant distracters; maintaining attention while listening.	I listen really hard. I put everything aside and concentrate on what she is saying.
1.1.3 Selective attention:	Deciding to attend to specific aspects of language input or situational details that assist in understanding and/or task completion.	I listen to the key words. I establish the speakers in the conversation, their relationship by tone of voice, how they will address each other. This will limit the topics of discussion. (In combination with planning, voice inferencing and **elaboration**.)
2. Monitoring: Checking, verifying, or correcting one's comprehension or performance in the course of a listening task.		
1.2.1 Comprehension monitoring:	Checking, verifying, or correcting one's understanding at the local level.	I translate and see if it sounds right (in combination with translation). I just try to put everything together, understanding one thing leads to understanding another.
1.2.2 Double-check Monitoring:	Checking, verifying or correcting one's understanding throughout the task or during the second time through the oral text.	I might catch it at the end and then I'd go back. Sunny in the morning, that's not making sense... (Earlier) it sounded like a cold front; something doesn't make sense to me anymore.

3. Evaluation: Checking the outcomes of one's listening comprehension against an internal measure of completeness and accuracy.		
1.3.1 Performance evaluation:	Judging one's overall execution of the task.	How close was I? (At the end of a think-aloud report)
1.3.2 Strategy evaluation:	Judging one's strategy use.	I don't concentrate too much to the point of translating individual words because then you just have a whole lot of words instead of how they're strung together into some kind of meaning.
4 Problem solving:	Identifying what needs resolution in a task or identifying an aspect of the task that hinders its successful completion and applying a cognitive strategy; e.g., inferencing.	I missed something in between but I could tell that he didn't know what to tell his teacher so he obviously didn't do his homework because of the apartment.

Taken from **"**The strategies of second language (French) listeners: A descriptive study" by Vandergrift, L., 1997, Foreign Language Annals, 30, p. 391. Copyright 1997 by American Council on the Teaching of Foreign Languages.

Socio-affective Strategies.

According to Nosratinia, Ghavidel and Zaker (2015) "Socio-affective strategies are closely related to social-mediating activity and interacting with others. The major socio-affective strategies are cooperation and question for clarification" (p. 1234). These strategies will not be discussed here because this section highlights metacognition.

Podcasts

The author of the current study wanted to face the challenge of ICT inclusion in her teaching practices using metacognitive strategies and podcasts to improve listening comprehension. Podcasts are files downloaded from the internet that are good examples of authentic use of language because they were not created for L2 teaching, but to inform and

entertain the public in general. (Sze, 2006; Fox, 2008; Beamish & Brown, 2012; McBride, 2009).

There are some definitions that could help to understand what a podcast is. For example, a simple one is the definition given by McBride: “Podcasts are audio files, usually in MP3 format, that can be downloaded from the Internet” (McBride, 2009, p. 154).

Another one is Deal´s definition, which describes

> Podcasting is a means of publishing audio and video content on the web as a series of episodes with a common theme. These episodes are accompanied by a file called a ‘feed’ that allows listeners to subscribe to the series and receive new episodes automatically” (Deal, 2007, p. 2).

Sze (2006) states a more complete definition:

> Podcasts are audio (sometimes-video) programs on the web, which are usually updated at regular intervals. New episodes can be listened to on the computer, or downloaded to an MP3 player or iPod for later listening. Although audio programs have existed on the web for a few years already, what makes podcasting unique is its capacity for subscription’ through an RSS (Really Simple Syndication) feed, listeners can subscribe to their favorite Podcasts. Their computer will then receive ‘alerts’ when new episodes have been posted. Podcatcher software programs, such as iTunes, will even download the latest episodes automatically once the program is opened. In other words, instead of having to visit individual web sites regularly for updated episodes, listeners can now have the latest episodes of their favorite programs delivered to their computer. Podcasts available on the web fall broadly into two types: ‘radio podcasts’ and ‘independent podcasts’. Radio podcasts are existing radio programs turned into podcasts, such as those produced by the BBC

(British Broadcasting Corporation) and RTHK (Radio Television Hong Kong). 'Independent podcasts' are web-based podcasts produced by individuals and organizations (p. 117).

According to Hasan and Hoon (2013) "Research studies on podcasting have already acknowledged its potentiality and have documented many evidences that podcasts can greatly help develop learners' language skills, especially in developing learners' speaking and listening skills" (p. 128). As in Ahmed's (2010) words: "In short, using podcasts in a language class helps learners to understand the content and to improve their proficiency and their listening comprehension" (p. 2). Other studies support this idea (Hasan & Hoon, 2013; Fox, 2008; Al Qasim & Fadda, 2013; Beamish & Brown, 2012; Scutter, Stupans, Sawyer & King, 2010; Chacón and Pérez, 2010; Sze, 2006).

The use of technologies as internet, portable devices, cell phones and podcasts in the classroom offer L2 students and teachers many possibilities to access different, authentic listening materials in digital format, which can be downloaded free from the web, and listened to in their devices at any time. In the context of L2 teaching and learning, the use of these technologies offers free access and other advantages like the following:

Files in MP3 format can be easily uploaded onto MP3 players and many other mobile devices, such as most cell phones. Some of these devices can play other audio formats as well, and when they cannot, conversion is possible via a number of free or low-priced programs. This is another major advantage that podcasts offers to potential users: besides expanding people's access to recorded materials to an almost limitless amount of up-to-date materials from all over the world, podcast technology allows the listener to mobilize.

> Podcasts appear to be an excellent format for delivering L2 materials to students of the Net Generation, who study with distance learning programs, and usually feel pressured because of time, or are unable to regularly attend a (physical) language lab or perhaps even classroom, and need alternative formats for the delivery of educational materials. Finally, using podcasts in language lessons has indeed been found to be in itself motivating for many learners (McBride, 2009, p. 156).

> Podcasting is also a great way for teachers to deliver listening content to their students. They can distribute homework assignments, record book narration for beginning readers to read along with, or create foreign language lessons that students can review at their own pace (Widiastuti, 2013, p. 6).

Autonomous Learning

One of the expected results of this study is helping students to become more autonomous listeners. That is why the concept of autonomous learning needs to be considered here briefly.

The concept of autonomous learning in language teaching has been defined according to Benson (2013) "as the capacity to take control over one's own learning (….) Autonomy is not a method of learning, but an attribute of learner's approach the learning process" (p. 2). Additionally, "autonomy should address at least three level learner involvement: learning management, cognitive processes and learning content" (Riihimaki, 2013, p. 14). Furthermore, this author considered autonomy "as a skill that can be gradually learnt by all learners in a suitable environment" (p. 18). As Arikan and Bakla (2011) states, "Acquiring autonomy then is a process to be pursued over a period of time" (p. 241).

Moreover, Field (2007) suggests, “Training in learning strategies already forms a standard part of programs that foster learner autonomy” (p. 34).

The aforementioned definition implies to shift from a teacher-centered teaching practice to student-centered one. However, traditional teachers remain using the teacher-centered approach. Tütünis (2011). The integration of technology may help to change teachers’ thoughts and beliefs.

This study used a model of metacognitive strategies instruction where students learnt how to plan, monitor, and evaluate their listening comprehension process; in this sense the current study fostered learner autonomy.

Mobile Learning

Since this study tackled the task of integrating ICT in the form of portable devices into the metacognitive instruction sessions, it is important to devote some lines to conceptualize one of the most interesting aspects of ICT nowadays, the concept of mobile learning.

To begin with Sampson and Zervas (2013) define mobile learning as “the process of learning and teaching that occurs with the use of mobile devices providing flexible on-demand access (without time and device constraints) to learning resources, experts, peers, and learning services from any place” (p. 4) .

Following to Martin and Ertzberger (2013) they described mobile learning as:

> Learning that occurs when learners have access to information anytime and anywhere via mobile technologies to perform authentic activities in the context of their learning. Here and now mobile learning gives students the opportunity to be in

> the context of their learning and have access to information that is related to what they are seeing and experiencing at the moment (p. 77).

According to Petit and Santos (2014),

> In the mobile learning theory, they assume that the learner is the owner and the user of a smartphone, familiar and connected with this handheld technology. It is from this connection that mobile learning becomes possible. It is a learning theory about both technology and the learner, considered together (p. 4).

In a more recent work McQuiggan, McQuiggan, Sabourin and Kosturko (2015) suggest that mobile learning "is anywhere, anytime learning enabled by instant, on-demand access to a personalized world filled with the tools and resources we prefer for creating our own knowledge, satisfying our curiosities, collaborating with others, and cultivating experiences otherwise unattainable" (p. 8).

Sampson and Zervas (2013) assert that the main benefits of mobile learning are reported as follows:

> (a) enables on-demand access to learning resources and services, as well as instant delivery of notifications and reminders, (b) offers new opportunities for learning that extend beyond the traditional teacher-led classroom-based activities, (c) encourages learners to participate more actively in the learning process by engaging them to experiential learning such as learning by doing , (d) enables learning and performance support by exploiting real-life context, and (e) supports on-demand access, communication, and exchange of knowledge with experts, peers, and communities of practice (p. 5).

To end this theoretical framework, it is important to review the extant studies in the field to highlight those that have contributed to the understanding of the relationship of metacognition, the development of L2 listening comprehension and the use of podcasts.

In a study about the use of metacognitive instruction to teach students how to listen, Vandergrift (2003) compared the listening comprehension strategies of more and less-skilled Canadian seventh-grade students of French. Students listened to several French texts and were asked to think aloud during the process. The more skilled listeners used more metacognitive strategies, especially comprehension monitoring, than their less skilled peers. In addition, listeners that were more skilled, engaged in questioning for clarification, whereas the less skilled used more translation.

In another study Goh & Taib (2006),

> Made a small-scale study of metacognitive instruction for young second language listeners. Ten primary school pupils participated in eight specially designed listening lessons that included traditional listening exercises, individual post-listening reflections on their listening experience, and teacher-facilitated discussions that focused on specific aspects of metacognitive knowledge about listening. After the eight lessons, all the students reported a deeper understanding of the nature and demands of listening, increased confidence in completing listening tasks, and had better strategic knowledge for coping with comprehension difficulties. On the whole, the weaker learners had benefited the most from such a process-based approach to listening instruction (p. 222).

Similarly, Mareschal (2007) investigated beginner-intermediate and intermediate proficiency learners of French who completed a pedagogical cycle, journals and questionnaires over 8 weeks. She documented the beneficial effects of the metacognitive

instruction in terms of improvements in awareness, interest, and confidence in L2 listening and also in terms of their listening comprehension.

Shannon (2008) also designed and implemented a strategy-training program that focused on the development of cognitive and metacognitive strategies to promote listening comprehension ability among Taiwanese undergraduate students. The participants were 56 second- year non-English majors who were studying English as a foreign language (EFL).

They attended mandatory English laboratory classes once a week for one hour and fifty minutes. Findings revealed that the most helpful listening metacognitive strategy as perceived by learners who indicated their attitudes towards the training, were the metacognitive strategy of using a notebook and the cognitive strategy of T-list note taking, followed by semantic mapping of listening texts.

Vandergrift and Tafaghodtari (2010) measured the comprehension performance of two groups of high-beginner/lower-intermediate French learners; one group received metacognitive instruction for 13 weeks, primarily in the form of a pedagogical cycle, and the other group did not receive any guidance through the same listening sequence across the same period. The analysis of pre-test and post-test listening comprehension scores showed that the experimental group significantly outperformed the control group.

Also evaluating metacognitive strategies, Coşkun (2010)

> Investigated the effect of metacognitive listening strategy training on the listening performance of a group of beginner preparatory school students at a university in Turkey. The analysis of the scores using t-test revealed that the experimental group did statistically better in the test. The findings of the study suggested that metacognitive strategy training should be incorporated into the regular listening teaching program to help students become more effective listeners (p. 35).

Cross (2010) carried out a study in which pairs of Japanese EFL learners followed a similar pedagogical cycle of five lessons, similar to that of Coşkun (2010). Pre and post-test results showed that the metacognitive instruction primarily benefited the weaker listeners in the study.

In a study conducted by Bozorgian (2012) that looked for the impact of metacognitive instruction on listeners' comprehension, the author suggested that there has been a growing interest for almost two decades in using metacognitive instruction to facilitate the outcome of listening. Increasing better performance of less-skilled listeners requires following a strategy-based approach, a set of rules and regular opportunities to tackle listening problems strategically. Furthermore, the author stated that "listeners are to be provided with enough opportunities to act upon the set of rules already devised by the instructor. This regulated procedure helps listeners to plan, monitor, and evaluate their listening" (Bozorgian, 2012, p. 2).

Also, the study of Rahimi and Katal (2012) examined metacognitive listening strategies awareness among Iranian university and high- school students learning English as a foreign language. To achieve this goal, 122 university students and 116 high -school students filled in the Metacognitive Awareness Listening Questionnaire (MALQ) with five subparts including problem-solving, planning and evaluation, translation, person knowledge, and directed attention. The analysis revealed that university and high-school students were different regarding their general metacognitive listening strategies awareness, and in terms of person knowledge and mental translation components.

A more recent example, Fahim and Fakhri (2014) studied the effect of two different models of metacognitive instruction on the listening performance of 90 EFL learners in Iran. Participants "were trained through Metacognitive Pedagogical Sequence during 10

weeks, and went through an intervention program that engaged them in a sequence of tasks to help them to develop metacognitive awareness of the processes underlying L2 listening through dialogic interactions" (p. 3). The results of the study showed that metacognitive instruction helped in the fluctuation in the global listening achievement of learners. It was also "revealed that the model of metacognitive instruction and the manner through which metacognitive strategies were orchestrated led to a difference in the listening performance of EFL learners" (p. 3).

Concerning listening comprehension, Gilakjani and Ahmadi (2011) studied the factors influencing English listening comprehension and the strategies that might improve this skill among students. Findings based on the literature review, along with analysis of the data, showed that metacognitive strategies can help to improve EFL learners' listening comprehension skills (p. 977).

In a study conducted by Vandergrift et al. (2006), they validated a listening questionnaire designed to assess L2 listeners' metacognitive awareness and perceived use of strategies while listening to oral texts. The participants were two large groups of language learners. The result was a 21-item instrument with five distinct factors. The study concluded suggesting potential uses of the Metacognitive Awareness Listening Questionnaire (MALQ) not only for teachers but also for students.

A four-week study by Lu (2007) investigated if podcasts, in both British and American English, could boost the listening and speaking proficiency of Taiwanese EFL learner who had not previously been exposed to authentic English. The participant was asked to transcribe the podcasts and to identify vocabulary and grammar in context, and a discussion of the topics was conducted in English at the end of each week.

With regard to the use of podcasts, Fox (2008) found that using podcasts in listening instruction had a positive impact. The participant gained confidence in his overall ability to comprehend English. The author of this paper

> Describes two examples in which teachers had used the Absolutely Intercultural Podcast and discussed the different possible levels of involvement with podcasts from listening to producing them, and how these different involvements are based on their current understanding of what constitutes effective learning approaches. This research used a step-by-step guide, centering on pedagogical issues, rather than technical ones, about how to involve target language podcasts in EFL teaching (p. 39).

Ahmed (2010)

> Investigated the use of podcasts to improve listening comprehension in Arabic classrooms. Nineteen fourth graders and 19 fifth graders from a private school participated in this study. During 13 weeks, the two groups engaged in different activities: the fourth graders listened to Arabic podcasts while the fifth graders read Arabic stories. Pre- and post-test scores of both groups were compared to examine the effect of podcasts on their listening comprehension (p. 1).

The results showed that podcasts were effective to improve listening comprehension in this Arabic context.

Hasan and Hoon (2013) reviewed 20 journal articles to determine the effects of podcast on ESL students' language skills and attitude levels. They found that podcasts greatly supported learning not just in speaking and listening, but also in other language skills and areas such as grammar, pronunciation and vocabulary.

A more recent study conducted by Prasetyo, Vianty and Jaya (2015) evaluated the use of podcast to improve students' listening comprehension of descriptive texts. The sample for the study were 40 eighth-grade students of SMP Negeri 10 Palembang in the academic year 2013/2014. This study compared pre and post-listening tests and found statistical differences, showing that teaching listening comprehension through Podcasts had a positive effect on students' listening comprehension.

In the Colombian context, studies concerning the use of metacognitive strategies in the field of listening comprehension are limited. Most studies are related to the use of metacognitive strategies to enhance reading or writing. However, below are presented the results of two studies that evaluated the effects of metacognitive strategies in listening comprehension.

A study conducted by Barbosa (2012), implemented the Metacognitive Model of Strategic Learning, proposed by Chamot, Barnhardt, El-Dinary and Robbins (1999), through the use of electronic activities. The researcher collected evidence by means of questionnaires, the teacher's journal, learners' journals and artifacts.

> The findings suggest that participants improved their selective listening comprehension by applying direct attention strategies, and by completing a disciplined listening process. Moreover, it was found that this process provoked different feelings towards the development of electronic activities, and learners engaged in strategic behaviors to develop linguistic awareness (Barbosa, 2012, p. 4).

Finally, this researcher suggested that the implementation of metacognitive strategies for online listening might bring positive outcomes in learning autonomy.

Similarly, a study related to Metacognitive Strategy Training, carried out by Quijano (2016), reports on the effects of metacognitive strategies to teach listening

comprehension. The participants were 15 pre-intermediate undergraduate students who followed a sequence of pre, during and after listening tasks.

> Data were collected from a mock exam, listening strategies questionnaires, individual reflective exercises and think-aloud records that were analyzed through the grounded theory method. The results proved that the use of metacognitive strategies had a positive impact on the students' listening comprehension skill and the use of listening strategies modified the learners' thoughts on their listening process (p. 5).

The previously mentioned studies found that the use of metacognitive strategies was crucial to the development of listening comprehension, and that there was a change in the students' perception as L2 listeners. However, in the local context, there are limited studies concerning the use of metacognitive strategies and podcasts in the field of listening comprehension, therefore the need to design a study that permits to evaluate the effectiveness of implementing a metacognitive strategy model combined with the use of podcasts. The following chapter presents the setting in which this research was carried out.

Setting

This study took place in a public school of Medellin. It is located in the eastern center of the city. The institution is very well recognized in the community because of its high academic standards. This school offers academic education with emphasis in human values for preschool, primary and high school levels. All the students are girls from strata 2 and 3.

The English class takes place three times a week. The curriculum is organized according to the National Standards. In the tenth grade, where the group was chosen for the intervention, the classes focus on reading and writing. The methodology used is grammar based, but some activities are guided to the collaborative work and sometimes project-based work is used. The classes are sometimes guided with the help of the textbook "English Please" provided by the Ministry of Education.

The intention of the researcher is to contribute to the improvement of the English proficiency through the inclusion of ICT in the higher grades of the institution. Moreover, to propose a methodological change in the traditional way listening comprehension is taught in English classes at the institution and to implement the metacognitive strategy model instruction to enhance L2 listening comprehension.

Research Methodology

This section describes the research methodology, the participants, the data collection, the intervention procedures and the data analysis, also the research design and methodology used in this study in order to answer the question: How may the use of metacognitive strategies-based tasks and podcasts help EFL adolescent learners develop their L2 listening comprehension in the conditions of mobility and autonomous work offered by portable media players?

The research methodology chosen for this research project was the case study. A case study was an appropriate method to answer the research question because the study consisted of determining the impact that a metacognitive-strategies model would have in the development of listening comprehension, in a specific group of students during a period of four months. All the students in this group were, on average, of a similar age, their L2 proficiency level was similar too, and the group was a sample of tenth graders from a public school. Data were collected from different sources in the context.

Case study designs are used when the researcher intends to understand a specific phenomenon within a real context, based on questions as "how" or "why" (Yin, 2009, p. 2). Also, a case study "allows researcher to retain the holistic and meaningful characteristics of real- life events" (Yin, 2009, p 2).

In the same line of thought, Duff (2008) says that "a case study is an exploration of a 'bounded system' or a case (or multiple cases) over time through detailed, in-depth data collection involving multiple sources of information rich in context" (p. 22).

According to Duff (2008)

> These contexts tend to be naturally occurring ones, which in applied linguistics might include language testing sessions or classroom sessions. Although these

settings may not seem very natural, they were not arranged for research purposes alone, the context was part of student's regular activities (p. 30).

The group was an intact group because it was not choice it by random, otherwise by the way the groups are organized in the school, it was the group that the researcher had to teach this year.

The sessions in the context of the students may provide elements to describe the learner's interaction, and facilitate the analysis of variables such as developing listening comprehension, the use of metacognitive strategies and podcasts. The sessions were carried out during learners' regular activities as a characteristic of qualitative studies. To achieve the study's purpose, the researcher planned and designed some lessons to teach the metacognitive strategies and, at the same time, implement the use of podcasts.

Participants

The participants in this study were a group of 32 students of tenth grade, averaging 16 years of age. They are middle class students. They received three hours of English class during the week. Their English proficiency level was low because they had not continuity or a regular process in previous courses due to the lack of English teachers, who were changed three times in a year. Although the participants study in a public school, they use technology frequently due to the fact that the school has a classroom with 45 computers that students used in the technology class and they visited this classroom in other courses. The school also has two suitcases with 30 laptops, some video beams, three speakers that were used sometimes in class, and the pupils had their smartphones.

Intermediate tenth graders were a suitable choice for this research project. According to Vandergrift (2004) "beginning-level listeners have limited language

knowledge" (p. 4) they are not well prepared to concentrate in listening activities and they cannot process what they hear due to memory process capacity at their level and the speech of some listening materials. On the other hand, intermediate listeners will perform in a better way because their background of the language and their capacity to retain all information and make inferences (Vandergrift, 2004). Another criterion for selecting tenth graders was that, in previous courses, they had demonstrated interest in the use of technology inside and outside the English classroom. For instance, in previous activities, students used some technological tools to present their homework, and downloaded an app on their cell phones to practice English.

Data Collection Instruments

To answer the research question in this study, the data were collected from four different sources: a questionnaire using google forms tool, the Metacognitive Awareness Listening Questionnaire (MALQ) proposed by Vandergrift, Goh, Mareschal and Tafaghodtari (2006), student's reflections, and an interview. The way all the instruments were employed in the study and their description is presented in this section.

Questionnaire.

Surveys that are administered in written form, where the researcher asks participants to answer a series of questions or respond to a series of statements and then return their responses to the researcher are known specifically as questionnaires (Glesne, 2006).

The researcher administered 12-question online survey, aimed to collect learners' perceptions about technology. The questionnaire inquired about students' use, preferences, and knowledge about technology. The questions were about the advantages of using technology in the English class, the previous knowledge, difficulties and experiences

related to listening comprehension that students had about podcasts. The researcher posted this instrument in a webnode website. Twenty-nine out of thirty-four students, that is approximately 85 percent of the class, answered and sent the questionnaire to the researcher through a google form, (appendix A. http://goo.gl/forms/DptXG5qjsu5xEqRH3). The answers were organized and classified according to codes, and categories.

Metacognitive awareness listening questionnaire (MALQ).

The Metacognitive awareness listening questionnaire (MALQ), 21-item questionnaire, was originally devised by Vandergrift, Goh, Mareschal and Tafaghodtari (2006) with the purpose of measuring participants' metacognitive awareness of listening comprehension (Appendix B). It is a 6- point Likert scale ranging from strongly disagree (1) to strongly agree (6), measuring five strategies: planning-evaluation, problem solving, mental translation, person knowledge, and directed attention among the students. The MALQ has been tested with a large number of respondents in many countries and at various levels of language proficiency. It can be used profitably in different L2 instructional settings to raise student awareness of the process of listening, to positively influence students' approach to listening tasks, and to increase self-regulated use of comprehension strategies (Vandergrift, Goh, Mareschal and Tafaghodtari, 2006).

The results obtained from the MALQ questionnaire responses can be useful for both teaching and research. Students can use the MALQ for self-assessment purposes to determine their current level of metacognitive awareness and perceived strategy use, and to chart the development of their strategy use/listening awareness over time. Vandergrift et al. (2006) suggest that

Instructors can use the MALQ as a diagnostic or consciousness-raising tool.

Researchers can use the MALQ as a pre/post-test to chart the impact of listening

> strategy instruction and to assess learners' growing awareness of the process underlying successful L2 listening (p. 453).

In short, data obtained from the MALQ can be used to monitor student progress in regulating the metacognitive processes underlying successful L2 listening (Vandergrift, Goh, Mareschal and Tafaghodtari, 2006).

The researcher decided to administer this quantitative instrument found in the literature as an interesting way to present and describe the initial level of metacognitive awareness of the students and the impact that the treatment might have on its development. The purpose is not only to present the outcomes of using the strategies, but also to measure the metacognitive awareness in general. Even though the MALQ is a quantitative instrument, its findings will be explained in a qualitative way.

For the purpose of this research, the MALQ was translated into Spanish and was applied twice. Once at the beginning, and later at the end of the intervention. The intention was to get information about how the perceptions of students as L2 listeners changed during the intervention, in order to explore a possible increment of the metacognitive awareness. Participants chose the option that they considered closer to their perception. The questionnaires' answers were classified according to recurrences. The total score of the five factors was calculated for the initial and the final questionnaire to determine the degree to which the listener consciously uses the strategies measured by that factor. Six items must be reverse-coded, however, since they are strategies for which lower scores are desirable. The items to be reverse-coded are: 3, 4, 8, 11, 16, and 18 (appendix D).

Students' reflections.

After the students completed the strategy model sheet during every intervention session, the researcher asked the group some questions about learners' perceptions and usefulness of the strategies.

During each session, students were following the metacognitive strategies steps proposed by the adapted teacher's guide (appendix C). The participants wrote their reflection in a reflection box at the end of the strategy form. In this reflection, the learners wrote the aspects to be improved in next session according to their previous listening experiences and the experience using podcasts, and the metacognitive strategies. All the reflections were collected and classified according to same recurrences.

Interview.

The participants were interviewed at the end of the intervention because the sessions were dedicated to exercising the metacognitive strategies, the collection of learners' reflections, and the work with podcasts. The interview had two intentions: first, to compare the perceptions of students before and after the intervention about the use of podcasts and the metacognitive listening comprehension model instruction. Second, to determine the development of listening comprehension with the use of metacognitive strategies and podcasts. The interview was made to the whole group and consisted of five open questions that led learners to speak about the experience using ICT, the difficulties they could have using podcasts, how the use of metacognitive strategies help them to improve their listening comprehension, their perception as L2 listeners, and a general reflection of the whole process (appendix E). The answers were recorded and transcribed (appendix F).

Ethical Considerations

Before starting collecting data, a consent form document was designed and presented to the students and parents (appendix G). This consent form included information about the research project and the privacy of the participants, the no reward and voluntary nature of the activity, the participant's right to avoid answering any question and her possibility of withdrawal at any moment. Additionally, this form clearly stated the guarantee of using the collected information only for research purposes as well as the protection of the participant's identity. Before carrying out each reflection and questionnaire, two copies of the consent form were handed out to each parent's participant. All parent's participants read the consent form and signed it prior to the students' participation.

The Intervention

In order to determine how the use of metacognitive strategies-based tasks and podcasts might help EFL adolescent learners to develop their L2 listening comprehension in the conditions of mobility and autonomous work offered by portable media players, the researcher devised a treatment consisting of the implementation of a metacognitive strategy model using podcasts and mobile devices during six sessions.

During the implementation sessions, students interacted not only with their classmates, but also with the mobile technology. It is expected that students adapt their previous knowledge to new situations when they use the podcasts and the metacognitive strategies.

The MALQ questionnaire proposed by Vandergrift (2006) was analyzed and translated into Spanish. It was applied in the first and fifth sessions to compare and to

perceive if the strategy instruction had had any effect in the group's listening performance. This questionnaire could elicit and identify L2 listeners' metacognitive awareness and use of strategies when listening to oral texts. The lesson plans were designed with the strategy instruction model proposed by Vandergrift and Tafaghodtari (2010), which was explained and used during the sessions.

The group participated in six strategy training sessions focusing on the listening metacognitive strategies. The first session was used to be acquainted with the procedures and steps of the model, and to apply the first MALQ. Two sessions were carried out with laptops from the institution, two were implemented with the use of the learners' cell phones, and the last session was given as homework. The last activity was the conduction of a group interview.

The sessions were supposed to be held once a week and their length was between 45-50 minutes each time, emulating the regular length of a class in the school, while the rest of the week the researcher lectured on other topics included in the school's curriculum. However, because changes in the school's schedule that forced to postpone or to cancel classes, in most cases there were two or three weeks in between sessions. The podcasts were chosen from a website that offers different topics, like interviews, news, and stories.

They were selected and posted on the teacher's website, created to play a key role in the development of L2 listening comprehension processes. The average duration of the podcasts was about four minutes because of the level of the students, and the goal was to increase the length with each session. The criteria for choosing this kind of podcasts were the vocabulary, length, and speech rate in them.

Students used a different listening podcast in every session, and the length and degree of difficulty increased little by little with each session, as students were gaining

mastery over implementation of the strategy. The intention was mainly to train students with the metacognitive strategy sequence model before they used them in mobility conditions. The last activity was assigned as homework using a podcast at home, then an interview was applied to the group to verify the use of the podcast in order to collect students' perception about mobility conditions and the effects of the metacognitive strategies. A detailed description of every session following the metacognitive strategy model is presented below.

Session 1: The students did a listening task about immigrants. This activity was made without any guide concerning the strategies, and it was not a podcast. The researcher played a CD on the tape recorder provided by a textbook called New Generation for Teenagers 10 by Duque Romero and Barrera Wey. They heard a story and then answered some questions about it on an answer sheet. Then, the researcher gave instructions to the students on how to answer the MALQ questionnaire. At the end of the session, the students were instructed to download a folder with podcasts from the researcher's webnode site, and to bring it in a pen drive for the next session. The researcher had previously selected, organized, and uploaded a folder with some podcasts in her webnode site. The podcasts were chosen from Voice of America English News (VOA) because on this website, they are organized by difficulty levels, topics, and they have a length and a speech rate that is appropriate for first-time users of podcasts.

Session 2: The students were trained in the use of the metacognitive strategies, and they were familiarized with the listening adapted chart so that they would follow the strategies sequence (see Table 4). The students follow the steps in the adapted chart, and predicted the vocabulary that they could find in the audio. After that, students listened to the first podcast that was downloaded from Voice of America English News (VOA)

(http://learningenglish.voanews.com/a/new-york-bakery-puts-popes-face-on-cookies/2968118.html.) The podcast talked about a bakery in New York, famous for its cookies with the face of Pope Francis.

The students followed the steps in the adapted chart. Learners predicted the vocabulary that they might find in the audio, and then they listened to the podcast for the first time. After that, they wrote the vocabulary they remember, and compared the vocabulary they previously predicted. Then, they listened for the second time, checked, and compared with a classmate the vocabulary they had, and corrected any mistake they may have had. After the third listen, the students rebuilt the story with the guidance of the teacher. Finally, the learners evaluated possible aspects they had to improve for the next session, and wrote them on the format. To conclude, the teacher asks some questions that the students answered on the back of the format as a way of final reflection. This first activity was carried out using laptops owned by the school (appendix C podcasts' scripts).

Session 3: Here the procedure followed was similar to the one carried out in the second session. The researcher helped the students with the sequence of the metacognitive strategies. In this session, the students used the second podcast that talked about the film Mission Impossible http://learningenglish.voanews.com/a/cruise-baldwin-rogue-nation-action-adventure/2907146.html. The learners used the school's laptops, and filled out the adapted chart as well.

Sessions 4 and 5: In these sessions, the students downloaded the podcasts on their smartphones and did the listening task following the adapted chart, and used the metacognitive strategies. In this opportunity, the researcher guided the students that had difficulties or did not remember the steps. The podcasts talked about Central Park and Shakira. They were downloaded from English as a Second Language podcast

(www.eslpod.com). The researcher used a different web site because the podcasts in this source have different length, vocabulary, and the people speak at the normal rate of speech of native speakers, which could challenge students more.

Finally, for the sixth session, the researcher asked the students to select a podcast from the folder they had, and to listen to it following the steps and the metacognitive strategies. This activity was assigned as homework.

The following table details the procedure of the metacognitive instruction used during the sessions, following the metacognitive strategy listening comprehension model sequence.

Table 4: *Metacognitive strategies sequence instruction.*

Predictions	Before listening to the podcast for the first time, the teacher presents the activity, and invites the students to write some predictions about the topic, the vocabulary, or other aspects that could appear during the hearing in the column of predictions in the listening chart, based on the title of the podcast. The teacher guides the discussion during the first and second sessions to help students with the predictions, moreover, to check and review the direct attention strategies.
First listening	After listening to the podcast for the first time, the students write the topic, vocabulary and relevant aspects that they could understand, and that support their predictions in the first listening column. Then, the students do the second listening. They correct the vocabulary and plan the aspect or sections of the podcast that need more attention. The teacher reminds the strategies to the students.
Second listening	At the end of the second listening, the students work in groups to compare the notes they wrote in the second listening column. The students discuss and compare the vocabulary, and try to rebuild the main ideas of the podcast.
Third listening	Based on the elements that emerged during the discussion, and on the rebuilding of the story that followed the second listening, the students listen to the podcast for the third time to clarify any doubt and to try to understand possible aspects that they have not understood yet.
To improve	In this moment, the students reflect on the effectivity of the strategies they used to plan, monitor, problem solving and evaluate their performance during the listening task. In the column "to improve", the students take notes about the strategies that they plan to use in later listening tasks.

Taken from **"**Desarrollo De La Escucha Comprensiva En Una L2 Mediante La Enseñanza De Estrategias Metacognitivas Y La Utilización De Podcasts Y Reproductores Portátiles" by Bedoya González, J.R., 2012, Unpublished doctoral thesis, p. 138. Retrieved from: https://goo.gl/9P85j6.

Data Analysis

The data collected in this study were analyzed following an inductive approach, in which analysis was performed to find possible codes, categories, and make connections among them. According to Creswell (2012), "it is inductive in form, going from the particular or the detailed data (e.g., transcriptions or typed notes from interviews) to the general codes and themes" (p. 238).

To guarantee data validity and reliability they were triangulated from different sources such as a questionnaire, students' reflections, and an interview, which allowed the researcher to check out the consistency of findings generated by different data collection methods (Creswell, 2012). After several systematic and careful readings of data from all the sources and looking for key ideas and themes, the process of coding started to establish diverse categories. First, the students' reflections were organized according to their recurrences in other categories. Then, the interview was transcribed to find similar categories; the MALQ answers were grouped in the five factors to score the frequency of answer in each question. In that way, it was possible to evaluate changes between the first and the final questionnaire. Later, the data were read several times to identify themes corresponding to the research question. Then, all the themes from the different sources were grouped to find the main categories. This process is called sorting and cutting according to Taylor-Powell and Renner (2003). The last phase of the analysis consisted in pattern coding that aimed to display the similarities among categories and construct interpretations. Finally, the specific data was selected and translated in order to be included in the findings section of this work.

Findings

This section presents the analysis of the data collected during the implementation of a metacognitive strategy model instruction. The chapter is organized in three sections. First, the analysis of learners' reflections and perceptions are presented; then, the impact of podcasts and the differences in comparison with previous listening sessions. Second, there is a qualitative description of the outcomes in the final interview. Finally, the outcomes of the initial and final MALQ are presented in qualitative terms. This section presents the evidences of how the use of metacognitive strategies-based tasks and podcasts might help EFL adolescent learners develop their L2 listening comprehension in the conditions of mobility.

Learners Reflections about Metacognitive Strategies and Podcasts

During the implementation, students followed the metacognitive strategy model, which had a reflection section at the end of the format. Learners answered some questions about the strategies used and copied their perceptions on the listening chart. Regarding these aspects, the variables that emerged are presented here.

Learners' reflections on metacognitive strategies positive perceptions.

When the students were asked about the metacognitive strategies with the question: How do the metacognitive strategies help you to improve listening? Students perceived the metacognitive strategies as a method that helped them learn vocabulary (the reflections were translated from the students' answers in Spanish into English by the researcher).

An extract from some student's reflection illustrates this: "Sincerely, for me, they have helped me understand more nimbly the vocabulary, and the pronunciation (student 6). "It has helped me improve vocabulary and understand English much more (student 7). "I

learn more vocabulary" (student 11). Vocabulary, is very important to them because they think that if the strategies help them to acquire vocabulary, they will improve their listening process.

Additionally, students think that the metacognitive strategies help them understand, and comprehend the podcasts. They asserted in their reflections: "... I find it easier to understand what they say" (student 7). "In some way I understand more as the activities are done" (student 12). "It becomes easier to understand what they are talking about" (student 16).

Concentration and attention are the elements that most of the students considered they improved in using metacognitive strategies because they did the activities with more discipline. They said that the strategies helped them to follow a sequence and an order. Therefore, they focused on the listening activity. Students describe in their reflections: "They have helped me to improve because every time I concentrate more" (student 23). "They have helped me to follow an order, and that focus my attention" (student 24). "They facilitate my attention and my concentration more, when I try to understand what they say" (student 19).

The general perception about the metacognitive strategies among the students is positive and they think that they help them to improve their listening process. Another aspect that students found helpful was the frequency of use, because it allowed them to habituate to listen, and pronunciation. The following excerpts describe their opinions: "Yes, they have helped me to improve because we accustom the ear and the interpretation to English" (student 5). "Yes, the listening has improved thanks to the fact that we understand the words that we have learnt from the previous ones" (student 6). " They have helped me to improve and I believe that happened because we become accustomed, the vocabulary

becomes more common, and as it is done often, it serves more" (student 17). "Yes, because it is more difficult to understand English but with those podcasts, if you listen to them frequently, it could be easier to understand English" (student 9).

The perception they had of themselves as L2 listeners was another aspect that changed. Some students considered they were not good L2 listeners before the intervention because they did not understand what they listened or they did not recognize the vocabulary. In their reflections, they said, "Yes, it has helped me with other activities because I prepare myself to know what they say" (student 2). "Yes, because we concentrate more and we understand the pronunciation" (student 3). "Yes, because before, I did not know or I did not understand very well what they said, but after it was more clear to me what they talked about" (student 4). "Yes, because before these exercises I was rather bad at listening, I did not understand very well. I developed my ear doing the exercises and my vocabulary increased" (student 1).

Learners' reflections on metacognitive strategies difficulties.

On the other hand, the data indicated that most of the students had difficulties to make predictions, to do the third listening (rebuild the story), and to identify vocabulary according to what they expressed in their reflections.

The students were asked about the difficulties in the use of the metacognitive strategies. They said that making predictions was difficult because they did not know what was the listening was about. In addition, when they started to listen, they were not concentrated or it was difficult to imagine something that they did not know. One example of this difficulty is the following: "predictions were difficult because it is hard for me to guess something that I still do not know or that I have not listened yet" (student 9). "The first listening was hard because I have to imagine what they are going to say, without

knowing" (student 7). "To guess what they are talking about, because it is difficult to know what they are saying without listening" (student 21).

During the listening, one of the steps is to rebuild the story, this activity was also difficult for the majority of the group, as they suggested in their reflections: "It gives me more trouble to rebuild the story because I do not have enough vocabulary" (student 23). "[It's difficult] Build the story, because of the diverse vocabulary; it is very difficult to do that" (student 14). "Rebuild the story, given that I do not know exactly what it says, there is the possibility of being wrong" (student 12).

To understand the vocabulary was another limitation for students because they did not know how to spell it. They did not understand what the story was about or they did not understand the pronunciation; as they said in their reflections, "[It's difficult] dealing with decoding what the story was about because there are words that they pronounce that I have never heard, and that is difficult for me" (student 15). "To understand some things and copy what it really means because sometimes I only understand some fragments" (student 5). "... [I had trouble with] the first listening because I do not understand some words due to my lack of vocabulary" (student 9). "To know the vocabulary, because I do not know enough in order to understand literally everything that is said to me" (student 18). "To remember the vocabulary because I am not sure how to spell it and that is the reason why I did not copy many words" (student 19). "To get the vocabulary because I do not understand many words" (student 20).

Podcasts positive perceptions.

The majority of the group said that the listening activity using podcasts was good, and they liked it because they understood the characteristics of speed and length in the podcasts, and it was a new resource in which they could learn new things. In their

reflections, they said, “[It was] very good, I understood more” (student 2). “I liked it very much, they are slow, you can pause it and go back” (student 8). “I liked it because the resources used were different” (student 7). “It was very interesting, we learn new things” (student 20). “I liked it very much because the pace is appropriate and I can repeat it as many times as I need” (student 30).

The students perceived the podcasts as fun and interesting. These characteristics allow them to learn and the motivation increases as well. Some reflections were: “[It was] a lot of fun because we understood, we learned more” (student 5). “It is fun, and different, even though I did not understand much, we were encouraged to understand and learn more” (student 10). “It is a very productive activity; it is a fun and effective learning method” (student 16). “Very entertaining, and interesting, yes, I liked it very much” (student 20). “It seems very interesting and it is a new way of improving listening and attention” (student 27).

In general, students liked the podcasts because they perceived them as a new method of learning, and they understood more. The reasons they gave were: “I loved this learning mechanism, I feel that I understand more, and it was much better because it was a new way of learning (student 32). “Yes, it is interesting, something different in the area” (student 25). “I liked it very much because we used other options to learn how to listen” (student 23). “I found it very good and interesting because it is a very good learning method, although I almost did not understand the vocabulary” (student 19). “I liked it because it was something different and it helps me to explore other things and improve” (student 18). “I liked it because it was very pedagogical” (student 11).

Podcasts difficulties.

The aspects that students considered difficult when they used podcasts were: first, vocabulary because many words were unknown; so the level of the vocabulary and its spelling was also difficult. This aspect affects students' comprehension and sometimes their motivation decreased. The question that students answered was: what aspects make listening comprehension difficult when you use podcasts? An extract from some student's reflection illustrates this: "... Very unknown words and that I did not understand" (student 33). "I do not know much vocabulary" (student 29). "I do not understand some things, and the things I know, I do not know how to write" (student 28). "To know how to write, it's confusing to me the way it sounds" (student 24). "The verbs, the words that I do not know" (student 9) ". " Very different vocabulary than the one I have heard" (student 5)." I do not know the vocabulary and I do not know how to copy it" (student 8). The second aspect they found difficult was concentration; but it was connected with the lack of comprehension, the place where the activity was carried out, and the interruptions during the listening activity. If the students did not understand, the concentration in the activity decreased or was lost. The routine or the repetition of this kind of activities would cause inattention. Their reflections about this aspect were, "I do not concentrate" (students 12). "I lost concentration in the middle of the text" (student 21). "Concentration, if I do not understand the beginning, I get distracted by other things" (student 32). "The place, because it is very difficult to concentrate" (student 3). "After a while it gets very hard, but it is interesting either way" (student 2). "What I like the least is when the teacher speaks while we are listening" (student 5). Finally, the speed of the podcasts was another one of the aspects students found difficult, even though they can pause, stop or rewind the audio. An excerpt of their reflections about this aspect is "Sometimes they speak a little fast and it is difficult for me

to understand what they say" (student 6). "The audios are very fast and it is difficult to understand what they are talking about" (student 9). "Sometimes the podcasts go very fast" (student 14). "I do not like that many times the audios are very fast and I do not understand immediately" (student 17). "I do not like that sometimes they speak very fast" (student 30).

Technology Advantages

Two of the sessions were carried out with laptops, and two with smartphones. Students were asked about the differences between these two devices in terms of listening. The majority of the learners did not find differences in listening, but the differences were in terms of the comfort and ease with which they manage the cell phone. The outcome of the initial survey about the use of technology was related to the students' answers about cell phones; these are devices they know and use more, which is the reason they would prefer to use them. The general finding of attitudinal studies suggests that any successful implementation of new technology in education requires the development of users' positive attitudes toward it and these positive attitudes develop because of the perceived usefulness and ease of use of that technology (Davis, 1993). An excerpt of some reflections about this aspect is: "I did not see any difference because you hear the same, but I prefer the comfort of listening in the cell phone" (student 6). "The cell phone is faster and easier to manage, but right now you hear the same" (student 9). "I think I do not see any difference". "The cell phone will be better because it is more accessible and easier to manipulate" (student 11). " It is better with the cell phone, it is more comfortable than the computer, more dynamic, not as bulky, I like it more to use the cell phone" (student 15). " I think there is no difference in terms of listening, but there is a difference in time, because we spend time to organize when we go down stairs to use the computer , we lose more time, and I like it

more to use the cell phone" (student 27). "On the computer there is a little more work, since you have to look for or download the audio, while the cell phone it is much more comfortable, and it is easy to find the audio" (student 1).

With regard to listening comprehension, some students expressed that cell phones allow them to concentrate more, they could manage time and volume, they had privacy, and they could go back whenever they needed, so they could listen better. This perception of using cell phones for listening activities gave the students security and motivation. Their reflections about these aspects were: "It is different because it is easier to listen in the cellphone, and we have more direct access" (student 33). "I think that a person alone in the cell phone concentrates more" (student 20). "I think that is better to use the cell phone because we listen better and we concentrate more" (student 19). "The difference is that with the cell phone there is more privacy and it is better because I can go back whenever I want" (student 12). "With the cell phone is much easier because I can manipulate time, and volume, it brings more security to have something of your own" (student 5). "With the cell phone is easier because you concentrate more" (student 2). "[It's better to] have access to the audio at any moment, and any place, not only in the classroom; you can also listen to it during the break, at home, or in the street" (student C).

Final Interview Metacognitive Strategies and Podcasts

The findings in the interview and in the students' reflections showed that most of the students had a positive perception of the metacognitive strategies because they perceived them as a factor that helped to improve listening comprehension. For instance, they consider that the strategies help them understand, and improve their listening comprehension. The following extract from some of the interviewed exemplifies this: "I

like to use them because they have helped me understand more, because, at the beginning, when you played something to hear, I did not understand much, but now with the exercises I am going to advance (student E). “It helps a lot with listening and to acquire vocabulary” (student C). “ Because they have also helped me be less lazy in listening exercises, they have helped me to improve more in that aspect, now when we are told that we must listen to something in English, you do not feel so lazy because you already have a larger vocabulary and better concentration”(student C).

A general opinion of the process was, “it was a very good process, I liked it very much, I also liked the progress of the activity, what I thought before, what I found, how I rebuilt the story, what my classmate had listened differently, and how she could help me. I think that the characteristic process was the thing that made us also improve the most; to think about what we were going to hear and once we had heard it, to think about we heard” (student S).

The steps of the metacognitive strategies sequence were easy to remember and follow for the majority of the students. They attribute their improvement due two factors: the use of metacognitive strategies and the use of podcasts. As student E explained: “Personally, I felt lazy to listen to that, because I said to myself ‘oh no, I am not going to understand that’. But now with those podcasts, I have already seen that I can understand words that we had already studied, so it becomes easier”.

Another question made to the students was their perception as L2 listeners. They answered that this perception had changed. The excerpts that exemplify this are: “Yes, because before I did not know, or understood very well what it said, but afterwards it was clearer to me what it talked about” (student 4). “It has helped me with the other activities because it prepared me to know what they say” (student 2). “Yes, because before these

exercises I was rather bad at listening, I did not understand very well. While doing the exercises, I developed the ear and the vocabulary increased" (student 1). "Yes, because we concentrate more and we understand the pronunciation" (student 3).

Integration of ICT in the English Class

There is a perception among the students that the English class is better when they use technological device**s.** Some reasons are: the class is fun, students are motivated and interested throughout the class, they can find different activities, and they think that they learn more. Additionally, students perceived the use of technology as a method or methodology that could help them. One example of this is the following: "The class is better with technological devices. It is fun, and we can break out of the routine" (student 3). "It was better using computers and cell phones because this allowed us to connect technology and learning. It made the class more pleasant when using an unusual methodology. The interest in the class increased" (student 1). "It is better to use technological methods because the class doesn't get as monotonous, and I think you learn more" (student 4). "It is better with technological devices because there are more possibilities to have audios, texts, and other activities" (student 2).

The MALQ

The MALQ or the Metacognitive awareness listening questionnaire is 21-item listening questionnaire with robust psychometric properties significantly related L2 listening comprehension success. Vandergrift demonstrated a five-factor model underlying the MALQ: planning and evaluation, directed attention, person knowledge, translation and problem-solving (Vandergrift, 2006, p. 450). Table 5 consists of the five factors and the description of each item.

Table 5: *Metacognitive Strategies*

FACTOR	ITEM
Planning/ Evaluation	After listening, I think back to how I listened, and about what I might do differently next time. As I listen, I periodically ask myself if I am satisfied with my level of comprehension Before I start to listen, I have a plan in my head on how I am going to listen. Before listening, I think of similar texts that I may have listened to in the past I have a goal in mind as I listen.
Problem Solving	As I listen, I compare what I understand with what I know about the topic. As I listen, I quickly adjust my interpretation if I realize that it is not correct I use my experience and knowledge to help me understand I use the general idea of the text to help me guess the meaning of the words that I do not understand. I use the words I understand to guess the meaning of the words I do not understand. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense
Person Knowledge	I don't feel nervous when I listen to English. I feel that listening comprehension in English is a challenge for me. * I find that listening in English is more difficult than reading, speaking, or writing in English. *
Directed Attention	I focus harder on the text when I have trouble understanding 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 right away.
Mental Translation	I translate in my head as I listen. * I translate key words as I listen. * I translate word by word, as I listen. *

Taken from "The Metacognitive Awareness Listening Questionnaire (MALQ): Development and validation", by Vandergrift, L., Goh, C., Mareschal, C., & Tafaghodtari, M, 2006, *Language Learning, 56*, 431-462. Copyright 2006 Language Learning Research Club, University of Michigan.
* Item in which a low score is desirable.

Initial MALQ Outcomes.

The results of the survey were analyzed by adding the numerical values of reported answers with the assumption that a high score would represent a high level of use of strategies within that grouping. A low score would indicate low awareness or use of

strategies, except for items 3, 4, 8, 11, 16, 18 since they are strategies for which lower scores are desirable. Then, a total score was calculated to determine the degree to which the listener consciously uses the strategies measured by that factor. In this initial questionnaire, the higher scores were 810 corresponding to Problem-solving strategy, followed by 561 in Planning and Evaluation strategy. In that sense, results indicated that students were more likely to employ strategies in the Planning and Evaluation and Problem-Solving categories than in the others. The low scores were in Mental Translation and Person Knowledge. Indicating that students do not use those strategies.

Final MALQ outcomes.

Students grade the questionnaires taking into account the Likert scale: Strongly Disagree = 1, Disagree = 2, Slightly disagree = 3, Partly Agree = 4, Agree = 5, Strongly Agree = 6. The following analysis describe the outcomes using that score.

The scores for the final questionnaire were 606 in Planning and Evaluation and 854 for Problem-solving, that were the high scores. These outcomes showed an increase on the metacognitive awareness, specifically in the strategies referred, but the strategies Mental Translation, Person Knowledge and Direct attention did not suffer an important change, they continued with the low scores.

The Initial and the Final MALQ comparison outcomes.

At the end of the intervention, the students answered the MALQ questionnaire again. Comparing the results between the initial and the final questionnaire it is clear that the scores were up, but similar to the scores in the initial questionnaires students were more likely to employ strategies in the Planning and Evaluation and Problem-Solving categories than in the others. The low scores were in Mental Translation and Person Knowledge as well.

The Table 6 shows how students answered the 21 items in the initial stage of the intervention.

Table 6: Initial MALQ scores

MALQ 1 Factors/ Scores					
Participant	Planning-Evaluation	Directed attention	Problem solving	Mental translation	Person Knowledge
1	18	11	23	11	12
2	19	17	18	12	12
3	15	13	21	14	17
4	22	17	36	17	18
5	25	12	32	12	6
6	11	12	22	14	17
7	24	16	34	16	15
8	17	16	27	17	15
9	18	14	30	10	14
10	19	17	25	13	17
11	18	22	25	10	13
12	21	13	22	9	15
13	19	13	29	13	15
14	18	17	30	15	9
15	17	10	27	15	9
16	20	15	26	14	12
17	14	16	31	15	12
18	22	13	20	8	12
19	17	14	29	12	10
20	15	15	20	11	15
21	24	15	33	18	17
22	20	10	20	12	10
23	18	11	28	9	12
24	18	17	29	17	11
25	15	14	32	12	13
26	21	14	23	15	14
27	22	12	20	12	13
28	9	19	20	15	10
29	23	15	29	15	9
30	16	10	25	8	12
31	6	13	24	3	9
Total Score	561	443	810	394	395
Median	18	14	26	13	12
Mode	18	17	20	12	12

The outcomes for the final questionnaire are detailed in Table 7.

Table 7: *Final MALQ scores*

MALQ 2 Factors /Scores					
Participant	Planning-Evaluation	Directed attention	Problem solving	Mental translation	Person Knowledge
1	20	17	27	11	14
2	21	12	28	10	12
3	23	16	34	16	12
4	21	12	33	14	18
5	20	14	28	12	11
6	11	9	31	13	9
7	22	16	28	14	15
8	14	12	21	14	11
9	16	12	28	15	12
10	14	15	20	13	14
11	17	20	32	13	13
12	16	14	27	16	12
13	12	8	20	9	3
14	18	18	26	13	16
15	21	12	30	12	8
16	24	14	28	9	13
17	17	14	23	16	18
18	17	13	25	13	13
19	24	23	31	12	10
20	23	18	27	13	11
21	29	19	31	10	15
22	21	14	32	17	11
23	26	17	35	16	11
24	20	12	25	15	14
25	15	13	26	10	17
26	22	17	30	12	11
27	23	16	25	11	12
28	24	12	23	11	10
29	12	11	22	12	9
30	22	15	27	13	14
31	21	14	31	14	10
Total Score	606	449	854	399	379
Median	21	14	28	13	12
Mode	21	12	28	13	11

Metacognitive Awareness

In the analysis of the final questionnaire, it is possible to observe that the metacognitive awareness increased, because the scores were up. The listening tasks guided through the listening adapted chart could have contributed to increase the metacognitive awareness, especially in factors as Planning, Direct Attention, and Problem-Solving. Activities like prediction before listening, discuss with peers, and evaluation of difficulties could trained students in the use of the metacognitive strategies and increase metacognitive awareness.

Analysis of the strategies

Problem – Solving.

Comparing the initial and the final questionnaire, the answers showed a change in the answers 1 and 2 because they decrease, but the other answers increase. The graph (c) evidenced a decrease in the answers 3 and 5. There was an increase almost twice in answer 4. Therefore, students improved in this strategy. In graph (e), it is showed a similar behavior to the previous mentioned answers, due to the score 5 decrease, in contrast 4 and 6 increase their frequency in the final questionnaire that show the effect of correction, and peer work when students used the metacognitive strategy instruction. The more remarkable changes were in questions 13 and 19. Question 13: As I listen, I quickly adjust my interpretation if I realize that it is not correct. Question 19: When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense. Question 17: I use the general idea of the text to help me guess the meaning of the words that I do not understand. It had a remarkable change because decreased the answer agree,

and increased strongly agree. Therefore, according to these results the listening comprehension improved.

The Figure 3 show the outcomes between the initial and the final questionnaire in each factor

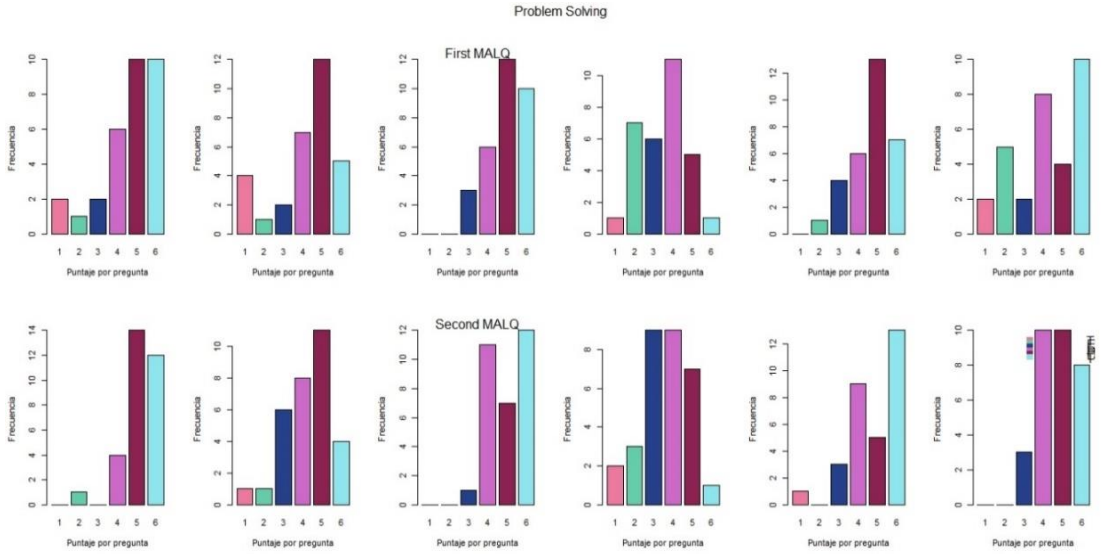

Figure 3: Histogram for Problem –Solving category.

The frequency of answers for each question were named a-f from left to right. (a) question #5, (b) question #7, (c) question #9, (d) question #13, (e) question #17, (f) question #19.

Planning and evaluation.

For this factor, In question one it is interesting to observe that the answers in the initial questionnaire students did not have a plan before listen but the results in the final questionnaire showed the opposite. Prediction is a strategy that help students to plan before listen, although they expressed it was difficult to imagine the situation without know anything about the listening activity; they only had the title of the podcast. In question 10: Before listening, I think of similar texts that I may have listened to. The scores one and two decreased and increased three and four. This result shows that use this strategy is difficult for students, and they do not associate previous texts when they listen. In question 14: After

listening, I think back to how I listened, and about what I might do differently next time. In the final questionnaire there is not score in 1 for that reason the scores presented a higher frequency. This is another strategy that showed the students metacognitive awareness level improved. Opposite to the scores in the others figures, for question 20: As I listen, I periodically ask myself if I am satisfied with my level of comprehension. The scores one and two increased and six decreased. This question is directed to measure the evaluation strategy. The results showed a low level of evaluation among students. Finally, for question 21: I have a goal in mind as I listen. The results presented a higher frequency for the scores four and six in the final questionnaire compared with the initial one. This reveal the use of the planning strategy because of the metacognitive strategy instruction.

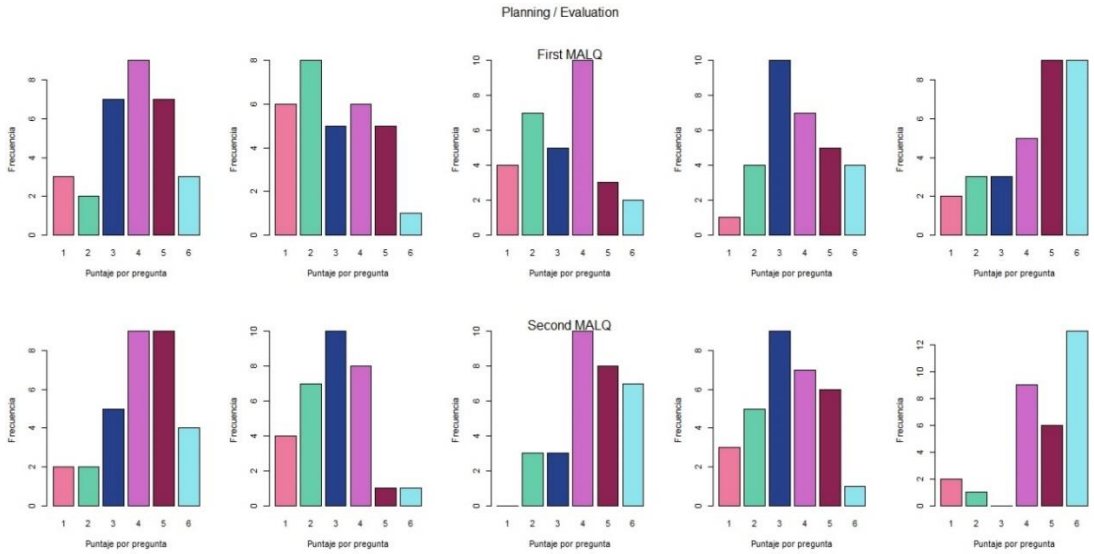

Figure 4: *Histogram for Planning and Evaluation category*

Histogram for the frequency of the answers to the questions related to the category Planning and Evaluation. They were named a-f from the left to the right. (a) question #1, question (b) #10, (c) question #14, (d) question #20, (e) question #21.

Person knowledge.

In graphs (a) question 3: I find that listening is more difficult than reading, speaking, or writing in English. In (b) question 8: I feel that listening comprehension in English is a challenge for me. For this category, it should have a higher frequency for low scores. However, it did not happen. The general perception is that listening is difficult in the final questionnaire. In the contrary in the initial questionnaire, students' perception was opposite. Though, scores five and six were chosen by the majority of the students in the final questionnaire. In (b), question 8: score three increased and there is evidence of a frequency in low scores. In (c), question 15: I don't feel nervous when I listen to English. It was expected high scores, and in fact, the frequency is high in these scores. The listening activities did not cause anxiety for the majority of the group, but some students felt that the listening activities were cause of anxiety because score three stayed similar in both questionnaires.

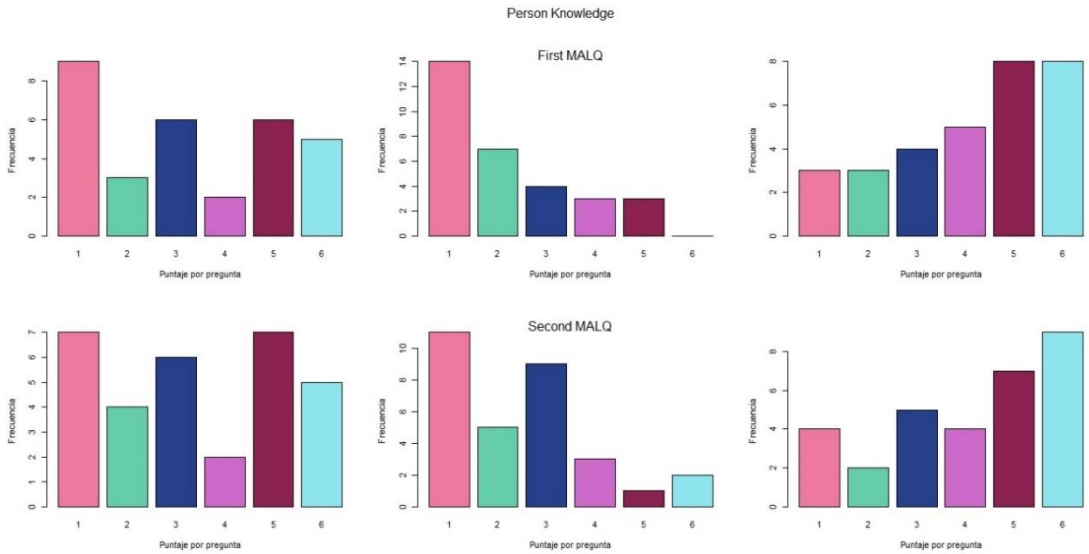

Figure 5: Histogram for Person Knowledge category.

Histograms for the frequency of the answer for the questions related to category Person Knowledge. They were named a-f from the left to the right. (a) question #3, (b) question#8, (c) question #15.

Mental translation.

In this factor, graph (a), question 4: I translate in my head as I listen, the scores one and three increased while two decreased. For (b) question 11: I translate key words as I listen, there are scores in 1,2 and 3 that are expected scores according to the reversed scores. These results showed that Mental Translation is not a strategy used for these students, and according to the theory of the MALQ, those are the expected scores that confirm the increase of listening comprehension performance. However, similar scores in (c) question 18: I translate word by word, as I listen, were expected too, but scores three, four and five increased.

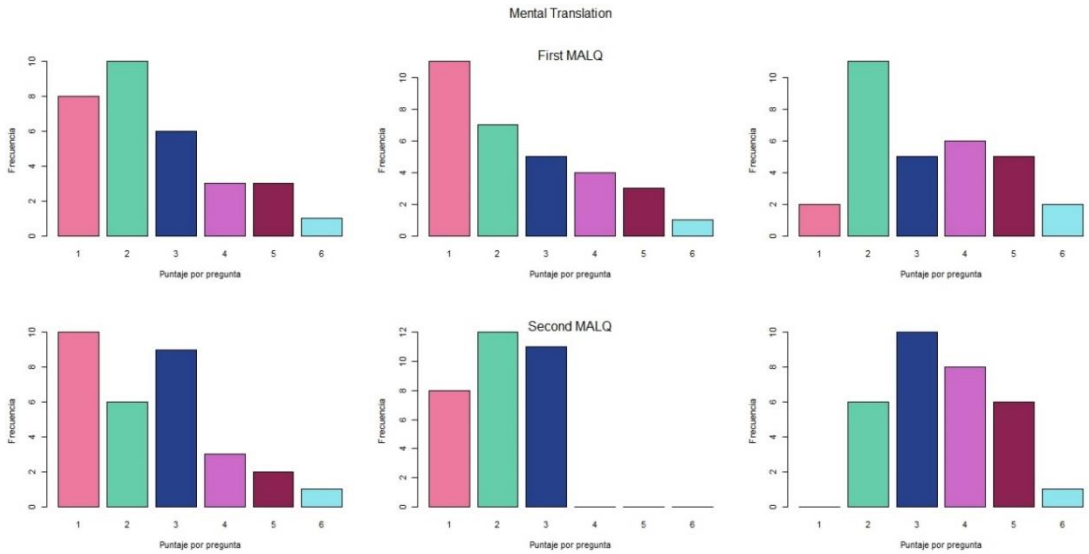

Figure 6: Histogram for Mental Translation category

Histograms for the frequency in the answer to the questions related to the factor Mental Translation. They were named a-f from left to right. (a) question 4, (b) question 11, (c) question 18.

Direct attention.

This figure showed that all the questions frequency decreased in scores 1 and 2, and the rest of scores increased. In graph (a) question 2: I focus harder on the text when I have trouble understanding. The score six did not increase. However, the final questionnaire showed a high frequency in score five in contrast with the initial one. In graph (b) question 6: When my mind wanders, I recover my concentration right away, the score is similar, but score three increased. In graph (c), question 12: I try to get back on track when I lose concentration, the score five increased, score six decreased but it had a score of one in the final questionnaire. In graph (d), question 16: When I have difficulty understanding what I hear, I give up and stop listening, there is evidence of increasing in score six. These results confirm the perceptions that students had in their reflections and the final interview. They said that they improved in attention or concentration as they called. However, the answers in question 16 revealed that students lose interest or motivation when they do not

understand what they hear and stop listening. This is another result that is confirmed in the students' reflections and in the interview when they were asked about the difficulties, they had using the strategies. They said that concentration decrease if they do not understand what they listen.

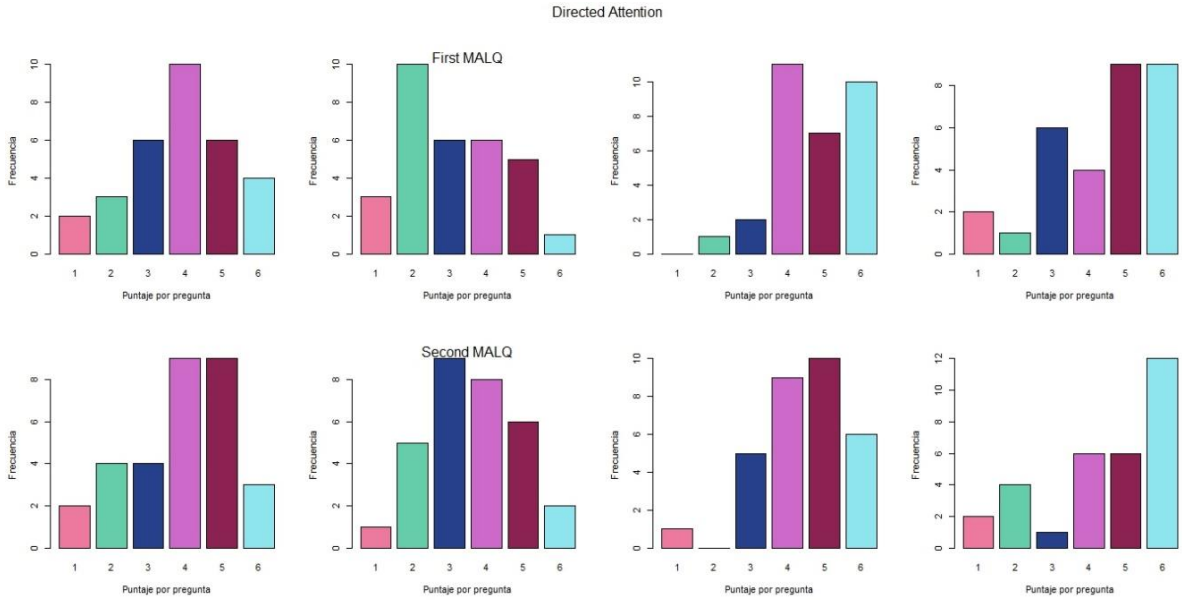

Figure 7: Histogram for Directed Attention category

Histograms for the frequency in answer of the questions related to Direct Attention factor. They were named a-d from the left to the right. (a) question two, (b) question 6, (c) question 12, (d) question 16.

Intervention Effects

In language learning terms, this intervention helped the students improve in different aspects. It is important to mention some of them: listening comprehension, vocabulary, pronunciation, spelling, and other aspects that increased as motivation, concentration, and metacognitive awareness. Besides, the outcomes of the MALQ showed important changes in the students' perceptions on the metacognitive strategies. Students were aware of the factors that affect listening comprehension (task knowledge), they had some understanding about themselves as L2 listeners (person knowledge), and they were

aware of what they can do to improve performance in future listening tasks (strategic knowledge).

In pedagogical terms, there are two important insights. First, the use of a metacognitive strategy model instruction demand changes in the pedagogical practices when teachers plan and organize the class around the listening tasks. Second, the ICT integration also requires teachers to engage, prepare and know about pedagogical uses of technology in the classroom.

Discussion

This study inquired about the impact that the use of metacognitive strategies-based tasks and podcasts would have in the development of L2 listening comprehension of a group of EFL adolescent learners in the conditions of mobility and autonomous work offered by portable media players.

This section intends to answer that research question by interpreting the findings of the intervention in the light of theory. The analysis of the findings will be presented based on the students' perceptions on listening comprehension improvement, and the use of metacognitive strategies. Additionally, the impact that podcasts had to increase students' motivation in the English class will be discussed. Findings from this study should reflect that the use of metacognitive strategies help learners develop their L2 listening comprehension.

The students' reflections and the final interview revealed that they attributed their improvement to the importance of two factors: the use of the podcasts and the metacognitive strategies practiced during the sessions.

With regard to the metacognitive strategy instruction and the use of podcasts, there was a positive impact because students consider them as a new teaching strategy that helped them improve their listening comprehension. Learners felt they had understood the listening tasks because using metacognitive strategies allowed them to think about what they heard. This shows an impact in the improvement of the students' awareness about their listening process. The findings showed an increase of the metacognitive strategies, for instance in Direct Attention, because students improved their concentration, they were able to focus their attention toward the listening task and they followed the steps that gave them order, and sequence. Similarly, the use of monitoring strategies helped students focus their

attention on relevant aspects while they were listening. Bozorgian (2012) also used monitoring strategies to encourage students to concentrate on specific aspects of the listening exercises. These strategies are vital in aiding students to pay attention to relevant information while doing the listening activity.

Another one of the strategies that improved was Person Knowledge, as the findings showed. Students changed their perceptions as L2 listeners. Before the intervention, learners felt they were not good listeners, but after the training, they understood the listening tasks better, and they perceived themselves as better listeners. The findings of the MALQ presents an increase in Planning /Evaluation and Problem Solving strategies, but the students' reflections show that those strategies were the most difficult for them. It seems contradictory, but those results of the MALQ were collected after the intervention. The mental translation strategy showed contradictory results, it could be because the students' misinterpretation of the Linker scale, for that reason it is necessary to continue training students in the use of other strategies. These findings are opposite to Vandergrift's study (2002). His investigation showed that the use of pre-listening activities prepared his students for what they were going to hear. His students reported that they felt more prepared to deal with the listening activity and they had a better idea of what the topic was about. This is also shown in the results of Quijano's study (2016). The participants informed that the use of planning strategies helped them approach the task from a different perspective. It is evident that having students predict information and use what they know about the topic of the listening maximized their comprehension of aural input.

On the other hand, the use of podcasts helped the students increase their vocabulary, this aspect associated with the recognition of pronunciation and spelling, helped to improve students' comprehension, and these factors enhance the use of metacognitive strategies. For

instance, to confirm their predictions, to rebuild the story or to do peer corrections, which are strategies used during the process. Another important factor that influenced the outcomes of this study was the novelty of using podcasts. The podcasts have characteristics like access, easy management, length and speech rate that facilitate students use, concentration, control, and engagement with them. Nevertheless, it is important to say that this type of instruction combined with podcasts demands time since it implies precise and well-explained instructions, and clear information.

Findings in similar studies confirm the positive impact that the metacognitive strategies have in the listening comprehension development. Goh and Taib (2006), Vandergrift and Tafaghodtari (2010), Barbosa (2012), Bedoya (2012) and Quijano (2016), made interventions in which students were trained in the use of the metacognitive strategy instruction model to develop listening comprehension. However, some of these studies used more than one instruction model, and they combined qualitative and quantitative analysis, while the current study had a qualitative approach and used only one instruction model. The results of these studies showed improvements not only in the listening comprehension, but also in the metacognitive awareness of the learners that received the treatment.

This study shows that students perceived the use of technology in the English class as a good strategy because it changes the routine, and it is fun. It was interesting to see how the use of podcasts motivated students to learn more and different things. The listening tasks in the English class are a challenge for some students, especially for those who are not advanced, and the use of podcasts in this study allowed students to increase their confidence, motivation and interest to the listening comprehension tasks. Additionally, the use of technology promotes learners' autonomy because they have the opportunity to make their own choices, they realize the need to plan, monitor and evaluate their own process, all

those metacognitive strategies (O'Malley & Chamot, 1990, p. 137). Here the teacher is not responsible for the learning process; he or she is not controlling everything, and his/her role changes from being teacher-centered to student-centered.

In line with other research studies described in this thesis, it has been found in different contexts that the use of podcasts influences listening comprehension positively. Beamish and Brown (2010) analyze one example. Their study demonstrates the use of podcasts as a learning tool in the classroom in which students had an overall positive attitude to the use of technology. This study supports the suggestion that the use of web 2.0 in the classroom enhances student's learning. Additionally, Ahmed (2010) demonstrated that listening comprehension test scores of the experimental group were higher than the scores of the control group, indicating that podcasts are effective in improving listening.

The integration of ICT in the English class provides many advantages, such as the use of authentic listening materials, the acquisition of new skills; it allows the promotion of collaborative and project-based work, and the possibility of being in contact with people from other places, which enhances different language skills.

On the other hand, the necessity of a shift in the pedagogical and methodological traditional paradigm is of paramount importance. In order to guarantee an effective ICT integration, it is essential that teachers get training, not only in the use of technology, but also in the use of other different strategies. Administrative support is required, not only with support services, but also with ICT infrastructure, such as the access to internet, enough equipment in terms of quantity and quality, and the curricular adaptations that reflect a focus on the adoption of practices and objectives related to ICT.

This study had the intention of showing the impact of the autonomous work provided by conditions of mobility, but this was not totally achieved because of time

constrains, and the frequent changes in the schedule that resulted in activities different from the classes, and, as a consequence, the intervention mostly focused on the metacognitive strategy instruction model inside the classroom. Those frequent changes in schedule are typical in public schools, forcing teachers to adapt to the demands of externals and internal agents. These two elements, the mobility conditions and the autonomous work could be studied in further research in the same conditions of the current study.

To conclude, listening comprehension has been examined in different settings with diverse participants, and its positive impact has been proven in the development and support of the other language skills. In the Colombian context, the practice and development of listening comprehension is also left to the background. For instance, some teachers do not use effective strategies to train students to improve this important language skill, and the use of authentic materials for listening is not a frequent practice. They continue to use traditional methods with long texts with blank spaces to fill out, focusing on the final product, but not on the process. In the public sector, where this study was carried out, it is necessary to adapt the curriculum not only for the integration of ICT, but also for the implementation of alternative strategies as the use of metacognitive strategy instruction models to improve not only the listening comprehension, but also the training of teachers. These adaptations will allow students' to develop new literacies that are not present in the regular English classroom. The new tools for learning could be used in any place, at any moment, without the teacher's control. Furthermore, as it was demonstrated in the findings of this study, the use of a metacognitive strategy instruction model helps learners monitor their progress, increase their metacognitive awareness, and improve their L2 listening comprehension.

Conclusions

In the analysis of the use of metacognitive strategies-based tasks and podcasts to help EFL adolescent learners develop their L2 listening comprehension, in the conditions of mobility and autonomous work offered by portable media players, the following conclusions can be drawn. First, the results of this study indicate that students could develop their L2 listening comprehension using metacognitive strategies. Some of the most significant findings reveal that students increased the use of some metacognitive strategies, such as Direct Attention, Planning and Evaluation, and Person Knowledge. On the other hand, Mental Translation strategy decreased as it was expected. When the students reflected on their listening process, their perceptions as L2 listeners changed. This means that learners gained metacognitive awareness and their listening comprehension improved.

Furthermore, the findings suggest that podcasts are tools that help enhance the L2 listening comprehension process since they foster the acquisition of new vocabulary, and therefore help students to understand what they listened to. The use of podcasts was motivated by aspects like length, speech rate, portability, and the capacity of increasing interest among students. As the findings revealed, students' perceptions on podcasts were positive, showing that technology acceptance in the English class is an important element that increased learners' motivation and interest, and improved their listening comprehension.

From the outcomes of this study, it is also possible to conclude that the teaching of metacognitive strategies plays a key role in helping students improve their L2 listening comprehension. Studies conducted by Fahim and Fakhri (2014), Bozorgian (2012), and Cross (2010) confirm that the use of metacognitive strategies are effective when helping learners improve their listening ability.

Limitations of the Study

Although the findings of this study showed positive results, some constrains and limitations emerged. One of those was the period of the scholar year in which the study was carried out. Given the fact that the school year was about to finish, there were frequent changes in the school's schedule that forced the adjournment or cancelation of classes. In addition, the number of sessions available to explore the autonomous work and the mobility conditions outside the classroom was not enough, and the sessions were devoted to the training of the metacognitive instruction model. Additionally, the instruments used to collect data were few. It would be interesting not only to use an interview or students' reflections, but also to implement students' and teacher's diaries to enrich the data collection and further analysis.

Further Research

After this pedagogical implementation, the researcher identified some aspects that might be interesting to explore. For instance, how the use of podcasts can be applied to improve other language skills such as speaking. Similarly, it would be worth exploring how the use of metacognitive strategies can foster reading comprehension. Besides, it would also be interesting to conduct a similar study in a public school where the circumstances vary, in terms of time and number of sessions, for instance. All these possible studies could contribute to expand the panorama in terms of pedagogical aspects.

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APPENDIX A: ONLINE FIRST QUESTIONNAIRE

Desarrollo de la escucha comprensiva por medio del uso de estrategias metacognitivas y podcasts en la clase de Inglés

La siguiente encuesta tiene por objeto conocer tus percepciones frente a la tecnología y sus posibles aplicaciones en el aprendizaje y enseñanza de lenguas extranjeras, así como el uso que haces de ella en tu vida cotidiana.

*Obligatorio

1. **Nombre completo** *

2. **Edad** *

3. **¿Cuáles de las siguientes herramientas tecnológicas tienes en casa?** *
   Selecciona todos los que correspondan.
   - [ ] Computador
   - [ ] Tablet
   - [ ] Televisor
   - [ ] Portátil
   - [ ] Celular
   - [ ] Grabadora
   - [ ] Consola de video juegos
   - [ ] Otro: .....

4. **¿Cuál herramienta tecnológica conoces y utilizas mejor?** *
Selecciona todos los que correspondan.

- [ ] Computador de escritorio
- [ ] Tablet
- [ ] Blogs
- [ ] Wikis
- [ ] Redes sociales
- [ ] Portátil
- [ ] Celular
- [ ] Podcasts
- [ ] Messanger
- [ ] Correo electrónico
- [ ] Video juegos
- [ ] Paginas web
- [ ] Otro: .....

5. **¿Cuál herramienta tecnológica es tu preferida?** *
Selecciona todos los que correspondan.

- [ ] Computador de escritorio
- [ ] Tablet
- [ ] Televisor
- [ ] Portátil
- [ ] Celular
- [ ] Consola de video juegos
- [ ] Podcasts
- [ ] Otro: .....

6. **¿Cuáles redes sociales utilizas?** *
Selecciona todos los que correspondan.

- [ ] Facebook
- [ ] Instagram
- [ ] Youtube
- [ ] Whatsapp
- [ ] Twitter
- [ ] Flicker
- [ ] Google+
- [ ] Otro: .....

7. **¿Cuáles de los siguientes recursos usas para estudiar inglés?** *
Selecciona todos los que correspondan.

- [ ] Videos
- [ ] Canciones
- [ ] Cd
- [ ] Podcasts
- [ ] Películas
- [ ] Tutoriales
- [ ] Páginas web
- [ ] Blogs
- [ ] Wikis
- [ ] Otro: .....

8. **¿Cuáles de las siguientes herramientas tecnológicas usas para hacer ejercicios de escucha en inglés?** *
Selecciona todos los que correspondan.

- [ ] Computador
- [ ] Tablet
- [ ] Grabadora
- [ ] Televisor
- [ ] Celular
- [ ] Portátil
- [ ] Podcasts
- [ ] Videos
- [ ] Otro: .....

9. **Utilizas el celular para :** *
Selecciona todos los que correspondan.

- [ ] Llamar
- [ ] Tomar fotos
- [ ] Enviar mns
- [ ] Whatsapp
- [ ] Descargar apps
- [ ] Escuchar musica
- [ ] Estudiar
- [ ] Usar podcasts
- [ ] Jugar
- [ ] Otro: .....

10. **¿Sabes qué es un podcast y cómo funciona?** *
Selecciona todos los que correspondan.

- [ ] Si
- [ ] No

11. **¿Qué herramientas tecnológicas han utilizado tus profesores para realizar actividades de escucha en la clase de Inglés?** *
Selecciona todos los que correspondan.

- [ ] Computador
- [ ] Grabadora
- [ ] Podcasts
- [ ] Reproductores móviles
- [ ] Celular
- [ ] Tablet
- [ ] Videos
- [ ] Otro: .....

12. **¿Qué dificultades tienes cuando se realizan actividades de escucha en clase de inglés?** *

.....

.....

.....

.....

.....

13. **¿Cómo crees que el uso de herramientas tecnológicas te pueden ayudar en el aprendizaje de un idioma extranjero?** *

.....

.....

.....

.....

.....

APPENDIX B: METACOGNITIVE AWARENESS LISTENING QUESTIONNAIRE (MALQ)

The statements below describe some strategies for listening comprehension and how you feel about listening in the language you are learning. Do you agree with them? This is not a test, so there are no "right" or "wrong" answers. By responding to these statements, you can help yourself and your teacher understand your progress in learning to listen. Please indicate your opinion after each statement. Circle the number which best shows your level of agreement with the statement. For example:

	Strongly disagree	**Disagree**	**Slightly disagree**	**Partly agree**	**Agree**	**Strongly agree**
I like learning another language	**1**	**2**	**3**	**4**	**5**	**6**

1. Before I start to listen, I have a plan in my head for how I am going to listen.	1	2	3	4	5	6
2. I focus harder on the text when I have trouble understanding.	1	2	3	4	5	6
3. I find that listening is more difficult than reading, speaking, or writing in English.	1	2	3	4	5	6
4. I translate in my head as I listen.	1	2	3	4	5	6
5. I use the words I understand to guess the meaning of the words I don't understand.	1	2	3	4	5	6
6. When my mind wanders, I recover my concentration right away.	1	2	3	4	5	6
7. As I listen, I compare what I understand with what I know about the topic.	1	2	3	4	5	6
8. I feel that listening comprehension in English is a challenge for me.	1	2	3	4	5	6
9. I use my experience and knowledge to help me understand.	1	2	3	4	5	6
10. Before listening, I think of similar texts that I may have listened to.	1	2	3	4	5	6
11. I translate key words as I listen.	1	2	3	4	5	6
12. I try to get back on track when I lose concentration.	1	2	3	4	5	6
13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	4	5	6
14. After listening, I think back to how I listened, and about what I might do differently next time.	1	2	3	4	5	6
15. I don't feel nervous when I listen to English.	1	2	3	4	5	6
16. When I have difficulty understanding what I hear, I give up and stop listening.	1	2	3	4	5	6
17. I use the general idea of the text to help me guess the meaning of the words that I don't understand.	1	2	3	4	5	6

18. I translate word by word, as I listen.	1	2	3	4	5	6
19. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1	2	3	4	5	6
20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	3	4	5	6
21. I have a goal in mind as I listen.	1	2	3	4	5	6

Cuestionario de Conciencia Meta cognitiva en Escucha (MALQ)*sigla en inglés

Las siguientes frases describen algunas estrategias de escucha comprensiva y cómo te sientes acerca de la escucha del idioma que estas aprendiendo. ¿Estás de acuerdo con ellas? Esta no es una prueba, por lo tanto no hay respuestas buenas o malas. Respondiendo estas frases, puedes ayudarte y ayudar a tu profesora a entender tu progreso en aprender a escuchar. Por favor indica tu opinión después de cada frase. Encierra en un círculo el número que mejor muestre tu nivel de acuerdo con la frase. Por ejemplo:

	Totalmente en desacuerdo	**En desacuerdo**	**Ligeramente en desacuerdo**	**Parcialmente de acuerdo**	**De acuerdo**	**Totalmente de acuerdo**
Me gusta aprender otro idioma	**1**	**2**	**3**	**4**	**5**	**6**

1. Antes de empezar a escuchar, tengo un plan en mi cabeza de cómo voy a escuchar.	1	2	3	4	5	6
2. Me concentro difícilmente en el texto cuando tengo problemas de comprensión.	1	2	3	4	5	6
3. Encuentro que la escucha es más difícil que la lectura, el habla, o la escritura en inglés.	1	2	3	4	5	6
4. Traduzco en mi cabeza mientras escucho.	1	2	3	4	5	6
5. Uso las palabras que entiendo para adivinar el significado de las palabras que no entiendo.	1	2	3	4	5	6
6. Cuando mi mente se desconcentra, recupero mi concentración inmediatamente.	1	2	3	4	5	6
7. Mientras escucho, comparo lo que entiendo con lo que conozco acerca del tema.	1	2	3	4	5	6
8. Siento que la escucha comprensiva en Inglés es un reto para mí.	1	2	3	4	5	6
9. Uso mi experiencia y conocimiento para ayudarme a entender.	1	2	3	4	5	6
10. Antes de escuchar, pienso en textos similares que he escuchado.	1	2	3	4	5	6
11. Traduzco palabras claves mientras escucho.	1	2	3	4	5	6
12. Trato de devolver la pista cuando pierdo concentración.	1	2	3	4	5	6
13. Mientras escucho, ajusto rápidamente mi interpretación si me doy cuenta que no es correcta.	1	2	3	4	5	6
14. Después de escuchar, reflexiono acerca de cómo escuché y acerca de que podría hacer diferente la próxima vez.	1	2	3	4	5	6
15. No me siento nerviosa cuando escucho en Inglés.	1	2	3	4	5	6
16. Cuando tengo dificultad entendiendo lo que escucho, me rindo y paro de escuchar.	1	2	3	4	5	6
17. Uso la idea general del texto para ayudarme a adivinar el significado de las palabras que no entiendo.	1	2	3	4	5	6

18. Traduzco palabra por palabra mientras escucho.	1	2	3	4	5	6
19. Cuando adivino el significado de una palabra, reflexiono acerca de todo lo demás que he escuchado para ver si lo que adivino tiene sentido.	1	2	3	4	5	6
20. Mientras escucho, periódicamente me pregunto si estoy satisfecha con mi nivel de comprensión	1	2	3	4	5	6
21. Tengo una meta en mente mientras escucho.	1	2	3	4	5	6

Isabela Restrepo 7.

ANEXO CUADRO DE ESCUCHA

Listening Chart

Text	Student interview. 32.
Predictions	Yo creo que se va a tratar de artistas, musicos, actores y gente famosa de todo el mundo y que hacen y que cosas nuevas van a sacar al pablico
First listen	Angelina Jolie, show, actors, passion, films, people, MTV, africa, childiens, women, love a films, family
Second listen	Cool singer, questions, Change, life, interesing, places, hallywood,
Third listen	ela una entrevista q' le hacen a una estudiame de 16 años y le pregunan q' aquien quisiela conocer y ella dice Angelina jolie que es una mujer hermosa y le encama todo lo q' hace y que el esposo y su familia es hermosa
To improve	Si mejore ya q' pose mas atencion, pero aun tengo que mejorar la atencion en la mitad del audio.

① Cual es la diferencia escuchar con el Computador o Con el Celular?

El=Con el Computador es mas Comodo y se puede escuchar mas duro

② Como le han ayudado estas estrategias a mejorar la escucha?

El= me a ayudado porque asi puedo enfocarme mas y poner mas atencion y ver en realidad q' era

③ que no le gusta de esta Actividad?

El= pues a mi me gusta por que me gusta mas escuchar que copiar. entonces me parece mas interesante

APPENDIX D: MALQ FACTORS SCORE

MALQ Problem Solving (PS)

	Students answers quantity					
Rango	1	2	3	4	5	6
Questions # 5	2 (6%)	1 (3%)	2 (6%)	5 (16%)	9 (29%)	10 (32%)
7	4 (13%)	0	4 (13%)	6 (19%)	10 (32%)	5 (16%)
9	0	0	3 (9%)	6 (19%)	12 (38%)	10 (32%)
13	1 (3%)	7 (22%)	6 (19%)	11 (35%)	5 (16%)	1 (3%)
17	0	1 (3%)	4 (13%)	6 (19%)	13 (41%)	7 (22%)
19	2 (6%)	5 (16%)	2 (6%)	8 (25%)	4 (13%)	10 (32%)

MALQ Planning / Evaluation (PE)

	Students answers quantity					
Rango	1	2	3	4	5	6
Questions # 1	3 (9%)	2 (6%)	7 (22%)	9 (29%)	7 (22%)	3 (9%)
10	6 (19%)	8 (25%)	5 (16%)	6 (19%)	5 (16%)	1 (3%)
14	4 (13%)	7 (22%)	5 (16%)	10 (32%)	3 (9%)	2 (6%)
20	1 (3%)	5 (16%)	10 (32%)	5 (16%)	5 (16%)	5 (16%)
21	2 (6%)	3 (9%)	3 (9%)	5 (16%)	10 (32%)	8 (25%)

MALQ Mental Translation (MT)

	Students answers quantity					
Rango	1	2	3	4	5	6
Question # 4	2 (6%)	3 (9%)	3 (9%)	6 (19%)	9	8 (25%)
11	2 (6%)	2 (6%)	3 (9%)	6 (19%)	8 (25%)	10 (32%)
18	2 (6%)	5 (16%)	6 (19%)	5 (16%)	11 (35%)	2 (6%)

MALQ Person Knowledge (PK)

	Students answers quantity					
Rango	1	2	3	4	5	6
Question # 3	5 (16%)	6 (19%)	2 (6%)	6 (19%)	3 (9%)	9
8	0	3 (9%)	3 (9%)	4	7	14
15	3 (9%)	3 (9%)	4	5 (16%)	8 (25%)	8 (25%)

MALQ Directed Attention (DA)

	Students answers quantity					
Rango	1	2	3	4	5	6
Question # 2	2	3	6 (19%)	10	6 (19%)	4
6	3	10	6 (19%)	6 (19%)	5 (16%)	1
12	0	1	2	11 (35%)	7	10
16	7	9	3	5 (16%)	1	2

APPENDIX E: FINAL QUESTIONNAIRE

Metacognitive instruction in L2 listening comprehension

Some questions used during the interview were:

1. What was your experience with the use of podcasts at home?
2. What is the difference between traditional homework and this listening homework?
3. To what extent, do the use of podcast do help you to improve listening comprehension?
4. What advantages do you perceive using podcasts in the English class?
5. Did you remember and use the metacognitive strategies at home?
6. What strategies did help you or did you use more?
7. How is The English class better? With or without the use of technology?
8. Did the intervention change your perception of your own listening skills? Why?

1) Como es mejor la clase, como antes o con computador y celular?

R=/ fue mejor con computador y celular porque esto nos permitió enlazar la Tecnología y el aprendizaje. Hizo la clase mas amena y al usar una metodología Tan poco cotidiana aumentó el interés en la clase.

2) la estrategia metacognitiva me ayudó? por que?

R=/ Si, esa fue como una mini preevaluación y luego una autoevaluación para ver que Tanto aprendimos. y nos sirvió demasiado.

3) la percepción cambió acerca de mi escucha?

R=/ Si porque antes de estos ejercicios la escucha que yo tenía era mas bien mala, no entendía muy bien.
Al hacer los ejercicios desarrollé el oído y aumentó mi vocabulario.

Estudiante #1

#4

-C Como es mejor la clase de ingles como se hacia antes o con el Computador etc.?

Es mejor con metodos tecnologicos ya que no se vuelve tan monotona la clase y creo que se aprende más.

- me ayudaron las extrategias SI o No y porque?

Si porque se iba Formando paso por paso la historia que se estaba Contando.

- la percepción de escucha cambio SI o No y Porque ?

Si porque antes no sabia ni entendia muy bien lo que decia pero después tenia más claro lo que se hablaba.

2 Estudiante

1 Como es mejor la clase de ingles, como anter o con computador, celulares?
R//= Es mejor con aparatos tecnologicos ya que son mas las posibilidades de tener audios, escritos y demás actividades.

2. Me ayudaron las estrategias?
R//= Si ayudaron porque es una manera de entender mejor ya que haciendo el proceso nos prepara.

3. Cambio mi per epcion ?
R//= Si me ha ayudado en las demás actividades porque me preparo para saber lo que me dicen

APPENDIX F: INTERVIEW TRANSCRIPTION

Fecha: Marzo 2016

Abreviaciones:

E: Entrevistador/ Estudiantes

D: Diana

S: Sara Jiménez

P: Paula Jaramillo

C: Camila Ríos

I: Isabela Restrepo

V. Valentina Velasco

Convenciones:

….. hesitation

(¿?) Not clear

#&%: interruption

E: ehh cuéntenme entonces cómo les fue escuchando el podcast en la casa? Alguien que nos diga cómo le fue? (¿?) Nooo las que lo escucharon cómo les fue?

I: bueno profe yo,

D: hágale

I: pues a mí, para mí fue un poco difícil porque tuve que encontrar podcast chiquito

D: cortico, uno cortico

I: entonces fue difícil pero al final como que encontré uno entonces aprendí a diferenciarlo, desde cuando empezaba uno y terminaba el otro. Entonces a mí me pareció bien.

D: listo, quién más? Cómo le pareció escuchar el podcast en la casa?

S: me gustó más hacerlo en la casa porque no había sonidos externos, la profe no le estaba dando instrucciones a otras personas, entonces me podía concentrar más.

D: bueno, quien más de las que escuchó el podcast en la casa? Cómo le fue?

P: mejooor

D: te fue mejor, en qué le fue mejor?

P: pues, yo me concentré más

D: y no les dio pereza?, no les dio pereza (¿? decir) pues las poquitas que lo hicieron? Decir ayy que pereza me tengo que sentar a escuchar eso…. Al principio si, ya después…. #&%

D: sigamos, Cuando a uno le dicen: vea hay tarea para tal dia, a uno le da como pereza hacerla pero como uno la tiene ahí en el cuaderno de pronto uno llega y se sienta y la hace, pero cuando es una tarea de este estilo que usted tiene que ir a prender el computador o tiene que prender el celular o tienen que buscar los audífonos, no les dio más pereza? O les pareció más fácil hacerlo asi?

E: Nooo

P: a mí me gusta más así escuchando, me da más pereza hacer tareas escritas

D: listo, por allá dijeron que no, no qué?

E: es que uno #$% Como no hay tanta bulla

D: se concentra más fácil?

D: usted qué? Si le dio pereza?

V: al principio sí, pero ya después no, ya después #$%

D: bueno, nosotras hicimos unas actividades, hicimos 5 de esto de la escucha de los podcasts, a ustedes en general ehh díganme una conclusión, a ustedes si les sirvió? Ustedes notaron que hubo una mejora en la escucha de ustedes, o no?

E: siii

D: Bueno, alguien que levante la mano y nos diga, a ver

C: eso ayuda mucho en la escucha y en pues y para mirar el vocabulario

D: Manuela que iba a decir?

E: para la concentración

D: ¿cómo así para la concentración?

E: pues uno, uno se concentra y trata de comprender y va entendiendo las palabras, porque como ellos hablan tan rápido entonces uno ya se…#$%

D: ujumm por aquí que iban a decir?

E: que yo en lo personal a mí me daba pereza escuchar eso, pues porque yo decía ayy no yo no voy a entender eso, pero ya con esos podcasts yo ya pues vi que si entendía, palabras que ya habíamos visto entonces era más fácil.

D: ustedes se acuerdan que al principio les hicimos una pregunta en uno de los cuestionarios que estaban en la, en la .. que se los mandé a la página también. Que si sabían que era un podcast? Ahhh hummm Se acuerdan? La mayoría dijo que no, ahora si les preguntan qué es un podcast, sabrían decir que si o no?

E: sii

D: bueno, quien me dice qué es un podcast?, Valentina: qué es un podcast?

V: es un audio

D: es un audio, que esta dónde?

E: en la web

V: en el computador

D: en internet, en internet. Todas tenemos podcasts en los computadores?

E: siiii

D: si, no, depende, quien sabe, pero la mayoría de los podcasts están en internet y cuál es la diferencia entre escuchar un podcast y escuchar con la grabadora aquí?

E: que uno aprende más porque uno lo tiene acá directamente y a cambio allá pues va a ver más al escuchar y más dificultad

E: que es más individual

D: bueno, es más individual y

I: el podcast suena un poco más lento, en cambio en un cd, en una grabadora hablan más rápido

D. qué?

V: pues que también hablan rápido, hay de las dos maneras, igual uno mira como lo entiende

C: no es que sean más lentos sino que cuando uno tiene por decir en el celular y sus audífonos no hay como ese nivel de desconcentración y no hay posibilidad como de que uno se ponga a hablar con la compañera porque como la grabadora está por allá entonces ayy no, que escuchen las de adelante.

D: muy bien.

S: y tengo control sobre la grabación, la puedo modificar a como yo la necesite.

D: bueno, en general ustedes si creen que esta forma de hacer la clase con el podcast a ustedes les ayudó? O no? Y por qué?

D: si y por qué?

E: porque me ha ayudado a comprender más porque cuando usted ponía escucha yo casi no entendía pero ya con los ejercicios uno como que va avanzando

C: porque también me ha ayudado a perderle la pereza como a los ejercicios de escucha, osea ha ayudado como a que uno desarrolle más uno ese lado, entonces ya cuando a uno le

dicen hay que escuchar algo en ingles a uno no le da tanta pereza porque ya tiene un vocabulario más amplio y una concentración mejor.

D: bueno, ustedes ahorita que ya saben que existen los podcasts, que hay muchos podcasts en internet, que uno puede descargar el podcast y ponerlo en el celular, que ventaja le ven ustedes a eso?

S: yo personalmente uso mucho podcasts yo general pues sí, trato de todos los días de escuchar un podcast y una reflexión que montan en una página de internet que me gusta mucho o la profesora del clase de coro nos manda las voces por internet en podcasts, entonces me parece muy muy útil.

D: y para ustedes en la clase de Inglés? Ustedes vieron alguna ventaja? Bueno ya ahorita dijeron que si, pero el podcast como tal, que ustedes lo puedan descargar al celular o que lo puedan bajar a al computador, ustedes lo tienen ahí, que ustedes cuando quieran pueden ir y escuchar un audio en inglés, hablando en inglés, de la clase pues como tal, que ventaja le ven ustedes?

C: que uno tiene accesibilidad al pues al al audio en cualquier momento y en cualquier lugar, no solamente en el salón, uno puede escuchar en descanso, en la casa, en la calle.

D: bueno, alguien más? Opinión general?

S: muy buen proceso, me gustó mucho también el proceso de la actividad, que pienso antes, que con que me encuentro, como reconstruyo la historia, que ha escuchado diferente mi compañera y como me puede ayudar, me parece que ese proceso característico fue que nos hizo también mejorar mucho, pensar en lo que íbamos a escuchar y en lo que cuando lo escuchamos pensar en lo que escuchamos.

D: Ehh de las que escucharon los podcasts que hicieron la tarea, se acordaron de los pasos?,

E: siii

D: sii, fue fácil acordarse de los pasos? el único era que no iban a compartir con una compañera pero fueron capaces de hacerlo y les ayudó esos pasos como a entender a mejorar?

E: sii, mucho , mucho

D: sii bueno, vamos a dejar ahí.

APPENDIX G: CONSENT FORM

UNIVERSIDAD DE ANTIOQUIA, MEDELLÍN, COLOMBIA
Formato de información de los participantes y código de ética

Título del estudio: Desarrollo de la escucha comprensiva a través del uso de estrategias meta cognitivas y podcasts en la clase de Inglés.

Investigador en formación:

Diana Patricia Echavarría Lopera. Celular: 3178071415

DESCRIPCIÓN DE LA INVESTIGACIÓN:

Su hija ha sido invitada a participar en un estudio sobre el uso de estrategias meta cognitivas y podcasts para el desarrollo de la escucha comprensiva en la clase de Inglés. Este estudio se lleva a cabo como requisito de graduación de la Maestría en Enseñanza y Aprendizaje de Lenguas Extranjeras de la Universidad de Antioquia de la cual es estudiante la docente Diana Patricia Echavarría y se hace con propósitos académicos y formativos.

Su hija ha sido seleccionada porque como directa beneficiaria nos puede proveer de información valiosa.

El propósito de este estudio es determinar cómo el uso de estrategias meta cognitivas y los podcasts podrían ayudar a desarrollar la escucha comprensiva en la clase de inglés y así proponer futuras intervenciones en el sistema educativo.

Los datos que se recogerán en este estudio incluyen: grabaciones de audio, observaciones, entrevistas y análisis de documentos. Sólo los investigadores tendrán acceso a la información que los estudiantes brinden. Esta investigación tiene el aval de la rectoría de la institución.

¿QUÉ IMPLICA LA PARTICIPACIÓN DE LA ESTUDIANTE?

Si decide autorizar la participación de su hija en esta investigación, se le pedirá a ella que nos brinde entrevistas, conteste encuestas y utilice las estrategias meta cognitivas y los podcasts dentro y fuera de clase, donde exploraremos asuntos relacionados con la utilización de esas estrategias.

¿HAY ALGÚN RIESGO PARA SU HIJA?

Los riesgos por participar en este estudio son mínimos y no afectarán los resultados académicos de la estudiante, ni comprometen a los padres de familia.

¿HAY ALGÚN BENEFICIO PARA SU HIJA?

No se espera que reciba algún beneficio directo por tu participación en este estudio. Sin embargo, la ventaja de la aplicación de una nueva metodología que le ayudará a la estudiante en su proceso del aprendizaje de la lengua extranjera.

¿CÓMO SE VA A PROTEGER LA CONFIDENCIALIDAD DE LA ESTUDIANTE?

Aunque pueda resultar alguna publicación en este estudio, su nombre no será usado. Solo se mencionarán características grupales.

Si participa de este estudio, nos gustaría citarle textualmente pero sin usar su nombre. Sin embargo, si está de acuerdo en permitirnos identificarle en publicaciones le rogamos poner sus iniciales al final de este formulario.

¿A QUIÉN DEBO CONTACTAR SI TENGO PREGUNTAS?

Puede hacer cualquier pregunta sobre esta investigación cuando lo desee. Si después del día de hoy le surge alguna pregunta sobre esta investigación, puede contactar al investigador en formación Diana Patricia Echavarría al 2167211 en Medellín. Correo electrónico: dianave96@yahoo.es. Usted podrá contactar al Profesor Juan Rodrigo Bedoya al 2195791, Escuela de Idiomas, Universidad de Antioquia, o contactarlo en su correo electrónico Rodrigo.bedoya@udea.edu.co. El podrá proveerle información adicional.

Si tiene alguna pregunta referida a sus derechos como participante en esta investigación puede contactar a la profesora Doris Margarita Correa en la oficina 12- , Universidad de Antioquia, o contactarla en el teléfono 2195797 o su correo electrónico doris.correa@udea.edu.co

Su participación es totalmente voluntaria. Si decide no participar o retirarse de la investigación, esto no tendrá ninguna implicación para usted.

Su firma indica que ha leído este formato, ha tenido la oportunidad de hacer preguntas sobre su participación en esta investigación, y voluntariamente acepta participar. Va a recibir una copia de este formato para sus registros.

Nombre del participante (En letra imprenta): _____

Firma: _____

Fecha: _____

APPENDIX H: PODCASTS' SCRIPTS

First Podcast

A **bakery** in New York City is preparing for the visit of Pope Francis by putting the face of the leader of the Roman Catholic Church on **cookies**. A lot of people are buying them, but are they eating them?

Artuso Pastry is in Belmont, a section of the Bronx, one of the **boroughs** of New York City. It is a small, family-owned business.

The bakery makes a lot of different **desserts**, including the "black and white" cookie, which has chocolate and vanilla **icing**.

Workers at the bakery have been making special pope cookies since 2008, when Pope Benedict visited New York.

Workers use a special process to put the face of Pope Francis on the cookie. They use**edible** paper and edible color **ink**.

Natalia Corridori manages the bakery. She says many people have paid about three dollars for the cookie. But she says some Catholics are uneasy eating them.

"Some of them want to **frame** it, some of them want to **freeze** it, some people are afraid to eat it, they think it's a **sin** to eat it, and some people are the complete opposite and they think it's a blessing to eat it and miracles might come from it."

Sergio Hernández helps make the cookies.

He says as a Catholic, it gives him joy to put the face of Pope Francis on a cookie. He says he is proud to be one of the people making the cookies.

Doris Murray supports the pope. She is also a loyal customer of the bakery. But she does not think people should spend their money on the cookie. Instead, she believes people should give that money to organizations the pope supports.

"This whole cookie situation, or the pictures, or...give your money to an organization that he **advocates** for and believes in."

I'm Christopher Jones-Cruise.

Ramon Taylor reported this story from New York. Christopher Jones-Cruise adapted it for VOA Learning English. Ashley Thompson was the editor.

Second Podcast

Mission: Impossible - Rogue Nation" is the fifth **installment** of a successful 20-year-old spy movie series. The series is based on the **iconic** 1960s TV series, also called "Mission: Impossible."

As in the first four movies, Tom Cruise is the lead actor in the new film. He also serves executive producer.

Cruise's character, Ethan Hunt, is part of the Impossible Missions Force, or IMF. But, the group is broken up and absorbed by the U.S. Central Intelligence Agency. Ethan Hunt is trying to prove to the C.I.A. the existence of an international crime organization called the Syndicate.

The Syndicate's members are dissident agents. They damage the world economy and kill world leaders. Hunt must try to investigate and destroy the Syndicate without letting agency chiefs know.

As in the past 'Mission: Impossible' films, Tom Cruise performs the **stunts** himself. Stunts are difficult and sometimes dangerous physical acts.

Filmmaker Christopher McQuarrie wrote and directed 'MI5,' as this latest installment is affectionately called. He said he wanted to make the film for an international audience. He wanted to take movie watchers to places they might not able to go to in reality.

For example, the production team chose Morocco to film a wildly dangerous motorcycle chase on a curvy mountain road. Cruise speeds down the road. He does not even wear a **helmet** for the stunt.

But Cruise says he feels lucky. He says, "…I get to work with the best bikes so that we can do very extreme things."

The actor also has to perform a stunt in deep water without an oxygen tank. He had to train to hold his breath for more than three minutes. He said he was surprised by the difficulty of that training.

The "Mission: Impossible - Rogue Nation" **cast** also includes Jeremy Renner and Alec Baldwin. The movie cost $150 million to make. It was released July 23. Within its first two weeks in theaters, "Rogue Nation" made almost $140 million worldwide.

I'm Mario Ritter.

VOA movie correspondent Penelope Poulou reported this story from Washington. Caty Weaver wrote it for Learning English. Mario Ritter was the editor.

Third podcast

(The phone rings.)

Lucy: Hello.

Jeff: **Hey**
Lucy, it's Jeff.

Lucy: Hey, welcome back. How was your vacation?

Jeff: Oh, it was great. The seven days in New York was a **blast**.

Lucy: **Oh, yeah?** Did you do any sightseeing or just visit with friends?

Jeff: I got to do both, actually. First, I saw my friend Edmundo who just moved there. He hadn't seen much of the city himself so we went to all the **tourist spots**. We got a **guidebook** and went to the major **museums**, saw a **play**, went to a **concert in Central Park**, and took the **Staten Island Ferry**. We did all of that in a day and a half. It was a **whirlwind**, but we got to see a lot.

Lucy: A day and a half?! You guys must have been **exhausted**.

Jeff: Yeah, we were. But, the rest of my trip was pretty **low key**. My friends Pat and Billie **rented a car** and we took a **road trip** to **Upstate New York** to visit some other friends of ours.

Lucy: Did you have **to stay over** in a hotel **along the way**, or did you **drive straight through** ?

Jeff: We didn't bother with **booking** hotel rooms so we just drove straight there. It wasn't that far.

Lucy: How long did you stay there?

Jeff: We were only there two days and we **drove back** and **got back** last night. My flight was this morning at 8 a.m. The worst part of the whole trip was that my flight was **cancelled**. I was **rebooked**onto another flight that had a three-hour **layover** in Chicago. That was a **major pain**.

Lucy: **It sounds like it.** Well, I'm glad you **made it back** okay. And, you even have the weekend **to rest up** before work on Monday.

Jeff: Yeah, I'll need it. I've got **to catch up on my sleep**!

Script by Dr. Lucy Tse.