

METACOGNITIVE LISTENING ACTIVITIES USE TO ENHANCE FIRST-YEAR NON-ENGLISH MAJORED STUDENTS' LISTENING COMPREHENSION: AN ACTION RESEARCH PROJECT

Huong Dieu Nguyen¹, Huong Thi Bao Dinh^{2, *}

¹ Hanoi National University of Education, 136 Xuan Thuy Street, Cau Giay District, Hanoi, Vietnam

² Hanoi University, Km9, Nguyen Trai Street, Nam Tu Liem District, Hanoi, Vietnam

Received 5 November 2022

Revised 25 December 2022; Accepted 24 March 2023

Abstract: The action research project was conducted with the aim of exploring if the use of the metacognitive listening activities could improve non-English majored students' listening comprehension and how students' metacognitive knowledge about listening was affected. To collect data, the researchers used a questionnaire, pre-test, post-test and students' journals. The questionnaire data showed a lack of students' listening strategies, thus highlighting the need to conduct the action research project. In terms of the test score, students' listening comprehension scores improved after the integration of the metacognitive listening activities. In addition, the data from students' journals demonstrated a number of examples of broadened metacognitive knowledge about listening, which were reflected through three elements: (1) the awareness of the nature of listening (task knowledge), 2) greater motivation and better ability to work collaboratively (personal knowledge), and 3) the awareness of the importance of planning/prediction and making self-evaluation (strategy knowledge). A number of implications based on the main findings were then given to language instructors, materials developers, and others in the field of language learning and assessment.

Keywords: listening skills, metacognitive listening activities, non-English majored students, Vietnam

1. Introduction

1.1. Background to the Study

In learning a second language, listening skills are acknowledged as very significant, for they are the basis for language acquisition. The student gains input into the language through listening (Rost, 1994). Despite this, in Vietnam where the testing system has paid more attention to grammar and vocabulary, the listening skill

has received less attention from instructors and high school students (Ngo, 2019). This somehow has created some difficulties for high school graduates when entering university where they are required to learn English for communication purposes, including listening comprehension.

One of the techniques that has been proven to assist students to improve their listening comprehension is the metacognitive approach (Vandergrift &

* Corresponding author.

Email address: huongdtb@hanu.edu.vn

Goh, 2012). This is because this approach engages learners in listening and thinking about their listening through an active and reiterative process, while they practice listening skills, within an integrated, holistic approach to learning (Vandergrift & Goh, 2012). The aim of this approach is to help language learners become self-regulated listeners who maximize opportunities for listening inside and outside the classroom and develop skills for real-life listening (Vandergrift & Goh, 2012).

1.2. Statement of the Problem

In the context of a General English class at an educational university in Hanoi, Vietnam where 57 non-English majors whose input level was A2 were taking a course to achieve B1 level, in the researchers' observation, there were some problems in the listening lessons: 1) students showed their lack of interest toward listening activities; 2) when doing listening, students usually went straight to listening without any preparation such as underlining key words; 3) they seemed to lack listening strategies when dealing with listening comprehension exercises.

The researchers used Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift, Goh, Mareschal & Tafaghodtari, 2006-Appendix 1) to confirm the problem (refer to section 3.2.1 for more information on this questionnaire). In general, the findings from the questionnaire (Appendix 2) indicated that although students seemed to focus on their listening lessons and could avoid distraction, 47 out of 57 students (80.23%) found listening as the challenging task for them, and that listening was the most difficult skills of the four language skills with around 90% (52 out of 57) of them agreeing. The findings also

show that the majority of students (over 75%-43 out of 57) did not seem to be able to guess the meaning of new words and use their experience to relate to the listening topics, nor to re-evaluate the listening process.

The researchers have searched the related literature and found that the metacognitive approach might be a solution to these problems. Research in international and Vietnamese contexts shows the positive effects of metacognitive listening strategies (Vandergrift, 2012) on the listening comprehension of EFL learners and on their awareness of metacognitive activities (Abdullah, 2010; Bozorgian, 2012; Movahed, 2014, Vandergrift & Tafaghodtari, 2010; Le, 2006; Ngo, 2015; Ngo, 2019). However, most of the related studies have focused on finding out which strategies in the approach worked in which circumstances. In other words, they are mostly concerned with the final product-that is students' listening comprehension, rather than the process of using the appropriate strategies to deal with listening comprehension. Thus they could not help the researchers to find out the specific answers to the research problems mentioned above. As a result, this action research study was conducted to improve students' listening comprehension process through the teachers' use of metacognitive listening activities (in light of the metacognitive pedagogical sequence model by Vandergrift, 2007).

Specifically, the study addressed the following research questions: To what extent does the implementation of the metacognitive listening activities 1) improve students' listening comprehension? and 2) affect their metacognitive knowledge about listening?

2. Literature Review

This section provides information on the related concepts and theory for this study. It begins with the core concept of listening comprehension and the theory of interactive processing which considers listening as a process, rather than a skill. To develop this process and to become self-regulated listeners, students need to have metacognitive knowledge, which might be achieved by following the activities in the Metacognitive Pedagogical Sequence model. The section then reviews related studies to provide a rationale for the action research project being reported in this paper.

2.1. Listening Comprehension

Listening comprehension, especially in a foreign language, is "...at the core of second language acquisition..." (Richards & Renandya, 2002, p. 235). A number of theories have therefore been formulated, of which the theory of interactive processing (Gilakjani & Adamadi, 2011) that considers listening process as an active process has gained popularity in recent years. This theory holds that this process includes sub-processes, of which, "the higher-level processes (top-down) are driven by the listener's expectations and understandings of the context, the topic, and the nature of the world. The lower level processes (bottom-up) are triggered by the sounds, words and phrases which the listener hears as he or she attempts to decode speech and assign meaning" (Bano, 2017, p. 23). This theory is relevant to our research study in that it views listening as a process where listeners take charge of their listening and thus could become self-regulated listeners who can develop their metacognitive knowledge about listening.

2.2 Metacognitive Knowledge

Metacognitive knowledge could be divided into three categories: person knowledge, task knowledge, and strategy knowledge (Vandergrift, 2012).

Person knowledge is an understanding of how individuals learn and the variables that influence their learning. Additionally, it encompasses the students' ideas about what factors contribute to achievement or failure. If a student assumes that listening is too difficult, they may attempt to avoid circumstances in which listening and comprehension are needed, for example, a testing scenario.

Task knowledge refers to an individual's comprehension of the purpose and requirements of a task. Additionally, it may relate to the students' understanding of spoken language characteristics, such as discourse or grammatical knowledge.

Finally, strategy knowledge involves understanding which methods are used to accomplish a task's objective and an understanding of specific characteristics of various text kinds for learners to use the most suitable strategies and knowledge (Vandergrift & Goh, 2012).

2.3. Metacognitive Pedagogical Sequence Model (Vandergrift & Goh, 2012)

The metacognitive pedagogical sequence model (MPSM) includes a tried-and-tested sequence of listening lessons and exercises that teach learners how to activate their metacognitive knowledge that is common among competent listeners (Vandergrift & Goh, 2012). The metacognitive pedagogical sequence model (MPSM) for metacognitive listening instruction was designed in alignment with metacognitive processes with five stages.

Figure 1

The Metacognitive Pedagogical Sequence Model (Vandergrift & Goh, 2012, p. 109)

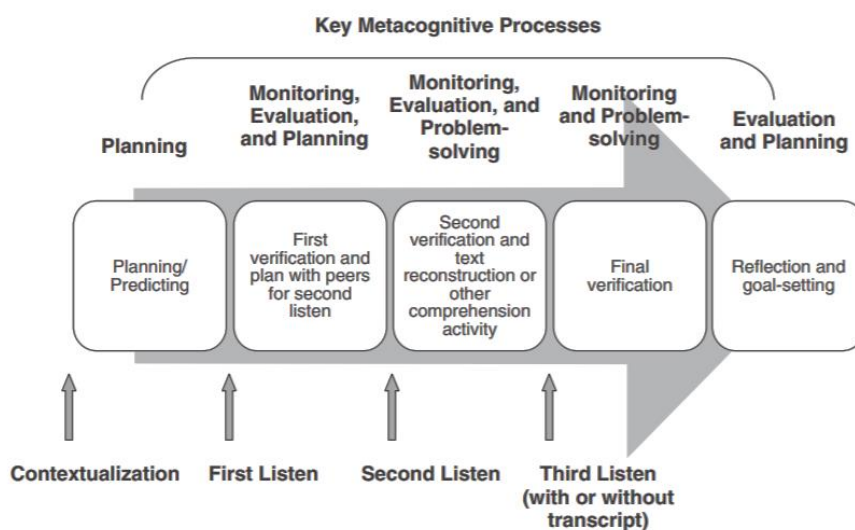


Figure 1 details the metacognitive pedagogical sequence model with 5 stages. The 1st stage, planning-predicting stage, which is at first directed by the instructor, starts with a whole-class brainstorming exercise. The 2nd stage of the model is “the first verification stage and plan with peers for the second listen”. The main goal of this phase is to keep track of the anticipated information, as well as gather new information. At the 3rd stage “second verification stage”, students revise and write down more information to the notes. Then, the 4th stage “final verification” starts with the third listening of the text, so that students can listen to information found in the discussion that may not be known before. Finally, in the “reflection and goal-setting stage”, the teacher encourages students to evaluate their own activities and the strategies. Additionally, the teacher can also set future listening objectives in this step.

2.4. Related Studies and Gaps

There have been a number of research studies conducted on the effects of metacognitive listening strategies on the listening comprehension of EFL learners as well as their views of metacognitive awareness.

Abdullah (2010) conducted an experiment among 40 beginner students of ESL in Turkey. The primary data collection instrument of the study was the pre-test and post-test. Those tests were similar to the listening activities into which the strategy training was embedded. The secondary collecting tool of the research was the MALQ questionnaire adapted from that of Vandergrift and Tafaghodtari (2010). The research findings revealed that the experimental group made significant gains over the comparison group.

Vandergrift and Tafaghodtari (2010), in their study on 106 college students studying French using metacognitive listening activities over 13 weeks found that the treatment group (with 59 students) outperformed the control group (47 students). They also found that less good students obtained more out of this way.

To contribute to the literature of metacognitive strategy training, also in the international context, Bozorgian's (2012) study measured the effectiveness of teacher's guidance on metacognitive activities in four learning sessions of 70 minutes. The strategies of planning, guided, selective attention was taught to 28 male

students from 17 to 24 years old. The research results show that those students who had better preparation in planning stage made more progress in their listening comprehension.

Similarly, a quasi-experimental research study was conducted in Iran with 58 EFL students to evaluate the effect of listening technique training on academic lecture comprehension (Khaled, 2013). A total of 14 hours of listening strategy training was provided to the treatment group, including a presentation, practice, and evaluation of the strategy's application, while the control group got no strategy instruction. The analysis results revealed that the individuals in the treatment group outperformed those in the comparison group in the listening post-test.

Furthermore, Movahed (2014) examined the effects of metacognitive strategy training on listening comprehension, metacognitive cognition, and listening anxiety in a group of students who had previously completed a listening course. 55 students took part in the course. Eight sessions of strategic instruction were provided to students, based on Vandergrift's seven-step approach for success. The experimental group had a better result over the control group in the post-exam, and their anxiety levels were considerably lower.

Likewise, through his personal reflection in teaching at a private university in Japan and his consulting relevant literature on second language listening, Siegel (2015) coordinated an action research using listening strategy instruction in a 15-week semester to help his students improve their listening comprehension.

However, different from the studies mentioned above, an experimental research study, which examined 100 first-year university students, including 45 in the treatment group and 55 in the control group at a public university in Mainland China,

revealed that both the intervention group and the control group improved their scores, with no statistically significant difference between the two groups (Wang, 2016). The Vandergrift model serves as the foundation for the educational cycle. In addition to the exams, participants were required to complete reflective listening diaries, with the contents being classified into three categories: person, task, and approach understanding. It was found that substantial improvements in the post-test may suggest that the educational process has affected the listening; diaries indicate that the treatment group is using more strategies of planning and evaluation than their counterparts.

In the Vietnamese context, a study was conducted by Ngo (2015) aiming at investigating the listening strategies of EFL learners in Tay Bac University. The other study was conducted by Le (2006) in Thai Nguyen University to explore the strategies use of EFL learners. Both of these two studies shared the common conditions of similar settings of regional universities and the proficiency level of the pre-intermediate sophomore EFL learners. The findings revealed that metacognitive and cognitive strategies were employed with the first and second highest frequency, respectively, demonstrating that the students heavily resorted to metacognitive and cognitive strategies in order to complete the listening comprehension task successfully.

In short, the review of related studies shows that most of the studies have focused on finding out which strategies in the model worked in which circumstances. In other words, they are mostly concerned with the final product-that is students' listening comprehension, rather than the process of using the appropriate strategies to deal with listening comprehension. In order to have an insight into the students' changes in using the strategies in their listening process, together with the pre and post-tests, students' journals could be relevant. That is

the reason why the researchers conducted this action research project using the pre-and post-tests together with students’ journals as the data collecting instruments to fill in these gaps in previous studies.

3. Methodology

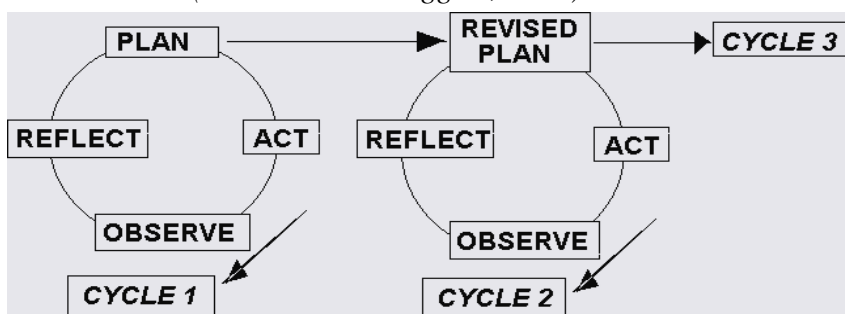
3.1. Research Context and Participants

The study was carried out in the context of a General English class in Hanoi National University of Education. The research project lasted for twelve weeks in the second semester of the 2020-2021 school-year, with the participation of 57 non-English majored freshmen, whose major was Mathematics.

Initially, when entering the school, the first-year students had to take a university placement test including 4 skills into 2 levels A1 and A2. The students taking part in the project were at the A2 level and were expected to achieve B1 level upon finishing the course. This was their first course in English at the university.

Figure 2

The Action Research Model (Kemmis & McTaggart, 1988)



Following this model, the following stages were followed in the project.

1. Planning: In the first two weeks, the researchers confirmed the problem of students’ lack of listening strategies using the Metacognitive Awareness Listening Questionnaire (MALQ) (Vandergrift, Goh, Mareschal & Tafaghodtari 2006 - Appendix 1). The MALQ includes 5 types of metacognitive strategies, namely Planning

The textbook was *New English File Intermediate*, and students had to do 5 periods (50 minutes each period per lesson) of English per week. Each lesson included four language skills and three components of grammar, vocabulary and pronunciation. The listening topics covered everyday life topics, such as Food, Families, School and the students were required to listen to some conversations and answer the questions about the conversations.

The intervention was actually the redesign of the listening activities in the textbook following the principles of the metacognitive pedagogical sequence by Vandergrift and Goh (2012) and was carried out in 9 lessons over 8 weeks (refer to section 3.2.2 for more information on the intervention).

3.2. Research Design and Procedures

3.2.1. Action Research Model

For this study, the action research model developed by Kemmis and McTaggart (1988) was used.

and evaluation, Problem solving, Personal knowledge, and Directed attention, and Mental translation. The final strategy, mental translation, was not focused on since it was seen as a less effective technique. Also, a pre-test in the form of a Cambridge University test (Appendix 3) was used to test students’ ability to follow and understand a range of spoken materials including announcements and discussions about

everyday life. Only part 1 and 2 of the test were used because they were relevant to the students' English level of A2.

2. Action: In the eight following weeks from week 3 to week 10, the researchers designed an intervention plan, implemented the intervention activities designed in light of the metacognitive pedagogical sequence model (Vandergrift & Goh, 2012) to enhance the English listening comprehension in nine listening lessons. In this stage, students' journals (Appendix 5) were collected.

The topic and the audio were kept as in the textbook, however, the researchers redesigned the listening activities. Students were required to finish one unit, which included three new lessons and one review lesson, in 2 weeks according to the university course outline; therefore, there were two listening lessons in week 3, 5, and 7, while there was 1 listening lesson in week 4, 6, and 8.

3. Observation: At the end of week 10, students took a post-test in the form of a **Table 1**

Cambridge University test (Appendix 6). In week 11-12, the researchers analysed the data collected. The data collected from the pre-test and post-test scores were analysed and compared through a box plot. In addition, the data from students' journals were thematically analysed.

4. Reflection: The researchers made some reflection based on the findings. Because of the limitation of time, only one cycle of the action research process was implemented.

3.2.2. The Intervention

An intervention was designed for the nine listening lessons in the textbook New English File Intermediate. Following the Metacognitive Pedagogical Sequence Model by Vandergrift and Goh (2012), Table 1 below presents brief information on the pedagogical stages, metacognitive processes and listening contents in the intervention. A detailed sample of a lesson plan can be found in Appendix 4.

The Intervention Following the Metacognitive Pedagogical Sequence Model

Pedagogical stages	Metacognitive processes	Listening contents
1. Pre-listening: Planning / predicting stage After learners have been informed of the topic and text type, they predict the types of information and possible words they may hear.	Planning	1A: Food: Fuel or pleasure?: an interview with an English chef who has just opened a restaurant in Chile 1B: Sports: an interview with an ex-Champions League referee from Spanish
2. First listening: First verification stage a. Learners verify their initial hypotheses, correct as required, and note additional information understood. b. Learners compare what they have understood/written with a partner, modify as required, establish what still needs resolution, and decide on the important details that still require special attention.	Monitoring & evaluation Monitoring, evaluation and planning	1C: Family: an interview with a psychologist to discuss the effect of family position on children' personalities 2A: Money: a news bulletin with a number (a number, money, percentages, decimals and fractions)
3. Second listening - Second verification stage	Monitoring, evaluation, and	2B: Life: an interview with

<p>a. Learners verify points of earlier disagreement, make correction, and write down additional details understood.</p> <p>b. 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 learners arrived at the meaning of certain words or parts of the text.</p>	<p>problem-solving</p> <p>Monitoring, evaluation, and problem-solving</p>	<p>primary school teacher who took a year off and went to live in Beirut with her husband</p> <p>2C: Transports: an interview with a road safety expert talking about the tests</p> <p>3A: Culture: an interview with four people who have lived in England answering the question “Are English people too polite?”</p>
<p>4. Third listening - Final verification stage</p> <p>Learners listen specifically for the information in the class discussion which they were not able to make out earlier. This listening may also be accompanied by the transcript of all or part of the text.</p>	<p>Monitoring and problem-solving</p>	<p>3B: Appearances and personalities: a radio interview with a musician’s profile: his name, parents, languages, nationality and profession.</p>
<p>5. Reflection and goal-setting stage</p> <p>Based on the earlier discussion of strategies used to compensate for what was not understood, learners write goals for the next listening activity.</p>	<p>Evaluation and planning</p>	<p>3C: Success: a psychologist talking about how to succeed at learning to do something new.</p>

3.2.3. Data Collection and Analysis

Metacognitive Awareness Listening Questionnaire (MALQ)

A MALQ (Vandergrift, Goh, Mareschal & Tafaghodtari, 2006) was adapted to collect data on students’ metacognitive strategies (or a lack thereof), thus to confirm students’ problems (Refer to section 1.2 above for the main results). The original questionnaire consisted of 21 statements that represented five areas of metacognitive awareness about listening. These areas could be divided into three categories of metacognitive knowledge: person knowledge, task knowledge, and strategy knowledge (Vandergrift, 2012) on a 6-point scale from (1) Strongly disagree to (6) Strongly agree. The MALQ has three personal knowledge statements, four directed attention statements, six problem-solving statements, five planning-and-evaluation statements, and three mental translation items. We crossed out the three statements representing mental translation since mental translation, which required the

students to translate the listening text into their mother tongue, was not a skill included in the syllabus of the university. Thus the number of these questionnaire items was only 18. The questionnaire was then put online in Google form and a QR code to the questionnaire was shared with the students so they could complete the questionnaire online. The data from the questionnaire were then analysed in percentages and presented in a table (Appendix 2).

Pre-Test and Post-Test

The pre-test and post-test were in the form of a Cambridge test. Because only the first two parts of the tests were concerned with conversations, which were similar to what the students actually learnt in class, these two parts of the test were conducted. The students were given the tests in class, and the marks were given by the researchers. The scores of the pre-test and post-test were then entered into Excel and analysed using a box plot.

Students’ Journals

At the end of each listening lesson,

the students were required to write a journal regarding the metacognitive activities they had done in the lesson. The journal was designed to collect data on students' awareness of the three metacognitive categories, namely, task knowledge, personal knowledge, and strategy knowledge (Vandergrift 2012). The data from students' journals were then analysed thematically (Richards, 2005). In more detail, the researchers read the journals and chose the words/phrases from the journals that had some common meaning/themes that fell under the three metacognitive categories. The real names of the students were not disclosed, instead, the researchers numbered the students and the weeks of the journals they wrote, such as *S10-Week 2* when reporting data from their journals.

4. Results

Data from the questionnaire MALQ (Appendix 2) confirmed the problem of a lack of metacognitive strategies in listening

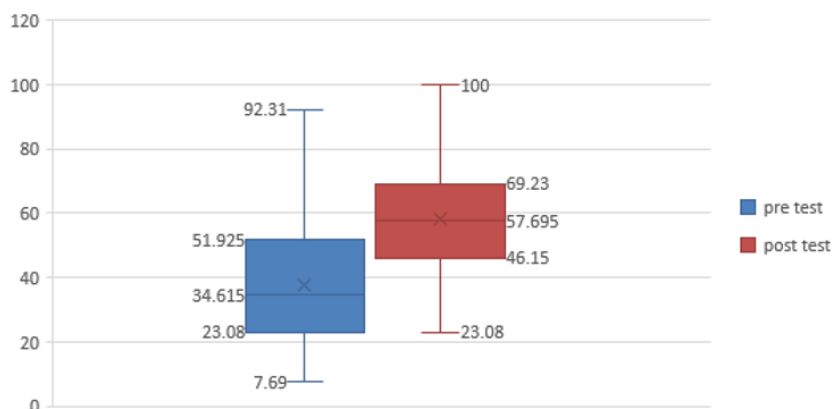
comprehension and of metacognitive listening strategies experience, therefore, it drove the researchers to implement the action research project. Before the intervention, a pre-test was conducted to measure students' listening comprehension. While the metacognitive listening activities were being implemented, data were collected by means of students' journals and a post-test. These data show the improvement of students' listening comprehension test scores, and their increased metacognitive knowledge of listening. The sections that follow will detail these findings.

4.1. Research Question 1: To What Extent Does the Implementation of the Metacognitive Listening Activities Improve Students' Listening Comprehension?

The quantitative data from student's pre-test and post-test indicated that students' listening comprehension scores improved after the integration of the metacognitive listening activities.

Figure 3

Pre-Test and Post-Test Score in Average



The box plot in Figure 3 compares the pre-test and post-test scores. First, the range of score in the Pre-test was wider than in the post-test. The variable pre-test score had a high of 92.31% and a low of 7.69%, while the variable post-test had a high of 100% and a low of 23.08%. Moreover, the mean in the pre-test was about 34.50, while

that of the post-test was 57.7. That is to say, the average post-test score was approximately 23.2% higher than that of the pre-test score.

Second, 25% of students in the pre-test received more than about 51.92% correct answers, whereas the top 25% of students in the post-test had 69.23% correct

answers. Also, two-thirds of students had more than 46.15% correct answers in the post-test, which doubled the pre-test's result, at 23.08%.

On average, the post-test results were about 23.2% higher than the pre-test levels. The findings showed that the implementation of the metacognitive pedagogical sequence model might have been a factor that enhanced students' listening comprehension.

4.2. Research Question 2: To What Extent Does the Use of Metacognitive Listening Activities Affect Students' Metacognitive Knowledge About Listening?

The answer to the 2nd research question was collected through students' journals, which were designed following the MALQ by Vandergrift et al. (2006). Overall, learners offered a variety of positive comments, many of which were related. In other words, student responses demonstrated many instances of increased metacognitive knowledge about listening, regarding task knowledge, personal knowledge, and strategy knowledge, which were reflected through 1) the awareness of the listening nature (task knowledge), 2) greater motivation and collaboration (personal knowledge), 3) the awareness of the importance of planning and prediction and making self-evaluation (strategy knowledge).

Students' Awareness of the Nature of the Listening Process

Students responded that they had to focus when listening. From their journals, the integrated lesson significantly enhanced both the awareness of directed attention and selective attention. Although at the beginning of the course, most students vaguely perceived their listening process, over time, students had a positive response to the teaching method.

Firstly, in terms of directed attention,

students were able to join in general to the listening task, ignore interference and sustain attention while listening. In the first two weeks, students did their best to stay focused, but still felt lost in the middle of the listening. *"I couldn't hear anything from question 5. Even I tried, my brain stops working"* (SS12-Week 1). The main distraction was the noise/ background noise. *"While listening I was distracted because of the noise, but I could still hear and answer the questions. I think I should practice more"* (S23-Week 2). Moreover, the other distractor reported by journals was the quality of the audio file. The student 35 in week 3 also agreed that *"The audio has a lot of noise. I have tried to listen"*.

Toward the end of the course, during weeks 5-6, the situation was better when students reported that their concentration span significantly increased. *"I have tried my best to focus on the listening even though there are a lot of distractions around me, and I feel great when I don't fall asleep in the middle"* (S12-Week 6). Similarly, student 35 in the next week stated that *"I think this time I listened better because the audio is so clear, not too much crack sound."* However, as time went by, during the two final weeks, students could pay closer attention to the listening and ignore the crack sound. *"Today I'm so proud of myself because I can stay focused all the time."* (S23-Week 7)

Secondly, concerning selective attention, students could be more focused on what information to fulfil the task completion. The first top of their focus was synonyms and keywords they had underlined before listening. In the first two weeks, students did not mention a particular element in the audio: *"I underline keywords as my teacher said and just listen"* (S19-Week 2) or *"I just listen, listen, and listen. It is important to listen"* (S16-Week 1). However, in the middle of the course, they could employ this activity more effectively.

"I feel I heard more with this task because I've followed the keywords and relied on the adjectives given." (S19-Week 6). *"I look for the synonyms and write them down. I fill in a lot of words"* (S10-Week 6).

Other two criteria that they paid attention to were "linkers" and "speaker's intonation." Similarly, at first, students just listened, however, gradually, after week 6, students reported that they could be more strategic and selective while listening. *"I pay special attention to the woman's voice"* (S11-Week 6) or *"When listening to the woman's answer, I heard the word 'but', then I concentrated on the information after 'but'"* (S14-Week 7).

Students' Higher Motivation and Knowledge of Their Listening Through Collaboration

Among the student responses, the most obvious is new motivation inspired by the success of the students through this method of listening. In week 1, students quite hesitated about the collaboration. (*"I think I'm not confident to share or discuss my answer with friends because I'm not sure. However, my friend is so nice. Actually, I kinda love talking with her"*) (S23-Week 1), (*I'm afraid I got all wrong answers, to be honest, so I do not want to share with my friend*) (S15-Week 1). After 3-4 weeks, students started to enjoy this activity more. (*"I feel more open now when I have my partner discuss the answers after listening. I think it is great to share what I've been able to listen to as well as what I've missed. It's not as frightening as I thought"*) (S15-Week 5). Next, at the end of the project, student comments focused on the sense of accomplishment they had after absorbing all the important details via a third listening session. (*"In the last listening lesson... I already understand the whole process, so it lets me know that I could understand the whole conversation. This is a real confidence booster"*) (S23-Week 9).

These entry-level students recognized the potential of this method, despite their limited command of language, they could access the real text and transfer the strategies learned in class to the situation outside the classroom (*"when successful, you would feel more confident after practicing in class... I can be sure that I would understand at least part of what people say to me"*) (S12-Week 8). Most importantly, they thought that they could respond to listening needs, thereby boosting their sense of self-efficacy (*"I learned to deal with listening comprehension when I hear the text"*) (S15-Week 10).

In addition, it was also found that collaboration has been viewed as an indispensable part in the way higher-level students learned to deal with the listening task. Listening was essentially a personal act, but to these students it turned out that collaboration with partners was helpful in verifying and expanding preliminary predictions. From the first week, students showed their great interest toward the collaboration. Such comments by the students illustrate this point. *"I think the sharing is great, I could gather the missing part in my listening."* (S41-W1) or *"This is so new to me. I really enjoy discussing with my partner"* (S55-Week 1). Toward the final weeks, students expressed more excitement to the collaboration process during the listening *"... it helps to talk about it [because], it can help you think twice"* (S23-Week 8) or *"...The lost information and the information my partner heard provide me with key phrases and ideas that I can actively listen to in the next session."* (S55-Week 9). It is also helpful to verify understanding with partners because it encourages more monitoring activities (*"... When my partner has heard messages that contradict my hearing findings... In that case, I learned a lot by listening to why I have misheard."*) (S41-Week 10).

Students' Awareness of the Importance of Planning/Prediction and Self-Evaluation

The data from the journals also showed that students could develop planning strategies, which means they promoted recognition of what needed to be done to fulfil a listening task, forming a proper action plan and/or suitable plans to overcome problems that may stand at completing a task successfully. Students could perform better when they anticipate what they are going to hear. It was found that students viewed "Prediction" as one of the most effective steps to successfully accomplish the listening task. Student 11, who did not use any strategies during week 1 and 2, gradually applied and started to evaluate the strategies in week 6, said *"Before listening, I read the questions and underlined the keyword. While listening, I concentrated on listening, guessed the meanings of new words, and noted quickly on paper. After listening, I discuss and compare with my friend's key to review my answers"* (S11-Week 6). A similar answer was obtained from Student 27 in week 5, *"Before listening, I guess the word about the oldest child, the youngest child, middle children, and only children with the lecturer and friends. During listening, I focus on the word I guessed and write down the word I listened. After listening, I compare the answer with my friends and listen again to find the correct answer"* (S27-Week 5). In general, they usually predicted the general situation from the pictures, titles, and instructions; for example, *"I can understand this sentence because I have known something about the English culture like the popular dishes"* (S11-Week 6). Also, they speculated by looking at information from the question *"Because in the questions it talks about the difficulties working in the kitchen, so maybe there are few women, even zero. And I got it right."* (S23-Week 7)

Also, the journals indicated that students checked, verified, and corrected their understanding in both the first time; moreover, they conducted a deeper understanding during the second time of the listening task. In the first two weeks, students did note down information and highly appreciated the note-taking time. *"I tried to note down in the first listening and I think it helps me to some extent to check my answer in the second listening. It's great but quite difficult. I still want to try more."* (S12-Week 2). In the second half of the project, students became familiar with the process and mentioned detailed achievement in each phase. In the first time of listening, they normally noted down the words they heard and then decided the answer. *"During the task, I listen to the synonym and choose the answer. Sometimes I could get it right with my prediction"*. (S12-Week 7), *"I focus on important words to hear after I review the wrong statements."* (S29-Week 8). In the second time, they usually used notes they made and grammatical knowledge to verify their answers. Sometimes they could get their answers during the second time of listening *"I find out information about the topic of listening; hear more details: write single words, highlight; check my answer, after (focus on content and form (word form, word meaning, note collocations))"* (S29-Week 9). It also helped them to cultivate more vocabulary in context *"I like the post activity post because I could know some words, I understand but I don't know the spelling"* (S32-Week 5). Moreover, students showed that they could correct their comprehension *"I don't catch all the information in Question 4"* (S30-Week 8) or *"If I paid attention to the word 'not at all', I think I would have a correct answer"* (S46-Week 8).

As Planning/Evaluation should be intertwined with each other, they should be discussed simultaneously. In this study, students could become more independent

when they could plan before listening and evaluate their performance after that. Therefore, this could show that the intervention could boost students' listening awareness. Regarding planning, it was reported that students performed better when they anticipated before listening. During the first two weeks, students noted that prediction was difficult *"I think it's not easy to guess because I don't have lots of words and vocabularies."* (S32-Week 2). After that, in the middle of the project, low-level learners who participated in these process-based activities had a better understanding of what is required to complete a listening task and overcome listening problems. Every week, the course proceeded in the same manner, with new listening textbooks being utilized. *"I think prediction is one of the most important parts in the listening. I got 2 out of 5 correct answers just by guessing. I realized that I know more words than I thought. I really enjoy guessing before and checking after listening."* (S32-Week 10). In terms of personal knowledge, learners often expressed their delight in comprehending more than they anticipated and handling the emotional variables that arise during listening sessions. During the first weeks, students were in lack of confidence in listening. *"I got 6 out of 10 correct answers. It's not too bad but I feel a bit nervous"* (S30-Week 1). In the final week, students showed more self-assurance of being able to deal with the listening. The examples of strategic knowledge that were most prevalent in the student responses were the most striking. In particular, students emphasized the significance of prediction techniques and the need to evaluate understanding throughout the course. *"I think guessing before listening is very important and useful. I thought I didn't know many words, but it turned out I could recall lots of words. I could also pay more attention to the listening. Besides, it is great because we could have the second time to check our prediction. I could have more*

correct answers and it is interesting to do listening this way" (S30-Week 10).

5. Discussion and Reflection

In general, the data from students' pre-test and post-test indicated that students' listening comprehension scores improved after the intervention of the integration of the metacognitive listening strategies. Our findings were the same as those studies examining the effectiveness of metacognitive instructional strategies in listening (Vandergrift & Tafaghodtari, 2010; Khaled, 2012; Siegel, 2015). More importantly, the concentration of students during the lesson could be the significant element to gain greater achievement since students showed greater attention to and less worry about learning the language than those who considered English as part of their degree requirements (Vandergrift & Tafaghodtari, 2010; Khaled, 2012; Siegel, 2015).

The findings from students' journals also indicated that the findings are consistent with the teaching sequence implemented in Canada in Mareschal's (2007) intensive language training course. Learners noted that having the chance to review their understanding with their partner and consult the transcript of the text was beneficial in improving their listening comprehension. These comments support the argument that increased awareness of the learning process can motivate students to be successful and make them feel good about themselves and their abilities.

When it comes to students' collaboration in their listening activities, the findings of this study are different from findings from the Vietnamese context, but similar to those from the international context. In this study, the students could gain personal knowledge, or they could be more motivated and confident in themselves after attending the integrated lesson. However,

Ngo (2015) found that their second-year participants only focused on planning (strategy knowledge), selective attention, and directed attention (task knowledge) in terms of metacognitive strategies. However, the findings are in line with Cross's (2015) that emphasised the significance of collaborative conversation in the development of metacognition because discussions improved understanding of strategies, text characteristics, and comprehension processes. This shows that collaboration in listening activities by students is a complex issue that needs further investigation.

Finally, in terms of students' better self-evaluation, the explanation may be because a critical consequence of students' metacognitive instruction is the capacity to self-regulate their learning (Vandergrift & Goh, 2012), which is an active and constructive process in which learners establish learning objectives and work to monitor, regulate, and manage their motivation and behavior concerning those objectives and the contextual features of the environment (Zeidner, Boekaerts & Pintrich, 2000). This ability helps them better identify, evaluate, and use the auditory signals they receive, which improves their capacity to engage in parallel processing, both bottom-up and top-down processes, in the process. A self-adjusted foreign language listener could gain two benefits, namely better control of the course and outcomes of certain listening activities to increase their odds of comprehending and using the information they hear, and the greater freedom to select and control their listening development activities outside of official classroom hours.

6. Implications and Conclusion

The implementation of metacognitive strategies in listening has much room to explore in the context of Vietnam. Based on

the findings of this study, it can be said that the use of metacognitive listening strategies could improve listening comprehension in terms of both test scores and students' metacognitive knowledge of listening. The study has a number of implications as follows:

(1) When it comes to students, in general, when they have a proper understanding of the listening process, they could perform better during the listening task. For successful students, they could monitor their learning as they listen with peers. "Collaboration" is a helpful way in improving their listening (especially at the post-listening stage).

(2) For practice, teachers of a second language should focus more on teaching the learners the important strategies that can enhance more effective listening comprehension. The teaching of such strategies should be the first step taken in the teaching of the second language so as to adequately equip the learners with the necessary skills and strategies in the language learning process. Moreover, an additional emphasis has to be placed on innovative approaches to learning tasks as students who do not succeed on a learning task often have an inadequate understanding of appropriate strategies. Learners and teachers would benefit from awareness of effective listening strategies. As for syllabus designers, they should take into consideration the inclusion of metacognitive strategies instruction into the syllabus, especially in listening skill syllabus.

(3) In terms of future research, this study has ignited a hypothesis that metacognitive listening activities could be used to improve students' listening comprehension and influence the process of awareness of students in terms of strategy use and motivation in listening comprehension. Future research could include more longitudinal studies or case

studies to collect further data to confirm this hypothesis.

In conclusion, this study has investigated how the integration of metacognitive listening activities affected students' listening comprehension. Despite the small scale of this action research project, we hope that the findings from the project will convey inspiration to language instructors and researchers since it has contributed to the body of literature in the field of teaching methods for the English language.

References

- Abdullah, C. (2010). The effects of metacognitive strategy training on the listening performance of beginner students. *Novita-ROYAL (Research on Youth and Language)*, 4(1), 35-50.
- Bozorgian, H. (2012). Metacognitive instruction does improve listening comprehension. *International Scholarly Research Network ISRN Education*, 2012, Article ID 734085. <http://doi.org/10.5402/2012/734085>
- Bano, F. (2017). Toward understanding listening comprehension in the EFL classroom: The case of the Saudi learners. *English Language Teaching*, 10(6), 21-27. <https://doi.org/10.5539/elt.v10n6p21>
- Cross, J. (2015). Metacognition in L2 listening: Clarifying instructional theory and practice. *TESOL Quarterly*, 49(4), 883-892.
- Kemmis, S., & McTaggart, R. (1988). *The action research planner*. Deakin University.
- Khaled, M. (2013). The impact of listening strategy instruction on academic lecture comprehension: A case of Iranian EFL learners. *Procedia: Social and Behavioural Sciences*, 70(3), 406-416.
- Le, T. H. (2006). *An investigation of listening comprehension strategies: A case study of students designated as successful and unsuccessful listeners at Thai Nguyen College of Education* [Master's thesis, Hanoi University].
- Mareschal, C. (2007). *Student perceptions of a self-regulatory approach to second language listening comprehension development* [Master's thesis, University of Ottawa]. uO Research. <http://dx.doi.org/10.20381/ruor-12960>
- Movahed, R. (2014). The effect of metacognitive strategy instruction on listening performance, metacognitive awareness and listening anxiety of beginner Iranian EFL students. *International Journal of English Linguistics*, 4(2), 88-99. <http://doi.org/10.5539/ijel.v4n2p88>
- Ngo, T. H. N. (2015). Some insights into listening strategies of learners of English as a foreign language in Vietnam. *Language, Culture and Curriculum*, 28(3), 311-326.
- Ngo, T. T. H. (2019). Listening comprehension strategy instruction: A review of previous studies. *Ho Chi Minh City University of Education Journal of Science*, 16(8), 227-240.
- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in language teaching: An anthology of current practice*. Cambridge University Press. <https://doi.org/10.1017/cbo9780511667190>
- Richards, L. (2005). *Handling qualitative data: A practical guide*. Sage Publications.
- Rost, M. (1994). *Introducing listening*. Penguin.
- Siegel, J. (2015). *Exploring listening strategy instruction through action research*. Palgrave Macmillan.
- University of Cambridge. (2021). *Preliminary English test*. Cambridge University Press.
- Vandergrift, L., & Goh, C. M. (2012). *Teaching and learning second language listening - metacognition in action*. Taylor and Francis.
- Vandergrift, L., Goh, C. M., Mareschal, J. C. & Tafaghodtari, M. H. (2006). The metacognitive awareness listening questionnaire: Development and validation. *Language Learning: A Journal of Research in Language Studies*, 56(3), 431-462.
- Vandergrift, L., & Tafaghodtari, M. (2010). Teaching L2 learners how to listen does make a difference: An empirical study. *Language Learning*, 60(02), 470-497. <http://doi.org/10.1111/j.1467-9922.2009.00559.x>
- Zeidner, M., Boekaerts, M. & Pintrich, P. R. (2000). Self-regulation: Directions and for future research. In M. Zeidner, M. Boekaerts & P. R. Pintrich (Eds.), *Handbook of self-regulation* (pp. 749-768). Science Direct.

Appendix 1**The MALQ Questionnaire to Confirm the Problem**

Circle the number which best shows your level of agreement with the statement

	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
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 in English is more difficult than reading, speaking, or writing in English.	1	2	3	4	5	6
4. I use the words I understand to guess the meaning of the words I don't understand.	1	2	3	4	5	6
5. When my mind wanders, I recover my concentration right away.	1	2	3	4	5	6
6. As I listen, I compare what I understand with what I know about the topic.	1	2	3	4	5	6
7. I feel that listening comprehension in English is a challenge for me.	1	2	3	4	5	6
8. I use my experience and knowledge to help me understand.	1	2	3	4	5	6
9. Before listening, I think of similar texts that I may have listened to.	1	2	3	4	5	6
10. I try to get back on track when I lose concentration.	1	2	3	4	5	6
11. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	4	5	6
12. After listening, I think back to how I listened, and about what I might do differently next time.	1	2	3	4	5	6
13. I feel nervous when I listen to English.	1	2	3	4	5	6
14. When I have difficulty understanding what I hear, I don't give up and stop listening.	1	2	3	4	5	6
15. 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
16. 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
17. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	3	4	5	6
18. I have a goal in mind as I listen	1	2	3	4	5	6

Appendix 2

Results From the MALQ Questionnaire Confirming the Problem

N=57	Factors affecting listening process	Strongly disagree	Disagree	Slightly disagree	Partly agree	Agree	Strongly agree
Personal knowledge	I find that listening in English is more difficult than reading, speaking, or writing in English.	0.00%	0.00%	5.42%	18.88%	80.23%	35.12%
	I feel that listening comprehension in English is a challenge for me.	0.00%	0.00%	8.39%	20.65%	38.06%	32.90%
	I feel nervous when I listen to English.	0.44%	0.00%	3.97%	8.03%	27.79%	59.77%
Directed attention	I focus harder on the text when I have trouble understanding.	2.19%	5.84%	5.11%	24.09%	42.34%	20.44%
	When my mind wanders, I recover my concentration right away.	2.92%	7.30%	25.55%	24.09%	29.20%	10.95%
	I try to get back on track when I lose concentration.	1.46%	4.38%	5.11%	19.71%	43.80%	25.55%
	When I have difficulty understanding what I hear, I don't give up and stop listening.	2.19%	3.65%	15.33%	16.06%	35.04%	27.74%
Problem solving	I use the words I understand to guess the meaning of the words I don't understand.	0.73%	28.47%	51.09%	6.57%	6.57%	6.57%
	As I listen, I compare what I understand with what I know about the topic.	0.00%	8.76%	16.06%	23.36%	35.04%	16.79%
	I use my experience and knowledge to help me understand.	0.00%	31.54%	43.08%	22.31%	3.08%	0.00%
	As I listen, I quickly adjust my interpretation if I realize that it is not correct.	0.00%	27.51%	18.52%	16.40%	27.51%	10.05%
	I use the general idea of the text to help me guess the meaning of the words that I don't understand.	0.00%	11.45%	20.98%	19.06%	23.23%	64.99%
	When I guess the meaning of a	0.73%	0.00%	13.87%	29.20%	43.07%	13.14%

	word, I think back to everything else that I have heard, to see if my guess makes sense.						
Planning and evaluation	Before I start to listen, I have a plan in my head for how I am going to listen.	4.38%	12.41%	24.09%	20.44%	30.66%	8.03%
	Before listening, I think of similar texts that I may have listened to.	1.71%	21.37%	34.19%	24.79%	11.97%	5.98%
	After listening, I think back to how I listened, and about what I might do differently next time.	37.23%	21.17%	14.60%	13.14%	8.03%	5.84%
	As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	10.22%	21.17%	29.93%	13.87%	18.98%	5.84%
	I have a goal in mind as I listen	24.82%	28.47%	20.44%	5.84%	11.68%	8.76%

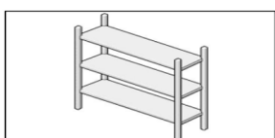
Appendix 3

The Cambridge English Test as the Pre-Test 1

Part 1

Questions 1-7: For each question, choose the owed answer.

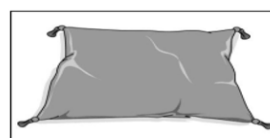
1. What did the girl buy on her shopping trip?



A

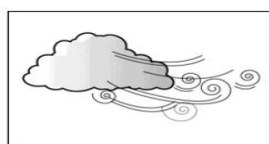


B

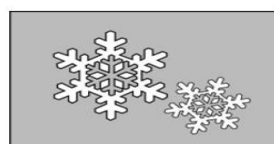


C

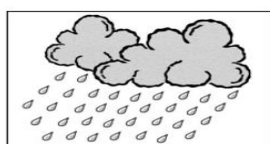
2. Why did the plane leave late?



A



B



C

3. What activity does the woman want to book for the weekend?



A

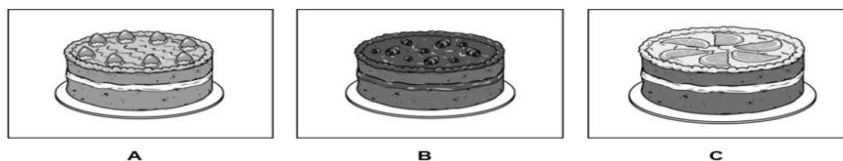


B



C

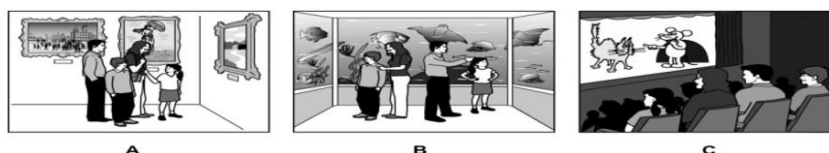
4. Which cake will the girl order?



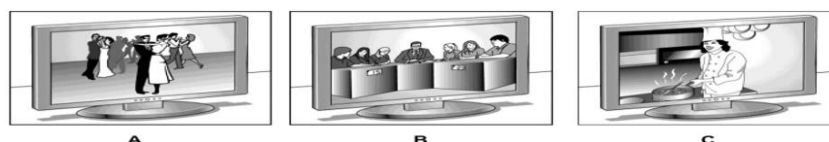
5. How much must customers spend to get a free gift?



6. What did the family do on Sunday?



7. Which programme is on first?



Part 2

Questions 8-13: For each question, choose the correct answer.

8. You will hear two friends talking about a new clothes shop. What does the girl say about it?
 A. The staff are helpful.
 B. It only has the latest fashions.
 C. Prices are reduced at the moment.

9. You will hear two friends talking about a pop band's website. They think the site would be better if ...
 A. its information was up to date.
 B. it was easier to buy concert tickets.
 C. the band members answered messages.

10. You will hear a woman telling a friend about an art competition she's won. How does she feel about it?
 A. upset that the prize isn't valuable .
 B. excited that the judges liked her picture .
 C. disappointed that she can't use the prize.

11. You will hear two friends talking about the girl's flatmate. The girl thinks that her flatmate ...
 A. is too untidy.
 B. talks too much.
 C. plays music too loud.

12. You will hear two friends talking about a football match. They agree that their team lost because ...
 A. the players weren't confident enough.
 B. they were missing some key players.
 C. the players didn't do the right training.

13. You will hear two friends talking about a tennis match they played. The boy wants the girl to ...
 A. help him to get fitter.
 B. practise with him more often.
 C. enter more competitions with him.

Appendix 4

A Sample of a Lesson Plan

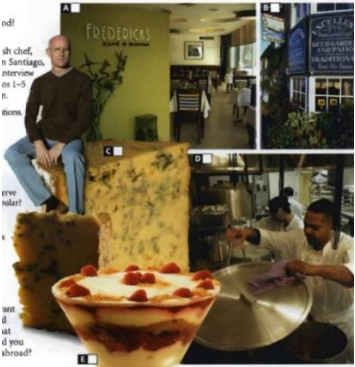
Lesson plan: Unit 1: 1A: Food: Fuel or Pleasure?


Aims: listening for specific information/details

Teaching aids: projectors/handouts

Book: *New English File Intermediate*, Oxford University Press (2006)

Time duration: 50 minutes

Timing	Pedagogical Stages	Activities	Purposes (in Vandergrift, 2007 model)
10'	Stage 1: Pre - listening - Planning / predicting stage	<p>Activity 1: Brainstorm: Students read the instruction by looking at the pictures</p>  <p>- Teacher asks students:</p> <ul style="list-style-type: none"> + What is his name? Kevin Poulter + What does he do? An English chef + What has he done? He has just opened a restaurant in Santiago, the capital of Chile. + Look at the picture. How many pictures are there? 5 pictures + What can you see in picture A? Federick. Tables, restaurants B – outside of a restaurant C – cheese D – kitchen, cooking dishes E – cake, yogurt, pudding, strawberries 	<p>Activity 1: This is the 1st phase in the Metacognitive pedagogical sequence – Planning. (Vandergrift, 2007). Students are asked to look at the problem they are to solve (e.g. read the questions they are to answer), to see what they need to do to prepare for the task.</p> <p>In details, this activity is to provide context for the learners through information about topic, text genre, and any relevant cultural information. In this phase, learners can use (1) text knowledge (interview, report, dialogue) to predict organization of the information, and (2) topic knowledge (work life of a cook in a restaurant, food in the region, what a restaurant owner might discuss on opening a restaurant) to predict information they would hear.</p>

		<p>Activity 2:</p> <ul style="list-style-type: none"> - Ask students to predict what is the logical order of the picture. And justify. - Ask students to read the questions. - Underline the key words, guess and underline possible answers. -> underline the Wh- question -> so they know the targeted answer. <p>(<i>recommend -> suggest, tourists -> visitors</i>)</p> 	<p>Activity 2:</p> <p>This activity is included in the 1st phase of the Metacognitive pedagogical sequence (Vandergrift, 2004), which includes metacognitive strategies: Predicting.</p> <p>Learners decide to attend to specific aspects of language input or situational details that assist understanding (and/or task completion). Also, learners decide (in advance) to attend in general to the listening task and to ignore irrelevant distractions; maintain attention while listening.</p>
<p>10'</p>	<p>Stage 2: First verification stage</p>	<p>Activity 4: Students listen to the audio the first time. Ask them to note down key words as they listen. They don't need to take care of every single word.</p>	<p>Activity 4: This step is based on the 2nd phase in the metacognitive pedagogical sequence, which is Monitoring.</p> <p>Monitoring refers to when a listener checks, verifies or corrects his or her comprehension during the course of a listening task. The goal of this activity is to note information learners have successfully predicted and to add new information.</p>
		<p>Activity 5: Let students compare their answers with friends.</p>	<p>Activity 5: This activity is included in the 2nd phase of the metacognitive pedagogical sequence (Evaluation and Planning).</p> <p>Evaluation: The first exchange answers among partners would help students recall what they heard and add more information to their listening comprehension.</p> <p>Planning: This activity is to set learners up for the second listen. When learners compare listening results with a</p>

			partner and discuss discrepancies in their understanding, they prepare themselves to monitor more carefully during the second listen and to determine the parts of the text that need most careful attention.
10'	Stage 3: Second verification stage	Activity 6: Students listen to the audio the second time and verify their earlier disagreement. Also write down some key words they could hear.	Activities below are based on the 3 rd phase in the metacognitive pedagogical sequence which underlies metacognitive strategies: Monitoring, Evaluation and Problem Solving
			Activity 6: Double-check monitoring: Same as comprehension monitoring - but during the second listen. -> Learners have updated their understanding of the text.
		Activity 7: Students compare and discuss their answer the second time.	Activity 7: Evaluation The discussion is to make any additional revisions to the interpretation of the text.
		Activity 8: Teacher leads class discussion – elicit answer key Collect students’ work on the board and collect some of their notes along with their answers. Lead a discussion of the content of the text and the correct answers to the questions or task given. Provide students with the meaning of unknown words, synonyms or underline collocations.	Activity 8: Problem Solving This activity is to reconstruct the main points and most salient details of the text. This allows learners to listen for information revealed during discussion that they may not have understood earlier.
10'	Stage 4: Final verification stage		Activity 9 and Activity 10 occur in the 4 th phase in the metacognitive pedagogical sequence which underlies two metacognitive strategies: Monitoring and Problem Solving.
		Activity 9: Teacher give students handouts of the transcripts. They need to listen the third time and fill in the gap.	Monitoring Students listen the 3 rd time and try to follow the text while they listen.
		Activity 10: Teacher would provide students with answers, and also answer students’ questions if there are any.	Problem-Solving: The teacher introduces all or part of the text transcript at this point so that learners can follow along for purposes of verifying sound–symbol

			relationships, particularly for points in the text where the sound stream seemed impossible to understand
10'	Stage 5: Reflection and goal - setting stage	<p>Activity 11: Students reflect individually on how they have completed the listening exercises in their reflective journal.</p> <p><i>What made this task easy or difficult</i> <i>What I would do differently next time</i></p> <p>+ The teacher facilitates a discussion by encouraging them to ask questions or give comments after each reflection.</p> <p>+ Strategies used</p> <p>+ Main idea questions (listen and take notes)</p> <p>+ detailed questions (underline key words, guess their synonyms, listening)</p> <p>+ Personal issues: I need to calm down, more focused.</p>	<p>Activity 11 occurs in the final phase in the metacognitive pedagogical sequence which underlies two metacognitive strategies: Evaluation and Planning. Evaluation which refers to when a listener explicitly identifies “the central point needing resolution in a task or identifying an aspect of the task that hinders its successful completion”. The first question along with teacher’s discussion support is to encourage learners to evaluate their approach to the activity, the difficulties they confronted, and how they were or were not successful in coping with these difficulties.</p> <p>Planning: With the second questions, students are about to set goals for the next listening efforts.</p>

Appendix 5

Sample of the Student’s Journal

STUDENT’S NAME: ... WEEK 7 - CODE: S27

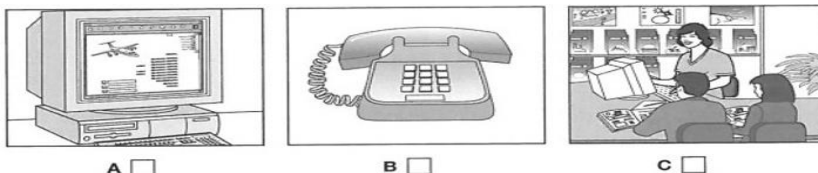
- **What was the listening about?**
The influence your position in the family has on your personality.
- **What did you do during the whole listening task (before during after)**
Before listening, I guessed the word about the oldest child, youngest child, middle children and only children with the lecturer and friends.
During listening, I focus on the word I guessed and wrote down the word I listened.
After listening, I compare the answer with my friends and listen again to find the correct answer.
- **How many correct answers do you have? Are you pleased with the results why?**
I have 75% correct answers so i think i pleased with the result because i concentrated on this task.
- **Do you think you have done better than your listening last time? If yes, explain it.**
Yes because i can listen many keywords.
- **Would you do things differently next time?**
I will prepare more carefully for example new words and listening skills.
- **How do you feel about the class today? Why do you feel this way?**
I feel happy because i can listen better than my listening last time.

Appendix 6 Cambridge Test as the Post-Test

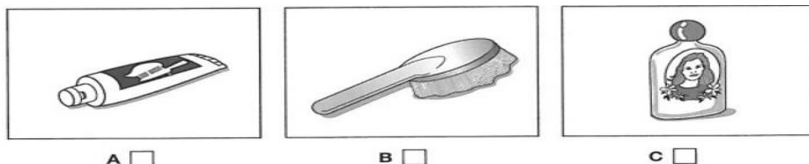
Part 1:

Questions 1-7: There are seven questions in this part. For each question there are three pictures and a short recording.

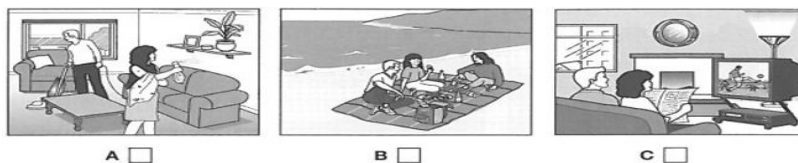
1. How will they book their flights?



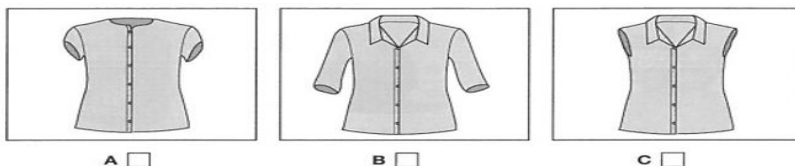
2. What has the daughter forgotten to bring on holiday?



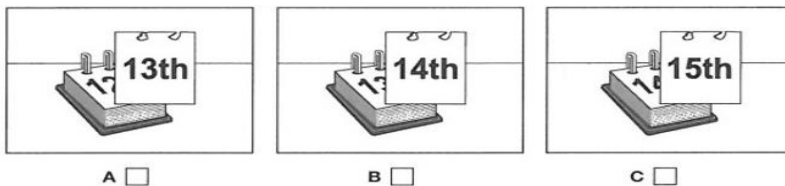
3. What will the man and woman do on Sunday?



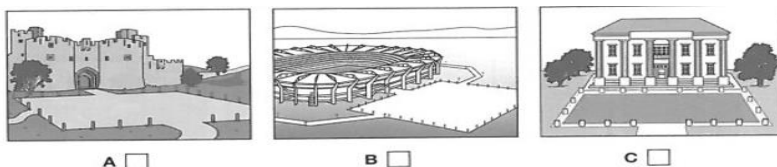
4. Which blouse does the girl decide to buy?



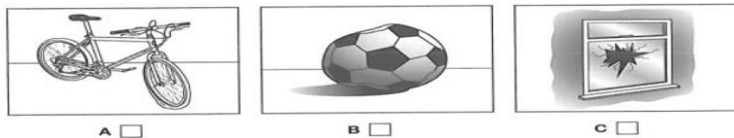
5. When is the girl having a party?



6. Where is the motorcycle race going to finish?



7. What will the woman repair next?



Part 2

Questions 8-13: You will hear a radio interview with a man called Robin Marshall, who has written a book about Argentina.

- | | |
|---|--|
| <p>8. What was Robin's job in Argentina?
A. translator
B. tour guide
C. travelling salesman</p> <p>9. On Robin's last trip to Argentina, the weather was ...
A. colder than he expected.
B. suitable for what he planned.
C. different from the forecasts he heard.</p> <p>10. What did Robin buy from the market he visited?
A. a picture
B. a chair
C. a record</p> | <p>11. How did Robin feel during the dance performance he saw?
A. He wanted to get up and dance.
B. He wished he had continued his dance classes.
C. He was sad he didn't dance well.</p> <p>12. What did Robin do while he stayed in the village?
A. He went on a bus tour.
B. He went into the forest.
C. He went on a river trip.</p> <p>13. What did Robin like about his favourite place?
A. the wildlife
B. the views
C. the peace</p> |
|---|--|

NGHIÊN CỨU HÀNH ĐỘNG VỀ VIỆC SỬ DỤNG HOẠT ĐỘNG NGHE SIÊU NHẬN THỨC ĐỂ CẢI THIỆN KHẢ NĂNG NGHE HIỂU CỦA SINH VIÊN NĂM THỨ NHẤT KHÔNG CHUYÊN TIẾNG ANH

Nguyễn Diệu Hương¹, Đinh Thị Bảo Hương²

¹ Trường Đại học Sư phạm Hà Nội, 136 Xuân Thủy, Cầu Giấy, Hà Nội, Việt Nam

² Trường Đại học Hà Nội, Km 9 Nguyễn Trãi, Nam Từ Liêm, Hà Nội, Việt Nam

Tóm tắt: Dự án nghiên cứu hành động được thực hiện với mục đích tìm hiểu việc can thiệp sư phạm của giáo viên khi sử dụng các hoạt động nghe siêu nhận thức có thể cải thiện khả năng nghe hiểu của sinh viên không chuyên tiếng Anh và những hoạt động này ảnh hưởng thế nào đến nhận thức của họ về việc sử dụng các chiến lược này khi thực hành nghe. Để thu thập dữ liệu, nhóm nghiên cứu đã sử dụng bảng câu hỏi, bài kiểm tra đầu khóa, cuối khóa và nhật ký học tập của sinh viên. Dự án nghiên cứu đã tìm ra hai kết quả nổi bật. Về điểm kiểm tra, điểm nghe hiểu của sinh viên có cải thiện nhất định sau can thiệp sư phạm. Ngoài ra, dữ liệu từ nhật ký của sinh viên đã chứng minh một số ví dụ về kiến thức siêu nhận thức mở rộng về nghe, được phản ánh thông qua ba yếu tố: (1) nhận thức về bản chất của việc nghe (kiến thức về nhiệm vụ), (2) động lực cải thiện và khả năng sự cộng tác tốt hơn của sinh viên (kiến thức cá nhân), (3) nhận thức về tầm quan trọng của việc lập kế hoạch/ dự đoán (kiến thức chiến lược), và khả năng của tự đánh giá (kiến thức về chiến lược). Kết quả đạt được từ dự án nghiên cứu này có ý nghĩa đối với các giảng viên ngôn ngữ, nhà phát triển tài liệu và các chuyên gia khác trong lĩnh vực học tập và đánh giá ngôn ngữ.

Từ khóa: kĩ năng nghe, hoạt động sư phạm siêu nhận thức trong việc nghe, ngoại ngữ tiếng Anh, Việt Nam