# SELECTIVE USE OF L1 AS A LEARNING TOOL TO ENHANCE STUDENTS' ENGLISH LEARNING PROCESSES THROUGH THE DEVELOPMENT OF METACOGNITIVE AWARENESS IN EIGHT GRADERS AT ASPAEN GIMNASIO CANTILLANA

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# CONTENT

# LIST OF FIGURES

# LIST OF TABLES

# LIST OF GRAPHS

# LIST OF APPENDIXES

# RESUMEN

**TITULO:** USO SELECTIVO DE LA LENGUA MATERNA COMO HERRAMIENTA PARA MEJORAR LOS PROCESOS DE APRENDIZAJE DE INGLÉS A TRAVÉS DEL DESARROLLO DE LA CONCIENCIA METACOGNITIVA EN ESTUDIANTES DE OCTAVO GRADO DEL COLEGIO ASPAEN GIMNASIO CANTILLANA[*]

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**PALABRAS CLAVE:** USO DE LA LENGUA MATERNA, LENGUA, METACOGNICIÓN, ACTIVIDADES DE ESCUCHA, MULTIMODALIDAD, AUTO EFICACIA.

**DESCRIPCIÓN:**

Este estudio de investigación de acción cualitativa analizó la influencia del uso selectivo de la lengua materna de los estudiantes para ayudar a los participantes con bajo auto concepto académico a desarrollar conciencia metacognitiva al realizar tareas auditivas. El estudio se realizó con ocho alumnos de un nivel A2 en el CEFR en un colegio privado en Piedecuesta, Colombia.

Los participantes revelaron tener dificultades al tomar la parte de comprensión auditiva de la Prueba de Inglés Preliminar que tuvieron que tomar el año anterior como requisito del colegio. Algunos obtuvieron resultados de comprensión básicos y otros ni siquiera fueron clasificados en el rango CERF. Los datos fueron recolectados de entrevistas, discusiones, grupos focales y un diario del maestro. Los resultados revelaron que el uso selectivo de la lengua materna de los estudiantes tuvo una influencia positiva en el proceso de aprendizaje del inglés de los estudiantes; específicamente, ayudaron a fomentar el desarrollo de la conciencia metacognitiva al realizar tareas de escucha.

Este estudio promueve la investigación en la habilidad auditiva al ampliar la comprensión de cómo los jóvenes aprendices pueden desarrollar una conciencia metacognitiva utilizando su lengua materna adecuadamente, y ofrece lecciones significativas no solo para los profesores de inglés como lengua extranjera sino también para los colegios que prohíben el uso de la lengua materna y apoyan el uso del idioma de destino solamente.

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[*] Trabajo de Grado
[**] Facultad de Ciencias Humanas. Escuela de Idiomas. Director: Esperanza Revelo Jiménez, Magister en la Enseñanza del Inglés.

# ABSTRACT

**TITLE:** SELECTIVE USE OF L1 AS A LEARNING TOOL TO ENHANCE STUDENTS' ENGLISH LEARNING PROCESSES THROUGH THE DEVELOPMENT OF METACOGNITIVE AWARENESS IN EIGHT GRADERS AT ASPAEN GIMNASIO CANTILLANA[*]

**AUTHOR:** ALEYDA FONSECA ESTEPA[**]

**KEYWORDS:** MOTHER TONGUE USE, METACOGNITION, LISTENING ACTIVITIES, MULTIMODALITY, SELF-EFFICACY.

**DESCRIPTION:**

This qualitative action research study analysed the influence of selective use of students' mother tongue to assist participants with low academic self-concept in developing metacognitive awareness while performing listening tasks. The study was conducted with eighth graders ranged between A2 level in the CEFR at a private school in Piedecuesta, Colombia.

Participants revealed having difficulties when taking the listening part of the Preliminary English Test they had to take the previous year as a school requirement. Some of them got just basic comprehension results and some others were not even classified in the CERF range. Data was collected from interviews, discussions, focus groups, and a teacher's journal. The results revealed that the selective use of the students' mother tongue had a positive influence on the learners' English learning process; specifically, they helped foster the development of metacognitive awareness when performing listening tasks.

This study promotes research in the listening skill by extending the understanding of how young learners can develop metacognitive awareness by using their mother tongue suitably, and offers significant lessons not only for EFL teachers but also for schools where the use of the mother tongue to support the target language acquisition is banned.

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[*] Master Thesis
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# INTRODUCTION

Enhancing students' metacognitive awareness with the help of a selective use of the students' L1 as a learning tool might facilitate their learning process, as learners become more effective at improving their interlanguage. Better results are obtained when learners use metacognitive strategies when solving a listening learning activity. Depending on each class group characteristics and according to their needs, it would be advisable for schools to allow a selective use of the L1 (mother tongue) in the EFL classrooms for learners to clarify and better understand some specific information.

The aim of this work is to explore whether the selective use of the students' L1 may help English learners in the process of developing their metacognitive awareness when solving a listening task. First, a general description of the research study will be introduced. Then, ideas from different authors that serve as support to this intervention will be displayed. Finally, a through description of the pedagogical intervention carried out through the action research framework will be presented along with conclusions and recommendations.

# 1. STATEMENT OF ISSUE

For many years, teaching a foreign language has been dominated by the principle that teachers and students must use only the target language in the classroom in order to maximize their exposure to L2. As part of a globalized world, the Colombian Ministry of Education has created some initiatives for foreign language teaching and learning. In 1994, it established the General Law of Education which stated as an educational goal to develop in students "the capacity to use and understand a foreign language"[1]. Thus, Colombian government has proposed the Curricular Guidelines for Foreign languages which has accommodated to standards for foreign language education such as the Common European Reference Framework (CERF).

CERF consists of a six level global scale ranging from A1 to C2 in order to promote transparency and coherence in language education. Hawkins and Filipović [2] identify linguistic descriptors which are set to show a learner's attainment of a certain level of proficiency. This law also introduced the notion of school autonomy, opened the possibility for school governance, and granted school communities the ability to define their content and pedagogical processes within a general set of guidelines. So, some schools, especially bilingual ones, have implemented English-only policies in order to reach these standards.

Taking into account the school autonomy granted by the law, some schools have decided to use an English-only policy in the foreign language classroom in order to

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[1] MINISTERIO DE EDUCACIÓN NACIONAL. Lineamientos curriculares idiomas extranjeros. 1999. Retrieved May 08, 2008 from http://www.mineducacion.gov.co/cvn/1665/ articles-89869_archivo_pdf4.pdf

[2] HAWKINS, John. & FILIPOVIĆ. Luna Criterial Features in L2 English. Cambridge: Cambridge University Press, 2012.

face global challenges. Weschler[3] states that this policy is implemented based on two erroneous beliefs; first, that the mother tongue may interfere with the target language learning process; and second, that learners will be more proficient in the target language by being more exposed to it. There are some contexts where L1 cannot be practiced outside the classroom so this must be used explicitly inside of it in order to maximize learners' opportunities. But forcing these rules may bring many challenges. Some of them are having teachers and students with low proficiency to teach and learn since the proficiency of a teacher plays an important role in how this policy is enforced; also, the socialization of this policy since as Jenks and Seedhouse[4] describe the English language classroom: a complex social setting, and further complicated by the growing importance of English as a global language.

Thus, this project describes how the selective use of L1 can work as a learning tool to enhance students' English learning processes through the development of metacognitive awareness in eight graders at ASPAEN Gimnasio Cantillana (AGC). A school which develops its formative work from a conception of the human person in accordance with the Magisterium of the Catholic Church with the spiritual assistance of the Prelature of Opus Dei. Since it is a Cambridge associated school where students take international examinations, the use of the L1 is not well seen by the principal, coordinators, co-workers or people who observe classes in different opportunities. Hence, it is necessary to consider the characteristics of this particular group in terms of academic results, and analyse what the students' perceptions are towards the use of L1 in different subjects (such as language arts, science, math, literature, and global perspectives) to determine whether there are certain factors that influence them. Above and beyond, it is necessary to study the importance of

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[3] WESCHLER, Robert. Uses of Japanese in the English Classroom: Introducing the Functional-Translation Method. Annual Meeting of the Japan Association of Language Teachers. Kyoritsu Women's University Department of International Studies Journal; n12 p 87-110 Sep 1997
[4] JENKS Christopher., SEEDHOUSE, Paul. Applying Global Perspectives on ELT Classroom Interaction to Current Issues in Language Teaching. In: Jenks C.J., Seedhouse P. (eds) International Perspectives on ELT Classroom Interaction. International Perspectives on English Language Teaching. Palgrave Macmillan, London, 2015.

the optimal use of the L1 as a cognitive tool in learning a foreign language to ensure students' achieve their objectives in order to facilitate relations between the student and the teacher in the classroom.

## 1.1 JUSTIFICATION

Based on the international test results and considering the importance of the mother tongue in the students' academic, professional, and personal lives, it is necessary to foster the development of metacognitive awareness in the EFL classroom. This study used the Language Arts lessons as a mean of prompting the development of metacognitive awareness through the use of selective use of the mother tongue as a learning tool to assist learners in the processes of working on listening activities.

## 1.2 GENERAL OBJECTIVE

The overall objective of this project is to examine the effectiveness of the selective use of L1 in the development of metacognitive awareness in listening tasks in eighth graders in the EFL classroom environment at ASPAEN Gimnasio Cantillana School.

## 1.3 SPECIFIC OBJECTIVES

1. Find out students' perceptions of their performance in listening
2. Identify students' misconceptions about the phonetic and phonological system of English
3. Determine the level of student engagement in listening tasks after pre-listening activities discussed in L1 with a focus on metacognitive awareness

4. Establish students' progress in listening comprehension tasks on a standard test

## 1.4 RESEARCH QUESTION

Accordingly, this study's research question is how effective is the selective use of the students' mother tongue on listening tasks in the development of eight graders' metacognitive awareness in an EFL context?

# 2. THEORETICAL FRAMEWORK

After presenting how teaching a foreign language has been ruled by the principle that teachers and students must use only the target language in the classroom, and the general and the specific objectives, it is necessary to review the relevant concepts such as CLIL and L1 use, L1 in a foreign language, metacognition and listening, multimodality and self-efficacy as learning tools to help foster the use of the students' mother tongue to develop metacognitive awareness when performing listening tasks in a in an EFL context, and to provide a sound basis for the design and implementation of this study.

## 2.1 CLIL AND L1 USE

According to CLIL handbook[5], Content and Language Integrated Learning (CLIL) describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. The experience of learning subjects through the medium of a non-native language is more challenging and intensive as there is more exposure to the language and learners acquire knowledge and skills in different areas of the curriculum. Curriculum subjects apart from languages such as Art, Citizenship, Classics, Design Technology, Economics, Environmental Studies, Geography, History, Information and Communication Technology (ICT), Literacy, Maths, Music, Physical Education (PE), Philosophy, Politics, Religious Education (RE), Science, Social Science are taught through the target language. In some schools, lessons are taught in the target language in order to enable students to integrate into mainstream classes since in the target language,

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[5] BENTLEY, Kay. The TKT Course CLIL Module. Cambridge: Cambridge University Press 2010.

learners reach proficiency levels in all four skills and it leads to better English proficiency.


## 2.2 L1 IN A FOREIGN LANGUAGE

There are different factors involved in providing basic education of quality, and language is clearly the key to communication and understanding in the classroom. The use of the mother tongue in the contexts of teaching a foreign language is a common occurrence despite sometimes it is criticized for its interference in the acquisition of the target language. During the twentieth century, discussions, debates and professional research in teaching English have assumed that English is better taught and learned without the use of the mother tongue, leading to promote monolingual English-only teaching. Besides, as Hall & Cook [6] claim since the late 1800s, the use of L1 has not been in favour among theorists and practitioners of a foreign language. Similarly, during the translation grammar era, which deliberately includes L1, its presence was ignored. Moreover, with the natural approach and the communicative approach the promotion of the target language use was almost exclusive. Also Tang[7] states that the monolingual approach suggests that the target language ought to be the sole medium of communication, implying the prohibition of the native language would maximize the effectiveness of learning the target language . Bhooth[8] has also stated that L1 has no essential role in the EFL/ESL classroom, for it might deprive students of valuable input in the L2 and impede progress so the use of the target language solely in L2 classroom increases the learning of the target language

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[6] HALL, Graham & COOK, Guy. Own – Language use in Language teaching and learning: State of the art. Language Teaching, 45 (3), 2012, pp 271-308.
[7] TANG, Jinlan. Using L1 in the English classroom. English Teaching Forum, 36-43. 2002.
[8] BHOOTH, Abdullah., AZMAN, Hazita., & ISMAIL, Kemboja.. The Role of the L1 as a Scaffolding Tool in the EFL Reading Classroom. Procedia - Social and Behavioral Sciences, 118, 2014, pp 76-84.

However, the empirical literature has evolved trying to quantify and understand the reasons why teachers and students use L1. Macaro[9] states that teachers found out the L1 use practical. He also claims that there exists empirical evidence that says that L1 explanations can assist with the acquisition of vocabulary. In fact, he finds it positive because it lightens the cognitive load in L2 learning. Therefore, he also states that forbidding learners to code switch will result in them not taking advantage of their L1 knowledge. Moreover, Cook[10] states that the L1 has a role in the classroom, only if teachers do not exceed their use and so, promote learning effective language. Furthermore, Mouhanna[11] says that banning codeswitching from classrooms, particularly beginner and lower-intermediate classrooms may lead to a number of undesirable pedagogical practices such as teacher domination of discourse or obstacles to learner-centered oral interaction.

Additionally, Soulignavong & Souvannasy[12] and Afzal[13] state that there are some other several reasons why L1 should be used as a tool in the language classroom, especially when students share the same L1. The authors say that it is more natural to use the L1 with others who have the same L1, and it is easier and more communicatively effective to use the L1. Also, using L2 can be a source of embarrassment particularly for shy learners and those who feel they are not very

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[9] MACARO, Ernesto. Analysing student teachers' code switching in foreign language classrooms. Modern Language Journal, 85, 2001. 531-548. MACARO, Ernesto. Teaching and learning a second language: A guide to recent research and its applications. London: Continuum. 2003.

[10] COOK, Vivian. Using the first language in the classroom. Canadian Modern Language Review, 57(3): 2001, pp 402–423. Hall, G & Cook, V. (2012). Own – Language use in Language teaching and learning: State of the art. Language Teaching, 45 (3), 271-308.

[11] MOUHANNA, Mouhamad. Re-Examining the Role of L1 in the EFL Classroom. UGRU Journal Volume 8, Spring 2009

[12] SOULIGNAVONG, Latsanyphone., & SOUVANNASY, Bouangeune. Using L1 in Teaching Vocabulary to Low Proficiency Level Students: A Case of First Year Students, Department English, Faculty of Letters, National University. English Language Teaching ELT, 2(3), 2009.

[13] AFZAL, Shadi. Using of the First Language in English classroom as a way of scaffolding for both the students and teachers to learn and teach English. International Research Journal of Applied and Basic Sciences. Vol, 4 (7): Science Explorer Publications, 2013.

proficient in the L2. Likewise, L1 can help to move the task along, as Friedlander[14] states, by establishing a joint understanding of the text and to manage the task since learners may transfer writing abilities and strategies. Furthermore, L1 allows learners to focus attention on vocabulary and grammatical items. Additionally, L1 may facilitate classroom activities, particularly for low proficiency students and complex tasks. Finally, L1 can provide a foundation for learners on which to build L2 structures, especially during collective activities in the classroom, and L1 provides a sense of security and validates the learners' life experiences, allowing them to express themselves. This is possibly due to clear definitions and explanations in L1, dictation quiz and translation exercises in the classroom.

Although there are considerable and significant second language acquisition advantages that students gain when they are immersed in the target language, when they consistently use it, and when they need to apply it in new situations, students still use their first language in class. Sorina Grasso[15] argues that while teachers should continue to maximize students' use of the target language in the classroom, there are important ethical considerations they need to keep in mind before they dictate an 'English only' approach in their lessons. She also suggests that learners' use of their L1 can be of benefit to them in learning L2 for a number of important reasons. While teachers have a moral responsibility to encourage students to maximize their use of English in the classrooms, considering this gives them the best chance to increase their levels of language proficiency, teachers also need to become more flexible in their approach to classroom talk rather than insisting students use 'English only' at all times. Additionally, "if the use of L1 promotes

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[14] FRIEDLANDER, Alexander. Composing in English. Effects of a first language on writing in English as a second language. In B. Kroll (Ed.), Second language writing: Research insights for the classroom (pp. 109-25). New York: Cambridge University Press 1990.
[15] GRASSO, Sorina. 'L1, or no L1: that is the question.' How do we reconcile the ethical implications of this issue in the context of the adult ELICOS classroom?. TESOL in Context TESOL as a Global Trade: Special Edition S3: November 2012 Ethics, Equity and Ecology.

language learning and leads to efficiency, it should not be neglected"[16]. Bacherman[17] states that some educators who have not approved the use of the L1 in the classroom may be prompted to review their beliefs about this and possibly incorporate the L1 since the use of this may bring some benefits that could potentially leads to improved student affect.

Llurda[18] adopts some authors' perspectives on the use of the L1 in the foreign classroom. First he adopts Macaro's perspective about how code switching is seen as negotiation of meaning by using it as a communication strategy and the notion of comprehensible input since some learners get frustrated when they are not able to understand the teacher's L2 input and want to know the exact meaning of words and phrases. Also, although it is currently unfashionable, it reminds researchers of the grammar-translation method of language teaching. Second, he adopts Cook's views which states that a systematic and effective use of L1 in the L2 classrooms can facilitate L2 learning since L1 is always part of the L2 users' multicompetence. Therefore, students should take advantage of the two languages available in their mind and it can be used as a way of conveying L2 meaning. Teachers need to find ways of raising learners' awareness of choice, facilitating the management of code-switching. Levine[19] affirms that the language classroom needs to be considered a multilingual place where all students can share freely rather than a monolingual and rigid environment by providing students with affordances for language learning through multiple code use in the classroom and ultimately help them become better users of L1 and L2.

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[16] TUĞRUL, Çagri. The Facilitating Role of L1 in ESL Classes. International Journal of Academic Research in Business and Social Sciences. January 2013, Vol. 3, No. 1
[17] BACHERMAN, David. The Use of Students' First Language in Second-language Learning in a Computer-based Environment. Walden University 2007
[18] LLURDA, Enric. Non-native language teachers: Perceptions, challenges, and contributions to the profession. New York: Springer, 2005.
[19] LEVINE, Glenn. Code choice in the language classroom. Bristol: Multilingual Matters. 2011.

Finally, Schweers[20] agrees that English should be the primary vehicle of communication in the English classroom and that teachers should give students sufficient opportunities to process English receptively as well as to produce and negotiate meaning in the language. However, he suggests that his arguments for the pedagogical and affective benefits of L1 use justify its limited and judicious use in the second or foreign language classroom. Moreover, he claims that a second language can be learned through raising awareness to the similarities and differences between the L1 and the L2. He also affirms the value of students' L1 as their primary means of communication and cultural expression. Additionally, bringing Spanish into the English classes makes learning English appear to be less of a threat. They learn, first hand, that the two languages can coexist. Finally, the author has found that using Spanish has led to positive attitudes toward the process of learning English and, better yet, encourages students to learn more English. Maybe recognizing and welcoming their own language into the classroom as an expression of their own culture could be one way of to dispel negative attitudes toward English and increase receptivity to learning the language. Perhaps similar conditions exist in other countries.

## 2.3 METACOGNITION AND LISTENING

Theoretical investigations on metacognition have strongly focused on educational practice. Metacognition refers to the knowledge, awareness and control of one's own learning. It plays a very important role in enhancing students' learning. "This term is often simplified as thinking about thinking or cognition about cognition"[21]. Flavell[22] conceived the term metacognition and defined it as knowledge about one's own

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[20] SCHWEERS, William. Using the L1 in the L2 classroom. English Teaching Forum, 1999.
[21] CHAUHAN, Ankit., & SINGH, Namrata. Metacognition: A Conceptual Framework. International Journal of Education and Psychological Research (IJEPR) 2014, 3(3), 1-2. Retrieved from http://ijepr.org/doc/V3_Is3_Oct14/ij4.pdf
[22] FLAVELL, John. Metacognition and cognitive monitoring: A new area of cognitive developmental inquiry. American Psychologist, 34(10), 1979, pp 906-911.

cognitive processes and products or anything related to them. Metacognition consists of two components: knowledge and regulation. Metacognitive knowledge includes knowledge about oneself as a learner and about the factors that might impact performance (declarative), knowledge about strategies (procedural), and knowledge about when and why to use strategies (conditional). Metacognitive learning strategies help learners to know what to do when they come across difficulties. Oxford[23] explains that metacognitive strategies are used to plan, monitor, and evaluate learning processes, arrange the conditions for someone to learn, set long and short term goals and check learners' comprehension during listening tasks.

There have been discussions about listening instruction and how it has emphasized the role of strategy training and learner metacognition in facilitating comprehension. J.C Richards[24] states that listening is an essential aspect of communicative competence and the most frequently used language skill. A variety of research findings of second and foreign language carried out by Morley[25] and Rost[26] indicate that listening is the most important skill for language learning because it is the most widely used language skill in normal daily life. Listening ability plays a significant role in the development of other language skills. Hossein Bozorgian[27] states that the complexity of listening may involve external factors related to speaker, text, and/or content. These factors, new expressions, speech rate, accent, unfamiliar content, and cultural references, increase the difficulty of the listening message being understood. To reduce the complexity of listening comprehension for less-skilled listeners, "metacognitive instruction" is used to develop and facilitate the process of

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[23] OXFORD, Rebecca. Language learning strategies: What every teacher should know. New York: Newbury House, 1990.
[24] RICHARDS, Jack. Teaching listening and speaking from theory to practice. Cambridge: Cambridge University Press, 2008.
[25] MORLEY, Joan. Aural comprehension instruction: Principles and practices. In M. Celce Murcia (Ed.), Teaching English as a second or foreign language (3rd ed., pp. 69-85). Boston: Heinle & Heinle Publishers, 2001.
[26] ROST, Michael. Teaching and researching listening. London: Longman, 2001.
[27] BOZORGIAN, Hossein. Metacognitive Instruction Does Improve Listening Comprehension. ISRN Education, 2012, pp 1-6.

listening comprehension. Thus, many researchers have examined the use of metacognitive strategies in listening comprehension processes. Many authors concurred that more proficient listeners use more metacognitive strategies and use of these strategies improves the listening performance of language learners. Therefore, it is beneficial for language learners to be instructed to employ metacognitive strategies for listening tasks.

## 2.4 MULTIMODALITY

In recent decades, multimodality has gained an increasing amount of attention. Authors like Gibbons[28] define multimodality as an everyday reality and the coexistence of more than one semiotic mode within a giving context. Kress[29] describes it like the modes that a text uses such as writing, image and colour with its distinct potential for meaning that lend themselves to doing different kinds of semiotic work. Additionally, Domínguez and Maíz[30] state that multimodality plays a very significant role in guiding students towards better listening comprehension in the design of the listening activity and how this can affect students' level of comprehension. On the other hand, Royce[31] says that making sense of (and constructing) texts requires the ability to understand the combined potential of various modes for making meaning and students need to develop multimodal communicative competence.

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[28] GIBBONS, Alison. Multimodality, cognition, and experimental literature (Vol. 3). New York, NY: Routledge, 2014.
[29] KRESS, Gunther. Multimodality: a social semiotic approach to contemporary communication. London: Routledge, 2010.
[30] DOMÍNGUEZ, Elena., & MAÍZ, Carmen. Multimodality and listening comprehension: testing and implementing classroom material, 2, 2010 1-40. Retrieved from http://www.languagevalue.uji.es/index.php/languagevalue
[31] ROYCE, Terry. Multimodality in the TESOL Classroom: Exploring Visual-Verbal Synergy. TESOL Quarterly, 36(2), 2002, pp 191.

In order to make students aware of the new dynamics of meaning making, meaning negotiation, and meaning distribution, it is significant to integrate the multimodal perspective in language classes. Jose Aldemar Álvarez[32] adopts a multimodal approach on the notion of social semiotics that derives from the work of Halliday and his functional view of language. Halliday[33] claims that texts need to be seen as contextually situated signs. It is common to think that a "regular" written page might not be a good example of a multimodal text. However, a written document is composed of a variety of semiotic resources such as proxemics, chronemics, gesture, gaze, spatial distribution and other elements that interplay in communication exchanges and contribute to meaning making since contemporary technologies facilitate the combination of various modes of communication such as image, sound, written language, and animation among others. Thus, the multimodal approach provides the tools to first raise awareness of the nature of the texts and communication and second, to examine texts by breaking them into their basic components and by understanding how they work together to make meaning.

## 2.5 SELF-EFFICACY

Cognitive and affective factors influence the way listeners manage a listening task and overcome its difficulty. Research on affective factors and motivation shows that other internal factors like internal feelings of confidence can affect learning achievement. One construct that has received considerable attention in this regard is self-efficacy. Bandura[34] defines self-efficacy as people's beliefs about their capabilities to produce designated levels of performance which influence events that

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[32] ÁLVAREZ, José Aldemar. Meaning Making and Communication in the Multimodal Age: Ideas for Language Teachers. Colombian Applied Linguistics Journal, 18(1), 2016.pp 98-115.
[33] HALLIDAY, Michael. Language as a social semiotic: the social interpretation of language and meaning. Baltimore: Edward Arnold, 1978.
[34] BANDURA, Albert. Self-efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press. 1994. (Reprinted in H. Friedman [Ed.], Encyclopedia of mental health. San Diego: Academic Press, 1998.

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affect their lives. Such beliefs determine how people feel, think, motivate themselves and behave. They produce these diverse effects through four major processes. They include cognitive, motivational, affective and selection processes. He also claims self-efficacy can serve as a primary determinant of learners' motivation. When a person has a high level of efficacy, their chances for success, achievement and welfare improve. Unlike that, when people doubt their capabilities, they usually have less commitment to their goals and falter while doing a difficult task since they see it as a personal threat.

However, people's beliefs about their efficacy can be developed by four main sources of influence. It can be created through experiences, social models, social persuasion and reducing people's stress reactions. People tend to identify with competent and proficiency models to which they aspire. Also, people strengthen their beliefs when they are persuaded they have the abilities needed to succeed, master an activity, and alter their negative emotional bias.

Pajares[35] states that there is a relationship between academic self-efficacy and academic self-concept which measure people's self-perceived competence. He affirms that self-efficacy is a crucial causative influence to learners' success because it leads to the choices learners make and the courses of action they pursue. Sharma & Nasa[36] state that children with diverse self-beliefs reveal different levels of cognitive, social, and emotional engagement in school. Experiences associated to school are responsible a considerable quantity of children's lives and shape the initial paths to significant life outcomes.

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[35] PAJARES, Frank. Assessing self-efficacy beliefs and academic outcomes: The case for specificity and correspondence. Paper presented at the Annual Meeting of the American Educational Research Association, New York, 1996.

[36] SHARMA, Hemant., & NASA, Gunjan. Academic self-efficacy: a reliable predictor of educational performances. British Journal of Education, 2, 2014 p.57-64. Retrieved from www.ea-journals.org.

# 3: RESEARCH METHODOLOGY

The existing research on this topic illustrates the importance of developing students' metacognitive awareness by using their mother tongue selectively as a tool to enhance English learning processes. To analyse the impact and effectiveness of L1 in this context, the study uses a pre, middle and a final Preliminary English Test, a survey for teachers, a questionnaire, an interview, classroom observation checklists and discussion groups. Subsequently, these instruments are applied and data are collected in three stages: before, during, and after the pedagogical intervention. The action research method was chosen for the design because it has unique attributes which attempt to make sense of, or to interpret, phenomena in terms of the meaning participants bring to them. Anne Burns[37] affirms action lies at the heart of the process, as it is the strategies, behavioural changes and reflections that are put in place to explore or investigate a social situation that forms the basis for the research.

A qualitative method is adopted since it is intended to understand, describe and explain social phenomena in different ways such as by analysing experiences of individuals or groups. Experiences can be related to everyday practices, knowledge, accounts and stories, also by analysing interactions and communications in the making. This can be based on observing or recording practices of interacting and communicating and analysing the material. Common to such approaches is that they seek to unpick how people construct the world around them, what they are doing or what is happening to them in terms that are meaningful and that offer rich insight. Interactions are seen as ways of constituting social processes and artefacts collaboratively. All of these approaches represent ways of meaning, which can be

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[37] BURNS, Anne. Doing Action Research in English Language Teaching. A Guide for Practitioners. ELT Journal, 65(4), 2011, pp 485-487. Retrieved from https://doi.org/10.1093/elt/ccr052

reconstructed and analysed with different qualitative methods that allow the researcher to develop models as ways of describing and explaining social issues.

In this case; the current study is conducted with a particular group, and in a specific context in which students reveal having difficulties when accomplishing listening tasks and the teacher-researcher determines that using students' mother tongue selectively would be a learning tool to help them develop metacognitive awareness in this area and hence improve their listening comprehension skills.

This study is divided into two phases. The first phase is observation and data collection. For this, an interview, a survey and a questionnaire are collected and then analysed. The reason for choosing this instrument (interviews) is that elements such as thoughts, perceptions and opinions are best explored through oral discussions and meaningful conversations as they allow participants to speak more freely; and as Steinar Kvale[38] states, semi-structured interviews are flexible and allow the researcher to follow-up questions. These features enrich the results and clarify the responses of the participants.

The second phase is organization, classification and data analysis. To analyse the data, recordings of the interviews are transcribed and sorted. Teachers' survey is classified into categories. Also, students' performance while working on listening tasks is discussed and scrutinised. Interpretation takes place where the data are combined and examined by default for consistency issues. All these stages allow triangulations with different methods and in a variety of basic designs.

Thus, it is necessary to measure the current use of the mother tongue of the students in their daily learning practices and explore the reasons why they make use of it. Then compare the use they make of their L1 linguistic code with their attitudes

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[38] KVALE, Steinar. Doing interviews. Thousand Oaks, CA: Sage, 2007.

towards this. This report considers various factors that influence the use of the mother tongue that students use, including the type of school, where girls obtained a degree of bilingual International Baccalaureate, amount of the target language learning time (up to 18 hours of class a week) and the type of methodology used in the classroom (CLIL).

## 3.2 SAMPLING

The pedagogical intervention was implemented in a group of 5 students, aged 13-14 and chosen according to the perceptions of themselves in terms of academic self-concept, and on their results in the international examinations they have taken each year at school. They make part of eighth grade, a particular group that presents distinctive characteristics among the different school classrooms in terms of academic level and results since the school administrative staff are focused on their learning process and academic results for international standards. The sample population in the group belong to upper socioeconomic levels and come from not only Bucaramanga and Velez, Santander but also from Armenia. The initial Preliminary English Test results placed these students in the school's most advanced level group, which corresponds to A1-A2 in the Common European Framework

With regards to their self-efficacy, this group is told they are in a very low English performance and that the institution expects more from their local and international results. This has made that students experience a lack of confidence in themselves and in what they can achieve. Also, in terms of the students' cognitive needs, they need to move from LOTS (Lower Order Thinking Skills) to HOTS (Higher Order Thinking Skills) which are more demanding and challenging for them. Thus, it is necessary to mediate and provide metacognitive training to make students aware of the components of English as a complex system.

## 3.3 DATA COLLECTION INSTRUMENTS

A selection of different forms of data is collected to enhance the reliability of the effectiveness of the use of L1. Thus, in order to find out what the students' perceptions are about their performance in listening tasks and the use of the mother tongue in the EFL lessons, it is necessary to start with an interview.

In addition, a Metacognitive Awareness Listening Questionnaire (MALQ) which contains five subparts including problem-solving, planning and evaluation, translation, person knowledge, and directed attention is applied to assess their understanding of listening demands, their cognitive goals, their approach to the task, their strategies and their L2 listeners' metacognitive awareness and perceived use of strategies while listening to oral texts.

Then, focus group dynamics transcripts are necessary to identify students' misunderstandings about the phonetic and phonological system of English. Kitzinger[39] describes focus groups as a way of communication between participants who interact in order to generate data. They are encouraged to talk to one another: asking questions, exchanging anecdotes and commenting on each other's experiences and points of view. This instrument is useful for scrutinizing people's knowledge and experiences and can be used to examine not only what people think but how they think and why they think that way.

Also, class recordings and field notes to then discuss in L1 with a focus on metacognitive awareness to determine the level of student engagement in listening tasks after pre-listening activities.

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[39] KITZINGER, Jenny. Qualitative research. Introducing focus groups. BMJ, 311, 1995, pp 299-302.

Finally, an application of a standard test is applied in order to establish students' progress in listening comprehension tasks. Eight graders took the Preliminary English Test in October 2016 without favourable results. This pre-test measured knowledge of the current status of the group in order to work as a basis of comparison and to have future activities. They take a mid-test to analyse students' progression and make adjustments to strengthen their weaknesses in their learning process. Lastly, they take a post test. Although they are not expected to know the answers to all of the questions, they should be expected to make use of previous knowledge to predict rational answers based on an increase in knowledge and understanding.

## 3.4 ETHICAL CONSIDERATIONS

There is no risk given the contract between school, service recipients and the school educational community handbook. In research reports no personal data is supplied and minors or other subjects of the educational process are protected since confidentiality and anonymity of the interviewee will be taken care of and maintained throughout the research process and in publications. Uwe Flick[40] states that an informed consent should be an obligation in every study. For the students' willing participation, a consent form (See Appendix 2) is necessary to notify parents about the research project and gain their children's consent to participate. It should be clear that the relation is a specific one (research), without giving the interviewee the feeling of being neglected by the researcher.

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[40] FLICK, Uwe. Designing qualitative research. London: Sage. 2007.

## 3.5 PROCEDURE

Listening performance involves of a number of complex, interrelated cognitive practices for a message to be interpreted correctly. It is an invisible, inaudible process of internalizing meaning from the auditory signals being transmitted to the ear and brain. The misconceptions students may have can vary from comprehending the surface structures elements such as phonemes, words, intonation, grammar category or discourse markers, understanding pragmatic context, determining meaning of auditory input; or developing the gist.

Eighth graders are a particular focus group of different proficiency levels that has not reached the international standards the school expects based on their results. As soon as they finished their Elementary school in 2014, they took extra English lessons on Saturday at school to improve on some of their weaknesses and become more proficient for high school. This decision was made by the school academic council and due to a parents meeting with the school principal and teachers in fifth grade where parents expressed it was the school's fault that students did not reach those international standards. So, taking into account the results they got in 2016 in the international examinations, it was perceived that the listening skill was not developed enough and they did not get the level they should have had to be in eighth grade. It showed that students' performance reached the A2 level in the CEFR and others were even below the range of A1 level.

Hence, a ten-week pedagogical intervention is designed and implemented taking into account the initial interview, the MALQ, the different type of listening tasks and targeting the development of metacognitive awareness and the scores in the Preliminary English Test.

## 3.6 SCORING SYSTEM

Evaluation becomes the thread of the curricular process that not only allows the understanding of the child in a contextualized way, through the explanation, but also allows to identify the strategies necessary to achieve the process of improvement. Also evaluation improves practice given an educational ideology framework.

Evaluation of the learners' processes in a school, necessarily has to answer for the philosophy, the principles, the values and the approach with which they have been proposed to form the academic, behavioural, attitudinal and evaluative aspects of the same; Hence, the students who belong to any ASPAEN institution are valued as much as possible in a continuous, integral, systematic, flexible, interpretive, participatory, and intentional manner.

ASPAEN considers evaluation as a perfective action whose ultimate goal is train the person. Therefore, it is considered as an inherent process to educational act that, by possessing its own characteristics, is dynamic and permanent; the purpose is to detect, assess, and analyse deficiencies and successes of all the elements that intervene in the process. Thus, AGC assumes the national assessment scale proposed by the MEN through Decree 1290 of 2009 and specifies it with a numerical scale that is in accordance with the student's performance. It chooses a seven-point scale which is somehow better than a five-point scale since tends to be a good balance between having enough points of discrimination without having to maintain too many response options. The psychometric literature suggests that having more scale points is better since it is more reliable than having just five points and it makes it much easier to compare and avoids having to re-calculate your results.

To see the equated scores clearly, the following table shows the national rating scale proposed by Colombia Ministry of Education, a five, ten and the seven-point grading scale that the school uses.

**Table 1: Assessment scale**

| MEN | 5 POINT GRADING SCALE | 7 POINT GRADING SCALE | 10 POINT GRADING SCALE |
|---|---|---|---|
| **National Rating Scale** | **Numerical Scale** | | |
| Superior performance | 4.00 - 4.59 | 6.50 – 7.00 | 9.00 - 9.99 |
| High Performance | 3.50 - 3.99 | 5.00 – 6.49 | 8.00 - 8.99 |
| Basic Performance | 3,0 – 3,49 | 4.50 – 4.99 | 6.00 - 7.99 |
| Low Performance | 0 – 2,99 | 1.0 – 4.49 | 0.00 - 5.99 |

## 3.7 ASSESSMENT COMPONENT

All assessment activities are applied based on an ease of administration criteria. Since the highest grade at school is 7.0, each exercise shows the marks and the total score for each exercise to make it more practical for teachers to grade it. They are reliable as they provide clear and explicit instructions; furthermore, they are valid for measuring not only the small elements or sounds of the language (As in the intensive listening) but also for gathering information from a more complex way (As in the extensive one); each exercise is designed as natural as possible and within contextualized situations.

# 4. PEDAGOGICAL INTERVENTION

The pedagogical intervention was carried out during the first semester of 2017—between March and June—according to the study's action plan chart and the time table (see Appendix 1 Action Plan and Time table for Implementation). Language arts lessons were implemented during the ten-week session the teacher-researcher had with the group. This subject involved five hours (of forty-five minutes) per week and the material designed took into account multimodality which helped students in their awareness on making meaning and developing their metacognition. This implementation was divided in two different phases: an observation and data collection phase and an educational intervention design phase.

The first phase introduced the semiotic analysis of what was expressed by teachers, through a survey, and students, through an interview, to understand the perceptions of the use of the mother tongue (Spanish) in the subjects where English is used as the medium of instruction at this school. This experience aimed to build a model of analysis of significant practices through the study of teachers' and students' perceptions in the use of the mother tongue in the different EFL lessons, such as Language arts, Science, Math, Literature and Global Perspectives. In other words, the first part of this work analysed the content of what was expressed by teachers and some of the eighth grade students chosen at random through an interview that sought to understand the use of the mother tongue in English lessons. This phase produced some very interesting statements for this analysis given that the meaning of such productions is related to the learning activity in which the need arose to use the mother tongue as support for the learning of L2.

After that, students took the Metacognitive Awareness Listening Questionnaire (MALQ) developed and validated by Vandergrift et al. and which took into account

three key components related to knowledge: Person knowledge, which refers to the judgments about the person's learning abilities and knowledge about internal and external factors that affect the success or failure in the person's learning; task knowledge, which is knowledge about the purpose, demands, and nature of the learning tasks; and strategy knowledge, useful for achieving learning goals and which seems to have the greatest impact on learning by helping learners to choose the strategies that they use[41]

The second phase, the educational intervention design consisted of a period of ten weeks of classes during which three different test were implemented at different moments: an initial test which laid the ground to determine where their misconceptions were located; a second test in week five to evaluate their progress and finally a test in week ten in order to see and compare their results with the test they presented the year before.

During the intervention and implementation students were allowed to use their mother tongue selectively when discussing about their performance in the lessons. Due to its structure, this intervention provided students with a variety of texts that not only engaged them in the learning process but also prompted them to reach broader perspectives when thinking about the most suitable answer for each statement.

During the implementation, data was collected using the instruments and procedure already mentioned. Discussions in the mother tongue provided significant findings that helped to determine their level of engagement in each activity. The results of the intervention illustrated the impact and effectiveness of the use of the mother tongue as a learning tool to enhance students' learning process through the development of metacognitive awareness.

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[41] VANDERGRIFT, Larry., GOH, Christine., MARESCHAL, Catherine., & TAFAGHODTARI, Marzieh. The Metacognitive Awareness Listening Questionnaire: Development and Validation. Language Learning, 56(3), 2006, pp 431-462.

## 4.1 IMPLEMENTATION OF THE PEDAGOGICAL INTERVENTION

This pedagogical intervention consisted of ten weeks from March to June, 2017. Before it, an interview, and a survey were applied respectively to analyse students and EFL teachers' perceptions of the use of the L1 in the subjects of English. Then, a questionnaire was used to examine students' metacognitive strategies when solving a listening task.

The first week started with the presentation of the four different types of listening tasks. Brown[42] classifies the process of listening into four different stages (comprehension, understanding, determining and developing) that derive into the four listening tasks: Intensive, responsive, selective, and extensive as described below:

- "Intensive: Listening for perception of components. Recognizing phonological and morphological elements.

- Responsive: Listening to a relatively short stretch of language in order to make an equally short response (appropriate respond to a question)

- Selective: Listening to develop a bottom-up. Scanning certain information in order to assign a global meaning or specific meaning.

- Extensive: Listening to develop a top-down, global understanding of spoken language. Listening for the essence, for the main idea and making inferences are part of extensive listening"

After presenting, explaining and proving examples of each type, it was necessary to make a needs analysis to measure where students' misconceptions were established.

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[42] BROWN, Douglas. Teaching by principles: An interactive approach to language. White Plains, NY: Pearson Education, 1994.

In all the lessons, the teacher-researcher presented consistent and systematic activities that prepared students for what they were going to listen. All the exercises were considered to be practical in terms of grading by providing a mark for each exercise; reliable since they took enough sample of different types of tasks, they referred to accuracy and consistency of measures across test form, and they provided clear and explicit instructions; they were valid for measuring coherent theoretical assumptions; and they were authentic since language is as natural as possible.

All listening tasks took into account pre, while and post listening activities. Pre-listening benefited students since they had relevant knowledge related to the content, background, setting, participants and goals or purposes of the text they were going to hear, and the vocabulary likely to be used in that setting or situation. All of them started with pre-listening activities that prepared them for what they were going to hear since these activities helped students bring existing cultural, linguistic and personal knowledge to bear on the task.

Next, during the listening activity, students were encouraged to monitor their level of comprehension by analysing each question, looking at the different pictures, comparing how images and other semiotic resources could help understand and by making decisions about whether it was one option or the other and why.

After that, students evaluated their level of comprehension in the post-listening activities. By using their mother tongue where necessary, they examined, compared, discussed and reflected on alternative ways to the task. They did this through working in pairs, small groups and class discussions. Thus, having different answers, comparing and learning from their classmates helped students to broaden their perspectives and gain access to more language, making content more comprehensible. More important that getting the right answer was how the answer

was obtained as this knowledge could become part of the students' skills repertoire and applied to successive tasks and in other contexts.

**Figure 1 Pedagogical intervention**
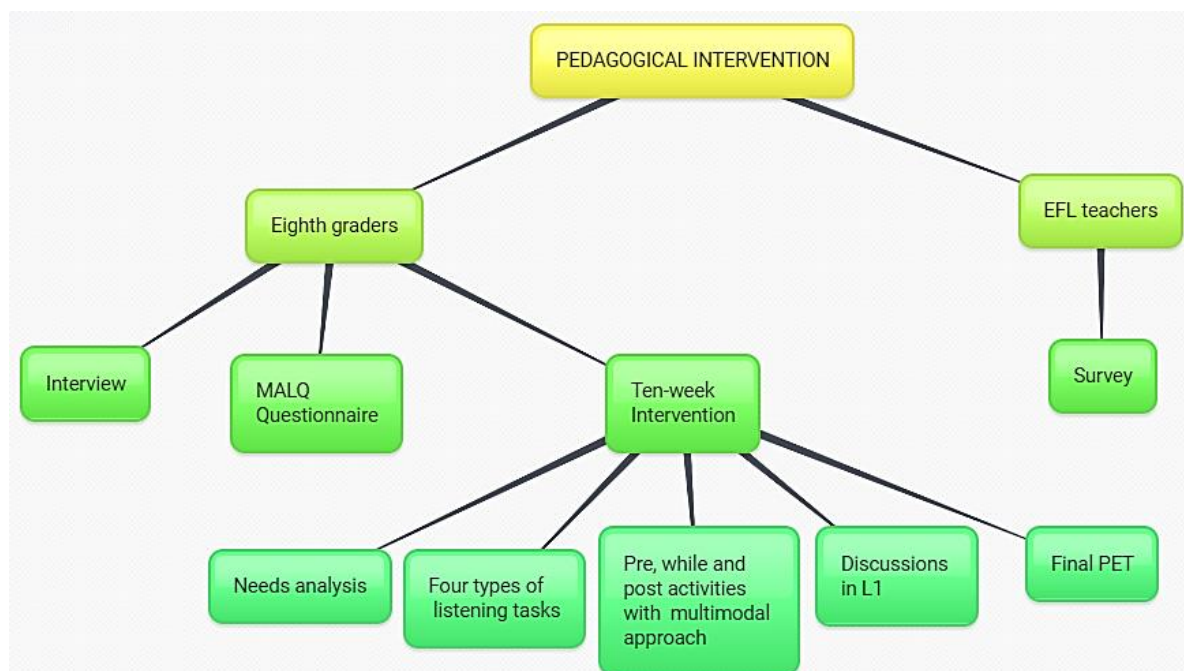


Figure 1 describes how the pedagogical intervention was planned. Now, the following charts show how each week was organized in terms of objective and activities. Then, a brief description of each one is presented below each chart. In all the activities, students exchanged their answers and shared their performance with the group. They were graded by the partner next to them and they received a mark, and in some cases a short positive comment/feedback next to the exercise .

**Table 2: Description of week 1**

| WEEK | ACTIVITY |
|---|---|
| One Understand some cues to achieve the tasks better. | -Presentation of the four listening tasks -Proficiency based test -Discussion |

The four listening tasks were introduced to students, each one with examples provided. After that, they took a proficiency-based test (See Appendix 4) which was divided into four parts, each one pointing to one of the types of listening performances. The first part of the test was related to the Intensive type in order to identify if the students' misconception was in terms of phonetic / phonological elements. Students listened to eight different sentences in the past simple tense in order to discriminate the correct pronunciation of the –ed ending; the second part focused on the Extensive type of listening where students should have a global understanding of spoken language to make inferences and get the main idea of a conversation between two people; the third part correlated to the Responsive type where students listened to a short stretch of language to make an equally short response, in this case they listened and ticked the things two people talked about.; finally, a Selective type of task was performed at the end of the examination.

**Table 3 Description of week 2**

| WEEK | ACTIVITY |
|---|---|
| Two<br>Discern specific information of a limited quantity aural input about interested topics. | -Class discussion: school routine for a Monday<br><br>-Responsive listening task + discussion<br>-Selective listening task + discussion<br>-Extensive listening tasks + discussion |

Students had previously read and shared ideas about schools around the world and mystery stories in the past lessons. The lesson started by students talking about their school routine for a Monday, their favourite subjects, and the activities they did during recess.  The listening activity was divided into three different parts but taking into account the goal: discern specific information and three of the listening types of tasks. Students first listened and filled in gaps using the prompts given in order to help them focus and get the right answer.  Then, they listened to certain information and filled in the gaps with the missing words they could identify following a sequence

(transcript). Finally, they listened to develop a top-down, global understanding of a teacher giving ten pieces of advice for exams. Students read, listened and circled the correct option.  At the end of the whole activity, students reflect on the following questions: Was is it easy or difficult for you? Why? What is the difference between this exercise and the previous one?

**Table 4 Description of week 3**

| WEEK | ACTIVITY |
|---|---|
| Three<br>Discriminate perceptions of the components of stretches of language | -Presentation of minimal pairs<br>-Listen and circle they words they hear<br>-Discussion |

Students were taught what minimal pairs are and how important it is to listen and contrast words. Yu et al[43] claims that phonemes are the fundamental smallest unit that can differentiate meaning since a word is composed of phonemes and the replacement of any phoneme in this word will surely transform it into a different word or a meaningless phonemic sequence. They define phonemic contrast as when different phonemes can occur in the same environment, giving rise to minimal pairs. They also state that contrasting is important for a language system to communicate message because when people contrast two phonemes, they can distinguish more words. Thus, eighth graders listened to ten groups of phonemic contrast and chose the words they heard. Following the same dynamics, they exchanged, share and graded their activity.

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[43]YU, Shuiyuan., XU, Chunshan., LIU, Haitao., & CHEN, Yudong. Statistical Analysis of Chinese Phonemic Contrast. Phonetica, 68(4), 2011, pp 201-214.

**Table 5 Description of week 4**

| WEEK | ACTIVITY |
|---|---|
| Four<br>Develop a top-down, global understanding of spoken language with a multimodal communication practice. | -Predicting<br>-Presentation of Weee (a robot that is made of waste electrical and electronic equipment)<br>-Listen and answer<br>-Watch and correct their answers if necessary<br>-Discussion |

The listening activity on week four was taken from the students' book they have as a guide at school. The activity started with the image of Weee, students looked and predicted what it was, what it was made of, why it was built and who made it. After that, students watched a short video about it and there is a short discussion about it and the previous questions they had predicted. Then, they listened about The Wonderful World of Wee and answered five questions in their notebooks. In pairs, they compared their answers and finally they shared the correct answers altogether.

**Table 6 Description of week 5**

| WEEK | ACTIVITY |
|---|---|
| Five<br>Be able to cope linguistically in a range of everyday situations by assessing their ability to make practical use of the language in a variety of contexts. | -Read instructions carefully<br>-Preliminary English Test<br>-Take notes when necessary<br>-Share and discuss |

On week five eighth graders were evaluated by taking a mock mid PET exam in order to see how they could self-assess their progress so far. Iii et al[44] describes that testing in educational settings can serve not only for assessment purposes but

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[44] ROEDIGER III, Henry., PUTNAM, Adam., & SMITH, Megan. Ten Benefits of Testing and Their Applications to Educational Practice. Psychology of Learning and Motivation, 1-36, 2011.

for other ones that improve performance. They state that testing benefits higher order, abstract and creative thinking; academic progress in other subjects; basic skills development; it narrows achievement gaps, enriches and enhances cognitive development and improves chances of college acceptance, achievement and attainment among others.

Students were told to follow the instructions clearly before the start of the test by not only reading the questions carefully but also by looking at the images of the possible answers presented on the test. It was divided in four parts. Each part had a particular goal, beginning from questions with possible answers showed as images until listening to a conversation and deciding whether the answer was correct or incorrect. At the end of the test, students switched their test to the person next to them and altogether begin correct it and grade it. Statement by statement was analysed and compared with the possible answers they chose. They wrote the final result and wrote a positive comment about it. They discussed about how they felt while taking the test and why they chose one or the other.

**Table 7 Description of week 6**

| WEEK | ACTIVITY |
|---|---|
| Six<br>Discriminate words that differ from one sound. | -Phonemic contrast<br>-Listen and circle they word they hear |

To start the cycle again, to strengthen and continue with the same process, eight graders rehearsed on phonemic contrast on week six. Again, students listened to ten different words which varied in only one phoneme. They were asked to recall previous information about this topic. They discussed about it through some examples presented in front of the classroom and they remembered clearly what it was. They read question by question and tried to pronounce the words aloud. Then, they listened and circled the word they heard. At the end of the activity, students changed their paper to the classmate next to them to be checked and graded. They

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listened again and decided what the correct word they heard. They discussed about the activity, how they felt and about the results they got, which were much favourable.

**Table 8 Description of week 6**

| WEEK | ACTIVITY |
|---|---|
| Seven | -Strategies to remember things<br>-Matching + discussion<br>-Listen and tick<br>-Listen and change the word given<br><br>-The Great Gatsby<br>-Predicting<br>-Listen and circle<br>-Watch, listen and correct (if necessary) |

On week seven, the listening activity was divided into two parts: Memory and The Great Gatsby. Firstly, students were asked about what strategies they used to remember things like food when going shopping. The listening activity started with a pre-listening activity where they matched eight words to their correct definition. They checked the answers altogether to continue with the next exercise. Then, they listened to a radio interview about improving your memory in order to scan for certain information. Next, they ticked the four correct answers out of eight possible options. After that, they listened again and wrote the correct form of the words in brackets. They changed from verb to noun or vice versa. This activity showed a more level of complexity since they should listen carefully to fill in the gaps.

Secondly, students were asked if they had watched the movie The Great Gatsby. Then, they were told to describe the picture about it, where the characters were, what they were doing, the time it was played, among others. After that, they just listened to a fragment of this video and chose the correct option. Then, they were

told to listen again but with the help of the video clip, students listened, watched and circled or checked their answers. They shared their comments about how easy or difficult it was to just listen to some people talking and how easy or difficult it was when having more additional visual aids such as gestures, movement, colours and other non-linguistic help.

**Table 9 Description of week 7**

| WEEK | ACTIVITY |
| --- | --- |
| Eight | -Predict about celebrations around the world<br>-Listen and write the correct celebration<br>-Read the statements, listen and write the correct speaker.<br>-Discuss |

On week eight students watched images and videos about celebrations around the world.  They talked about the festivities they had in their country and how they celebrated them. Then, they matched some of other celebrations with the correct definitions. After that, they listened to five different speakers talking about the celebrations previously mentioned. Students listened and write the celebration to the correct speaker. They took notes next to each speaker and about what they said. Finally, there were some statements of what speakers have said, they listened and wrote the correct person in the box. They discussed about the possible answers and shared their results altogether. They also talked about each speaker and their intentions in the activity. They expressed they felt comfortable with the activity since they felt engaged and motivated with the topic.

**Table 10 Description of week 8**

| WEEK | ACTIVITY |
|---|---|
| Nine<br>Infer to get the main idea of the text with a multimodality approach | -Guess mysterious creatures<br>-The Mothman and the Men in Black<br>-Listen and say if the statements are right, wrong or doesn't say.<br>-Watch the video and correct if necessary |

On week nine, eighth graders predicted about mysterious creatures caught on tape. They talked and guessed about them. Then, they listened to the story of the Mothman and the Men in Black. They listened and decided if the statements were right, wrong or didn't say. After that, they watched a video about the story to help learners get more information.

**Table 11 Description of week 9**

| WEEK | ACTIVITY |
|---|---|
| Ten<br>Measure the amount of learning that they have acquired during this pedagogical intervention | -Preliminary English Test<br>-Take notes when necessary |

On week ten, eight graders took the final Preliminary English Test. As all this kind of test follows the same structure, students already knew what they had to do in each of the different parts. They worked on it and at the end of the test students changed the paper with the classmate next to her. It was revised as a group to analyse how they felt working on each statement and what they wrote in it. Some of them highlighted the key words in the questions so it helped them focus on the specific information to listen. At the end of the test, students wrote the grade and a positive comment for feedback to their classmate. They said they feel please with their results no matter the scores they got.

# 5. RESULTS AND DATA ANALYSIS

## 5.1 RESULTS OF THE STUDENTS INITIAL INTERVIEW

The first stage of this research was to collect data from eighth graders at ASPAEN Gimnasio Cantillana. School and parents consented to let Aleyda Fonseca Estepa (the teacher-researcher) interview students, record lessons, apply questionnaires and attend English classes. In order to measure the students' and teachers' perceptions on the use of the mother tongue in the different English classes, an interview and a questionnaire were applied respectively.

First of all, nine students chosen at random were asked three questions in a semi-structured interview (See Appendix 5) about the use of the mother tongue in the English classes on October 5th, 2016. Interviews were used in order to obtain detailed data along with the qualitative research design adopted. Semi-structured interviews were chosen. As Patton[45] states, they are flexible because they allow the researcher to ask follow-up questions as well as to probe further and they are less likely to make pre-assumptions; therefore, they allow the participants to talk freely without imposition. Additionally, a questionnaire was applied to eight EFL teachers at AGC on November 8th, 2016. These two instruments were aimed to analyse the perceptions of the use of the mother tongue in the different English classes.

The analysis of the data started with the transcriptions of the audio-recorded data. This process was followed by repeated reading sessions of the transcribed data for familiarization. Cresswell[46] suggests the data gathered from the interviews were

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[45] PATTON, M. Q. Qualitative evaluation methods. Beverly Hills: Sage Publications. 1980
[46] CRESWELL, J. W., & CRESWELL, J. W. Qualitative inquiry & research design: Choosing among five approaches. Thousand Oaks: Sage Publications. 2007

labelled and then grouped under more general themes or categories. The labels or codes that went together were collected under general categories. The overall process of data analysis included repeated reading and checking of the labels given to the data chunks, and the information that was unrelated to the purpose of the research was removed.

The following three graphs shows what eight graders expressed about the use of their mother tongue.

**Graph 1 How much Spanish do you use in the English classes?**
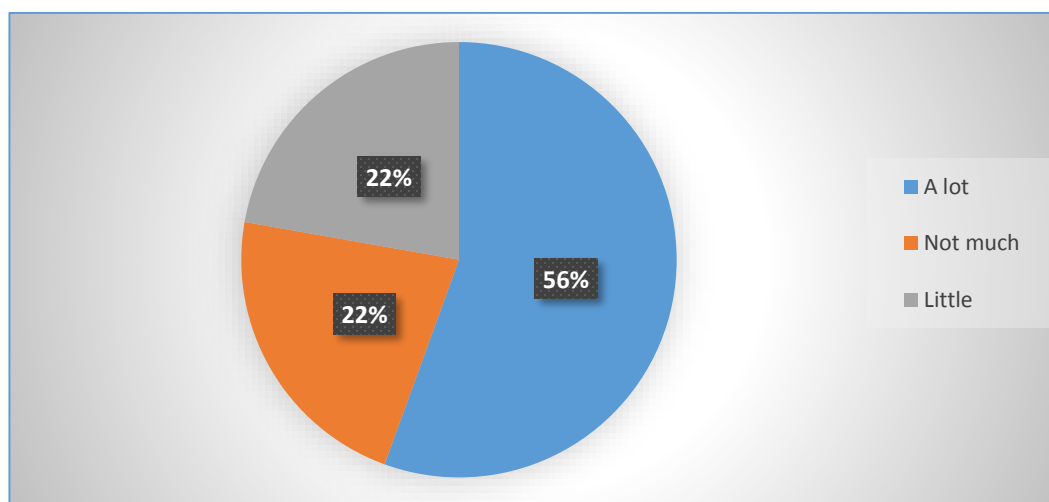


5 out of 9 students said that they used a lot of Spanish in the English classes but it depended on the subject since some teachers did not let them use their native language in their lessons. Two students said that they did not use Spanish very much. They just used it to interact with their friends and sometimes with the teacher, especially to correct any mistake in a test or to check pronunciation. According with Anton and Di Camilla[47], the use of L1 in collaborative interactions among students plays an important function in accomplishing a task since it is a psychological tool

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[47] ANTON, María., & DICAMILLA, Frederick. Socio-cognitive functions of L1 collaborative interaction in the L2 classroom. Canadian Modern Language Review, 54(4), 1998 pp 413-432.

and indispensable device for students in providing each other with scaffolding help. The use of the L1 enables students to construct effective collaborative dialogue in the completion of the tasks. The other 2 students said that they used little Spanish, especially when they did not want to speak English.

**Graph 2 When do you speak much Spanish? When doing which of these skills: reading, listening, writing or speaking?**
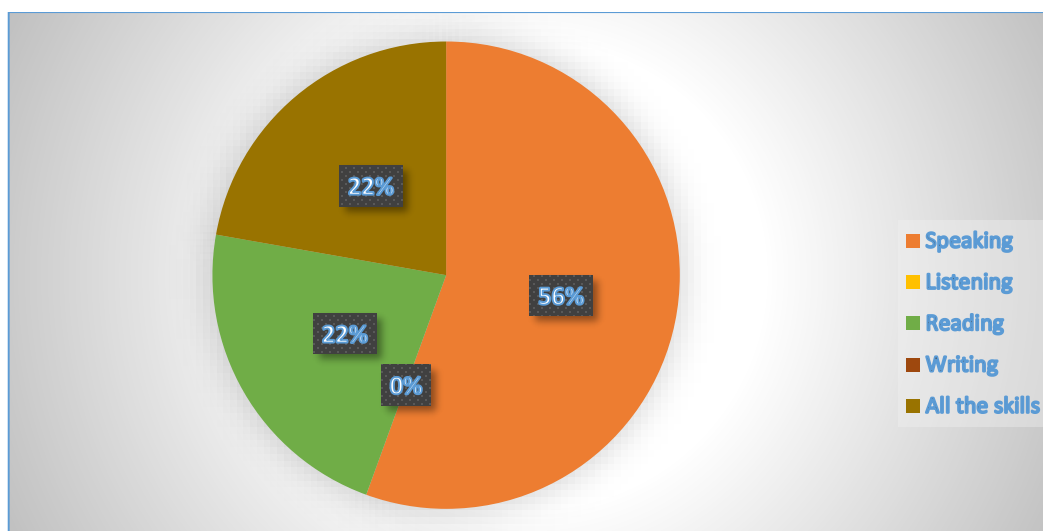


56% of the interviewed students said that they spoke much Spanish when doing speaking activities because sometimes they felt lazy to use the target language or when they forgot a word in English. 22% of the students said that they used the mother tongue when reading because they could organize their ideas in their heads and then read the text again with more comprehensible input. Atkinson[48] claims that students prefer to use the mother tongue in the form of translation technique. 22% said that they spoke Spanish when doing any of the all skills because they could be sure that everything was right at the moment of presenting the task. Wells[49] states

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[48] ATKINSON, David. Using the mother tongue in the classroom: a neglected resource? ELT Journal, 41(4), 1987 pp 241-247.
[49] WELLS, Gordon. Using L1 to Master L2: A Response to Anton and DiCamilla's 'Socio-Cognitive Functions of L1 Collaborative Interaction in the L2 Classroom' The Modern Language Journal, 83(2), 1999, pp 248-254.

that he students' use of L1 plays a strategic cognitive role in scaffolding, in establishing intersubjectivity and externalizing their inner speech as is necessary to perform the task, achieve their goals, and thus realize their levels of potential development

**Graph 3 Do you think Spanish is useful in English classes? Why / Why not?**
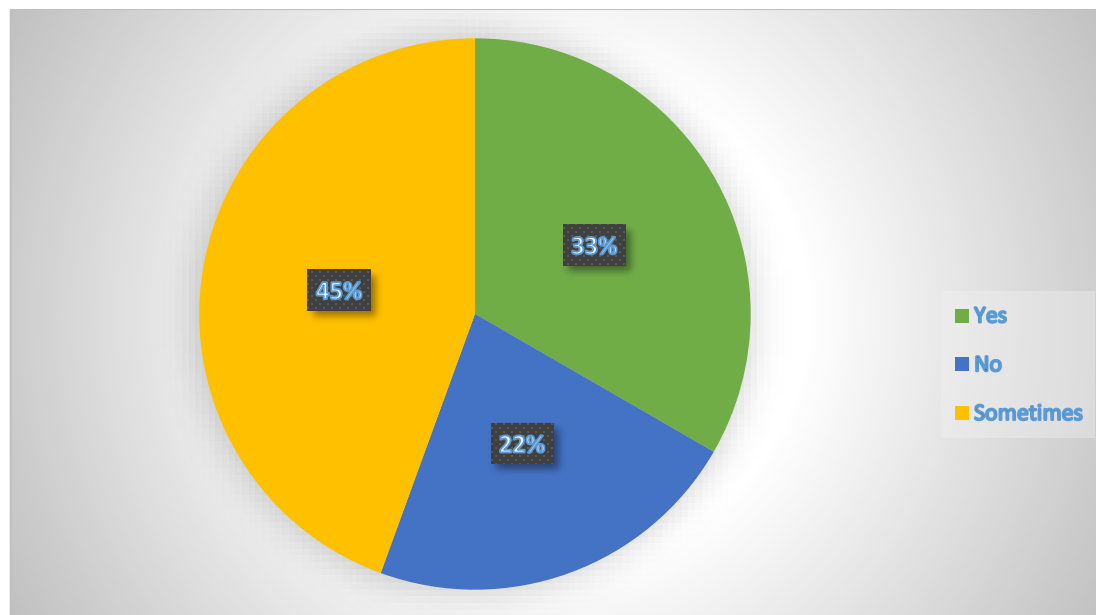


45% of the students said that sometimes Spanish is useful when learning a foreign language, although the idea is to use the target language most of the time to get better results. 33% said that Spanish was useful because sometimes the topics were complicated and if they only studied the topics in English, they could not understand them very well. They also expressed that they could start with mistakes because they did not understand the whole topic. However, there is a minority (22%) who said that Spanish was not useful since it is supposed they need to speak English in the English classes and teachers should look for the way to explain the lesson with already known words. Coplang & Neokleous[50] state that teachers should be

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[50] COPLAND, Fiona., & NEOKLEOUS, Georgios. L1 to teach L2: Complexities and contradictions. ELT Journal, 65(3), 2010, pp 270-280.

supported in finding local solutions to local teaching problems, so they better understand and exploit the resources available to them which is using letting students use their L1. A student who learns the equivalent of an English word in the native language is ready for the next step and does not require much time to figure out its application in a sentence.

Thus, taking into account the students' perceptions on the use of the mother tongue in the different English classes, the majority of the students uses their mother tongue in different English classes, depending on the teacher who allows them or not to make use of it, and depending also on their proficiency to use it. When speaking, when they want to express something, they switch into L1 when they do not know a word. Although they also think Spanish is useful when given explanations about difficult topics, some of them think that students should make an effort to understand the target language.

## 5.2 RESULTS OF THE QUESTIONNAIRE TO EFL TEACHERS

A questionnaire was applied to eight English teachers at school (See appendix 6). The questionnaire attempted to see the teachers' perceptions of the mother tongue when learning a foreign language. The questionnaire included eight statements where they could choose from strongly disagree to strongly agree. The eight statements will be described below and to show what teachers selected.

**Graph 4 Mother tongue slows down the process of acquiring English**
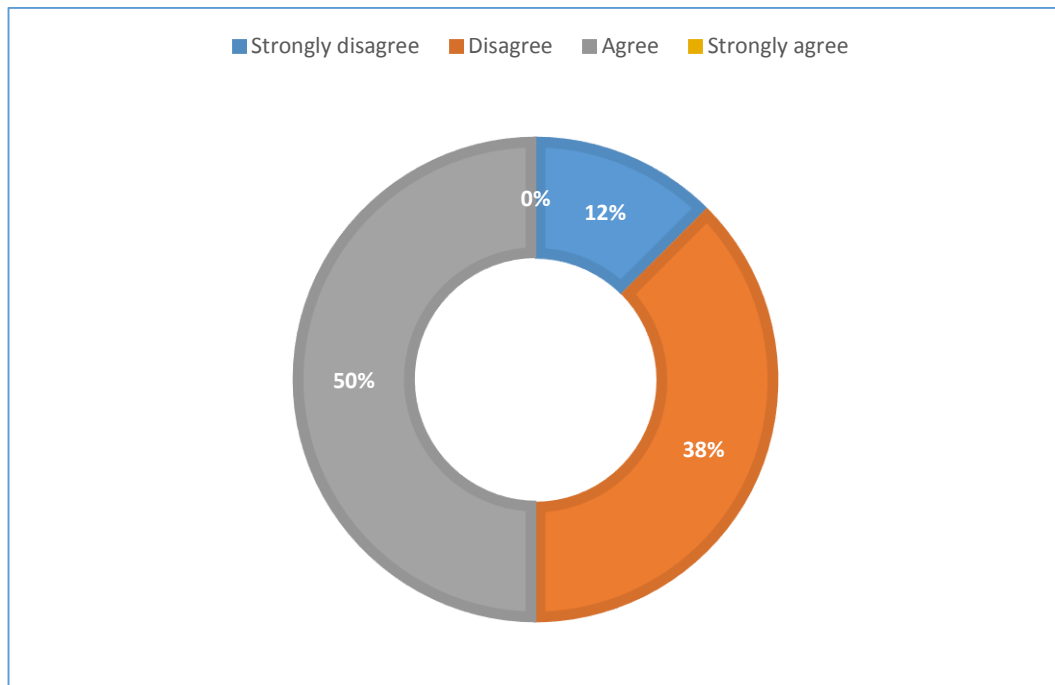


The majority (50%) of the EFL teachers at AGC agreed that the use of the mother tongue slow down the process of acquiring the target language while 38% of teachers disagreed and the 12% strongly disagreed on that. None of the teachers strongly agreed on this. Grouping those final answers (disagree and strongly disagree), it can be seen that there is an equal amount of percentage between agree and disagree on the use of L1. This may be possible that the teachers who disagreed on this statement perceive a positive use of the L1 in the EFL lessons.

**Graph 5 English should be used all the time.**
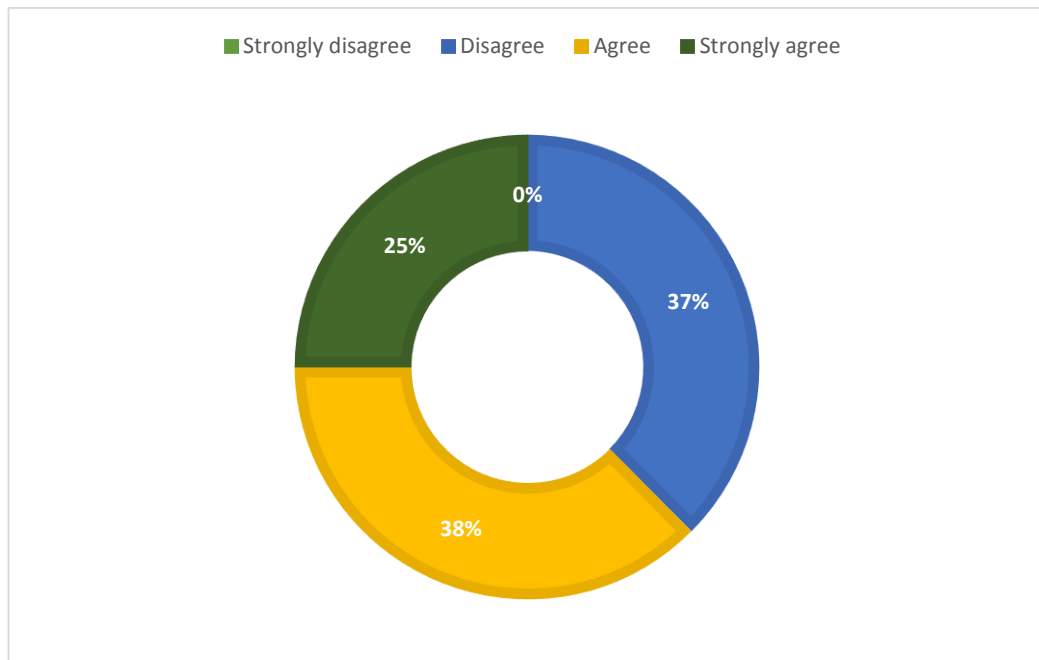


When choosing if English should be used all the time, the majority of teachers disagreed or strongly disagreed. 37% disagreed and 25% strongly disagreed about this while 38% of the teachers agreed that English should be used all the time. It can be inferred that the mother tongue plays a role in the class. The data shows that the teachers do not desire the maximum use of the target language (English) in their lessons.

**Graph 6 Comparing the students' mother tongue and English helps students to acquire English**
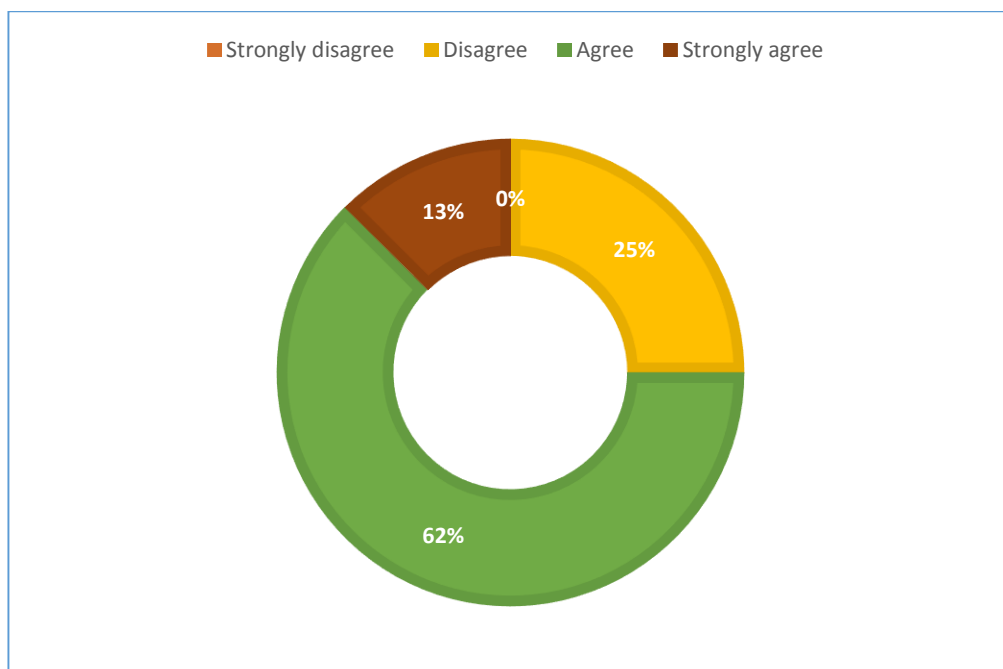


The majority of teachers agreed (62%) and strongly agreed (13%) to the use of L1 in teaching and learning the difference between L1 and L2 and that making comparisons between the mother tongue and the target language helped students acquire it. Only 25% of the teachers disagreed on this statement. Deller & Rinvolucri [51] emphasize the positive idea that the foreign language teacher should use the students' mother tongue for comparing English grammar with the mother tongue's grammar.

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[51] DELLER, Sheelagh & RINVOLUCRI, Mario. Using the mother tongue: Making the most of the learner's language. Delta Publishing, Peaslake, Surrey, 2002.

**Graph 7 Once the teacher uses the mother tongue, the students always expect the teachers to explain something in their mother tongue the next time.**
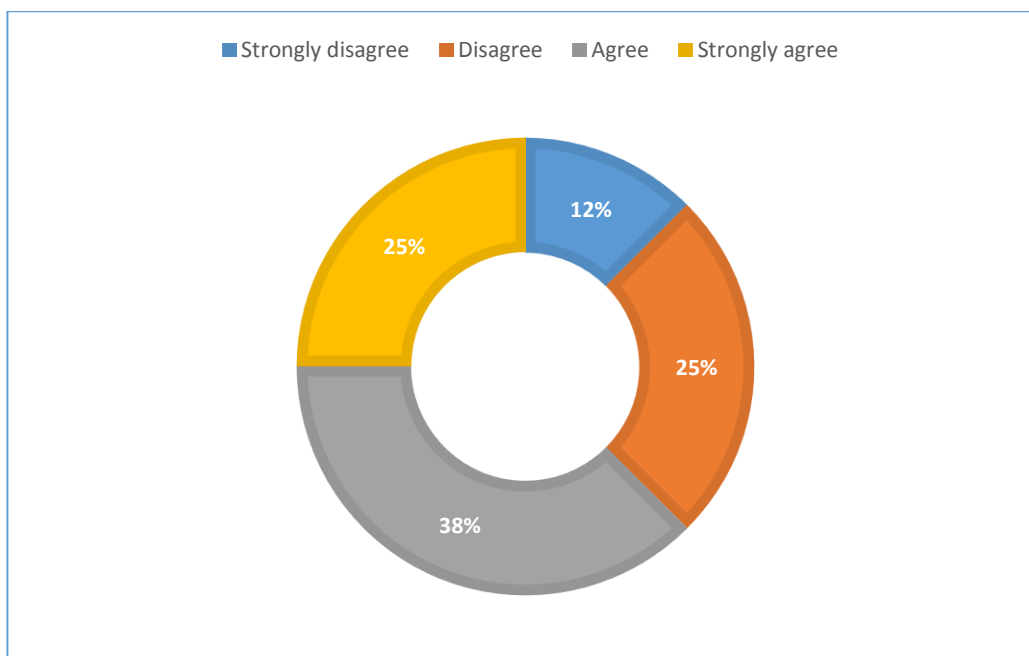


Despite the awareness the teachers have about the use of the mother tongue in the classroom, there is an indication of dependency on the mother tongue. 38% of the teachers agreed and 25% strongly agreed that once the teacher uses the mother tongue in the classroom, the students always expect the teachers to explain something in their mother tongue the next time. Only 25% disagreed and 12% strongly disagreed. Harbord[52] states that sometimes using the mother tongue could lead to the development of an excessive dependency on the students' mother tongue not only by students but also by teachers. Furthermore, students may lose confidence in their ability to communicate in English. That may be what the majority of EFL teachers think about it but by establishing when to use it selectively as a learning tool may have positive results avoiding dependency of it.

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[52] HARBORD, John. The use of the mother tongue in the classroom. ELT Journal, 46(4), 1992, pp 350-355.

**Graph 8 Students could learn better using the bilingual dictionary.**
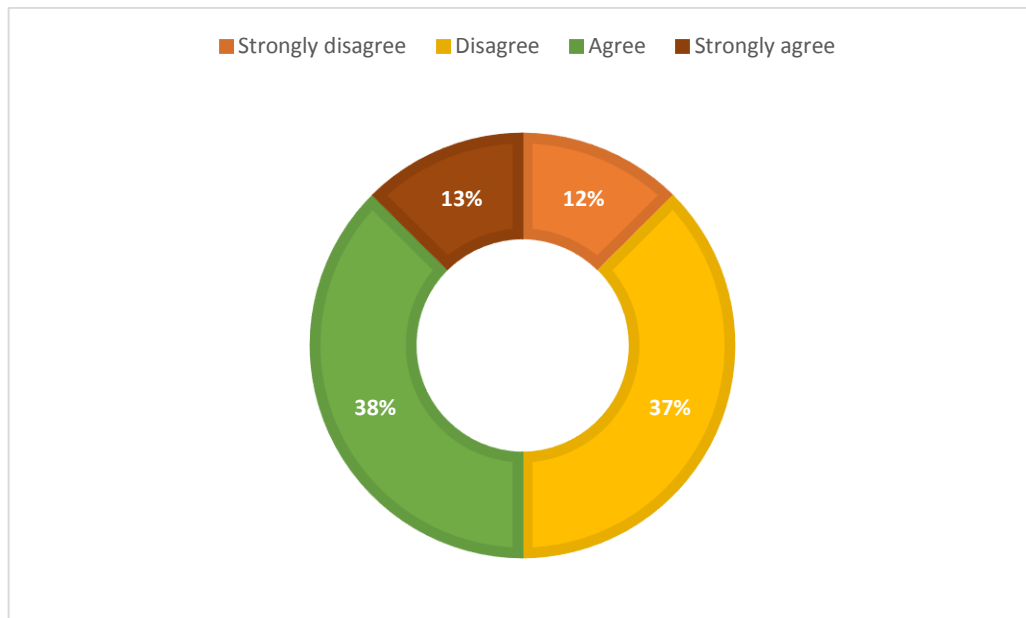


There is a slight difference between agree and disagree on students using bilingual materials. 38% agreed while 37% disagreed. This could be seen according to students' level of proficiency, especially when they made use of bilingual dictionaries. In elementary school at AGC, they can use English- Spanish dictionaries while in high school only monolingual dictionaries are asked to students to bring to class. The same thing happens, there is a slightly difference between strongly disagree (12%) and strongly agree (13%). However, the little difference attempts to use the bilingual material as a support in the EFL lessons.

**Graph 9 Students learn better using bilingual materials.**
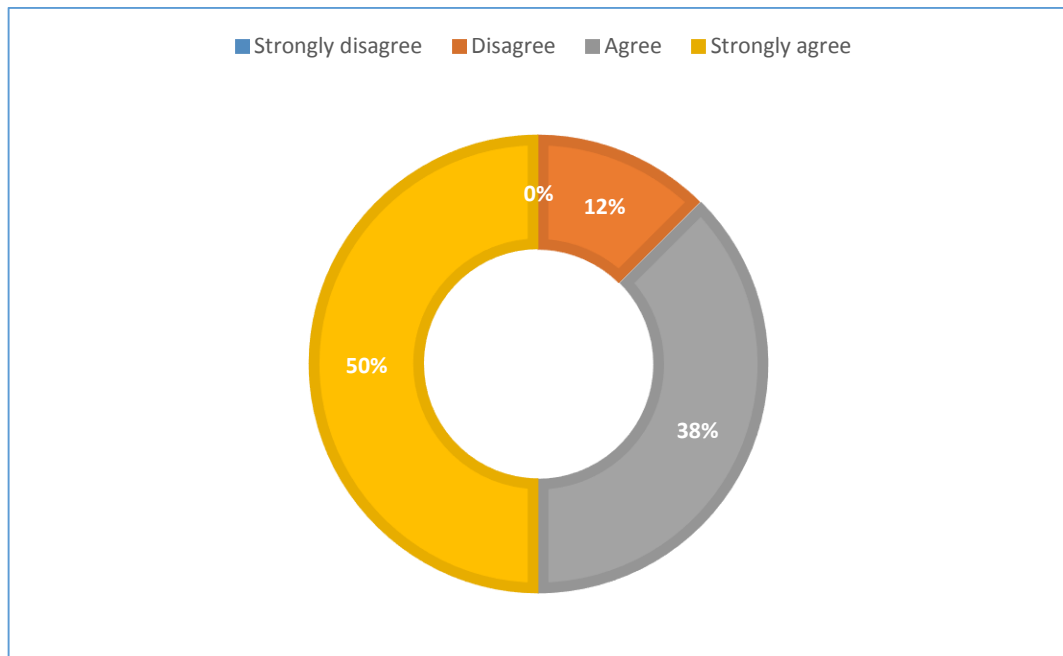


A vast majority of the teachers agreed (38%) and strongly agreed (50%) that students could learn from bilingual materials. Only a 12% disagreed and did not think students could learn from materials in their mother tongue. Repeatedly, EFL teachers expressed the mother tongue had a key role in the English classroom.

**Graph 10 Mother tongue support can only be given by teachers as an oral input; not by the textbook in a written form.**
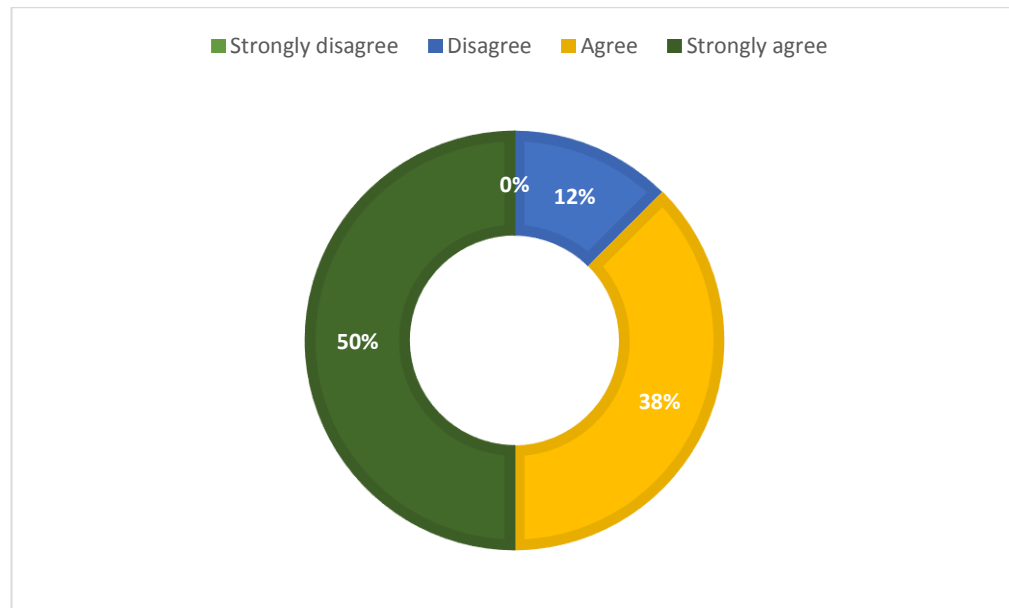


Most of the teachers disagreed (12%) or strongly disagreed (50%) that the mother tongue support can only be given by teachers as an oral input; not by the textbook in a written form while a 38% agreed on the use of the mother tongue only in the oral contribution. They saw that mother tongue use was vital for learning. Mackenzie[53] states that an education which begins in the mother tongue and builds competence in the second language before using it as the medium of instruction, since it is a key component in increasing the educational attainment and it reduces the linguistic and cultural barriers faced by students when entering school.

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[53] MACKENZIE, P. J. Mother tongue first multilingual education among the tribal communities in India. International Journal of Bilingual Education and Bilingualism, 12(4), 2009 369-385. doi:10.1080/13670050902935797

**Graph 11 Students should make self-effort in understanding the monolingual material.**
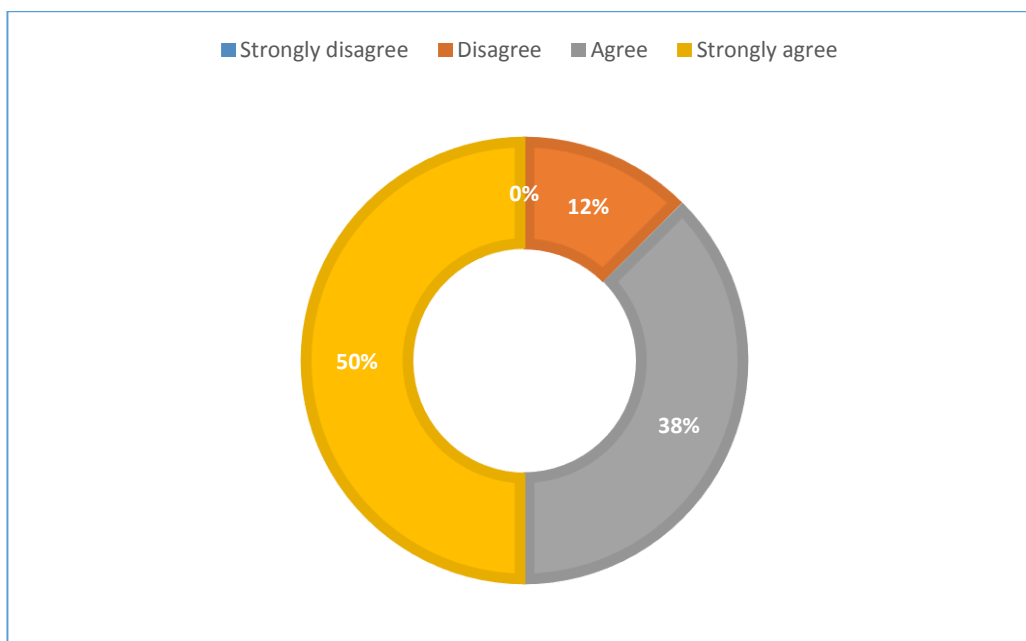


Most of the teachers pointed out that it is important for students to try to understand the materials by themselves first. 50% strongly agreed and 38% agreed that it is important that students make and effort in understanding the monolingual material since they need challenges in learning a target language. Only 12% disagreed on students understanding monolingual materials.

In relation with the questionnaire, the data shows that although the majority of teachers think that the use of the mother tongue slows down the process of acquiring English, they agreed on the use of the target language most of the time. They also agreed that students should make an effort when learning this foreign language and that the mother tongue support can only be given by teachers as an oral input and not by the textbook in a written form. However, teachers also saw benefits in using the vernacular language such in the use of bilingual dictionaries or bilingual materials or when using the mother tongue for making comparisons between the two languages.

## 5.3 RESULTS OF METACOGNITE AWARENESS LISTENING QUESTIONNAIRE (MALQ)

Metacognitive Awareness Listening Questionnaire (MALQ) consists of five factors including planning and evaluation (five items), directed attention (four items), person knowledge (three items), mental translation (three items), and problem-solving (six items). Eight graders were asked to respond to twenty-one items using a 6-point Likert scale ranging from "strongly agree" to "strongly disagree". The scale does not have a neutral point so students could not hedge (see the Appendix 3).

**Table 12 Planning and Evaluation Strategies**

| No | Strategy | Strongly Agree 6 | Agree 5 | Partly Agree 4 | Slightly disagree 3 | Disagree 2 | Strongly Disagree 1 |
|---|---|---|---|---|---|---|---|
| 1 | Before I start listening, I have a plan in my head for how I am going to listen. | 0 | 1 (20%) | 3 (60%) | 1 (20%) | 0 | 0 |
| 10 | Before listening, I think of similar texts that I may have listened to. | 1 (20%) | 2 (40%) | 1 (20%) | 0 | 1 (20%) | 0 |
| 14 | After listening, I think back to how I listened, and about what might do differently next time. | 1 (20%) | 1 (20%) | 1 (20%) | 2 (40%) | 0 | 0 |
| 20 | As I listen, I periodically ask myself if I am satisfied with my level of comprehension. | 1 (20%) | 1 (20%) | 1 (20%) | 0 | 2 (40%) | 0 |
| 21 | I have a goal in my mind as I listen. | 1 (20%) | 2 (40%) | 1 (20%) | 1 (20%) | 0 | 0 |

As can be seen from table 12, the majority of the learners agree that they have an overall goal and a plan in mind for how they are going to approach the listening task

(statements 1 & 21). They also agree that they recall similar texts before listening (statement 10). However, they disagree they evaluate and monitor their performance (statement 14 & 20). So they report planning more than evaluating.

Table 12 shows that students do not tend to evaluate their listening process maybe because they are not trained in this area. Teachers may concentrate on getting the right answer rather on how the answers were achieved.  As John Field [54] states, teachers focus upon the outcomes of listening, rather than upon listening itself, upon product rather than process. When a learner supplies a correct answer, there is no indication as to how that answer has been arrived at and how meaning has been constructed.

**Table 13 The Directed attention strategies**

| No | Strategy | Strongly Agree 6 | Agree 5 | Partly Agree 4 | Slightly disagree 3 | Disagree 2 | Strongly Disagree 1 |
|---|---|---|---|---|---|---|---|
| 2 | I focus harder on the text when I have trouble understanding | 2 (40%) | 1 (20%) | 1 (20%) | 0 | 1 (20%) | 0 |
| 6 | When my mind wanders, I recover my concentration right away. | 1 (20%) | 0 | 2 (40%) | 1 (20%) | 0 | 1 (20%) |
| 12 | I try to get back on track when I lose concentration | 0 | 3 (60%) | 2 (40%) | 0 | 0 | 0 |
| 16 | When I have difficulty understanding what I hear, I give up and stop listening. | 0 | 0 | 3 (60%) | 0 | 1 (20%) | 1 (20%) |

Table 13 shows strategies related to directed attention. The majority of students report not only the use of strategies for maintaining and regaining concentration

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54 FIELD, John. Skills and strategies: towards a new methodology for listening. ELT Journal Volume 52/2 April 1998. Oxford University Press 1998

(statements 2, 6 & 12) but also most of them report giving up and stopping listening when having difficulty.  This could be related to their self-efficacy. As Bandura [55] describes people who doubt their capabilities dwell on their personal deficiencies, on the obstacles they will encounter, when faced with difficult tasks, and all kinds of adverse outcomes rather than concentrate on how to perform successfully so they slacken their efforts and give up quickly in the face of difficulties.

**Table 14 Person knowledge and self-awareness.**

| No | Strategy | Strongly Agree 6 | Agree 5 | Partly Agree 4 | Slightly disagree 3 | Disagree 2 | Strongly Disagree 1 |
|---|---|---|---|---|---|---|---|
| 3 | I find that listening in English is more difficult than reading, speaking, or writing in English. | 1 (20%) | 1 (20%) | 3 (60%) | 0 | 0 | 0 |
| 8 | I feel that listening comprehension in English is a challenge for me | 1 (20%) | 2 (40%) | 2 (40%) | 0 | 0 | 0 |
| 15 | I don't feel nervous when I listen to English. | | | 0 | 2 (40%) | 2 (40%) | 1 (20%) |

Table 14 presents data about strategies related to person knowledge /self-awareness.  The majority of students (60%) agree that they find listening in English more difficult than the other skills (statements 3 & 8) which may be because they are usually given the passive role of over-hearers. They also report that listening comprehension is a challenge for them maybe because of extensive experience of being tested rather than taught listening. They report feeling nervous when they listen to English, which is a matter of concern. It can be said that self-efficacy has a

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[55] BANDURA, A. Self-efficacy. In V. S. Ramachaudran (Ed.), Encyclopedia of human behavior (Vol. 4, pp. 71-81). New York: Academic Press. (Reprinted in H. Friedman [Ed.], Encyclopedia of mental health. San Diego: Academic Press, 1998). 1994

direct impact on this behavior. Suzanne Graham[56] states that low level of listening self-efficacy among EFL learners can be related to the way listening is taught since it takes the form of an activity to be 'delivered' rather than a skill to be developed. As Hedge[57] argues, such practices can create negative self-efficacy regarding L2 listening ability, so this may explain the levels of anxiety the students report. Thus, it is necessary to provide students with opportunities to alter listening exercises into more effective ones so they do not find this skill difficult to understand and they feel they can achieve it.

**Table 15. Mental translation**

| No | Strategy | Strongly Agree 6 | Agree 5 | Partly Agree 4 | Slightly disagree 3 | Disagree 2 | Strongly Disagree 1 |
|---|---|---|---|---|---|---|---|
| 4 | I translate in my head as I listen. | 1 (20%) | 2 (40%) | 1 (20%) | 0 | 1 (20%) | 0 |
| 11 | I translate key words as I listen. | 1 (20%) | 2 (40%) | 2 (40%) | 0 | 0 | 0 |
| 18 | I translate word by word as I listen. | 1 (20%) | 0 | 0 | 2 (40%) | 1 (20%) | 1 (20%) |

Table 15 illustrates that the majority of students report they translate in their heads as they listen and they also translate key words (statements 4 & 11). Only 20% of them report translating word by word as they listen, a very inefficient strategy. As reported in above, a majority report the use of inefficient strategies, such as translating key words in their heads while listening. As Eastman[58] argues, such practices may result from attempts to compensate for lack of experience and L2 competence. To prepare listeners to succeed, it is necessary to help them get rid of

[56] GRAHAM, Suzanne. Self-efficacy and academic listening. Journal of English for Academic Purposes, 10, 2011, pp 113-117.
[57] HEDGE, Tricia. Teaching and learning in the language classroom. Oxford: Oxford University Press. 2000.
[58] EASTMAN, J. K. (1991). Learning to listen and comprehend: The beginning stages. System, 19 (3), 179-88

these habits since learners who learn to control their listening processes can enhance their comprehension.

**Table 16. Problem solving**

| No | Strategy | Strongly Agree 6 | Agree 5 | Partly Agree 4 | Slightly disagree 3 | Disagree 2 | Strongly Disagree 1 |
|---|---|---|---|---|---|---|---|
| 5 | I use the words I understand to guess the meaning of the words I don't understand. | 1 (20%) | 2 (40%) | 2 (40%) | 0 | 0 | 0 |
| 7 | As I listen, I compare what I understand with what I know about the topic. | 1 (20%) | 2 (40%) | 2 (40%) | 0 | | 0 |
| 9 | I use my experience and knowledge to help me understand. | 2 (40%) | 2 (40%) | 1 (20%) | 0 | | 0 |
| 13 | As I listen, I quickly adjust my interpretation if I realize that it is not correct. | 1 (20%) | 1 (20%) | 1 (20%) | 1 (20%) | 0 | 1 (20%) |
| 17 | I use the general idea of the text to help me guess that meaning of the words that I don't understand. | 2 (40%) | 1 (20%) | 0 | 1 (20%) | 0 | 1 (20%) |
| 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. | 0 | 1 (20%) | 3 (60%) | 1 (20%) | 0 | 0 |

Table 16 shows that eight graders use problem-solving strategies. The majority of students agree on the most of the items for problem solving such as using the context words to understand their meaning, being able to adjust their interpretation quickly, and referring to their knowledge of the topic while they listened. It can be inferred that the students report using some metacognitive learning strategies when listening.

## 5.4 DATA ANALYSIS METHODOLOGY

The ten-week pedagogical intervention started with a needs analysis that included the four types of listening tasks. The table below shows the results students got according to each part of the test. Each part represents a different type of listening task and it has a different score. Part one has eight items, part two has six, part three has nine and part four has ten.

**Table 17 Results of week 1:  types of listening**

| Student | Part 1 Intensive Type | Part 2 Extensive Type | Part 3 Responsive Type | Part 4 Selective Type |
|---|---|---|---|---|
| 1 | 8/8 | 4/6 | 8/9 | 8/10 |
| 2 | 2/8 | 2/6 | 9/9 | 10/10 |
| 3 | 4/8 | 2/6 | 9/9 | 9/10 |
| 4 | 3/8 | 3/6 | 9/9 | 9/10 |
| 5 | 4/8 | 2/6 | 9/9 | 8/10 |

The findings revealed that the majority of students had difficulty with tasks related to intensive and extensive listening type due to the fact that the first type is aimed at focusing attention on features of the language system and the second type involves longer and more complex activities with high levels of comprehension. However, all the students achieved higher scores| in parts 3 and 4 (responsive and selective type respectively) due to the fact that these parts focused on only certain features at a

time. Eight graders found it difficult to identify topics and construct an overall sense, or gist of a text.

In the discussion, students reported it was easy for them to work on part three and four since it had a word bank so it was very useful for them. The other types of listening were difficult for them because they had to listen carefully to what was said and then write the right answer.

On week two, eight graders worked on another listening activity that again took into account the types of listening task previously described. One more time, the majority of students obtained higher scores in the responsive and selective listening type tasks (exercise 1 and 3 respectively).

**Table 18 Results of week 2**

| Student | Exercise 1 Responsive Type | Exercise 2 Extensive Type | Exercise 3 Selective Type |
|---------|----------------------------|---------------------------|---------------------------|
| 1 | 6/7 | 8/15 | 5/10 |
| 2 | 6/7 | 11/15 | 3/10 |
| 3 | 6/7 | 6/15 | 8/10 |
| 4 | 6/7 | 10/15 | 8/10 |
| 5 | 6/7 | 9/15 | 8/10 |

Teacher-researcher asked students about the easiest and the more challenging parts of the listening activity. Students discussed most of the time in the target language although their mother tongue was allowed when they could not find the words to express themselves.  They mentioned the easiest part for them (exercise 1) since the kid from the recording had a good pace and they just had to pay attention to a short word related to the question already written. Something similar occurred with the selective exercise. They listened to a teacher giving instructions to students and they had three possible answers, which was really helpful for them. They

expressed it is good when they had time to read not only the questions but also the possible answers.

On week three, the majority of students achieved more than 50% of the activity correct. 40% of the students got five correct answers; 20% of them got six correct answers and the other 40% got seven correct ones. Students expressed this activity was somehow challenging for them since some words varied in only one sound. Spanish-speaking learners of English found difficulty in discriminating vowels (short and long), consonants, number of syllables, word/sentence stress and intonation so they could cause them miscomprehension and sometimes failure when doing this task. Bradlow and Pisoni[59] state that second-language learners present cases where certain aspects of speaker–hearer parity break down; that is, where there is a mismatch between the phonetic system of the language-user and of the target language community.

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[59] BRADLOW, Ann., and PISONI, David. Training Japanese listeners to identify English /r/ and /l/: Some effects of perceptual learning on speech production. Journal of the Acoustical Society of America, 101, 1997, pp. 2299-2310.

**Figure 2 Results of week 3 Phonemic contrast**



To develop a top-down and global understanding of spoken language, eight graders listened to The Wonderful World of Weee and answered three questions about it on week four. First they just listened three times and tried to answer the questions. Then, they watched the video of Weee and answered. Finally, students got all the three answers with less difficulty when the video is included.

Students discussed why this kind of task was the most challenging. They did not have the time to write the answers on the line. When they understood one of the answers, the recording kept on playing and they did not get the rest of the text. So they were asked to think about what they could do to make this task easier. 80% of the students said that teacher should stop the recording so they have time to write. 20% reported to play the recording as many times so they can write the answers correctly. The discussion focused on taking notes while listening. They thought they could not write anything on the paper except the right answers.

On week five, at this point of the pedagogical intervention, students took a mock (PET) test to measure their progress in the middle of this learning process. The following graph shows the results of the test.

**Graph 12 Results of Mock PET**
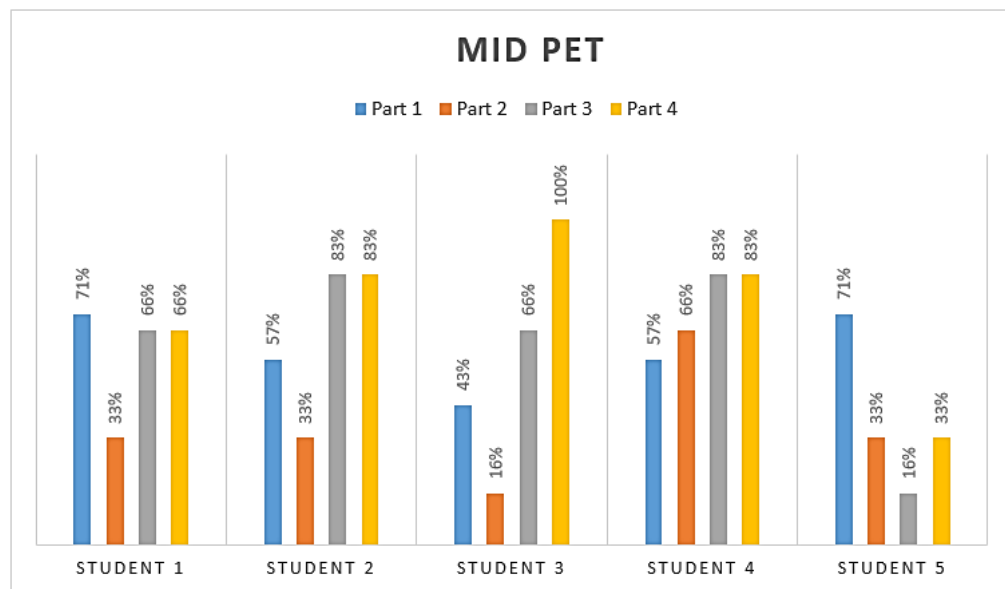


The majority of the students had less difficulty when working on parts one, three and four. The hardest part for eight graders is in part two since they needed to comprehend designated information in a context of longer stretches of spoken language.   Still they needed to keep working on selective listening task and notetaking while doing this activity. However, despite the results, students were encouraged to give positive feedback to their classmate since the test was checked and graded by themselves following the teacher's steps and analysing in each question why it was that the answer and not the other.

**Figure 3  Positive feedback for participant 2**
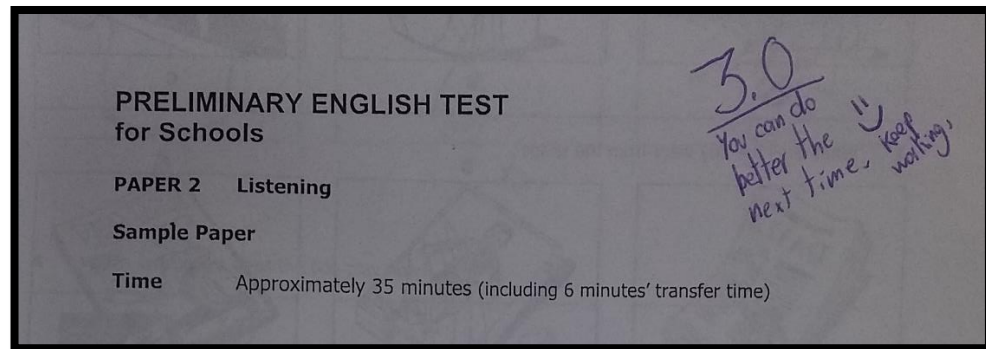


During the discussion, despite the results, students revealed the hardest part for them was in part 3 because sometimes they had difficulty when spelling some words correctly. They just focused on writing correctly instead of taking notes and getting the global understanding of the activity.

On week six, as the cycle began again, students discriminated some words that differed from the other just in one sound. This time, students got much better results than before.

**Figure 4 Results of discriminating from participant 4**



I. Listen and choose the word you hear

1. Which word do you hear?
   a. tall
   b. tool
   c. towel

2. Which word do you hear?
   a. tall
   b. tool
   c. toil

3. Which word do you hear?
   a. toil
   b. tail
   c. towel

4. Which word do you hear?
   a. towel
   b. toil
   c. tail

5. Which word do you hear?
   a. tail
   b. towel
   c. toil

6. Which word do you hear?
   a. hole
   b. hall
   c. howl

7. Which word do you hear?
   a. hall
   b. howl
   c. hole

8. Which word do you hear?
   a. hall
   b. howl
   c. hole

9. Which word do you hear?
   a. forest
   b. forced
   c. first

10. Which word do you hear?
   a. forest
   b. forced
   c. first

http://www.learnenglishfeelgood.com/listening/esl-pronunciation-test10.html

Two of the students got 80% of the right answers. One of them got the 90% correct and the other two students got the 100%. In the discussions all of them expressed satisfaction and they felt confident with the results. They said they could distinguish better between one and the other because they paid more attention to the sounds pronounced.

On week seven, the listening activity was divided into four parts. It started with a task that helped students prepare to listen by setting the context and activating their current knowledge. The majority of them got the highest mark (eight out of eight), except one student who just got five right words. All the students did not have difficulty when listening to the radio interview and ticking only the four correct answers. Some students (40%) had some difficulty when listening to the interview again and filling in the gaps with the correct word since the chunk of words were not exactly the same as the speaker said and they had to listen and transform the words. Finally, they listened to an abstract from the movie: The Great Gatsby and circled the correct option. It was challenging for them at first since there were non-linguistic

features that helped understand better the situation. They listened again but this time they watched the video to solve the task. Only 20% of the students did not get all the right answers (the image below)

**Figure 5  Results of The Great Gatsby activity**



On week eight, after learning about celebrations around the world, students did a pre-listening activity where 100% of them get all the right answers on week eight. After that, they listened to five different speakers and matched the speaker with the correct celebration. Again, 100% of the students got the right answers. Finally, students wrote the correct speaker next to what it had been said. Here, all of them got great results. 2 of them got 80% of the right answers, 2 of them got 90% and the other student got 100%. In the discussion, students said they now take notes next to the exercise they are doing. Also, they said they try to understand the whole listening first and then attempt to answer.

**Table 19  Result of extensive listening activity: The Mothman and The Men in Black**

| Students | Statement 1 | Statement 2 | Statement 3 | Statement 4 | Statement 5 | Statement 6 | Statement 7 |
|---|---|---|---|---|---|---|---|
| 1 | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ |
| 2 | ✓ | ✓ | ✓ | ✓ | X | X | ✓ |
| 3 | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ |
| 4 | ✓ | ✓ | X | X | ✓ | ✓ | ✓ |
| 5 | ✓ | ✓ | X | ✓ | ✓ | X | ✓ |

On week nine, although any of them got all the answers correct, the majority of students got good results between 71%- 85% correct. They felt happy not only with the results but also because they felt they could understand better this time. One of them (student 3) said that sometimes it was the vocabulary that blocked her but anyway she continued to get the whole message.

Finally, at the end of this pedagogical process, week ten, eight graders took the PET again. There were significant differences compared to the middle test taken in week five in terms not only of results but gained knowledge. Eight graders improved in all the different types of listening tasks.

**Graph 13 Results of Final PET**
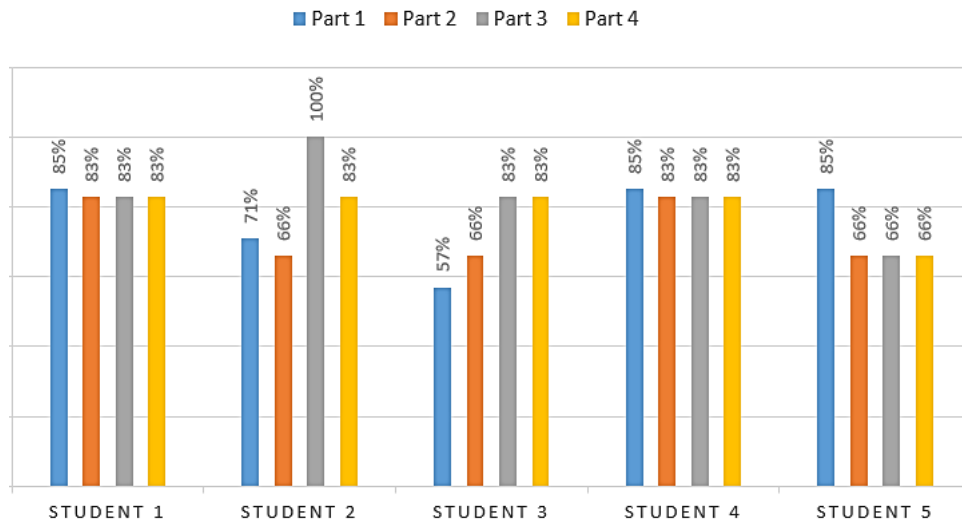


Students expressed in L1 that they felt confident with the test. They said they could understand better. They paid more attention to the questions so they read them carefully. They saw the images in part one and notice the differences between them, so they were more focus on details. No matter the mark they received, they were encouraged to give and receive positive feedback. Having confidence and good academic self-concept is what eight graders needed so they could feel they could succeed and do a good job. Based on the results from the first Preliminary English Test, the mid-test and this final test, students showed relevant learning improvement increasing in each of the tests and in all the four parts of it.

# 6. CONCLUSION

Using L1 to develop metacognitive awareness and other variables in learning have positive influences on language learners' listening development. It helped students acquire the skills of self-directed learning, become an autonomous language learner and allow them to find an effective approach to obtaining success in listening tasks. At first, eight graders had less difficulty when solving tasks related to intensive or responsive listening since both are somehow more familiar to them and more easily managed in terms of quantity and content. Step by step, they could solve more challenging and larger tasks. They were also give certain strategies that helped them become more effective learners such as note taking while listening, highlighting key words, focusing on what was asked and comparing and contrasting the images presented in the tasks.

Some activities which included video, helped students make more meaning when correcting their answers after the listening task. Jose Aldemar Valencia[60] states that meaning making goes beyond the verb centric and typographic views. Contemporary technologies facilitate the combination of various modes of communication such as image, sound, written language, and animation among others since the role of other semiotic resources such as proxemics, chronemics, gesture, gaze, spatial distribution and other elements that interplay in communication exchanges and contribute to meaning making.

Furthermore, Berk[61] claims that multimodality reviews core intelligences of verbal/linguistic, visual/spatial, musical/rhythmic, and emotional; left and right

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[60] VALENCIA, J. A. Meaning Making and Communication in the Multimodal Age: Ideas for Language Teachers. Colombian Applied Linguistics Journal, 18(1), 2016 98. doi:10.14483/calj.v18n1.8403
[61] BERK, Roland. Multimedia teaching with video clips: TV, movies, YouTube, and mtvU in the college classroom.  International Journal of Technology in Teaching and Learning, 5 (1), 2009, pp 1 –21.

hemispheres; triune brain; brain wave frequencies; and video-brain conclusions. It makes meaning that helps students understand better since it includes gestures, images, and movement when students interact with the text and the video simultaneously so they assist learners in linking meaning to stress, intonation and other prosodic cues. Other visual information can help facilitate the understanding of unfamiliar language as learners have to infer and deduce to "make sense" of things. Learning increases when semiotic resources are well integrated with both sensory experience and linguistic knowledge.

Also, being on the spot for having low performance in the TL taught as school, was not stimulating. Students increased their academic self-concept as well as their self-efficacy believing they could achieve a task. They felt motivated when receiving a good comment from their classmates about their performance no matter the results they got. They even expressed they felt they improved a little since now they understand a bit more comparing than before.

Thus, based on the findings of this report, schools should not ban at all the use of the mother tongue in the EFL classroom since it works as a learning tool. When using it selectively, it is useful for students to have a comprehensive knowledge of the English system and help them develop strategies that may facilitate their learning process. Eight graders could clarify certain points that did not let them advance in their development. In the discussion, they could ask how they did it, why that was or not the right answer or where they made the mistake.

# 7. RECOMMENDATIONS

It is advisable for schools to first take into account students' needs to identify their strengths and weaknesses in the target language. Although some schools follow a particular methodology, it is necessary to analyse the class group dynamics to look for or modify the way of teaching by including learning tools that support learners to achieve their goals.

Also, EFL teachers should not forget to include self- and peer-assessment practices that provide positive feedback so low self-efficacy learners can start increasing it and feel motivated to work. If students have low proficiency of the target language, teachers can provide a list of positive reinforcement words so they can use them. Furthermore, schools should not ban students' mother tongue in the classroom. Instead, EFL teachers should tell students when to use of it selectively and little by little increase the amount of target language in the classroom.

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# APPENDIXES

## Appendix A. Action Plan and Time table for Implementation

| DATE | ACTIVITY |
|---|---|
| 2016: August – December | Preparation and approval of the project |
| Phase 1 | |
| 2016-2017: August – February | Observation and data collection<br>-Interviewing students<br>-Applying questionnaires<br>-Observing L1 use in the classroom through a journal and checklist to verify when students codeswitch |
| 2017: January -February | Organization and data analysis<br>Classification of the data according to similar patterns of to the purpose they used. |
| 2017: January -February | Determining learning needs |
| Phase 2 | |
| 2017: March - June | Design educational intervention |
| 2017: May - October | Execution of educational intervention (implementation and evaluation of learning) |
| 2017: May - October | Evaluation of educational intervention |
| 2016: August – 2017: December | Preparation of final report on action research |

**Appendix B Parents' Letter of Consent**



Maestría en Didáctica de la Lengua

Escuela de Idiomas

Facultad de Ciencias Humanas


Apreciados padres de familia,


Teniendo en cuenta los resultados del examen internacional PET que se llevó a cabo en octubre de 2016, su hija ha sido invitada a participar en el Estudio de investigación acerca del uso de la lengua materna como herramienta para mejorar los procesos de aprendizaje de Inglés en las estudiantes de octavo grado del colegio ASPAEN Gimnasio Cantillana. El propósito de este proyecto es examinar la efectividad que tiene el uso selectivo de la lengua materna para el desarrollo de conciencia metacognitiva en las actividades de escucha durante diez semanas en las clases de Language Arts.

Si usted decide permitir que su hija participe en este estudio, a ella se le pedirá realizar una entrevista inicial para hablar acerca de las actividades en las que participa. Esta entrevista será grabada y se realizará en un horario dentro de la jornada escolar, sin embargo, no se afectará su desempeño dentro de las clases. Además, se harán discusiones las cuales serán grabadas en audio. De igual manera, se realizará de nuevo un examen internacional (PET) en el mes de junio.

Toda la información que se obtenga, será llevada con la más estricta confidencialidad que caracteriza este tipo de investigación. En cuanto a los resultados, es posible que sean publicados en artículos o presentados en congresos. Para este caso, se preservará el anonimato de los participantes. Al final del proyecto, habrá una reunión para darles a conocer tanto a las estudiantes como a ustedes los resultados antes de ser publicados.

Puede tomarse el tiempo necesario para leer y discutir este documento con su familia, amigos o con quien desee hacerlo y realizar cualquier pregunta que tenga antes de acceder a participar. La decisión de permitir que su hija haga parte este proyecto es sólo de ustedes. Es de aclarar que la participación en este tipo de investigación no representa ningún riesgo sicológico o de otro tipo.

Como participante, su hija no tiene ninguna retribución económica. Sin embargo, indirectamente, le permitirá comprender mejor algunos procesos asociados con el aprendizaje de una lengua extranjera. Igualmente, en la eventualidad que decida abandonar el proyecto no habrá ninguna penalidad como estudiante del curso en mención (e.g. su evaluación como estudiante no se afectará en la planilla de notas)

Agradezco su atención a esta solicitud.

Atentamente,


Aleyda Fonseca Estepa
Investigador Principal (su mentor)
Celular: 311 855 6703
e-mail: lisamar02@hotmail.com

Como padre/madre o acudiente de _____

autorizo su participación en el estudio de investigación descrito en éste documento.


Fecha de Nacimiento de la participante: _____


FIRMA DEL PADRE/MADRE O ACUDIENTE_____

**Appendix C Metacognitive Awareness Listening Questionnaire**

**Metacognitive Awareness Listening Questionnaire (MALQ)**

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

| | Strongly disagree | Disagree | Slightly disagree | Partly agree | Agree | Strongly agree |
|---|---|---|---|---|---|---|
| I like II I like learning another language | 1 | 2 | 3 | 4 | 5 | 6 |
| 1. Before I start to listen, I have a plan in my head for how I am going to listen. | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. I focus harder on the text when I have trouble understanding. | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. I find that listening is more difficult than reading, speaking, or writing in English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. I translate in my head as I listen. | 1 | 2 | 3 | 4 | 5 | 6 |

| | Strongly disagree | Disagree | Slightly disagree | Partly agree | Agree | Strongly agree |
|---|---|---|---|---|---|---|
| 5. I use the words I understand to guess the meaning of the words I don't understand. | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. When my mind wanders, I recover my concentration right away. | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. As I listen, I compare what I understand with what I know about the topic. | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. I feel that listening comprehension in English is a challenge for me. | 1 | 2 | 3 | 4 | 5 | 6 |
| 9. I use my experience and knowledge to help me understand. | 1 | 2 | 3 | 4 | 5 | 6 |
| 10. Before listening, I think of similar texts that I may have listened to. | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. I translate key words as I listen. | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. I try to get back on track when I lose concentration. | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. As I listen, I quickly adjust my interpretation if I | 1 | 2 | 3 | 4 | 5 | 6 |

| | Strongly disagree | Disagree | Slightly disagree | Partly agree | Agree | Strongly agree |
|---|---|---|---|---|---|---|
| realize that it is not correct. | | | | | | |
| 14. After listening, I think back to how I listened, and about what I might do differently next time. | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. I don't feel nervous when I listen to English. | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. When I have difficulty understanding what I hear, I give up and stop listening. | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. I use the general idea of the text to help me guess the meaning of the words that I don't understand. | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. I translate word by word, as I listen. | 1 | 2 | 3 | 4 | 5 | 6 |
| 19. When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense. | 1 | 2 | 3 | 4 | 5 | 6 |
| 20. As I listen, I periodically ask myself if I am satisfied with my | 1 | 2 | 3 | 4 | 5 | 6 |

| | Strongly disagree | Disagree | Slightly disagree | Partly agree | Agree | Strongly agree |
|---|---|---|---|---|---|---|
| level of comprehension. | | | | | | |
| 21. I have a goal in mind as I listen. | 1 | 2 | 3 | 4 | 5 | 6 |

**Appendix D. Proficiency-based test**

**LISTENING**

**I. Listen to the sentences and tick (√) the correct pronunciation of the –ed ending (Interactive 2 T. 3.21) (16 marks)**

|  | /t/<br>Look**ed** | /d/<br>Cycl**ed** | /ɪd/<br>Creat**ed** |
|---|---|---|---|
| 1. The main characters are **played** by actors. |  |  |  |
| 2. Many films are **based** on books. |  |  |  |
| 3. The story can be **adapted** by scriptwriters. |  |  |  |
| 4. A film is **recorded** on location. |  |  |  |
| 5. The scenes aren't always **filmed** in the correct order. |  |  |  |
| 6. The filming is **watched** by the director. |  |  |  |
| 7. A different opening to the film is sometimes **included** on the DVD. |  |  |  |
| 8. The film is **finished** in the studio. |  |  |  |

**Listening Part 2 Questions 8 – 13  (PET paper 2 part 2) (2 each 12 marks)**

**You will hear part of an interview with a girl called Sally Myers whose first book has recently been published.  For each question, choose the correct answer A, B, or C**

**8 Why did Sally decide to write her first book?**

**A** people said her stories were good

**B** her family bought her a diary

**C** her pen friend suggested it

**9 Why didn't Sally's Dad want her to send her book to a publisher?**

**A** He didn't like it very much.

**B** He had given her help to write it.

**C** He was worried that they wouldn't be interested.

**10 Sally sent her book to a company which**

**A** published books only on the internet.

**B** published her favourite stories.

**C** published books of a similar type.

**11 How did Sally feel when the company phoned her Mum?**

**A** very excited

**B** extremely surprised

**C** anxious about the future

**12 Sally says that, as a result of her book,**

**A** she now has more money.

**B** she has lost some of her friends.

**C** she is in contact with new people.

**13 What does Sally say about her next book?**

**A** It will be quite different from her first one.

**B** It will be written for older readers.

**C** It will be about something all children experience.

**II. Listen and tick (√) the things Jack and Lily talk about (Interactive 2 T. 18) (22 marks)**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| Blonde hair | ☐ | A horse | ☐ | A | ☐ | seahorse | |
| A star | ☐ | Japan | ☐ | Blue eyes | ☐ | | |

**III. Listen again and complete the phrases with the words**

| You're / know / that's / no / that |
| --- |

| Interested | Not interested |
| --- | --- |
| **1.** Really? | **5.** Yeah, I _____ |
| **2.** _____ way! | **6.** Everybody knows |
| **3.** _____ joking! | _____ |
| **4.** Wow, _____ amazing! | |

**IV. A geography teacher is describing the work students will do on the geography course. Listen and complete the table with the words in the word bank. You will not need to use all the words. (2 each 20 marks)**

| 4, 3, Industry, Rivers, Population, Climate, Mr. Taylor, Miss Holiday, 2000, 1000, 30 minutes, 2 hours, 2.5 hours, 1.5 hours, once a week, once a month, twice a month, twice a term, all topics, geographical skills |
| --- |

| Number of modules per year: _____4_____ | | | |
| --- | --- | --- | --- |
| **Topic of Term 1 module** | ____Industry_____ | **Teacher:** | Mr. Taylor |
| **Topic of Term 1 module** | _____ | **Teacher:** | _____ |
| **Topic of Term 2 module** | _____ | **Teacher:** | Miss Holiday |
| **Topic of Term 3 module** | _____ | **Teacher:** | _____ |
| **Exam 1 length** | _____ | **Questions about:** | _All topics_____ |
| **Exam 2 length** | ____1,5 hours_____ | **Questions about:** | _____ |

| Homework How often? | _____ | Time: | ____30 minutes_____ |
|---|---|---|---|
| Coursework Total number of projects this year | _____ | Length of each: | _____ words |
| Fieldwork. How often? ___Once a month_____ | | | |

**Appendix E Semi-structured interview**

TRANSCRIPTION

Question 1

**How much Spanish do you use in the English classes?**

S1. Not much. Only in some classes but not much. I would get tired of speaking English all the time. I can ask questions easily in Spanish.

S2. I use Spanish when I am going to ask for something, or when talking to my friends.

S3 I use it very often so I can interact with people, especially with the teachers so they can correct any mistake I make in the test or with my pronunciation.

S4. A lot! In some subjects not much but in other yes.

S5. Sometimes, when I don't know how to say something in English or when I want to talk to the teacher.

S6. Most of the time, because I am used to use Spanish. It is in my vocabulary and I am not used to speak English all the time.

S7. In some subjects I use it little but in others I use it a lot.

S8. A lot! Because I can't speak fluently in English.

**Question 2**

**When do you speak much Spanish? When doing which of these skills: reading, listening, writing or speaking?**

S1. When doing speaking, reading and writing activities. I use my cellphone in class and I use applications in Spanish.

S2. In Speaking. Sometimes I feel lazy to speak English, and sometimes it is difficult for me to say something in English.

S3. When reading because I can organize better my ideas in my language in my mind.

S4. When speaking because I forget the words and usually make mistakes in English. For examples when I say "She has" I say "She have*". When writing, well, I can think and then write so no problem.

S5. When speaking, especially when I need to ask something to the teacher. There is no problem for me with the other skills.

S6. When Speaking because for me it is easier understand when reading and listening but not when speaking

S7. In all the skills. When speaking because before preparing an oral presentation, I do it first in Spanish to understand better and then to present, I do it in English, of course. In reading, I translate the words in my mind and then I read again. In writing, I write first in Spanish and then I translate the words. And in listening,  I try to listen but it is difficult for me.

S8. In Reading. When I do not understand, I translate in my mind or I ask for the Spanish word.

S9. In reading. To translate what the text says.

**Question 3**

**Do you think Spanish is useful in English classes? Why / Why not?**

S1. Yes. Because sometimes the topics are very complicated and if we only study them in English we can't understand very well. And then we can start with mistakes because we do not understand the topic. So sometimes it is useful to use Spanish to understand the topic better. Spanish is useful in topics explanations.

S2. It is supposed that we need to speak English in the English classes but sometimes it is necessary, especially in the explanations, when something is not clear to me.

S3. Sometimes it is useful but we have to speak English all the time because we can't practice it at home or in other environments.

S4. I think it is useful in the lower grades but in the higher grades, like 8th, 9th, 10th and 11th isn't because they must know only English since if not they will get used to use Spanish only. But please, do not remove us Spanish, I said eth grade and not 7th, please. Spanish is useful but not much because girls have to speak English to learn it.

S5. I think it isn't very necessary in the classroom because the idea is that the girls who are learning it, learn to speak it and write it. Teachers should look for the way tp explain the lesson with known words.

S6. It depends, because the idea is to learn English but also Spanish is necessary so we can learn English better. I use Spanish when I do not understand something.

S7. I don't think it is useful because the idea is that in an English class, teachers should teach English, a new language to students. And the idea is that students try to use that language. Teachers can help us but students have to help themselves as well if they want to learn and get better results.

S8. It is because then I can understand different texts and then I can translate the instructions or paragraphs. It is useful when explaining any topic or when a student doesn't understand.

S9. It is but only when it is necessary. For example, when we do not understand a topic. But when teachers speak English all the time, we learn more.

**Appendix F. Questionnaire: Teachers' perceptions of the Mother Tongue**

| Items | Strongly disagree | Disagree | Agree | Strongly agree |
|---|---|---|---|---|
| Mother tongue slows down the process of acquiring English | | | | |
| English should be used all the time | | | | |
| Taking into account the students' mother tongue, English helps students to acquire English. | | | | |
| Once the teacher use the mother tongue, the students always expect the teachers to explain something in their mother tongue the next time | | | | |
| Students could learn better using the bilingual dictionary | | | | |
| Students learn better using bilingual materials | | | | |
| Mother tongue support can only be given by teachers as an oral input; not by the textbook in a written form | | | | |
| Students should make self-effort in understanding the monolingual material | | | | |