

L2 Listening Materials Development Project Based on an Integrated Metacognitive Instruction Within a Task-based Lesson

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Abstract: The development of the second language (L2) listening skill is critical to develop other language skills. The importance of L2 listening for overall language development necessitates a change in pedagogy that ordinarily neglects teaching students how to manage their listening development. This paper starts with an overview of the role of background knowledge, cognitive processes involved in listening, frequent exposure to listening input and their implications for L2 listening instruction. It also sheds light on the positive effect of multimedia in promoting L2 listening skill. In addition, it expands to contain a brief discussion of what successful listeners do based on theoretical frameworks. Given the significance of metacognition, which encompasses knowledge about and control over the process of listening, and task-based learning, which focuses on the process of listening, an integrated model for L2 listening instruction that teaches L2 learners *how* to listen is elaborated. The fundamental premise of this paper is, given the critical role of listening in language learning, L2 learners have to learn *how* to listen in order to promote overall L2 development.

Keywords: second language, L2, listening skill, pedagogy, background knowledge, cognitive processes, listening input, multimedia, metacognition, task-based learning, and L2 development.

Introduction:

Regular teaching practices geared to L2 listening fail to create proficient L2 listeners who know *how* to listen. The purpose of the regular listening task is understanding of the product, not development of the listening process. Even though there is advancement of research that supports the use of metacognition during a listening task, this does not effectively impact current L2 listening practice as seen in many recent textbooks (Vandergrift, 2003b). This is evident since most of the activities focus on answering comprehension questions. Thus, in order to promote learners' L2 listening competence, L2 listening curriculum should develop both the process and product of L2 listening by implementing an integrated curriculum of metacognitive strategy instruction within task-based learning. This paper will bridge the gap between theory and practice by designing L2 listening activities based on an embedded metacognitive strategy within a task-based lesson.

Throughout this paper, L2 listening theoretical frameworks will introduce the reader to the process of L2 listening and the components that affect L2 listening development. Second, proficient L2 listeners' behavior, in accord with the frameworks, can form a more accurate view of what successful listeners do when researchers are reshaping L2 listening pedagogy. Third, negative results of the regular teaching practices to listening justify establishing a new pedagogy of L2 listening. Next, L2 listening development can be achieved through the use of metacognitive strategies. Then, in order to foster L2 listening competence, metacognitive strategy use is embedded within a task-based listening lesson. Finally, an integrated curriculum of L2 listening is outlined.

Theoretical Framework of L2 Listening

There are many theories that establish an understanding of the listening process and L2 listening comprehension. Throughout this section, theoretical arguments that discuss L2 listening success will be taken into account. First, we will consider schema theory, which is one of the earliest theories that describes the effect of background knowledge on comprehension while reading or listening. Second, we will focus on the cognitive model of L2 processing as related to proficient L2 listening. Third, we will examine connectionism theory, which is based on the principle that frequent exposure to input can ease recognition of the target language's linguistic elements. Last, the frequency and amount of input required for proficient L2 listening affects classroom pedagogy in the sense that teachers can provide frequent and repeated input with the use of multimedia, which also supports listening comprehension with a variety of audio and video input.

Schema Theory

Schema theory illustrates the influence of background knowledge on L2 listening comprehension. According to Grabe (2009),

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schema theory refers to comprehension that is resulted from the activation of background knowledge, which is stored and retrieved from memory. Anderson and Pearson (1984, as cited in Grabe, 2009) define schema theory as a reflection of learners' networks of information that encompass multiple events, situations, items, and places, which they store in their memory.

Learners' network of information initiates a better understanding of what they hear. Grabe (2009) classifies background knowledge into subcategories: "general knowledge, cultural knowledge, topical knowledge, and specialist expertise knowledge" (p.74). For example, if learners are familiar with a topic, they can understand the input more easily.

Schema theory does not mean that learners activate a fixed memory each time they listen or read (Grabe, 2009); instead, an activation of background knowledge is dependent on the incident and differs from one occasion to another. In other words, the effect of background knowledge on listening comprehension differs according to various elements such as the extent of background knowledge available, the purpose of the listening task, and learners' comprehension skills (Grabe, 2009). Schema theory can explain the influence of background knowledge on listening comprehension; however, the literature suggests that the cognitive model of L2 processing is relevant to L2 listening comprehension success as well.

The Cognitive Model of L2 Processing Involved in Proficient L2 Listening

There are many kinds of cognitive processes that affect L2 listening achievement. According to Robins (1994), five factors influence listening comprehension: text, interlocutor, task, listener, and process. The process represents listeners' interpretations of the input and strategy use when they approach the listening task (Robins, 1994). An understanding of cognitive processing is associated with successful L2 listening because knowledge about the listening process enables learners to use strategies. According to Vandergrift and Goh (2011), there are four cognitive processes applied to L2 listening comprehension: top-down and bottom-up processing; automatic and controlled processing; perception, parsing, and utilization; and metacognition. Throughout this section, types of cognitive processes, factors that affect the application of these processes, and their interrelation will be discussed thoroughly.

Top-down and bottom-up processing.

Differentiating between top-down and bottom-up processing is essential for understanding the process of comprehension. As Vandergrift and Goh (2011) illustrate, bottom-up and top-down processing depend on the application of distinct types of knowledge. On one hand, meaningful interpretation of a message through speech segmentation of streams of sounds and word recognition is applied in bottom-up processing since learners start to decode phonemes to words to meaningful units in the target language. On the other hand, meaningful interpretation of a message through context and prior knowledge is applied in top-down processing. These two types of processing are not separated; they interact and work dependently as will be explored next.

Top-down and bottom-up processing depend on one another in order to retrieve various types of knowledge to interpret the meaning of a message and interact to create a third type of processing: parallel processing. There are three processes examined in L2 research: top-down processing, bottom-up processing, and parallel processing (Robins, 1994). Robins (1994) refers to a wide body of research (O'Malley, Chamot, & Küper, 1989; Bond & Garsen, 1980; Lund, 1991) on L2 listening that find listeners rely on their knowledge of the world, situations, and social interaction in analysing the listening input to reach comprehension. They also employ their knowledge of language items such as lexis, syntax, and grammar to make sense of the listening input. Top-down and bottom-up processing interact to create a parallel processing in the construction of meaning and form. According to Robin (1994), researchers (O'Malley, et. al, 1989) have tried to investigate when and how top-down and bottom-up processes interact; they find that listeners experience an interaction of both types of processing if they face a communication breakdown. Vandergrift (2003b) explains that the way in which learners rely more on one type of processing or apply an interactive parallel processing is influenced by their linguistic knowledge, topical knowledge and goal of the listening task. For example, when learners have inadequate linguistic knowledge, their focused attention is on decoding words or phrases, thus, their attempts to process linguistic items stimulates mainly bottom-up processing. Graham and Macaro (2008) suggest that an interactive model of processing is a more convincing model. In this model, Buck (2001, as cited in Graham & Macaro, 2008) argues that listeners interpret the input when their background knowledge, which represents top-down processing, interacts with their linguistic knowledge, which represents bottom-up processing. According to Rost (2002), listening comprehension depends on an interactive process that activates listeners' linguistic and background knowledge. An interaction of top-down and bottom-up processing creates a third processing type, parallel processing. Parallel processing occurs when speech segmentation and prior knowledge are applied simultaneously. These three types of processes can be seen from another point of view, the following automatic and controlled processing.

Automatic and controlled processing.

During listening, listeners can activate other cognitive processing as automatic and controlled processing, whereas activating automatic processing indicates more successful listening skill. Vandergrift and Goh (2011) claim that listening in the first language is an automatic process. For example, listeners do not generally pay conscious attention to recognize small units of the language, such as sounds and words, as represented in bottom-up processing. Contrarily, L2 listening requires conscious or selective attention to process meaning; interpreting meaning is contingent with level of language proficiency and topical knowledge (Vandergrift & Goh, 2011). Paying conscious attention to speech elements is considered controlled processing. Controlled processing cannot serve comprehension since learners cannot follow the flow of information during listening (Vandergrift & Goh, 2011). Having frequent exposure to various texts and topics can make cognitive process more automated. As Vandergrift and Goh (2011) explain, controlled processing can be automatized with extensive practice of the listening skill. Extensive listening is one of the benefits that metacognitive instruction offers since metacognitive strategy use leads to autonomous learning. Automatic processing can result from extensive listening as a form of frequent exposure, which leads to L2 listening development.

Controlled processing highlights the significance of memory in the process of listening comprehension. Memory consists of two parts: long-term memory and working memory, which has been previously known as short-term memory (Vandergrift & Goh, 2011). Vandergrift and Goh (2011) clarify that long-term memory builds up from prior knowledge and experience accumulation that facilitates cognitive process by automatized top-down processing to interpret meaning. Listeners' background knowledge and life experiences are organized as schemata (Vandergrift & Goh, 2011). Prior knowledge could be related to either the content or the organization of the listening texts; the former is called content schemata while the latter is referred to as formal schemata (Grabe, 2009). Listing to familiar topics and types of texts trigger proper schemata accordingly (Vandergrift & Goh, 2011). For instance, listeners can activate topical knowledge and text knowledge. While long-term memory aids listeners in interpreting what they hear, working memory aids the efficiency of interpreting concurrent information that occurs in interactive listening (Vandergrift & Goh, 2011). Working memory has limited capacity because listeners can hold a restricted number of sounds in their phonological loop in a limited time for processing them into meaningful chunks of speech through an interaction with long-term memory (Vandergrift & Goh, 2011). In order to automate controlled processing, learners need to depend on their long-term memory to process linguistic items allowing free space in their working memory to interpret meaning, which leads to the creation of more L2 proficient listeners. Interpreting the meaning of the listening input can be seen from another perspective as is shown in the following perception, parsing, and utilization model.

Perception, parsing, and utilization.

Vandergrift and Goh (2011) refer to Anderson's suggestion (1995) about the interconnection of three phases of perception, parsing, and utilization that comes into play during the process of L2 listening comprehension. First, as Anderson (1995) explains, the perception phase occurs when listeners interpret meaning by using bottom-up processing through speech segmentation, noticing pausing and stress, and categorizing what they hear according to the target language (as cited in Vandergrift & Goh, 2011). Then, a phonetic representation of speech that is temporarily stored in memory transfers from perceptual processing to parsing (Vandergrift & Goh, 2011). Word segmentation imposes difficulties on L2 listeners since some cannot recognize word boundaries because of stressed syllables and words, and reduced forms; therefore, L2 listeners need to parse these sounds to interpret the message.

Some learners can identify sound streams if spoken as individual words, but they cannot with flow speech. During the parsing phase, parsing the previous phonetic representation occurs to activate and retrieve possible "word candidates" from long-term memory using cues like perceptual salience (Vandergrift & Goh, 2011, p. 22). Then, listeners start to match these "word candidates" with meaning-based representation words and hold them in working memory. With L2 listening development, listeners can effectively trigger correct "word candidates" depending on the context and the topic, and process larger meaning-based representation words (Vandergrift & Goh, 2011, p. 22). Last, during the utilization phase, listeners process meaning-based representation words by activating other sources of knowledge in long-term memory besides linguistic knowledge, such as prior knowledge, to interpret meaning through top-down processing of parsed units (Vandergrift & Goh, 2011).

Competent L2 listeners determine meaning through the automatic use of different sources of knowledge kept in memory as schemata. All cognitive processes discussed above interact with each other, impact each other, and occur at the same time as depicted in figure 1. These cognitive processes are governed by metacognition as will be explored next.

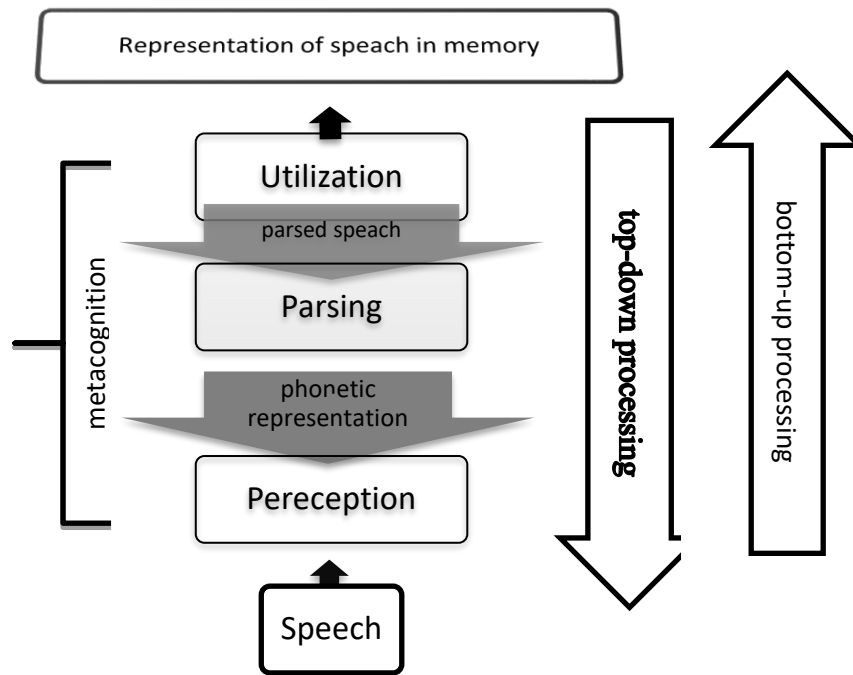


Fig. 1. Cognitive Processes and their Interaction in L2 Listening (Adapted from Vandergrift & Goh 2011).

Metacognition.

Metacognition governs the use of cognitive processes resulting in various levels of control and efficiency in determining meaning during listening. According to Vandergrift and Goh (2011), “metacognition is the ability of learners to control their thoughts and to regulate their own learning” (p. 5). According to Wenden (2001), metacognitive knowledge is learners’ knowledge about the way they learn. Vandergrift (2003a) defines metacognitive strategies as “mental activities for directing language learning” (p. 473). L2 learners need to be familiar with how to use their metacognitive knowledge in order to approach the listening task effectively. Vandergrift and Goh (2011) maintain that metacognitive knowledge enables L2 listeners to control the cognitive processes and to gain insight into other factors that affect listening comprehension, such as knowledge of the task. Metacognitive knowledge is fundamental to automatize input interpretation and to lead students to gain more control over the cognitive processes. Not only is the cognitive model of L2 processing relevant to proficient L2 listening, but the literature suggests that connectionism can explain the effect of repeated encounters of listening input on the automaticity of recognizing the target language input that leads to L2 listening achievement.

Connectionism

According to connectionism theory, frequent and repeated input is essential for L2 listening success. Connectionism explains the developmental process that learners experience in the pathway of learning to listen in an L2. According to Hulstijn (2003) and Mitchell and Myles (2004), connectionism theory is founded on the belief that language learning is based on exposure to the target language; the frequency and amount of exposure activate automatic recognition of phonetic and phonological aspects of speech. As Hulstijn (2003) discusses, accumulation of input builds a network of information that spreads and activates connections with additional exposure. Reoccurrence of information strengthens the connections between the information nodes, which builds the neural networks; these links are activated by exposure to target language input (Mitchell & Myles, 2004). Frequent exposure to the target language input leads learners to implicitly learn common patterns and sort linguistic items into groups to help decide the probability of a particular item that makes it fits more than others, and hence causing more rapid, correct, and efficient processing (Hulstijn, 2003). Mitchell and Myles (2004) propose that connectionism theory is applied to implicit language learning since learners’ repeated encounters of probabilistic linguistic patterns strengthen the links between information nodes, leading to language acquisition. Hulstijn (2003) argues that people cannot consciously focus on a large amount of information simultaneously, since they have restricted capacity for attending to input consciously. For example, a student cannot pay deliberate attention to words and letters and process meaning at the same time. Hulstijn (2003) clarifies that listeners’ development shifts from controlled to automatized processing of spoken input simultaneously as they increase their parallel processing abilities for processing text and meaning through more developed neural networks. As Hulstijn (2003) maintains, language learners can develop speech segmentation abilities only if they practice listening extensively. Connectionism informs classroom practice in that teachers

are required to provide repeated listening to the targeted input in order to activate and reactivate neural pathways. Connectionism theory bases its notion on frequent exposure to L2 listening input; therefore, multimedia learning offers L2 listeners a fertile environment for frequent input, and thus results in the successful development of L2 listening skill.

Multimedia Learning

The advancement of technology represented in multiple sources of input such as videos, audios, and texts can be used to lead L2 listening development. As Vandergrift (2007) notes, visuals are a rich source of information since they offer context and non-linguistic background that facilitates top-down processing. Vandergrift (2007) argues that visual input from videotext aids L2 listening comprehension since visuals support listeners with missing information from the audio. He refers to a study done by Gruba (2004) that outlines the importance of visual supports within videotext. This study shows there is an interaction between the audio and visual input that facilitate L2 listening comprehension. A combination of audio and visuals is more effective for learning the L2 listening skill. Mayer (2001) supports the use of corresponding pictures and words at the same time rather than using audio separately. According to Mayer (2001), the use of video supports the cognitive model of learning since learners transfer what they see and hear to their working memory to construct relationships. Using videos for L2 listening input aids L2 listening development because it creates more links and associations during the listening task. Multimedia environments offer L2 listeners' the advantages of a variety of input such as video, audio, and text that aid L2 listening comprehension.

Widespread availability of multimedia and ongoing accessibility to videos and audios can result in autonomous learners. Mayer (2001) explains that multimedia learning offers L2 learners the opportunity of learner-centered learning. L2 listeners can benefit from multimedia learning through repeated exposure to listening input that are available to everyone on the Internet. Vandergrift (2007) maintains that a multimedia environment can benefit L2 learners from consistent exposure to an L2 listening input and a variety of input such as video, audio, and text. Multimedia can be another source of input outside the classroom; L2 learners can benefit more from this rich source after developing metacognitive strategy use. Thus, they can be autonomous learners who are able to improve their L2 listening skill on their own. The purpose of analyzing the theoretical frameworks related to L2 listening above is developing understanding of the listening skill and promoting the development of proficient L2 listeners. The rudiments of proficient L2 listening will be further explored in the next section.

Proficient L2 Listening Competency

L2 listening competency can be seen from various perspectives. This section will outline L2 listening competency according to previous theories and hypotheses that attribute various factors to L2 listening achievement and associate certain characteristics and behaviors with successful L2 listeners. First, schema theory indicates that availability of background knowledge results in successful L2 listening skill. Second, cognitive processing, including top-down and bottom-up processing, indicates that learners need to be aware of the appropriateness of the use of each type depending on the goal of the task to reach L2 listening achievement. Third, the notion that successful L2 listeners utilize automatized speech segmentation in their long-term memory is shown in Vandergrift and Goh's (2011) model of cognitive processes. Next, successful L2 listeners utilize an interactive pattern of processing governed by metacognition. Last, competent L2 listeners show an automatized pattern of processing as represented in connectionism theory. Knowledge about what successful listeners do helps to reshape L2 listening pedagogy and develop more successful listeners.

Schema theory suggests that successful listeners activate top-down processing depending on various types of background knowledge. However, as Grabe (2009) argues, learners' failure to interpret meaning when they process listening input does not mean that they do not use the high-level processing required for comprehension (e.g., inferring the speaker's point of view). They cannot engage efficiently in lower-level processing such as word recognition. Linguistic knowledge that is stored in memory as schemata is fundamental for fluent L2 listening since learners cannot process meaning without automatic word-recognition. Successful L2 listeners do not only make use of different kinds of background knowledge, but are also aware of various kinds of cognitive processing that depends on the availability of particular knowledge.

The cognitive model of L2 processing suggests that an application of a particular type of processing depends on different factors that listeners should be familiar with for more successful L2 listening. An implication of an interactive model of possessing overseen by metacognition can represent further L2 listening achievement. Listeners depend on either bottom-up and top-down processing or both types of processing to some extent determined by their proficiency, their knowledge of the topic, and the purpose of the task (Vandergrift, 2003b). The degree and the type of processes L2 listeners initiate are results of a range of factors starting from different kinds of knowledge, to degree of proficiency, and ending with the goal of the listening task. Vandergrift and Goh (2011) suggest that L2 listeners can benefit from learning types of processing. Raising learners' awareness about types of processing can develop more competent listeners because they can use them to their advantages. Learners' understanding of factors that foster the interaction between cognitive processing and the automaticity of their memory can help them to manage their own listening skill.

L2 listening achievement is based on automated long-term memory. As Vandergrift and Goh's (2011) cognitive model of L2 processing suggests, the association between long-term memory and short-term memory impacts L2 listening comprehension success. Being competent users of an L2 makes listeners' working memory more efficient because they depend less of their working memory to process large chunks of speech, since they can process speech segmentation automatically on their long-term memory (Vandergrift & Goh, 2011). In other words, competent listeners have automatized long-term memory that retrieves linguistic and prior knowledge easily through frequent exposure, which makes more space in their working memory capacity to focus on the content of the listening input (Vandergrift & Goh, 2011). Successful listeners have more automatized long-term memory that allocates space to process content information of the listening input. Competent L2 listeners can initiate appropriate "word candidates" faster and process more complex chunks of meaning-based representation words to match them with "word candidates" during the parsing process (Vandergrift & Goh, 2011, p. 22). High achievement in L2 listening reflects automatized speech segmentation in listeners' long-term memory allowing more space in their working memory to focus on the content of the message. Learners' long-term memory needs to be automatized to free further space in the working memory, which allows listeners to focus on utilizing metacognitive strategies for L2 listening comprehension.

Metacognition governs the interaction of cognitive processes that successful listeners show during listening. As Vandergrift and Goh (2011) maintain, fluent listeners experience parallel and interactive processing, and this interrelationship is overseen by metacognition. An application of metacognitive strategies has an apparent impact on L2 listening success (Vandergrift, Goh, Mareschal, and Tafaghodtari 2006). Vandergrift (2003a) finds that more successful listeners utilize metacognitive strategy use in comparison with less skilled listeners. The findings of Vandergrift et. al's (2006) study reflects that metacognitive knowledge is generally behind successful listening skill; therefore, teachers need to raise learners' awareness of metacognitive knowledge importance in regulating listening comprehension. Successful L2 listeners utilize automated word recognition in their long-term memory as a result of frequent and repeated exposure to L2 listening input as seen in connectionism theory.

According to connectionism theory, fluent listeners automatize word recognition and sentence parsing abilities at lower-level processing which focuses their attention on higher-level information (Rost, 2002; Hulstijn, 2003). Goh (2002b) argues that level of automaticity of processing depends on the texts and the task; however, language proficiency can be another factor that impacts successful processing. As Goh (2000) and Rost (2002) explain, language learners who have difficulties in perceiving listening discourse experience a more controlled processing. They are trying to be attentive to spoken input signals in order to comprehend the message successfully while skillful listeners are involved in a more automated processing. Successful L2 listeners reflect a more automated processing that allows them to focus on comprehending the listening input. This can be achieved through frequent exposure to the target language. In order to ensure L2 listeners become more proficient, classroom pedagogy must also be taken into consideration.

Rationale for a New Pedagogy of Listening

A new pedagogy for L2 listening instruction is needed for five reasons. First, even though successful L2 listeners use an interactive pattern of processing, regular teaching practices of L2 listening skill tends to depend on one type of processing, which can impede L2 listening skill development. Second, an application of metacognitive strategies can facilitate an interactive processing through a process-oriented approach to enhance L2 listening skill. Third, regular teaching practices for listening fail because they focus on the product of listening since most textbooks utilize comprehension questions rather than teaching the listening skill itself. Fourth, the failure of regular teaching practices of an L2 listening skill imposes the need of a new pedagogy based on metacognitive instruction. Last, an integrated model of metacognitive instruction within a task-based approach to L2 listening instruction can result in autonomous L2 learners. Creating a new pedagogy to L2 listening is significant because it provides an alternative approach for the negative way teachers teach the L2 listening skill. This change aims for a transformation in practice that can lead to enhanced L2 listening and overall language development for L2 learners.

The Result of Regular Teaching Practices' Dependence on One Type of Processing

Although the listening skill involves different types of processing, regular teaching of listening concentrates on one kind of processing focused on language items without engaging learners in the process of listening. Despite significant research (O'Malley et. al, 1989; Vandergrift, 2003b; Vandergrift et. al, 2006; Graham & Macaro, 2008), listening practice in the traditional language classroom still does not activate top-down processing (Vandergrift, 2003a). According to Vandergrift (2003a), listeners who rely on bottom-up processing are involved superficially in constructing meaning. This is one way to meet the requirements of the lesson's outcomes, finding answers for the listening comprehension questions. However, successful listening shows an interactive engagement of both top-down and bottom-up processing where L2 listeners engage thoroughly in constructing meaning through the use of metacognition. A process-oriented approach helps L2 listeners to develop and use their metacognitive knowledge through an interactive pattern of processing. In order to initiate

an interactive pattern of processing, regular teaching practices to listening should be abandoned in favour of a process-oriented approach.

Metacognitive Strategies' Relation to Interactive Processing and Successful L2 Listening

Interactive processing allows listeners to apply metacognitive strategies, which lead to L2 listening development. As Vandergrift (2003a) finds, more skilled listeners tend to demonstrate interactions of both top-down and bottom-up processes that allow them to apply more metacognitive strategies. Thus, L2 learners who make effective use of metacognitive strategies can approach the listening input through parallel processing. According to Vandergrift (2003a), approaching the listening task through parallel processing can aid L2 learners to reach L2 listening competence by allowing them to pay attention to both meaning and form. Successful L2 listeners show an application of metacognitive strategies through parallel processing. Implementing metacognitive strategy instruction into L2 listening curriculum is significant for the development of the L2 listening skill because previous practices do not entirely succeed in initiating proficient L2 listeners who know how to process input.

Testing the Product or Teaching the Process?

Regular teaching practices to listening tend to test the outcomes of listening, instead of teaching the listening skill. According to White (2003), listening practice in the classroom is considered a means of teaching new language items rather than teaching listening as a skill. One regular way of teaching listening is a presentation-practice-production approach, which is based on testing the product, instead of teaching the process through metacognitive strategies (White, 2003). For instance, each lesson is designed to teach particular items of the language rather than to teach the way students deal with the complexity of the listening skill. Vandergrift and Goh (2011) maintained that testing is predominant in the listening classroom as evidence of the teaching focus: the product, not the process. Teachers need to familiarize students with the listening process to create active listeners who can use listening strategies outside of the classroom, instead of marginalizing listening practice to answer comprehension questions or to introduce new linguistic items and test them.

Regular Teaching Practices to L2 Listening and Their Partial Focus

Language learners need an L2 listening curriculum that supports the metacognitive model to enhance learners' L2 listening competence because regular teaching practices to L2 listening does not. They are mainly based on a text-oriented approach and a communicative-oriented approach. As Vandergrift and Goh (2011) argue, the orientations of conventional listening activities are primarily text-oriented tasks, where students elicit answers from the listening texts, and less commonly communication-oriented tasks, where students are asked to communicate information. Vandergrift and Goh (2011) claim that both text-oriented and communicative-oriented approaches concentrate on what learners comprehend and produce. The regular way of teaching listening focuses on communicating information rather than on social interactions; for example, students are usually asked to check accuracy of information rather than the attitudes of speaker and the reasons for such attitudes (White, 2003). As White affirms, teaching the listening skill needs attention because developing good listening skill helps language learners to establish social relationships in their L2, to gather information, and to gain access to the media. Regular teaching practices for L2 listening fail to produce L2 active listeners who lead their L2 listening achievement.

Active L2 learners are not one of the outcomes of regular teaching practices for listening. The focus there is not learner-oriented tasks, where students perform the listening task actively (Vandergrift & Goh, 2011). However, a learner-oriented approach still does not fill the gap of using metacognitive strategies because its main focus is governing cognitive strategies (Vandergrift & Goh, 2011). L2 learners need to use metacognitive strategies to manage the task effectively. According to Vandergrift and Goh (2011), metacognitive strategy instruction is the solution to make a learner-oriented approach more effective through deploying cognitive and social factors, as well as familiarizing learners with processes that influence their listening development. Without adopting a metacognitive approach, learners struggle with how to approach the process without any knowledge of the variables and processes that affect listening success (Vandergrift & Goh, 2011). Failure of the regular teaching practices for L2 listening necessitates that teachers establish a new practice based on metacognitive strategies to engage L2 learners, who will eventually be autonomous learners through the use of metacognition.

Autonomous Learning

Metacognitive strategy instruction can result in more active L2 listeners engaged in their own L2 learning development. A metacognitive approach to listening can help learners to understand the challenges of listening in L2, be self-regulated learners who use the strategies properly, and be engaged more effectively (Vandergrift & Goh, 2011). Many scholars such as Goh (2002a, 2004) and Vandergrift (2003a, 2007), among others, advocate for the metacognitive pedagogy because it engages listeners' metacognition and results in more active listeners. According to Vandergrift (2003a), guiding L2 learners through the process of listening motivates them to be more proficient listeners in addition to gaining control over their own learning, and thus to be more active learners. Engagement in the listening process can improve L2 learners' listening

abilities. Vandergrift (2003b) calls metacognitive strategies “ self-management strategies”, which control and lead the listening process (p. 427). Wenden (2001) argues that gaining control over metacognitive strategy use leads to long-term listening development and to learner independence. Graham and Macaro (2008) suggest that listeners need to be engaged in the process of choosing, applying, and evaluating strategies to gain long-term strategy development. Additionally, Macaro (2006) maintains that goal-oriented and transferable metacognitive strategy use develops the listening skill in the long run as well as learners’ independency. Metacognitive strategy instruction that is based on a completion of a task can develop autonomous and competent L2 listeners.

Since metacognitive instruction enhances learners’ autonomy, integrating it with task-based learning would create even a more autonomous learning environment. Vandergrift (2002) finds that a focus on the process of listening, through metacognitive instruction, and the product, through an emphasis on comprehension and linguistic knowledge as a step on a task-based lesson, allows students to develop autonomous learning strategies. Being autonomous learners augments their exposure to the amount and types of listening input they can process outside classrooms by deploying learned strategies, which in turn leads them to successful L2 learning (Vandergrift, 2002). According to Graham and Macaro (2008), strategy instruction needs to offer learner-centered and task-based learning, which is found in integrated task-based learning with metacognitive listening instruction. Therefore, learners can have the opportunity to nurture their own learning by using the strategies of planning, monitoring and evaluation inside and outside the classroom (Vandergrift & Goh, 2011). Such independence in practice would help learners to improve their listening abilities over time (Vandergrift & Goh, 2011). Guiding L2 students through the process of listening through a task can help to develop less apprehensive listeners and more independent and proficient language learners. An integrated curriculum of metacognitive strategy use within task-based learning can create self-regulated L2 listeners who lead their own L2 listening development, as will be discussed in the next section of metacognitive instruction.

Metacognitive Instruction in EFL/ESL Listening

Metacognitive strategy instruction leads to L2 listening development. In this section, the significance of metacognitive strategy instruction will be introduced first. Second, a period of training on metacognitive strategies is required to gain control over the listening skill. Third, a framework of metacognitive instruction of L2 listening contains components such as metacognitive experiences with strategy use and metacognition knowledge. After that, metacognitive knowledge requires L2 learners to be familiar with three kinds of knowledge: person, task, and strategy knowledge. Next, L2 listeners can process L2 listening input successfully by applying metacognitive strategies appropriately through several steps. Then, planning, monitoring and evaluation are metacognitive strategies that are applied during different stages of the listening process. Last, applications of metacognitive knowledge occur in many phases during the listening task and serve many functions of metacognition. Adopting a metacognitive approach to teaching L2 listening can fill the gaps of regular teaching practices to L2 listening and result in more L2 listening achievement and language proficiency.

Metacognitive Strategy Instruction and L2 Listening Development

Metacognitive strategy instruction can develop successful learners, and listeners in particular. Metacognition strategies direct the proper employment of cognitive strategies to interact with the input to reach comprehension (Vandergrift, 2003a). According to Field (2001), managing metacognitive strategies enable L2 listeners to handle the listening input when they miss a piece of information or do not recognize vocabulary. Chamot (2005) proposes two reasons that justify metacognition instruction in L2 listening classroom. First, successful listeners show an application of a range of cognitive, affective, and metacognitive strategies that lead to comprehension achievement. Second, the listening skill of weaker listeners can be improved through strategy training. L2 listeners need to be familiarized with metacognitive strategies that suit their needs in order to gain L2 listening competence. Many studies find that metacognitive interventions have led to L2 listening development (Goh & Taib, 2006; Graham & Macaro, 2008; Vandergrift & Tafaghodori, 2010). Goh and Taib’s (2006) findings indicate that weaker students gained control over their listening skill and experienced L2 listening development through metacognitive instruction. Graham and Macaro (2008) argue that a strategy intervention program such as additional awareness-raising activities and reflection positively affect listening development. Vandergrift & Tafaghodori (2010) discover that less skilful students experience L2 listening achievement after practicing metacognitive strategies. Field (2001) proposes that listening strategies are gears to overcome partial comprehension. Gaining control over metacognitive strategies is a result of familiarity and training.

Training on Metacognitive Strategy Use

In order for learners to be active listeners who effectively utilize metacognitive strategies, appropriate training should be considered. Taking into account that L2 listening competence is a complex skill, learners need to learn how to incorporate metacognitive strategies when they listen in order to acquire successful L2 listening skills (Vandergrift, 2003a). Goh (2008) argues that strategy training and metacognitive knowledge aid learners to learn listening as a skill in order to communicate effectively. Vandergrift and Goh (2011) propose that metacognitive instruction can develop learners’ metacognitive

knowledge and help them deploy metacognitive strategy use effectively through appropriate training and planning of listening tasks. Macaro (2006) argues that strategy instruction is effective under certain conditions: first, the period of time in which those strategies are trained for and applied should be long enough; second, the emphasis needs to be on metacognition. Training can allow learners to consciously use metacognitive strategies to broaden their applications to other listening events. Field (2001) maintains that listening strategies can be taught as techniques in a strategy-training program. Students will then practice strategies of prediction, monitoring, and identification of main points. Teachers need to introduce their students to and train them in metacognitive strategy use to develop better listening abilities. Training includes introducing L2 learners to different types of metacognitive knowledge in addition to gaining control over their cognitive state as will be explored below.

A Metacognitive Framework

Metacognition strategy instruction aims to teach L2 learners about metacognitive knowledge, as well as how to manage their own cognition. Vandergrift and Goh (2011) propose a metacognitive approach to listening instruction based on self-appraisal and self-management of cognition. The former is applied when students reflect on their listening process and achievement at the end of the lesson, while the latter is founded on the concept of controlling cognition through the deployment of metacognitive strategies (Vandergrift & Goh, 2011). In order to use these functions, a metacognitive framework is based on three elements, as Vandergrift and Goh (2011) propose (see Figure 2). First, L2 learners have to acquire a metacognition experience through training. Macaro (2006) argues that the essential characteristics of metacognitive strategies are that they are consciously applied in a purposeful activity within the learning task, and those strategies need to be transferable to other learning situations. Second, L2 learners need to use the strategies that allow them to understand the listening input and eventually lead to L2 listening development; strategy use can also be applicable through training (Vandergrift & Goh, 2011). Third, students need to be aware of three kinds of cognitive knowledge: person, task, and strategy (Flavell, 1979; Vandergrift & Goh, 2011). As Vandergrift and Goh (2011) claim, L2 learners should be aware of how to use the strategy, have an experience of orchestrating the strategy, and understand different types of knowledge.

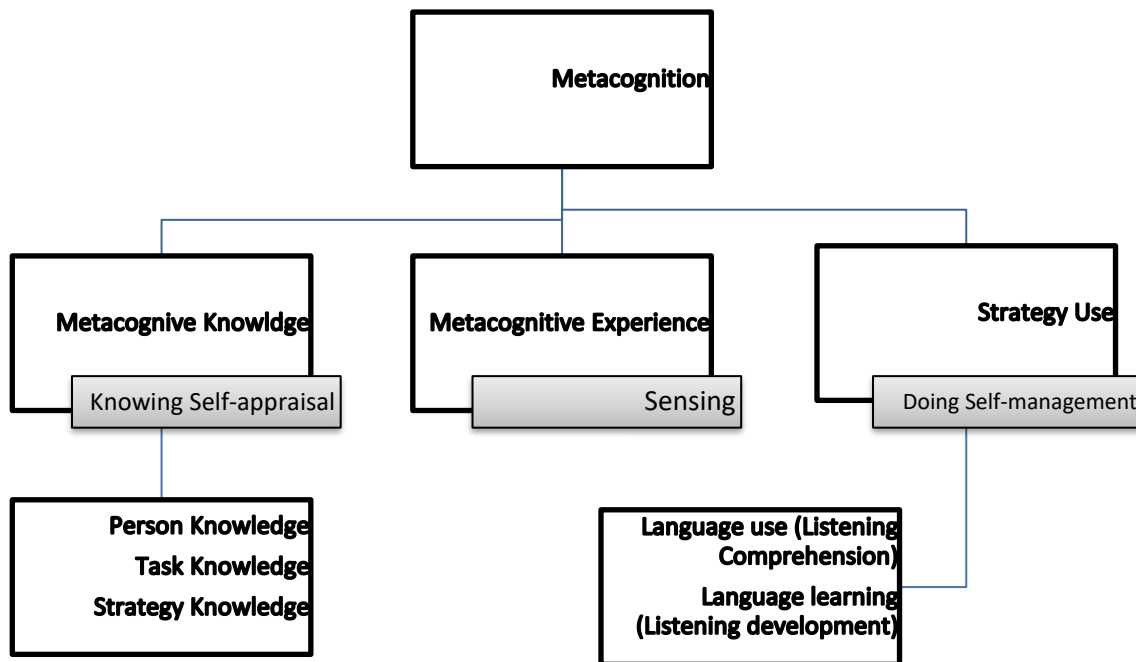


Fig. 2. A Metacognitive Framework for Listening Instruction (adapted from Vandergrift & Goh, 2011)

Types of Knowledge

L2 learners should be familiar with various types of metacognitive knowledge in order to improve L2 listening skill. Metacognitive knowledge consists of different types of knowledge: person, task, and strategy (Flavell, 1979). Goh (2008) explains each types of knowledge in detail: first, person knowledge includes an understanding of oneself as an L2 listener (including problems facing them while listening, reasons behind difficulties, and solutions); second, task knowledge requires an understanding of the nature and the demands of the L2 listening task (including familiarity with mental, affective and social factors that affect L2 listening process, knowledge of various types of listening skill including listening

for details or general ideas); and third, strategy knowledge includes knowledge of the functions of cognitive, metacognitive and social-affective strategies (including recognizing proper strategies for a particular type of listening task, deploying the use of strategies, and distinguishing between proper strategies and improper ones according to their learning style). Listeners' understanding of each of these knowledge components and its function is essential for listening development. Goh (1997) recommends that L2 students need to gain insight into various aspects of L2 listening such as person knowledge, strategic knowledge, and task knowledge through consciousness-raising activities and training to develop autonomous learning. This can be done through using Metacognitive Awareness Listening Questionnaire (MALQ) Items and Corresponding Factors (figure 3, adapted from Vandergrift et. al, 2006), as will be used in the proposed curriculum design. Awareness of different types of metacognitive knowledge and deploying metacognitive knowledge during listening is essential for effective control over the listening task.

Type scale	Strategy or belief/perception						
Planning-evaluation	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
Directed attention	2. I focus harder on the text when I have trouble understanding.	1	2	3	4	5	6
Person knowledge	3. I find that listening in French is more difficult than reading, speaking, or writing in French.	1	2	3	4	5	6
Mental translation	4. I translate in my head as I listen.	1	2	3	4	5	6
Problem-solving	5. I use the words I understand to guess the meaning of the words I don't understand.	1	2	3	4	5	6
Directed attention	6. When my mind wanders, I recover my concentration right away.	1	2	3	4	5	6
Problem-solving	7. As I listen, I compare what I understand with what I know about the topic.	1	2	3	4	5	6
Person knowledge	8. I feel that listening comprehension in French is a challenge for me.	1	2	3	4	5	6
Problem-solving	9. I use my experience and knowledge to help me understand.	1	2	3	4	5	6
Planning/evaluation	10. Before listening, I think of similar texts that I may have listened to.	1	2	3	4	5	6
Mental translation	11. I translate key words as I listen.	1	2	3	4	5	6
Directed attention	12. I try to get back on track when I lose concentration.	1	2	3	4	5	6
Problem-solving	13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	4	5	6
Planning/evaluation	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
Person knowledge	15. I don't feel nervous when I listen to French.	1	2	3	4	5	6
Directed attention	16. When I have difficulty understanding what I hear, I give up and stop listening.	1	2	3	4	5	6
Problem-solving	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
Mental translation	18. I translate word by word, as I listen.	1	2	3	4	5	6
Problem-solving	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
Planning/evaluation	20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	3	4	5	6
Planning/evaluation	21. I have a goal in mind as I listen.	1	2	3	4	5	6

Fig. 3. Metacognitive Awareness Listening Questionnaire (MALQ) Items and Corresponding Factors (adapted from Vandergrift et. al, 2006).

Steps for Applying Metacognitive knowledge

L2 listeners need to operate their metacognitive knowledge during several stages to achieve successful listening comprehension. According to Vandergrift (2003a), managing the listening task effectively requires L2 listeners to incorporate their metacognitive knowledge, through the following steps: examining the requirements of the task, initiating a proper type of processing, anticipating suitable predictions, observing their own understanding, and evaluating the extent to which their understanding is fruitful. A process-oriented approach helps L2 listeners to deploy metacognitive strategies through several steps to promote L2 listening achievement. Key metacognitive strategies that cover the kinds of metacognitive knowledge are adopted in a process-oriented approach as will be explored next.

Kinds of Metacognitive Strategies Executed in Different Listening Stages

The three kinds of metacognitive knowledge are taken into consideration when deploying key metacognitive strategies through the adaptation of a process-based approach of metacognitive instruction. The key metacognitive strategies are planning, mentoring and evaluation. According to Goh (2010), planning is "a strategy for determining learning objectives and deciding the means by which the objective are achieved"; monitoring is "a strategy for checking the progress in the course of learning or carrying out a learning task"; and evaluation is "a strategy for determining the success of the outcome of an attempt to learn or complete a learning task" (p. 183). The planning strategy can be executed earlier in the listening process while monitoring oversees the middle stages of the listening process (as depicted in figure 4). Last, listeners

evaluate their progress and the appropriateness of the used strategies and tactics and the correctness of their comprehension. Metacognitive strategies can be executed through different stages during listening. Successful listening skill can be a result of proper management of the listening input through a deployment of metacognitive strategies that occurs in three phases of processing the listening input.

<p>PLANNING/PREDICTING STAGE</p> <p>1. Once students know the topic and text type, they predict types of information and possible words they may hear.</p>	<p>1. planning and directed attention</p>
<p>FIRST VERIFICATION STAGE</p> <p>2. Students listen to verify initial hypotheses, correct as required and note additional information understood.</p> <p>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.</p>	<p>2. monitoring</p> <p>3. monitoring, planning and selective attention</p>
<p>SECOND VERIFICATION STAGE</p> <p>4. Students selectively attend to points of disagreement, make corrections and write down additional details understood.</p> <p>5. 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.</p>	<p>4. monitoring and problem-solving</p> <p>5. monitoring and evaluation</p>
<p>FINAL VERIFICATION STAGE</p> <p>6. Students listen for the information revealed in the class discussion which they were not able to decipher earlier and/or compare all or selected sections of the aural form of the text with a transcription of the text.</p>	<p>6. selective attention and monitoring</p>
<p>REFLECTION STAGE</p> <p>7. Based on the earlier discussion of the strategies used to compensate for what was not understood, students write goals for the next listening activity. A discussion of discrepancies between the aural and written form of the text could also take place at this stage.</p>	<p>7. evaluation</p>

Fig. 4. Listening Instruction Stages and Related Metacognitive Strategies (adapted from Vandergrift, 2004).

Metacognitive Tactics Applied during Listening and their Functions

Applying metacognitive strategies in many phases during the listening task leads to more successful listening. Goh (2002a) represents an inventory of metacognitive tactics learners use prior, while, and after listening (as seen in Figure 5). Tactics are the performance of a particular strategy through specific techniques (Snowman, as cited in Goh, 2002a). Goh (2002a) argues that those tactics achieve different functions of metacognition, which are planning, monitoring and evaluation. According to Goh (2002a), when listeners anticipate contents and content words, and practice their sounds prior to the listening task, they process the input more quickly because they try to avoid word recognition problems that hinder higher processing required for metacognitive strategy use. L2 learners can achieve L2 listening competence through an application of metacognitive tactics. In the next section, it will be outlined how metacognitive strategy instruction can fit into a broader task-based curriculum.

<p>Pre-listening Preparation (Preparing mentally and emotionally for a listening task) Preview contents Rehearse sounds of potential content words Encourage oneself to relax</p> <p>Selective Attention (Noticing specific aspects of input) Listen to words in groups Listen for gist Listen for familiar content words Notice how information is structured (e.g. discourse markers) Pay attention to repetitions Notice intonation features (e.g. fall and rise tones) Listen to specific parts of the input Pay attention to visuals and body language</p> <p>Directed Attention (Monitoring attention and avoiding distractions) Concentrate hard Continue to listen in spite of difficulty</p> <p>Comprehension Monitoring (Checking/ confirming understanding <i>while</i> listening) Confirm that comprehension has taken place Identify words or ideas not understood Check current interpretation with context of the message Check current interpretation with prior knowledge</p> <p>Real-time Assessment of Input (Determining the value of specific parts of the input) Assess the importance of problematic parts that are heard Determine the potential value of subsequent parts of input</p> <p>Comprehension Evaluation (Checking interpretation for accuracy, completeness and acceptability <i>after</i> listening) Check interpretation against some external sources Check interpretation using prior knowledge Match interpretation with the context of the message</p>
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Fig. 5. Metacognitive tactics inventory in L2 listening (adapted from Goh, 2002a).

Task-based Pedagogy

Task-based learning should be taken into consideration when implementing metacognitive strategy instructions because it can aid learners to pay attention to the process of listening while at the same time focusing on comprehension. First, incorporating metacognitive instruction within task-based learning can lead to L2 listening development through an understanding of the L2 listening process. Second, an understanding of L2 listening skills and strategies can result in L2 listening achievement. Third, several stages of a task-based lesson allow a deployment of metacognitive strategies in each stage. Last, different functions of metacognition can be met through a variety of metacognitive activities before and after a listening task.

Integrating Metacognitive Instruction Within a Task-based Approach and L2 Listening Achievement

An integrated metacognitive instruction model within a task-based lesson can lead to more awareness of the listening process, which results in L2 listening achievement. According to White (2006), task-based learning focuses on the process of learning a language skill, not on the product, which makes task-based learning and metacognitive instruction a perfect match since both focus on process. Willis (1996) defines a task as a language activity in which learners practice the target language in a communicative manner to attain a linguistic outcome. Bygate, Skehan and Swain (2001) define a task as “an activity which requires learners to use language, with emphasis on meaning, to attain an objective” (p. 11). Ellis (2009) argues that task-based learning benefits language learners since it also reflects natural learning of a target language inside

the classroom. Not only does task-based learning offer L2 listeners a natural source input, but also acts as a rich input source. As Ellis (2009) claims, task-based learning provides rich input for the target language. Hence, teachers could benefit from adapting task-based learning in the listening curriculum to offer their students rich linguistic input with the enhancement of metacognitive strategy instruction. Doing so fosters L2 listening skill by focusing on the process and maintaining comprehension by emphasizing the product. In order for L2 listeners to develop the process and product of the listening task, they need to be familiar with a variety of L2 listening skills and strategies.

Awareness of L2 Listening Skills and Strategies

Successful L2 listeners utilize an understanding of different L2 listening skills and metacognitive strategies during the listening task in order to process the content of the listening input. Task-based learning is based on engaging students in both cognitive and affective level while attending to comprehension (Vandergrift & Goh, 2011). In order to facilitate such engagement, L2 learners need to be equipped with both listening skills and strategies. As Vandergrift and Goh (2011) maintain, learners need to bring fundamental skills to listening, including: listening for details, general ideas, and key ideas; listening to infer and predict; and listening selectively. Learners can make use of these skills according to the purpose of listening (Vandergrift & Goh, 2011). For example, if learners listen to instructions, they would pay attention to details. Raising learners' awareness of appropriate listening skills as it relates to the purpose of listening and the type of the texts can help them control the listening process (Vandergrift & Goh, 2011). Raising learners' awareness about a variety of L2 listening skills, as well as metacognitive strategies support their success in processing the L2 listening input.

To understand and gain further control over the listening process in a task-based lesson, L2 learners need to be acquainted with metacognitive strategies. Metacognitive strategies of planning, mentoring, and evaluation help L2 listeners manage the listening process within a task-based framework (Vandergrift & Goh, 2011). L2 learners can benefit from incorporating metacognition instruction within a task-based lesson, which enhances their understanding of the listening process through enriched knowledge of metacognition strategy use and proper use of various listening skills for different types of listening texts. Integrating metacognitive strategy instruction within a task-based classroom makes students gain control over appropriate listening skills in relation to various types of text, as well as managing their metacognitive strategies. Many metacognitive strategies can be implemented in different phases of an L2 listening task as will be explored.

Implementing Metacognitive Strategies in Different Task-Based Phases

In order to implement task-based learning, teachers need to know that the end is not just doing tasks, but ongoing language learning and development; therefore, a task-based lesson should include other stages besides the task itself where metacognitive instruction is incorporated. Willis (1996, 2009) has suggested a framework for task-based learning; this framework consists of three phases: pre-task, task cycle, and language focus. First, as Willis (1996, 2009) recommends, teachers prepare their students for the task by presenting the topic and the task by activating background knowledge in the pre-task phase. Second, learners are exposed to the listening input in order to use it for the specific tasks they are asked to do. For example, they can hear a recording or watch a video about some people searching for an apartment, then list the speakers' preference of apartments. After exposure, they, as individual or groups, plan for a report about the task and present it to the class. Last, the task offers students a chance to analyze listening discourse or practice language items such as phrases and linguistic features like intonation and stress patterns. In each of these stages, teachers can encourage metacognitive strategy use, such as planning at the start and evaluation at the end. Implementing metacognitive instruction within a task-based lesson can help learners to use metacognitive strategies during the process of a task-based lesson. In the next section, the significance of metacognitive strategies in deploying several functions of metacognition during L2 listening processes will be discussed.

Activities for Various Functions During L2 Listening Processes

There are several kinds of metacognitive activities that serve different functions before and after listening tasks; these activities familiarize learners with the process and content of the listening task and lead to increased control over learning. Task-based learning can contain process-based lessons that support processing input for comprehension. Process-oriented listening tasks are applicable when metacognitive strategy use is incorporated within the listening task (Vandergrift & Goh, 2011).

Learners can carry out metacognitive activities prior to and after listening, according to various purposes. First, pre-listening activities are grounded in the positive effects of prior knowledge in facilitating comprehension (Vandergrift & Goh, 2011). Pre-listening activities cover three key functions: "language orientation", "knowledge generation", and "strategy activation" (Vandergrift & Goh, 2011, p. 182). Language orientation can support linguistic difficulties such as facilitating word recognition and introducing unfamiliar words, hence aid the phases of perception and parsing while listening.

Knowledge generation helps trigger top-down processing through activating background knowledge. Therefore, it makes the utilization phase more efficient. Strategy activation reflects the learners' behavior when they plan and prepare for

strategies that are appropriate for a particular task and text. For example, a prediction task is considered a “strategy activation” activity since students try to predict the suitable strategy for the required task.

Second, post-listening activities focus on learning specific linguistic items and reflecting after listening. Post-listening activities include “meaning elaboration”, “language analysis”, and “evaluation and planning” (Vandergrift & Goh, 2011, p. 184). Meaning elaboration enables learners to employ and evaluate their learning outcomes through the use of other language skills such as writing and speaking, hence leads to an improvement in their knowledge base and linguistic competence in other skills besides listening. Language analysis gives learners the chance to shift their focus from the meaning of the text during listening to the form of linguistic items after listening since their processing capacity is limited during listening. For instance, teacher can ask learners to transcribe a section of the text after listening to it again and study selected vocabulary.

Evaluation and planning activities help learners understand the listening process through stronger emphasis on metacognitive instruction. For example, learners can reflect on the problems and negative emotions they have encountered in order to lead their future learning (Vandergrift & Goh, 2011). Nunan (1996) argues that sensitivity to the learning process is a result of classroom activities that focus on both the content and the process. The presented pre- and post-listening activities can help learners to manage the process and the content of listening texts in addition to gaining insight into their own learning.

Task-based curriculum serves L2 learners most effectively because it offers many opportunities for implementing metacognitive strategies that enable L2 listeners to manage both the process and product of L2 listening. learners need to be aware of metacognitive strategies and matching their listening skills to these strategies in order to manage the listening input. Learners can apply different functions of metacognition through many processes of a task inside the listening classroom. Most importantly, learners will be involved in real world, authentic tasks that will be repeated outside the classroom through the use of metacognition. An integrated curriculum offers L2 listeners the chance to develop L2 listening skill in addition to autonomous learning. Developing the L2 listening skill enables L2 learners to gain further control over other language skills as well. The following section will propose an integrated curriculum to L2 listening.

Conclusion

Listening skill has a critical role for the overall development of L2 reading, writing, and speaking skills. Regular teaching practices for L2 listening have not resulted in proficient L2 listeners who understand the process of listening. Therefore, a new pedagogy for L2 listening based on developing both the process and product of listening is required to achieve L2 listening development. This paper aims to develop L2 listening materials based on an integrated curriculum of metacognitive strategy instruction within task-based learning. Theoretical frameworks of L2 listening, proficient L2 listeners’ components, the justification for a new pedagogy for L2 listening, metacognitive strategy, training, and task-based learning are explored throughout this paper to provide a rationale for the new curriculum. The material development project, as will be depicted in Appendix A, aims to promote learners’ L2 listening skills that lead to an overall improvement of L2 language proficiency.

Appendix A

Curriculum for EFL Learners

Focus

Developing the process and the product of L2 listening by automating metacognitive strategies over the course.

Background

- L2 learners of English enrolled in the Intensive English Language Program (IELP) at Brock University.
- Students will complete their education next year in Canada.
- Level 5 out of 5.
- English for Academic Purposes class.
- One three-hour listening class per week.

A 12 Week Outline

The listening curriculum is based on English for Academic Purposes. Students preliminarily will listen to clips that are similar to academic lectures and learn note-taking skills essential for academic life while developing the process of listening. The videos used in this curriculum are taken from a YouTube channel called TEDTalks. This will allow students

to practice their listening skills outside of the classroom through ongoing free access to the media. The video clips in that channel are equipped with visuals that aid listening comprehension. The topics cover a variety of areas. The topic choices for the twelve weeks are mainly based on technology, business, art, history, biology, and psychology to cover a wide range of academic fields that students will pursue later at Brock University. A handout of the MALQ will be distributed to the class at the beginning of the course (Figure 3). Each lesson plan will cover the steps of Figure 4, but with different Patterns of L2 listening input as discussed in section 6.2. Appendix B will be distributed as a guide for listening where students fill their predictions. After that, they will be asked to reflect on how successful their prediction has been.

One Week in Detail.

- Goal: to enhance L2 listening skills related to academic note taking.
- Objectives: Students will be able to listen to the video clips in order to predict the content.
- Material: This lesson plan will be built around a video presented by Thorp (2012).
- It is based on technology and how data are organized to build networks that detect the history of browsing the Internet that made by each individual.

Planning and prediction phase.

The teacher first provides a context to student pairs by saying: “You will listen to a presentation about building networks of data when people browse the Internet.” This statement will provide students with text knowledge (presentation) and topical knowledge (technology) that aid them in prediction. The teacher can provide them with the meaning of unfamiliar words related to the topic to fulfill the “language orientation” function and can discuss related facts to the topic and students’ experiences and backgrounds about the topic to meet the “knowledge generation” function. Students will have the opportunity to anticipate the content of the clip and rehearse key words. Then, students write main words and their initial predictions while discussing it with their partners.

First verification stage.

The second step is the first verification stage. After the first listen, students will use their monitoring and evaluation strategies, since they will verify their predictions and add new information not predicted previously. Here, student will have the chance to selectively attend to visuals and body part movement and repetition of content words to ease their comprehension. They can practice stress patterns of words as well. They can monitor their comprehension by comparing their present interpretations with prior knowledge. Then they will plan for the second listening with their partners. For example,

they can suggest further strategies to overcome difficulties face them in the first listening.

Second verification stage.

The third step is the second verification stage. Students listen to the video for a second time. They take further notes, revising old ones. Then, a discussion with their partners is conducted to see if they interpret the text differently and revise their interpretations. Next, the class will have a discussion as each pair reports what they agree on to restate the key ideas of the text. Students will have the chance to apply monitoring, evaluation and problem-solving strategies.

Final verification stage.

The fourth step is the final verification stage where students listen to the clip for the third time. Students will deploy metacognitive strategies of monitoring and problem solving since they have the opportunity to notice main points mentioned in the class discussion they did not recognize earlier. The students will have part of the transcript that helps them match particular sounds to the words. Here, they have the opportunity to practice language items such as word checks and features such as stress patterns.

Reflection stage.

The last step is the reflection stage. Students can reflect on their listening skill, evaluate the way they approached the task, the difficulties they faced, their use of the strategies, and the degree of their listening success. They can also evaluate their comprehension by matching their current understandings with the listening context. Then students will have the experience to anticipate when listening in future tasks.

Appendix B

Guide for Listening to Predict and Reflect

A. Write down five main ideas that you think will be mentioned in the text:

1. _____
2. _____
3. _____
4. _____
5. _____

B. Discuss your predictions with a partner and then write down at least two more ideas that your partner included in his/her list of predictions and that you consider logical possibilities:

6. _____
7. _____

C. Listen to the text. Place a check mark beside the ideas that you (A) and your partner (B) predicted and that were in fact mentioned in the text, and write down any other ideas that you had not predicted but were mentioned.

8. _____
9. _____
10. _____

D. After verifying predictions and discussing your listening results with your partner, listen to the text again to check your results and to resolve any discrepancies in comprehension between you and your partner. Add any further points and important details that you may not have understood during the first listen.

1. _____
2. _____
3. _____
4. _____
5. _____

E. Listen to the text a third time to verify comprehension after a class discussion of the content of the text or a reading of the text transcripts.

-----**Reflection and Goal-**

Setting

I was successful in anticipating _____ ideas.

What surprised me: _____

What I will do next time: _____

(adapted from Vandergrift & Goh, 2011).

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