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Santa Barbara

Implementation of Podcasts through Computer-Assisted Task-Based Language Teaching in
an Intermediate Spanish Course

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Philosophy
in Hispanic Languages and Literatures

by

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Samanta de Frutos García

DEDICATION

This dissertation is dedicated to my family, for always loving and supporting me.

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ABSTRACT

Implementation of Podcasts through Computer-Assisted Task-Based Language Teaching in
an Intermediate Spanish Course

by

Samanta de Frutos García

Extensive literature demonstrates that podcasts can support the process of learning a second language (Goodwin-Jones 2005; McBride, 2009; Phillips, 2017; Stanley, 2006). However, a small number of studies were found in the literature review investigating the implementation of podcasts through computer-assisted task-based language teaching (TBLT) to foster listening comprehension (Mulyadi et al., 2021; O'Bryan & Hegelheimer, 2007).

The present dissertation, firstly, illustrates how computer-assisted TBLT listening lessons can be designed and implemented in an online intermediate Spanish course, and, secondly, investigates the development of students' listening performance using computer-assisted TBLT lessons, the impact of this type of instruction on students' metacognitive awareness in listening strategies, as well as their opinions towards podcast tasks. In order to analyze these components, second language learners of Spanish who were enrolled in an online intermediate Spanish course at the University of California, Santa Barbara, participated in this study over the course of one quarter. The technologies used in this study are synchronous Zoom classes and an online module containing six podcast tasks, questionnaires, and open-ended questions.

A total of 51 second language learners of Spanish participated in this study. For the analysis of the development of listening performance, participants completed six computer-assisted TBLT listening lessons. In order to investigate the impact of the listening lessons on participants' metacognitive awareness in listening comprehension, they completed the Metacognitive Awareness Listening Questionnaire (MALQ) at three different points during the ten-week quarter (Vandergrift et al., 2006). Finally, participants answered open-ended questions in which they self-reflected on the podcasts, their listening process, and listening strategies immediately after each listening lesson.

The results of the study found that participants' listening comprehension significantly improved at the beginning of the experiment, whereas there was no statistically significant growth at the end of the experiment. Additionally, the results of the MALQ provided empirical evidence for the benefits of the computer-assisted TBLT lessons to raise participants' metacognitive awareness in listening. Participants demonstrated statistically significant growth in four of the five MALQ categories. The results indicated that this type of listening instruction can be useful for the development of the planning and evaluation, directed attention, person knowledge, and problem-solving categories. Instead, the results of this investigation suggested that there was no statistically significant difference between pretest and posttest responses for the mental translation category. Finally, the written comments section showcased that the majority of participants enjoyed the TBLT listening lessons presented in this study and expressed their desire to continue listening to podcasts in the future. Some of the major trends throughout the responses were that participants increased their confidence, their metacognitive awareness in listening, and enhanced their language skills.

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I. Chapter 1: Introduction

1. General Background

The development of technology has led to an increase of computer applications for educational purposes. The principal contribution of the technology to the field of second language acquisition (SLA) has been the implementation of tools to promote language learning. Levy (1997) defined computer-assisted language learning (CALL) as a field that covers “the search for and study of applications of the computer in language teaching and learning” (p.1). Some technologies, such as listening to and creating podcasts, have become popular as innovative, creative, and effective teaching practices that can support the process of learning a language.

Various scholars in the field of SLA have conducted research on CALL (Chapelle, 2001; Chun & Plass, 2000; Doughty & Long, 2003; González-Lloret & Ortega, 2014; Jonassen & Reeves, 1996; Salaberry, 2000). Some of these studies have included an analysis of student’s performance or perceptions towards the use of CALL. Nonetheless, few studies have been found addressing the implementation of podcasts in conjunction with CALL and task-based language teaching (TBLT) to foster listening comprehension. TBLT is an educational framework, originated from the communicative approach, in which students complete meaningful tasks that involve the use of authentic language.

Therefore, the current study attempts, firstly, to illustrate how computer-assisted TBLT listening lessons can be designed and implemented in an online Spanish language course, and, secondly, to investigate the development of students’ listening performance using computer-assisted TBLT lessons, the impact of this type of instruction on students’ metacognitive

awareness in listening strategies, as well as their opinions towards podcast tasks. The online podcast tasks implemented in this online Spanish course foster authentic, innovative, and immersive language learning environments.

In line with previous studies (Chou, 2016; Mulyadi, Wijayatiningsih, Singh, & Prastikawati, 2021; Takeda, 2013; Vandergrift & Goh, 2012; Vogely, 1995), the first section in the current research analyzes students' performance on listening comprehension tasks, comparing the results of different types of tasks: three reconstruction tasks and three restoration tasks.

Since the development of listening strategies plays an important factor in listening comprehension (Goh, 1997, 2008; Goh & Taib, 2006; O'Bryan & Hegelheimer, 2007), and the Metacognitive Awareness Listening Questionnaire (MALQ) can assess listeners' metacognitive awareness and their perceived use of strategies for listening (Vandergrift, Goh, Mareschal & Tafaghodtari, 2006; Vandergrift & Tafaghodtari, 2010), the present study seeks to examine the effects that computer-assisted TBLT listening lessons have in students' metacognitive awareness in listening comprehension and its strategies, as measured by the questionnaire MALQ.

Furthermore, the present investigation analyzes students' opinions and reactions towards the online podcast tasks that they complete through the computer to present and reinforce materials studied in the curriculum.

Thus, the aim of this dissertation is to contribute to a better understanding of the affordances of implementing podcasts through computer-assisted TBLT listening lessons, and whether or not the use of these lessons improves students' listening performance and their metacognitive awareness in listening comprehension.

2. Scope of the Present Study

The current research contributes to previous literature in the field of SLA analyzing the effects that authentic listening materials, such as podcasts, implemented through a computer-assisted task-based language teaching framework have on intermediate second language learners of Spanish enrolled in an online course at the University of California, Santa Barbara. The effect of these tasks is examined through 1) students' performance in listening comprehension tasks, which were implemented at six different points during the ten-week quarter, 2) students' responses to a questionnaire about their metacognitive awareness in listening comprehension taken at three different points of the investigation, and 3) students' opinions and reactions to two open-ended questions.

The technologies used in this study are synchronous Zoom classes and an online module containing six podcast tasks, questionnaires, and open-ended questions. These tasks were integrated into the course syllabus and were designed based on the units studied during the course.

In sum, the main objectives of this dissertation are: 1) to investigate the implementation of podcasts through computer-assisted TBLT in an intermediate Spanish course and 2) to examine the effect that these tasks have on students' performance, their metacognitive awareness in listening strategies, and their opinions towards this type of instruction.

3. Research Questions

The overarching purpose of this study is to investigate the effects of implementing podcasts through computer-assisted TBLT on second language learners' listening performance, listening strategies, and their opinions. To address these issues, the following research questions have been formulated:

1. What is the effect of the six computer-assisted TBLT listening lessons on students' listening performance?
2. Is there a considerable difference between the two types of tasks implemented: reconstruction vs. restoration tasks?
3. What is the effect of the computer-assisted TBLT listening lessons on students' metacognitive awareness in listening comprehension?
4. What are the students' reactions to the computer-assisted TBLT listening lessons?

4. Overview

The dissertation is organized as follows. Chapter 2 offers an overview of previous research on podcasts in second language learning, explores the literature surrounding second language listening comprehension approaches, and presents previous studies on TBLT and CALL. Chapter 3 presents the methodological design used to investigate the research questions presented above, including a detailed description of the research context, participant's demographics, and the instruments used for the data collection. Chapter 4 analyzes the data acquired from the administration of the instruments and discusses the results. Chapter 5 concludes the dissertation, discussing its general implications, limitations, and suggestions for future research.

II. Chapter 2: Literature Review

1. Introduction

This chapter explores existing research relevant to this dissertation's topic, which is the effects of implementing podcasts through computer-assisted TBLT on second language learners of Spanish. The first main section offers a review of podcasts and some considerations when applying these audios in second language contexts. It also reviews studies that focus on students' perceptions towards podcasts.

This is followed by an overview of second language listening comprehension and teaching to contextualize the listening comprehension skill within the field of SLA. This section also defines the model of metacognitive instruction in listening comprehension and reviews studies showing that teaching students metacognitive listening strategies has positive effects on their listening comprehension development.

The last section focuses on TBLT and CALL. It presents a description of the TBLT model for listening comprehension and reviews studies on computer-assisted TBLT. The present chapter will conclude with a summary of the chapter's findings, as well as a rationale for this investigation.

2. Podcast

The term 'podcast' is a blend of the terms *pod* (from *Apple iPod*) and *broadcast*. Podcast refers to a digital audio file that is recorded and then uploaded to the Internet. Audio podcasts have long been used inside and outside the classroom. Thorne and Payne (2005) suggest that podcasts provide language learners with real-world situations that give them plenty of opportunity to be exposed to grammatical structures, vocabulary, and cultural components.

Stanley (2006) indicates that podcasts could complement other language materials to provide a richer learning experience and could offer language learners with real language use in a meaningful and authentic context. McBride (2009) points out that well-chosen podcasts can be a great source of comprehensible input to reinforce previous class content or present new materials for language learners.

Research studies on podcasts have identified its numerous advantages for language learning (Goodwin-Jones 2005; Greenleaf, 2011; McBride, 2009; Stanley, 2006). For instance, students can read the transcripts as they listen, pause the content, rewind it, control the number of times they listen to it or the rate of speech, and be exposed to real pronunciation. Several authors point out that the use of podcasts for language learning is highly beneficial because it promotes motivation, interaction, engagement, learner autonomy, and innovative opportunities for learning (Edirisingha, Salmon & Nie, 2008; McBride, 2009; Phillips, 2017). Additionally, research has demonstrated that the use of podcasts helps develop different linguistic aspects of communication, such as grammar (Istanto, 2011), vocabulary (Borgia, 2010; Putman & Kingsley, 2009), listening comprehension (Lee & Chan, 2007; O'Bryan & Hegelheimer, 2007; Schmidt, 2008), and pronunciation improvement (Ducate & Lomicka, 2009; McQuillan, 2006; Sathe & Walje, 2008; Sze, 2006).

The current literature shows a strong influence of the use of podcasts to improve second language skills. While much research has been done to investigate the pedagogical uses of podcasts and how to incorporate them into classes, such as the effectiveness of student-produced podcast to develop oral competencies and the benefits of teacher-produced podcasts to transmit materials or class lectures (Díez & Richters, 2020; France & Ribchester, 2008; Lonn & Teasley, 2009; Lord, 2008; O'Bryan & Hegelheimer, 2007; Phillips, 2017), there is

still a need to examine the effects of integrating podcasts through computer-assisted TBLT in listening comprehension.

2.1. Considerations in the Use of Podcasts

Research studies on podcasts in language learning have identified recommendations for integrating podcasts in the second language classroom (Briand, Malo-Leclerc, Beaudoin, Croisetière, Tremblay, Côté-Boulanger & Carrier, 2021; McBride, 2009; Vandergrift & Goh, 2012). Researchers outlined factors related to best practices for the use of podcasts in second language learning, such as 1) features to consider in selecting podcasts, 2) advantages and disadvantages of podcasts, and 3) potential applications of podcasts. The following sections will describe these elements.

2.1.1. Features to Consider in Podcasts

Vandergrift and Goh (2012) and Briand et al. (2021) determined different elements to be considered when selecting authentic listening materials for the classroom. One factor determined to be important is the original communicative purpose for the audio and if it is suitable for students. In fact, it is recommended to consider the intended audience of that podcast because the type of content may or may not be appropriate, relevant, or attractive for our learners.

Furthermore, the authors pointed out that it is important to identify whether the podcast contains comprehensible input for our students' language level. Comprehensible input is defined as the language that learners can understand despite finding challenges.

Additionally, the researchers called attention to the fact that instructors will need to assess the duration of the audio. Regarding this matter, McBride (2009) recommends working with short segments of podcasts ranging from one to four minutes.

In order to ensure the success of the podcast in class, another element mentioned to be important is speakers' speech rate, accent, pronunciation, fluency, clarity, and gender when selecting podcasts. The authors added that it is important to keep in mind that an audio with several speakers can be challenging for learners to follow the change in speakers' turns.

2.1.2. Advantages of Podcasts

When considering some of the main advantages in the application of podcasts in the second language classroom, Alikhan et al. (2010) identify the accessibility and portability of podcasts. This characteristic allows learners to listen to podcasts from anywhere, making listening to audios less of a burden because students do not have to spend hours in a language lab and they find it more attractive and motivating (Windham, 2007; Young, 2007). Therefore, podcasts are a great way to deliver materials to students who are taking online or hybrid courses.

Another advantage mentioned by Shantikumar (2009) is that podcasts promote students' autonomy. Learners appreciated the fact of having the ability to listen to audios anytime, while multitasking, to pause, to rewind, to speed up, and to slow down. A third advantage reported by Briand et al. (2021) is that podcasts can be an alternative to reading and a great option for those students who have a disability.

Phillip (2017) and Stoltenkamp, Mapuva, Khumalo, and Kies (2011) reported that podcasts can be useful to promote class interaction and foster collaborative learning.

According to the authors, students reported in the studies that collaborating with their peers on the podcasts tasks led to better reflection and understanding of their assignments.

Additionally, a study by McBride (2009) shows that podcasts “provide valuable lessons on pragmatics and give students vital ways of connecting with the culture of study” (p. 58). The diversity of podcasts available based on personal interests such as, lifestyle, social groups, or age makes listening more interesting. Finally, O’Byran and Hegelheimer (2007) reported that through podcasts students can gain more exposure to different types of accents.

2.1.3. Disadvantages of Podcasts

The literature review has identified several limitations and challenges in the incorporation of podcasts in the second language classroom. For example, one obstacle can be the lack of technological knowledge or accessibility. McBride (2009) and Bax (2003) indicate that teachers and students can be unfamiliar with the technology. For instance, they can have technological difficulties downloading audio files or having access to audio players. Additionally, the authors call attention to the fact that some instructors can have difficulties editing or uploading audio files.

Another obstacle is that podcasts can be time consuming because teachers need to find appropriate audios that will support learners’ language acquisition ahead of time. However, McBride (2009) suggests that these issues can be addressed by looking for podcasts on specific topics covered in class and entering keywords on the search engine. Also, the author recommends searching for podcasts that come with a transcript since this can save time to review the content. In fact, these audio transcripts can be used in lessons to review vocabulary, grammar, and pronunciation. A study by Briand et al. (2021) indicates that the class time restriction is another inconvenience to incorporate podcasts in the classroom. Finally, a study

by Vandergrift and Goh (2012) stresses the fact that podcasts can be challenging for language learners because they contain natural speech, such as hesitations, pauses, fillers, redundancies, a range of accents, and diverse speech rates.

2.1.4. Potential Applications of Podcasts

Several scholars outline activities to integrate podcasts inside and outside the classroom in second language learning contexts. For instance, Vandergrift and Goh (2012) suggest that podcasts can be integrated with a TBLT approach because this educational framework offers many ways for students to approach authentic audios and activate strategies to complete the tasks. Moreover, the authors indicate that this type of instruction offers opportunities to help students develop their metacognitive knowledge about listening.

According to McBride (2009), another idea to integrate podcasts in the second language classroom is to encourage students to find podcasts of their own interests. After listening to the audio, students could then write a summary or give an oral presentation about their podcast in class. The author expresses that teaching students how to find appropriate podcasts for their language level and how to approach listening to authentic materials can motivate them, give them autonomy, and improve their language skills.

O'Bryan and Hegelheimer (2007) suggest that the best approach to integrate podcasts is to consider the relationship of the podcast with the syllabus or curriculum. The researchers explain that a podcast should add important information or act as a bridge to what was discussed in previous classes, or it could present new material that will be covered in the next class. Data compiled by O'Bryan and Hegelheimer (2007) over fifteen weeks in which learners listened to fourteen podcasts that had been produced by the instructor specifically for

the topics of the course, found that podcasts reinforced strategy instruction received in class and that this approach to integrate podcasts appears to be successful.

2.2. Students' Perceptions and Attitudes toward Podcasts

Previous research investigated students' reactions towards the use of podcasts in the second language classroom. The current section presents a literature review mainly focusing on studies where student's feelings and attitudes towards podcasts were taken into account, since it constitutes a relevant aspect for the current research work.

A growing body of studies show that the use of podcasts can be beneficial to increase student's motivation and develop language skills. For example, Chan, Chi, and Lin (2011) carried out research to investigate students' perceptions of podcasts at the National University of Singapore. The findings of the investigation concluded that the majority of the students had positive attitudes toward podcasts. Similarly, research conducted by Kohar, Salam, and Sumarni (2014) examined students' perceptions towards the use of podcasts for learning English in Indonesia. This study showed that students had positive reactions toward the use of podcasts for learning English and that podcasts increased their listening and speaking skills, as well as their pronunciation, vocabulary, motivation, and self-confidence. A study by Li (2010) examined ESL students' perception in the use of podcasting in Hong Kong. The findings indicated that all participants agreed that podcasts enhanced their learning skills and motivation. Francom, Ryan, and Kariuki (2011) explored students' perceptions of podcasts in a community college in Ontario, Canada. The findings of the study indicated that students found podcasts as an effective tool for learning.

Podcasts were also studied in relation to students' attitudes and development of language skills. For example, Díez and Richters (2020) conducted a study to investigate the

development of students' speaking skills using podcasts on French second language learners at the University of Leon, Spain. Results indicated that students found podcasts to be easy to use and helpful to them for speaking and pronunciation improvement. Ducate and Lomicka (2009) conducted research to examine the effects of using podcasts to develop student's pronunciation in second language learning. A total of 22 German and French students participated in this study and produced two types of podcasts in a period of 16 weeks. The results of the study indicated that students' pronunciation did not improve significantly, however students' attitudes towards podcasts increased after using these listening materials. Along the same lines, Phillips (2017) explored students' attitudes and perceptions towards producing their own podcasts. Results suggested that the experience of producing podcasts increased students' confidence to speak and that enhanced their overall language skills. In the same vein, Knight (2010) examined how exercise podcasts for phonetics are used and perceived by students. Responses showed that students found podcasts useful for learning and developing their pronunciation. Lord (2008) investigated the effect of producing podcasts on students' pronunciation and their attitudes to the podcasts project. The evidence suggested that participants had positive reactions to the podcasts project, and they showed improvement in their pronunciation.

Ashraf et al. (2011) explored the effect of listening to podcasts on the listening comprehension of ESL Iranian students. The study revealed some interesting statistics about learners' listening comprehension performance. The results showed that students' post-test scores were higher than the pre-test scores. Additionally, the findings indicated that the application of podcasts motivated students and improved students' listening skills.

In the same line of study, Fitiria, Vianty, and Petrus (2015) conducted a study to investigate students' opinions about the use of podcasts to improve their English listening and speaking. The results of the study indicated that students perceived podcasts to be meaningful, appropriate, interesting tasks that attracted their attention and increased their motivation. Based on the results of this research, podcasts are an “effective and innovative technology-based learning tool, especially in integrating listening and speaking” (p. 55).

Hasan and Hoon (2012) investigated ESL students' perceptions and attitudes towards the use of podcasts in regard to developing their listening competence at the University of Malaysia. The results showed that learners had positive reactions using podcasts and it increased their interest in learning English. Gholami and Mohammadi (2015) investigated the implementation of podcasts to develop vocabulary knowledge and students' attitudes towards podcasts. The results of the study showed that students significantly improved their vocabulary and that they had positive attitudes toward the use of podcasts. A study by Abdous, Camarena, and Facer (2009) analyzed the benefits of integrating podcasts into language and literature courses in comparison to using them as a supplemental tool. The findings of the study indicated that the majority of the students reported positive attitudes towards podcast-based learning. Moreover, the authors pointed out that podcast technology has greater benefits for students if it is integrated in the curriculum instead of using them as a simple tool for reviewing materials.

Generally, the existing literature suggested that learners hold positive attitudes and opinions towards using podcast technology for language learning. The results showed that the use of podcasts as a learning tool can be beneficial to develop language skills as well. However, little research was found on studies addressing students' perception of podcasts

implemented through computer-assisted TBLT. In light of this evidence, it seems apparent that additional investigation is required. Thus, the present study aims to pursue this line of study, which is the implementation of podcasts into the curriculum of an online intermediate Spanish course that follows a TBLT framework.

3. Listening Comprehension

The literature review shows that the term ‘listening’ has been defined by different authors within the field of SLA. For example, Krashen (1985) points out that second language learners acquire a new language by hearing it. The author expresses that language acquisition takes place through receiving and understanding comprehensible input. Ur (1992) characterizes the listening activity by the following features (sometimes particular situations may lack one or more of these characteristics): 1) we listen for a purpose and with certain expectations, 2) we make an immediate response to what we hear, 3) we imagine the person we are listening to, 4) there are some visual or environmental clues as to the meaning of what is heard, 5) stretches of heard discourse come in short chunks, 6) most heard discourse is spontaneous and therefore differs from formal spoken prose. Although there are small differences in the definitions, scholars have consistently shown the same characteristics to describe the act of listening. Rost (1994, 2002, 2005) defines listening as a process of receiving aural input in order to construct and understand meaning. The author supports the idea that the development of listening comprehension has a positive impact on the other language skills. Vandergrift and Goh (2012) indicate that listening enables language learners to receive and interact with language input and facilitates the emergence of other language skills: speaking, reading, or writing. Gilakjani and Sabouri (2016) state that listening is the process of interpreting speech, and it concentrates

on the role of linguistics units such as phonemes, words, and grammatical structures and the role of listener's anticipations, the situation and context, previous knowledge, and the subject.

The literature review over the past three decades has shown that the integration of this skill in the second language acquisition process has tended to be underestimated by researchers and instructors. Traditionally, listening was viewed as a passive process that did not need specific instruction. For instance, Vandergrift and Goh (2012) and Vandergrift (2004) indicate that listening, compared with writing, reading or speaking, receives the least systematic attention from teachers and instructional materials. Hattingh (2014) mentions that listening has not received adequate attention in second language learning due to the lack of time to practice listening in class and the lack of instructors' knowledge on how to teach listening strategies and how to apply them into listening. Opposed to traditional views, several studies (Goh, 2009; Vandergrift 2003a, 2003b; Ur, 1992) advocated that the act of listening is a complex and active process that involves mental activity on the part of the listener that needs to be developed.

Given the situation described above, language learners have shown difficulties in listening comprehension because they have not been instructed adequately to develop this ability. Vandergrift (1999) states that listening comprehension was a skill taken for granted and there was little research and pedagogical approaches for listening strategies before the 1990s. Additional research shows that students do not have opportunities for listening practice in many language programs, and that they are expected to develop and acquire listening comprehension naturally through oral exposure in class (Goh, 2008; Mareschal, 2007; Vandergrift, 1999).

Other studies show that some teachers provide listening practice by presenting different types of texts to students. However, these teachers do not address students' difficulties (Field, 2001; Meskill, 1996; Renandya & Farrell, 2010; Vandergrift & Goh 2012). Hence, students do not receive strategic instruction for listening and they cannot improve as listeners because they have not learned specific strategies to better approach the listening practice. This means that students will be applying the same unsuccessful techniques over time. Mareschal (2007) states that many second language learners attribute their difficulties in listening to two causes: 1) what they perceive as their low listening ability, or 2) the high difficulty of the listening texts. These facts demonstrate that learners are not aware of the powerful role played by their skills or strategy used in listening comprehension. This situation requires more attention to improve learners' listening abilities by providing listening strategies so that learners can acquire a sense of control over their listening.

In summary, from the 1980s the literature has shown an increasing interest in this topic. It was not until the 1990s that listening started to play an important role in language teaching and was seen as a separate skill in second language learning. This issue will be addressed in greater depth in the next section.

3.1. Listening Instruction

This section presents a chronologic description of listening instruction. One of the first language teaching approaches was the Grammar Translation. This approach viewed language learning as a descriptive set of rules based on grammar and lexical items taught in the learner's native tongue. In this approach, listening did not take place in language classes since the purpose of these lessons was to be able to translate and read ancient Latin and Greek literature.

The first of the language teaching methods that paid attention to listening comprehension is known as the Direct Approach in the 1990s (Clement, 2007; Usó-Juan & Martínez-Flor, 2008). This method was proposed as a reaction against the Grammar Translation approach. According to Flowerdew and Miller (2005), in this approach learners were exposed to the target language because the L2 was the language of instruction and emphasized the listening and oral skills. Although listening comprehension was a component of this approach, the listening skills were not actively taught because it was mistakenly assumed that learners would improve this skill through repetition and use in an inductive way.

A very popular method in the 1950s and 1970s was the Audio-Lingual approach. Ross (2004) expresses that the audio-cassette language labs became widely used during this time and the focus of listening was on drill and practice. According to Clement (2007), the objective for listeners was to recognize grammatical and lexical structures in an audio and then create similar situations after the ones they heard. Developing listening comprehension through teaching strategies was not the focus of this approach. Although some authors commented that one major drawback of this method was that learners interacted more with machines in the language laboratories and not with humans (Clement, 2007; Larsen-Freeman, 2000), recent studies have shown that students who are exposed to audios in the electronic media can benefit from this practice (McBride, 2009; Yanguas, 2010). For example, students can partner with other speakers of the L2 through videoconferencing, listen to news, podcasts, music, and movies.

During the 1980s, The Communicative Approach arose with the premise that what language learners do in the language classrooms should have a real-life communicative goal. Therefore, the audios presented simulated real listening circumstances and provided students

with authentic language samples. However, once again, listening strategies were not actively taught and it was assumed that students would improve with practice.

Next in the progression of language teaching approaches is one known as the Total Physical Response (TRP), in which students had to react to audio input by physical movement. The listening skill played an important role in this method because learners had to react to verbal commands. TRP stressed the importance of aural comprehension because understanding the messages was a necessary condition to react accordingly. However, students did not receive instruction on listening strategies.

In 1983, Krashen and Terrell formulated The Natural Approach. The authors emphasized that language learning required extensive exposure to comprehensible listening messages for language acquisition. Subsequently, Ellis (1985) added that successful language learning required large amounts of listening input and high quantity of extending utterances (clarifications requests, comprehension checks, elicitations, and repetitions) to properly understand messages.

One of the current language approaches is the Task-Based Language Teaching. TBLT offers a pedagogical sequence of pre-task, during-task and post-task. In this approach learners listen and complete a task, such as forms or taking notes. The tasks presented are activities with a real-world purpose in which students use the target language to achieve an outcome. In this approach, students are active listeners who are required to do something with the information provided during a listening activity.

Another current approach is the Learner-Strategy Approach. The focus of this approach is to identify which strategies are effective for language learners. By being aware of their own learning process, learners become more independent and autonomous because they can make

their own decisions. The goal of this approach is to develop students' control over their learning. Research has shown that this approach has had a great impact in teaching listening comprehension because students can improve by identifying and sharing how a specific listening strategy works for them (Goh, 1997; Wenden, 1991; Vandergrift, 2004).

The last approach is the Integrated Approach. This approach focuses on developing learners' listening comprehension by teaching strategies. Instructors do not stick to only one approach, but it integrates strategies from different approaches to language teaching and learning. The main goal is to comprehend, manipulate, and produce comprehensible output using the information heard in a listening text.

To summarize this section, the literature review has shown that language teaching has evolved over the past few decades. To date, there have been some improvements in listening instruction compared to earlier approaches when listening instruction was considered a skill that did not need to be actively taught in L2 classes (Vandergrift, 2004). It was assumed that learners' listening comprehension would automatically improve through oral exposure, repetitive drills, or guided questions. However, more communicative approaches, such as CLT or TBLT, emphasized the need of teaching and learning listening strategies. Each of the different approaches presented in this chapter has contributed new elements in language teaching, from the need to gather information from a text to complete a form, to the need to comprehend, manipulate information, and produce messages to offer opinions about a message heard. Therefore, instructors should consider these considerations when implementing listening comprehension activities in second language classes.

3.2. Metacognitive Instruction in Listening

Research shows the importance of metacognitive instruction and its impact on second language listening comprehension. The concept of ‘metacognition’ was introduced in the field of cognitive psychology by John Flavell (1976). Metacognition refers to one’s ability to control their own thoughts and to regulate them. According to Vandergrift and Goh (2012), the term ‘metacognition’ applied to listening comprehension refers to “listener awareness of the cognitive processes involved in comprehension, and the capacity to oversee, regulate and direct these processes” (p. 23).

Recent investigations show that metacognition plays a fundamental role in listening comprehension and that metacognitive instruction in listening can be beneficial for language learners. For instance, Vandergrift and Goh (2012) and Goh (2008) maintain that metacognitive instruction can guide students through the listening processes and improve listening comprehension and language learning. The authors proposed a new model of metacognitive instruction in listening, which involves the instruction of metacognitive strategies:

- 1- Planning: listeners determine listening comprehension goals and how they will best approach them.
- 2- Directed attention: listeners predict possible words they may hear based on the topics and type of text.
- 3- Monitoring: listeners check their progress, verify their initial predictions, and compare what they have written with their peers.
- 4- Problem-solving: listeners verify points of discrepancy and make corrections.

- 5- Evaluating: listeners evaluate their listening performance and write goals for improving one's listening abilities.

A great number of studies have investigated the effect of this model on listening comprehension. Some of these studies will be discussed in depth in the following subsection.

3.3. Research into Metacognitive Instruction in Listening

The present section seeks to showcase the wide array of studies which have investigated the positive influence of listening strategies in developing listening comprehension. The general findings of the metacognitive studies indicated that teaching metacognitive strategies to L2 learners in listening may lead to positive effects on learners' listening comprehension (Goh, 2000, 2008; Mareschal, 2002; Vandergrift & Tafaghodtari, 2010).

A study conducted by Vandergrift and Tafaghodtari (2010) indicated a positive correlation between metacognitive instruction and learners' improvement in listening comprehension. The researchers tested the effects of a metacognitive, process-based approach to teaching second language listening over the course of a 13-week semester. In this study, the experimental group listened to audios applying metacognitive strategies, while the control group listened to the same audios without receiving specific instruction on strategies. The researchers measured the development of metacognitive strategies about listening using the Metacognitive Awareness Listening Questionnaire (MALQ), designed by Vandergrift et al. (2006). The purpose of this questionnaire was to assess L2 listeners' metacognitive awareness and their perceived use of strategies for listening. Results showed that the experimental group outperformed the control group and students were more aware of the listening processes and strategies.

In the same vein, Acuña (2016) described the effects of using metacognitive instruction in order to improve listening comprehension skills on 200 students enrolled in an AP Spanish course at a high school. Findings revealed that students found the metacognitive listening guide to be useful and helpful because it provided listening strategies. According to the MALQ results, students showed a “significant increase in metacognitive awareness and strategy use in translating less and in planning and evaluating, but minimal increases in directed attention, person knowledge and problem solving” (p. 27).

Furthermore, several scholars also have carried out studies applying the MALQ with different purposes, such as 1) to diagnosed students’ metacognitive awareness and self-regulatory abilities (Kairimi & Dowlatabadi, 2014; Looichin, Unin & Johari, 2017; Rahimi & Katal, 2012; Vandergrift et al., 2006), 2) to measure learners’ change in metacognitive awareness (Mareschal, 2007; Vandergrift & Tafaghodtari, 2010), 3) to serve as a self-assessment instrument that learners can use to appraise their awareness of the listening process (Karimi & Dowlatabadi, 2014; Vandergrift et al., 2006), 4) to raise learners awareness of the processes of listening (Vandergrift & Tafaghodtari, 2010), 5) to positively influence students’ approach to listening task (Bozorgian, 2012), and 6) to increase self-regulated use of comprehension strategies (Vandergrift, 2005).

Rahimirad and Shams (2014) investigated the effect of activating metacognitive strategies on the listening performance of 50 English second language learners. The experimental group received metacognitive strategy instruction, while the control group did not receive instruction. The findings of the study revealed that the experimental group significantly improved their listening comprehension and there was an increment in students’ level of metacognitive awareness after instruction.

Similarly, Fahim and Fakhri (2014) analyzed the impact of metacognitive instruction and listening performance in 30 intermediate English second language learners. The results of the investigation revealed that metacognitive instruction raised participants' level of metacognitive awareness and improved their listening comprehension.

A study conducted by Goh and Taib (2006) investigated the effects of metacognitive instruction with its focus on listening comprehension. After eight lessons, the results of the study revealed that participants benefited from this type of instruction and increased their confidence in completing listening tasks. Guo (2012) analyzed the relationship between metacognitive strategies and listening in 60 students learning English at Qingdao University of Science and Technology. The experimental group received metacognitive instruction, while the control group did not receive training. The results of the study showed that the experimental group benefited from the metacognitive strategies instruction. Another study conducted by Looichin et al. (2017) investigated students' level of metacognitive awareness strategies in performing listening tasks. A total of 100 college students took part in this study. The findings showed that metacognitive strategy awareness had a positive effect on students' tests scores.

The studies in this section have demonstrated that metacognitive instruction in listening comprehension can help second language learners. Despite the extensive literature on metacognitive instruction for listening comprehension, little research has focused on using computer-assisted TBLT to develop metacognitive strategies for listening comprehension. Given this situation and in an attempt to contribute to the field of SLA, the present study will explore the effect of implementing podcasts through computer-assisted TBLT on students' metacognitive awareness in listening comprehension.

4. Task-Based Language Teaching

TBLT is a pedagogical framework to language learning and teaching that has its roots in the communicative language teaching approach. In TBLT language learning happens around the completion of meaningful tasks, which have real significance and application in life. These tasks are the key component of TBLT.

4.1. Task

A ‘task’ has been defined differently by researchers. A task, according to Willis (1996) is “a goal-oriented activity in which learners use language to achieve a real outcome” (p. 53). Nunan (2004) defines task as “a piece of classroom work that involves learners in comprehending, producing or interacting in the target language while their attention is focused on mobilizing their grammatical knowledge in order to express meaning, and in which the intention is to convey meaning rather than to manipulate form” (p. 4). Ellis (2003) defines tasks as “a workplan that requires the learners to process language pragmatically in order to achieve an outcome that can be evaluated in terms of whether the correct or appropriate propositional content has been conveyed” (p. 16).

In general, the common characteristics of tasks would be that they are meaning-oriented activities in which learners use language to achieve a real outcome and learn how that language can be used in the real world.

4.2. TBLT in Listening Comprehension

Although the literature shows different models of TBLT, this study will consider the model of Ellis (2003). The author proposed a framework for designing task-based lessons that consists of three phases: pre-task, main task, and post-task. Vandergrift and Goh (2012)

applied this framework to task-based listening lessons. The listening model proposed by the authors has the following three phases: the pre-listening, the listening task, and the post-listening. A detailed description of each phase will be explained in what follows.

The pre-listening activities are conducted before a listening task to help prepare learners to perform the listening task. There are different activities that can be implemented during this phase to activate students' existing knowledge on a certain topic, to anticipate the type of language they will need, and to activate strategies. The authors listed some examples of pre-listening activities, such as brainstorming, mind-mapping, discussion, games, questions, reading, pictures, and research.

The listening tasks are carried out during the listening phase. In this stage, learners perform the task proposed. There are different tasks that students can complete during listening and specific strategies will be activated according to the purpose of the task. According to Vandergrift and Goh (2012), listening tasks are categorized into two types: one-way and two-way listening.

The goal of one-way listening tasks is to understand the audio according to a specific communicative purpose. According to the authors (2012), the outcome of the selected listening task “should reflect the ways people use the information obtained through listening” (p. 174). The authors listed a selection of one-way listening tasks, such as restoration, sorting, comparison, matching, jigsaw task, narrative completion, embellishment, evaluation, and reconstruction. On the other hand, two-way listening tasks, also known as interactive listening tasks, require learners to work together, in pairs or small groups, to give and receive information obtained from the audio to successfully complete the task. Thus, listening and speaking skills are integrated in these interactive listening tasks in which there is a gap in

information that learners need to find out. Vandergrift and Goh (2012) presented six types of two-way listening tasks that learners can do during or after listening: creative dictation, description, role-play simulation, discussion, role-play interview, and debate.

Finally, post-listening activities are completed after a listening task. According to the authors (2012), these activities provide opportunities for learners 1) to notice specific language in the audio, 2) for reflection and evaluation on their performance, and 3) for increasing the authenticity of the overall listening task. Examples of post-listening activities include personalization, writing, oral presentation/forum, dramatization/role-play, joint construction, café talk, publication, perception, transcription, and vocabulary building. In general terms, most of the above-mentioned activities have the common objective of presenting the information students heard in the audio through oral or written presentations. In addition, instructors can present activities for students to reflect and evaluate their listening experience. These types of activities can make students understand what worked and what might need improvement in the future. By reflecting on their listening experience, students can understand possible problems, plan future listening tasks accordingly, and take control over their thoughts in listening.

4.2.1. Previous Research on TBLT

The purpose of this section is to offer a review of previous studies that have implemented a TBLT approach in language classes. Previous research has shown that the implementation of TBLT can help learners achieve real-life tasks that have communicative outcomes (Bao & Du, 2015; Richards & Rodgers, 2014), increases students' motivation (Page & Mede, 2018; Tan, 2016; Wu, Liao & DeBacker, 2016), and promotes a learner-centered classroom (Wu et al., 2016). For instance, Chou (2016) investigated how a TBLT framework develops

metacognitive awareness in listening comprehension. A total of 80 Chinese college students enrolled in an ESL course participated in this study. The experimental group received TBLT instruction, while the control group did not receive treatment. The results of this study showed that the first group improved their metacognitive awareness of listening strategies and outperformed the control group in the listening test.

Vogely (1995) conducted a study to investigate the relationship of students' performance of authentic listening comprehension and their strategy use. A total of 83 university students enrolled in Spanish courses participated in the study. The study compared the results of 25 students enrolled in the first semester, 40 in the second semester, 7 in the third semester, and 11 in the fourth semester. The results showed that first-semester students perceived themselves to be the most strategic listeners, followed by third- and fourth-semester students, while second-semester students perceived themselves to be the least strategic listeners. Additionally, the results revealed that first-semester students outperformed on all tasks, while second-semester students produced the lowest scores on the tasks.

Takeda (2013) examined the effect of podcast tasks on students' engagement and performance in 45 participants enrolled in a beginning Japanese course at Western Carolina University. This study investigated students' production of vocabulary and grammar based on three different treatment conditions. The first group worked on podcast tasks during the first half of the semester, the second group worked during the last half of the semester, and the third group worked on podcast tasks for an entire semester. The findings of this investigation revealed that "all groups made statistically significant gains on post-tests scores and there was no statistical difference among the three groups in their gains" (p. 11).

Although several studies have addressed how instructors have designed and implemented TBLT lessons to investigate the acquisition of vocabulary or grammar in the productive skills in second language learning, little research was found on TBLT in listening comprehension in the literature review.

4.3. Computer-Assisted Language Learning

According to Egbert (2005), the term CALL refers to “learners learning language in any context with, through, and around computer technologies” (p. 4). Doughty and Long (2003, 2009), Skehan (2003) and González-Lloret and Ortega (2014) have expressed that TBLT is a suitable framework that could be incorporated into technology. Several scholars have highlighted that a TBLT framework can help organize synchronous and asynchronous methods of language instruction, using videos, images, audios, or texts (Chapelle, 2001; Chun & Plass, 2000; Doughty & Long, 2003; Jonassen & Reeves, 1996; Salaberry, 2000).

Moreover, research has shown that the integration between technology and TBLT has advantages on enhancing students’ motivation, autonomy, engagement, reducing learners’ anxiety, and accommodating different learners’ needs (Calderon & Sood, 2020; Chen & Lin, 2018; González-Llorent & Ortega, 2014; Pellerin, 2014; Schrooten, 2006).

4.4. Previous Research on CALL and TBLT

This section will review studies that investigated the implementation of CALL in conjunction with TBLT. Researchers have investigated computer-assisted TBLT in listening and speaking. For instance, Mulyadi et al. (2021) investigated the effects of technology-mediated TBLT on English learners’ listening comprehension and speaking performance. The

findings of the investigation revealed that technology-integrated TBLT enhanced students' listening comprehension and improved their speaking performance.

Winke (2014) analyzed the effectiveness of online task-based oral assessments to help students self-monitor their oral development in an advanced Chinese language class. 17 students completed the computerized tasks during a 15-week semester. The findings suggested that participants "were realistic judges in their self-assessment and agreed with the expert raters in their estimations of the quality of their task-based assessment performances (i.e., accuracy, fluency, complexity, and accent/tones)" (p. 263).

Another study conducted by Tang (2017) compared the effect of TBLT computer-mediated communication (CMC) and face-to-face (FCF) on the pragmatics learning of Chinese modal verbs. 30 students of L2 Chinese completed the tasks. 15 participants completed the tasks in CMC, while the other 15 completed the same tasks in FTF. Results revealed that the "FTF group produced modal verbs more frequently during the tasks" (p. 10).

Otaif (2021) evaluated students' opinions on the use of tasks in the context of computer-based second language listening when digital video was the mode of presentation. The results of this study showed that participants preferred the task items to be shown on the computer screen of the video while listening. Moreover, all participants agreed that short audios are more appropriate for this mode of presentation and that showing the subtitles on the video was helpful.

Other scholars have also investigated CALL and TBLT in writing. For example, Park (2012) investigated students' L2 development in writing and their perceptions of computer-assisted TBLT lessons. An experimental group of 30 participants was taught with computer-mediated TBLT lessons, while a control group of 31 participants did not receive this type of

instruction. Results showed that “the mean scores of the experimental group were significantly higher than those of the control group” (p. 1). Additionally, participants found the technology-mediated TBLT lessons effective and motivating.

Lai et al. (2011) examined students’ attitudes towards the implementation of TBLT lessons in an online Chinese course over a semester. A total of 38 students participated in this study. Results revealed that the majority of the students were satisfied with the online TBLT lessons and perceived this approach positively. Participants reported that technology-mediated tasks fostered good learning habits and autonomy.

All in all, previous studies have shown that the combination of TBLT and CALL is an effective approach for language teaching and learning. However, a small number of studies were found that illustrated research in the domain of computer-assisted TBLT in listening comprehension. Given the little attention paid to this topic, more research is needed. Therefore, the present dissertation will analyze the effects of implementing podcasts through an online TBLT module.

5. Summary

In sum, this chapter has reviewed literature on implementing podcasts in second language listening comprehension. The chapter starts with a description of podcasts, considerations for implementing podcasts in second language contexts, and a review of studies on students’ perceptions of podcasts.

The second section of this chapter has reviewed how listening comprehension has been defined and integrated in second language learning. This section has also covered the importance of metacognitive instruction and its impact on second language listening comprehension. Finally, this section includes a review of empirical studies that show the

positive influence of metacognitive awareness on the development of listening comprehension.

The third section of this chapter is dedicated to TBLT and CALL. It starts with a description of TBLT and tasks. Then, it describes the TBLT listening model proposed by Vandergrift and Goh (2012), which contains the following phases: the pre-listening, the listening task, and the post-listening. The section continues describing CALL and presents a review of studies that investigated the implementation of computer-assisted TBLT.

The literature reviewed in this chapter will be relevant to understanding and interpreting the results of the present investigation. The next chapter will consider this study's methodology and research design in detail.

Given the documented weakness paid to the implementation of podcasts through computer-assisted TBLT in the literature review, it seems reasonable to add additional information to this line of research. Thus, the present study aims to investigate the impact of implementing podcasts through computer-assisted TBLT lessons to develop listening comprehension and its strategies.

III. Chapter 3: Methodology

1. Introduction

The present chapter identifies the research questions the study addresses and describes the experimental design employed in the investigation: research instruments, setting for the study, participants, and procedures that were executed to conduct the study. The goal of this experimental study is to illustrate how computer-assisted TBLT listening lessons can be designed and implemented, and to investigate the development of students' listening performance, metacognitive awareness in listening, and opinions towards podcast tasks.

2. Research Questions Revisited and Hypotheses

The following research questions guided the current study:

1. What is the effect of the six computer-assisted TBLT listening lessons on students' listening performance?

Based on the findings of previous studies (Goh 2000, 2008; Vandergrift & Tafaghodtari, 2010; O'Bryan & Hegelheimer, 2007), it is predicted that the TBLT lessons and metacognitive instruction received through the 10-week quarter will have a positive impact on students' performance, improving their listening comprehension skills.

2. Is there a considerable difference between the two types of tasks implemented: reconstruction vs. restoration tasks?

The study will compare the results of six tasks: three are reconstruction tasks and three are restoration tasks. Based on instructors' informal observations of students' performance when completing the online tasks, it is predicted that students will perform better on the reconstruction tasks.

3. What is the effect of the computer-assisted TBLT listening lessons on students' metacognitive awareness in listening comprehension?

The general findings of previous studies on metacognitive studies indicated that teaching metacognitive strategies to L2 learners in listening might lead to positive effects on learners' listening comprehension and a development of its strategies (Vandergrift et al., 2006; Rahimi & Katal, 2012, Karimi & Dowlatabadi, 2014; Looichin et al., 2017). Based on these findings, it is predicted that students' level of metacognitive awareness in listening will increase after instruction.

4. What are the students' reactions to the computer-assisted TBLT listening lessons?

Previous studies have shown that L2 learners perceived podcasts, tasks, and technology as motivating, helpful, interesting, and attractive in terms of facilitating the development of listening comprehension and their language skills (Chan et al., 2011; Kohar et al., 2014; Li, 2010). Based on these studies, it is expected that students will report favorable comments towards the use of this educational model.

3. Instruments

This section will present a detailed description of the three instruments that were used in this study. The first instrument were six online podcasts' tasks developed for this study, the second one was the Metacognitive Awareness Listening Questionnaire, and the third one consisted of open-ended questions.

3.1. Online Podcast Tasks

Following O'Bryan and Hegelheimer (2007) recommendations, this study integrated podcasts in the syllabus of an online intermediate Spanish course at the University of

California, Santa Barbara. Over the ten-week quarter, students listened to six podcasts that have been selected based on the course content stated on the syllabus. These podcasts acted as a bridge to topics that were studied in previous classes such as vocabulary, grammar, and cultural components. The topics of the audios went along with the units being studied in the textbook used in this language course, which is *Pura Vida* (2014) by López-Burton, Marqués-Pascual, and Pardo Ballester.

The first task went along with the topic health and illness, chapter 10.1. The second task included medicine and lifestyle topics, chapter 10.2. The third task went along with the social media unit, chapter 11.1. The fourth task included topics on vacation and travel, chapter 11.2. The fifth chapter was about immigration, chapter 12.1. Finally, the sixth task went along with the Hispanic community unit, chapter 12.2.

The podcasts were selected following the recommendations described in the literature review. The researcher considered whether the podcasts contained comprehensible input or not for this intermediate language level. Moreover, potential keywords, grammatical structures, and cultural components covered in class were entered on the search engine to find appropriate audios. Other factors also considered when selecting a podcast were the number of words of the audio, the length of the audio, and the gender and accent of the speaker. The transcripts for each audio can be found in [Appendix A](#) and the tasks can be seen in [Appendix B](#). Table 1 summarizes the characteristics of each audio selected:

Table 1. Characteristics of selected podcasts

Podcast	Number of words	Duration	Gender	Country
Audio #1	288	2:15	Male	Argentina
Audio #2	289	2:20	Female	Mexico

Audio #3	301	2:08	Male	Spain
Audio #4	302	2:14	Female	Venezuela
Audio #5	294	2:15	Female	Puerto Rico
Audio #6	305	2:09	Male	Mexico

As it can be seen in Table 1, most of the audios have a similar number of words and duration. In addition, there is an equivalent number of males and females. Also, the selected podcasts include different types of Spanish accents from different countries.

After selecting the six podcasts, the researcher designed the listening lessons following Vandergrift and Goh's (2012) TBLT listening framework. Two types of one-way pedagogical listening tasks were selected for this study: reconstruction and restoration tasks. In the reconstruction tasks, students listen and take notes of key content words in a podcast. Then, these ideas are used to produce a text according to a specific communicative purpose. On the other side, in the restoration tasks students listen to a podcast to compare it with a written version and to add details. Table 2 shows the types of tasks designed for the present study and the listening outcomes of these tasks:

Table 2. Types of tasks

Podcast	Type of task	Listening outcome
Audio #1	Reconstruction	A written text (poster) based on the contents of the original listening text.
Audio #2	Reconstruction	A written text (forum post) based on the contents of the original listening text.
Audio #3	Restoration	A restored written text.

Audio #4	Restoration	A restored written text.
Audio #5	Reconstruction	A written text (email) based on the contents of the original listening text.
Audio #6	Restoration	A restored written text.

The design of the task-based listening lessons followed the sequence of pre-listening activity, listening task, and post-listening activity. In the pre-listening phase, students complete an activity to help them approach the audio. In this brainstorming activity, students are required to think of words and phrases associated with the topic given in the instructions in pairs. In addition, they have three questions available that can guide the discussion. The objective of this pre-listening activity is to activate existing knowledge to help learners process the language in the audio and help them plan and prepare for strategies to approach the tasks and the type of text.

During the listening task phase, the actual task will be performed by the students. In the reconstruction tasks, they are told to listen for main ideas to write a text (poster (task #1), forum post (task #2), and email (task #5)). In the restoration tasks, students need to listen for details to restore a written text because there is missing information in the text.

Finally, post-listening activities happen after the listening task. In this case, students compare and report their findings in pairs. This activity allows to extend the communicative listening outcomes by presenting what they learned. Moreover, students can notice additional information by sharing their ideas. The purpose of these six tasks is to measure participants' listening comprehension performance during the ten-week quarter.

3.2. MALQ

The second instrument was a slightly modified version of the Metacognitive Awareness Listening Questionnaire designed by Vandergrift et al. (2006). The questionnaire can be found in [Appendix C](#). Some of the statements were adapted by the research to be more aligned with Spanish descriptions. The questionnaire contains 21 items, and each item is rated on a six-point Likert scale ranging from 1 “strongly disagree” to 6 “strongly agree”. This scale does not contain a neutral point so that participants must express their opinion. The MALQ is divided into five categories: planning and evaluation (5 items), directed attention (4 items), person knowledge (3 items), mental translation (3 items), and problem-solving (6 items). According to Vandergrift and Tafaghodtari (2010), each time that participants consider and select their degree of agreement with a MALQ statement, “they are reflecting on the metacognitive processes underlying second language listening” (p. 470). The results of this instrument will be useful to measure participants’ change in metacognitive knowledge in listening comprehension.

3.3. Open-Ended Questions

The third instrument consists of two open-ended questions in which participants self-reflect on the podcasts they heard, their listening process, and listening strategies immediately after each TBLT listening lesson. These questions can be seen in [Appendix D](#). These questions have a metacognitive emphasis in which participants evaluate their listening experience to understand what they were able to do and what problems they have in order to address them in the future.

First, they are explicitly asked about their use of prior knowledge about the topic (vocabulary, grammar, or cultural components) and their opinion about the podcast they

listened to. The second question asks them about strategies they can use to improve listening in the future. These responses will provide further insights into participants' opinions towards podcasts and their development of metacognitive strategies related to listening comprehension.

4. Setting

The study took place at the University of California, Santa Barbara (UCSB). The Spanish and Portuguese department at UCSB offers different levels of lower division courses for second language learners of Spanish, ranging from elementary (Spanish 1, 2 and 3), intermediate (Spanish 4, 5 and 6), and advanced (Spanish 25). For this experiment, participants were enrolled in Spanish 4, which is an intermediate level course. Students who are enrolled in Spanish 4 must have met one of the following requirements to enroll in this course: 1) having taken Spanish 3, 3SS or 3HY, with a grade of P (Pass) or a grade of C or higher, 2) having a score of 3 on the AP Spanish Language Examination or on the AP Spanish Language & Culture Examination.

Due to the COVID-19 pandemic, class meetings were delivered in a synchronous format via Zoom and using Gauchospace, which is the course management system supporting learning and teaching at UCSB. The primary goal of the intermediate Spanish course sequence is to develop intermediate proficiency in Spanish at the intermediate-mid to intermediate-high level.

To conduct this study, the researcher submitted a written protocol to request permission for research purposes from the UCSB Office of Research Application for the use of Human Subjects and the Director of the Spanish and Portuguese program at UCSB. After having passed all the protocols, permission was granted to carry out the experiment.

5. Participants

A total of 51 second language learners of Spanish participated in this study. Students were enrolled in an online intermediate language course at the University of California, Santa Barbara, during the spring quarter of 2021 and the winter quarter of 2022. 18 students were enrolled during the spring quarter and 33 during the winter quarter. Table 3 and Figure 1 show that 33 (64.7%) of these participants were female, 17 (33.3%) were male, and 1 (2%) person declined to provide their gender.

Table 3. Participants' gender

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	33	64.7	64.7	64.7
	Male	17	33.3	33.3	98.0
	Prefer not to say	1	2.0	2.0	100.0
	Total	51	100.0	100.0	

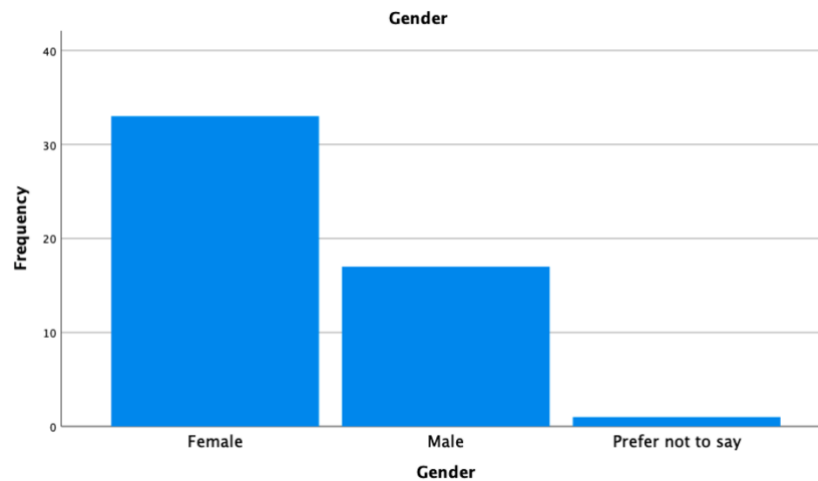


Figure 1. Participants' gender

Participants' majors were mixed, and the range of their age was from 17 to 27, the median age of the participants was 19. Additionally, Table 4 and Figure 2 show that 21 (41.2%)

students were freshman, 12 (23.5%) sophomore, 10 (19.6%) junior, and 8 (15.7%) seniors. Participants were all born in the United States and English was their first language.

Table 4. Student class standing

What year are you in?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Freshman	21	41.2	41.2	41.2
	Junior	10	19.6	19.6	60.8
	Senior	8	15.7	15.7	76.5
	Sophomore	12	23.5	23.5	100.0
	Total	51	100.0	100.0	

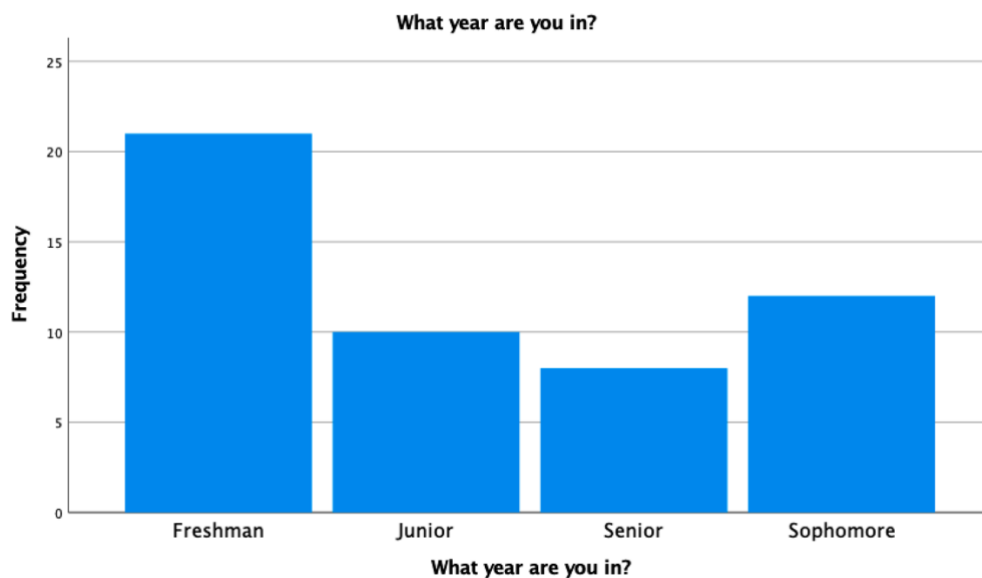


Figure 2. Student class standing

Moreover, Table 5 and Figure 3 indicate that 37 (72.5%) participants reported having listened to podcasts in English before and 14 participants (27.5%) reported never listening to podcasts in English.

Table 5. Listen to podcasts in English

Do you listen to podcasts in English?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	14	27.5	27.5	27.5
	Yes	37	72.5	72.5	100.0
	Total	51	100.0	100.0	

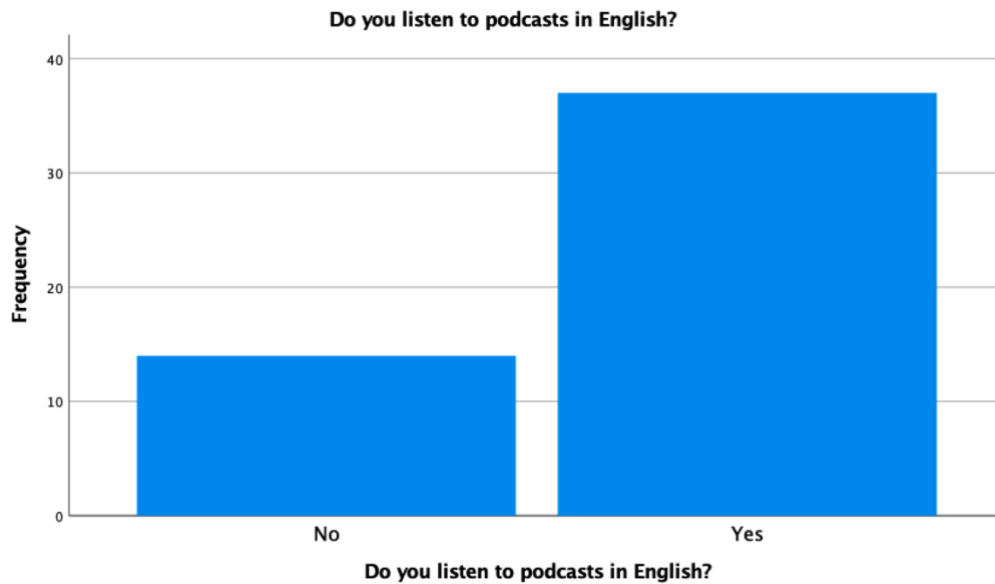


Figure 3. Listen to podcasts in English

On the other hand, Table 6 and Figure 4 show that 48 (94.1%) participants indicated that they have never listened to podcasts in Spanish and only 3 (5.9%) participants have listened to podcasts in Spanish. The fact that only 3 participants out of 51 have previously listened to podcasts in Spanish is a clear indication that educational podcasting is still an educational tool to be developed.

Table 6. Listen to podcasts in Spanish

Do you listen to podcasts in Spanish?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	48	94.1	94.1	94.1
	Yes	3	5.9	5.9	100.0
	Total	51	100.0	100.0	

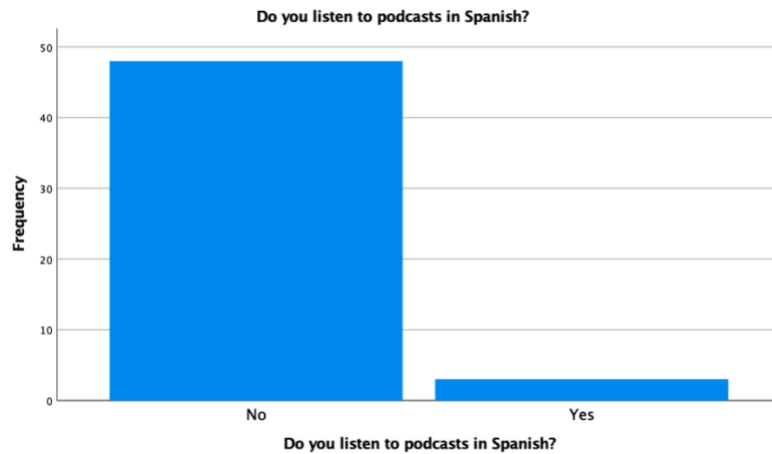


Figure 4. Listen to podcasts in Spanish

Finally, Table 7 and Figure 5 show that 5 (9.8%) participants described the difficulty of understanding audios in Spanish as easy, 11 (21.6%) hard, 35 (68.6%) normal.

Table 7. Difficulty of understanding audios in Spanish

How would you describe the difficulty of understanding audios in Spanish?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Easy	5	9.8	9.8	9.8
	Hard	11	21.6	21.6	31.4
	Normal	35	68.6	68.6	100.0
	Total	51	100.0	100.0	

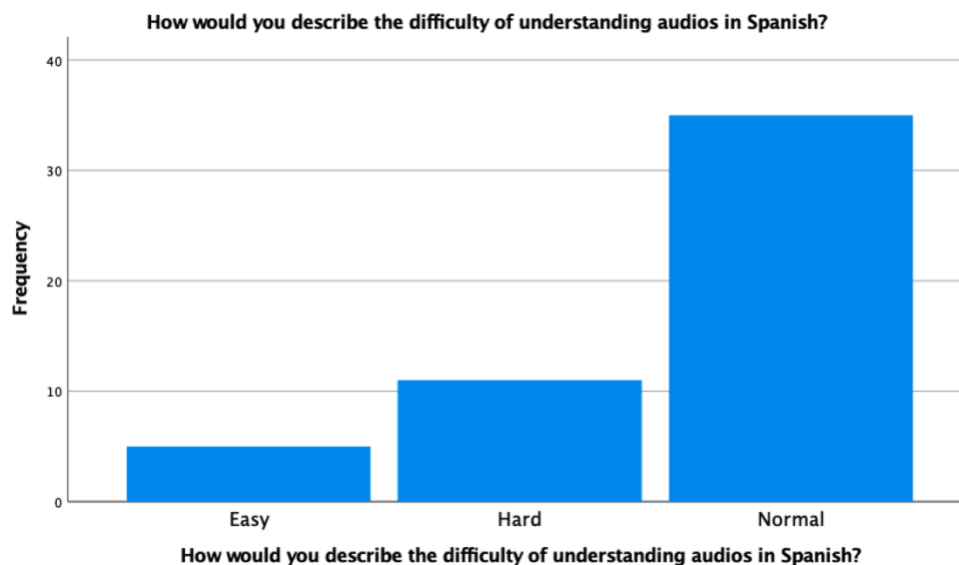


Figure 5. Difficulty of understanding audios in Spanish

6. Data Collection Procedure

The data collection took place during six synchronous meetings via Zoom and the listening tasks were available in an online module in Gauchospace. It should be noted that while the podcasts were assigned at specific dates on the calendar during the quarter to coincide with the units studied in class, all podcasts were available online and could be reviewed by students at any time.

Prior to the initiation of the study, participants were informed that they were participating in a study regarding listening comprehension, however the specific purpose of the study was not stated. They were informed of the fact that their participation in this study was voluntary, unpaid, and that their decision would not affect their course grades. They were also told that their responses will be kept confidential. All students decided to participate by signing the

online consent form and filling out an online demographic survey in order to obtain more information about their age, gender, languages, and country of birth.

After completing the questionnaires, the computer-assisted TBLT listening lessons were administered during six sessions throughout the ten-week quarter. The average completion time for each listening lesson was 25 minutes, and the median time was 26 minutes.

The implementation of the instruments was as follows. The lesson started with a warm-up activity, in which the researcher shared a PowerPoint presentation to introduce the topic by showing pictures and asking questions. This warm-up activity helped arise students' interests and activate their schemata. Right after that brief introduction to the topic, the instructor presented the task by giving them instructions and explaining its communicative outcome.

Then the actual TBLT listening lessons started, in which listening strategy instruction was integrated. First, students completed the pre-listening activity in the breakout rooms in pairs. When students returned to the main room, they shared their ideas with the entire class. This phase took approximately five minutes.

Then, students were introduced to the podcasts and the listening tasks. The instructor played the podcast twice sharing the sound through Zoom. After the first listening, the instructor engaged the class in a discussion to give students an opportunity to share their notes and compare their previous predictions. Students listened to the audio a second time and were given time to complete the task.

After completing the task, students shared their results in the breakout rooms with a partner and noted the similarities and differences between their tasks. Then, students returned to the main room and took turns to report their answers to the rest of the class.

After completing the TBLT listening lessons, students proceeded to answer two open-ended questions to reflect on their listening process and express their opinions. Finally, participants completed the MALQ questionnaire at three different points of the experiment, specifically after the first, third, and sixth sessions.

7. Summary

The current chapter provided a description of the methodology in this study, described the instruments used to gather data, the setting of the study, participants group, and the data collection procedure. The data analysis and results will be presented in Chapter 4.

IV. Chapter 4: Results and Analysis

1. Introduction

The aim of this chapter is to provide a description of the data analysis for each research question in the present study. The current chapter will be organized around three central sections, corresponding to the four main research topics.

The first section reports students' performance in the listening tasks. This section will first present the results for each individual task, then it will compare the 3 reconstruction tasks, following with an analysis of the 3 restoration tasks, and finalize with a comparative analysis of the reconstruction and restoration tasks. The results of the comparison will allow us to reflect on whether there are any differences between these two types of tasks on students' performance.

The second section is devoted to the examination of students' responses to the Metacognitive Awareness Listening Questionnaire. The results of this questionnaire will shed light on whether students improve their awareness in listening comprehension after the ten-week quarter.

The third section of this chapter will examine students' written responses about their opinions toward this type of instruction. Finally, a summary of the results will be presented.

2. Students' Listening Performance

This section will examine participants' performance on the listening tasks. As described in Chapter 3, participants were asked to complete six listening tasks gathering information from the audios at six different points during the ten-week quarter. Participants' responses to

the listening tasks were rated using a 6-point grading scale system, with 1 being the lowest rating (poor), and 6 being the highest (excellent). The rating scale is the following one:

1= very poor

2= poor

3= fair

4= good

5= very good

6= excellent

The quantitative data of this study was analyzed by using the Statistical Package for the Social Sciences (SPSS) version 28. The results and analysis will be presented in the following sections.

2.1. Analysis of Tasks

As a first step in the analysis of participants' responses on listening tasks, this section will analyze students' results for each of the six listening tasks individually. Table 8 and Figure 6 show the results of task 1. In the first reconstruction task, the data shows that 2 (3.9%) participants did a poor performance, 6 (11.8%) fair, 6 (11.85%) good, 15 (29.4%) very good, and finally 22 (43.1%) participants completed an excellent task.

Table 8. Results of task 1

		Task 1			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	poor	2	3.9	3.9	3.9
	fair	6	11.8	11.8	15.7
	good	6	11.8	11.8	27.5
	very good	15	29.4	29.4	56.9
	excellent	22	43.1	43.1	100.0
	Total	51	100.0	100.0	

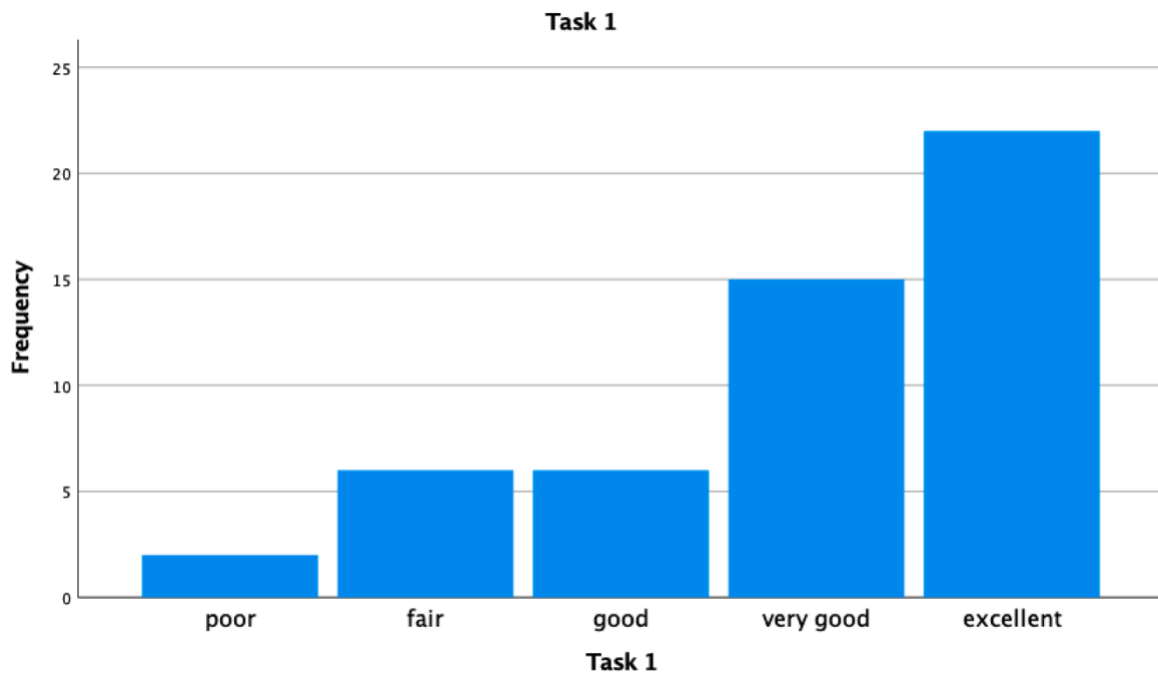


Figure 6. Results of task 1

Table 9 and Figure 7 presents the results of task 2. In this second reconstruction task, 3 (5.9%) participants completed a good task, 22 (43.1%) very good, and 26 (51%) excellent. As

can be seen, there was an increase in participants' performance on the second listening comprehension task, with 51% of participants successfully completing the task.

Table 9. Results of task 2

Task 2					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	good	3	5.9	5.9	5.9
	very good	22	43.1	43.1	49.0
	excellent	26	51.0	51.0	100.0
	Total	51	100.0	100.0	

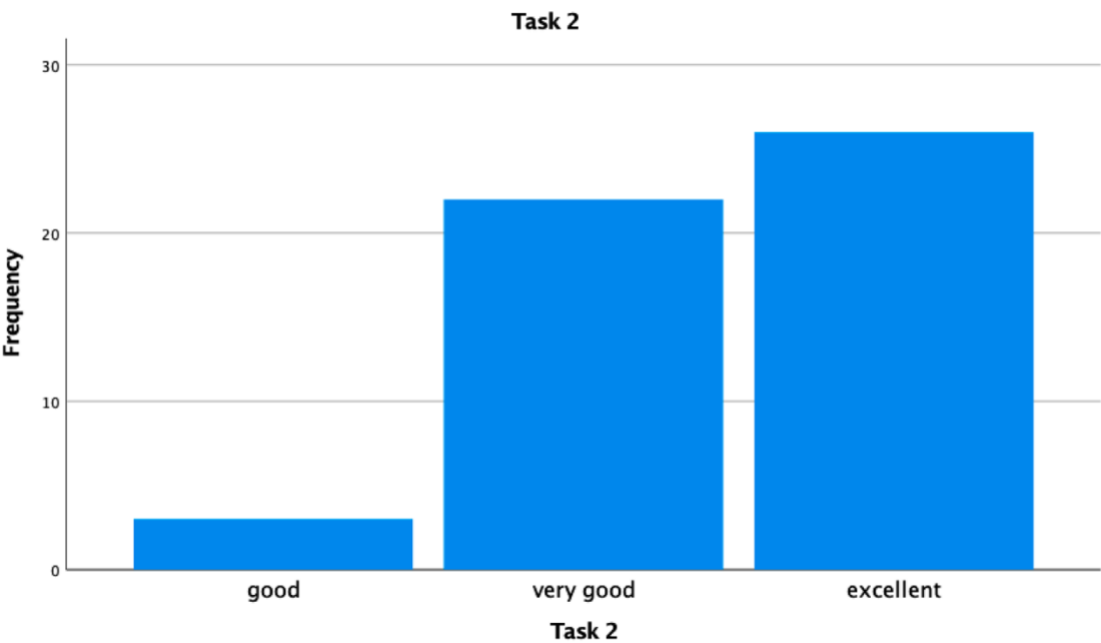


Figure 7. Results of task 2

The results of task 3 are shown in Table 10 and Figure 8. In this restoration task, 12 (23.5%) participants completed a very poor task, 7 (13.7%) poor, 10 (19.6%) fair, 6 (11.85%) good, 6 (11.8%) very good, and 10 (19.6%) excellent. Based on these results, it can be

determined that participants had challenges completing this third task. Participants’ written comments presented in section 4 of this chapter will provide further insight to understand these low results, which pointed to issues related to the accent of the speaker and the speed of the audio.

Table 10. Results of task 3

Task 3					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	very poor	12	23.5	23.5	23.5
	poor	7	13.7	13.7	37.3
	fair	10	19.6	19.6	56.9
	good	6	11.8	11.8	68.6
	very good	6	11.8	11.8	80.4
	excellent	10	19.6	19.6	100.0
	Total	51	100.0	100.0	

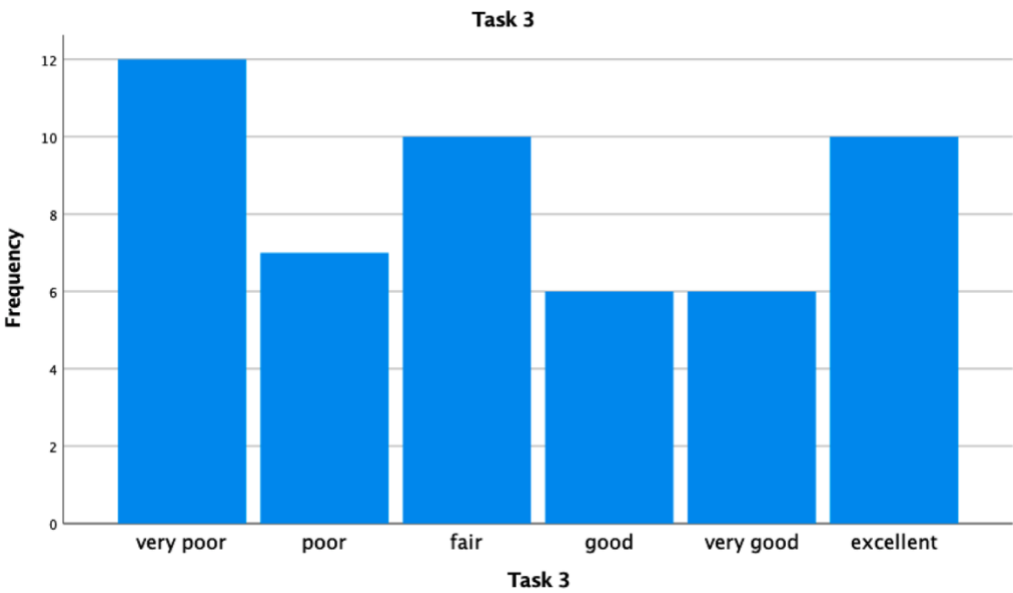


Figure 8. Results of task 3

In Table 11 and Figure 9, the results of task 4 are presented. In this second restoration task, 2 (3.95%) participants completed a poor task, 4 (7.8%) fair, 5 (9.8%) good, 12 (23.5%) very good, and 28 (54.9%) excellent. The findings show an increase in participants' scores for this task, with 28 participants successfully completing the task.

Table 11. Results of task 4

Task 4					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	poor	2	3.9	3.9	3.9
	fair	4	7.8	7.8	11.8
	good	5	9.8	9.8	21.6
	very good	12	23.5	23.5	45.1
	excellent	28	54.9	54.9	100.0
	Total	51	100.0	100.0	

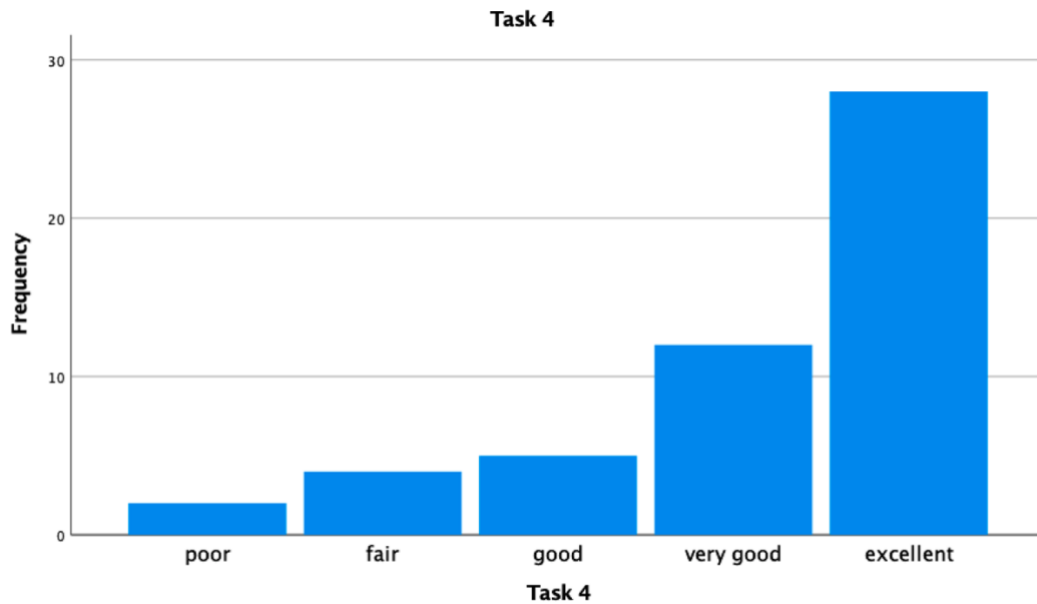


Figure 9. Results of task 4

The results of task 5 are indicated in Table 12 and Figure 10. In this third reconstruction task, 2 (3.9%) participants completed an excellent task, 2 (3.9%) good, 14 (27.5%) very good, and 33 (64.7%) excellent. In the same vein, the data indicates that there is an increasing trend in participants' scores, with 33 of 51 participants successfully completing the task.

Table 12. Results of task 5

Task 5					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fair	2	3.9	3.9	3.9
	good	2	3.9	3.9	7.8
	very good	14	27.5	27.5	35.3
	excellent	33	64.7	64.7	100.0
	Total	51	100.0	100.0	

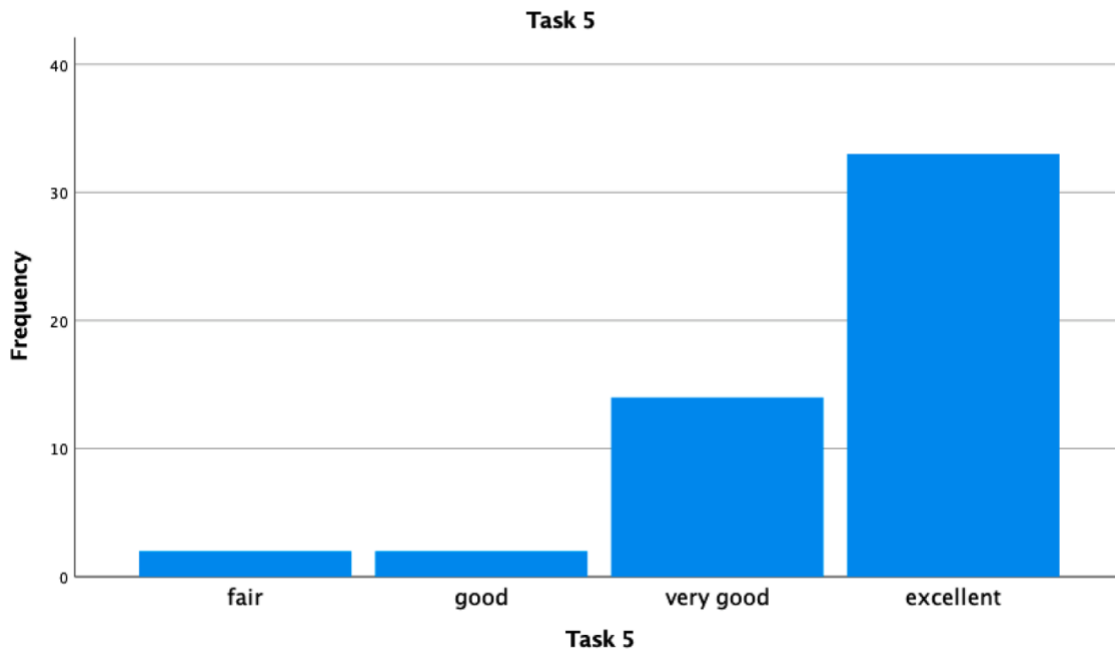


Figure 10. Results of task 5

Table 13 and Figure 11 show the results of task 6. In this third restoration task, 4 (7.8%) participants completed a fair task, 4 (7.8%) good, 13 (25.5%) very good, and 30 (58.8%) excellent. Similarly, the findings show a growth trend in participants' scores.

Table 13. Results of task 6

Task 6					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	fair	4	7.8	7.8	7.8
	good	4	7.8	7.8	15.7
	very good	13	25.5	25.5	41.2
	excellent	30	58.8	58.8	100.0
	Total	51	100.0	100.0	

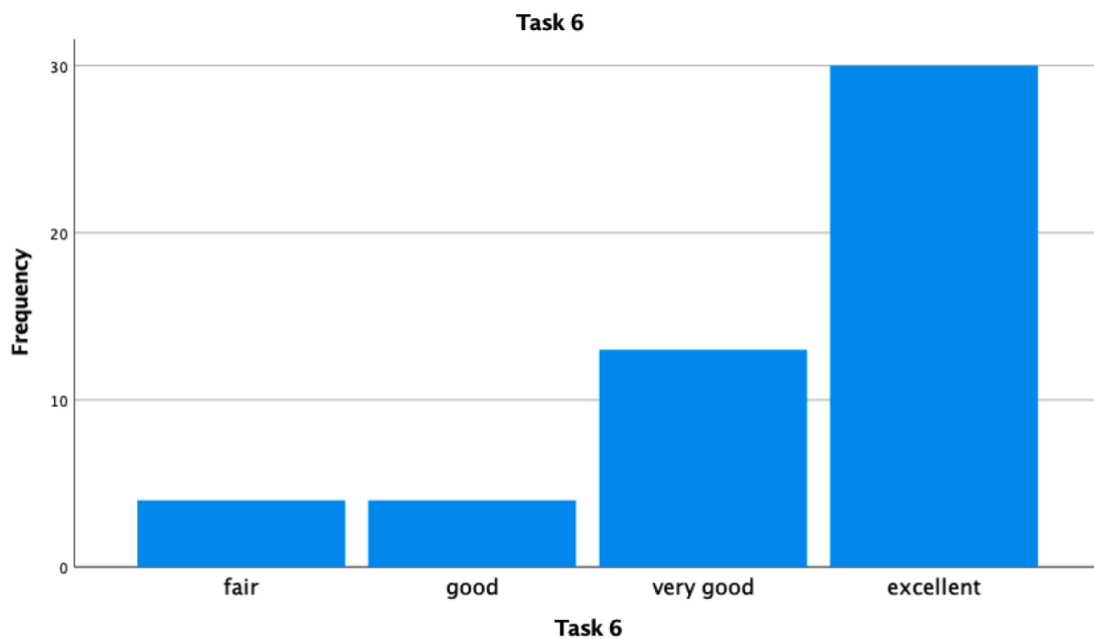


Figure 11. Results of task 6

2.2. Analysis of the Reconstruction Tasks

The results of the three reconstruction tasks were analyzed to see if there was any difference between participants' responses. Table 14 and Figure 12 present the results of the reconstruction tasks, which are task 1, 2, and 5. The data suggest that there is an increasing trend of mean from task 1 to task 5. The mean of tasks 1, 2 and 5 are 4.96, 5.45, and 5.53, respectively.

Table 14. Reconstruction tasks

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Task 1	51	2	6	4.96	1.183
Task 2	51	4	6	5.45	.610
Task 5	51	3	6	5.53	.758
Valid N (listwise)	51				

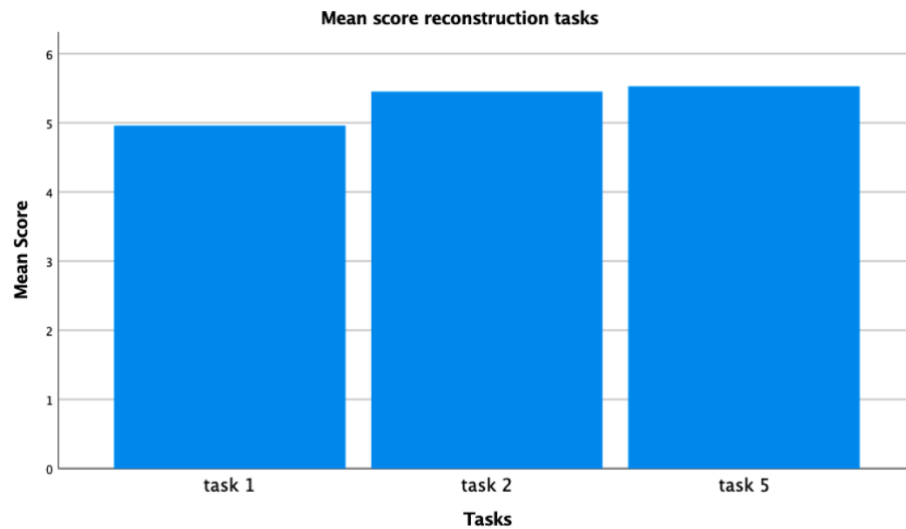


Figure 12. Reconstruction tasks

Table 15 presents the results of the Paired Samples *t*-test. The *t*-test shows that the mean difference between task 1 and task 2 is statistically significant ($T(50) = -3.076$, $p = .003$).

However, the histogram presented in Figure 13 shows that the data is not normally distributed and, therefore, the *t*-test is not an appropriate test to compare the mean.

Table 15. Reconstruction tasks *t*-test

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Task 1	4.96	51	1.183	.166
	Task 2	5.45	51	.610	.085
Pair 2	Task 2	5.45	51	.610	.085
	Task 5	5.53	51	.758	.106

Paired Samples Correlations

		N	Correlation	Significance One-Sided p	Two-Sided p
Pair 1	Task 1 & Task 2	51	.330	.009	.018
Pair 2	Task 2 & Task 5	51	.165	.123	.246

Paired Samples Test

			Paired Differences						Significance	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Task 1 - Task 2	-.490	1.138	.159	-.810	-.170	-3.076	50	.002	.003
Pair 2	Task 2 - Task 5	-.078	.891	.125	-.329	.172	-.629	50	.266	.532

Paired Samples Effect Sizes

			Standardizer ^a	Point Estimate	95% Confidence Interval	
					Lower	Upper
Pair 1	Task 1 - Task 2	Cohen's d	1.138	-.431	-.716	-.142
		Hedges' correction	1.155	-.424	-.705	-.140
Pair 2	Task 2 - Task 5	Cohen's d	.891	-.088	-.363	.187
		Hedges' correction	.905	-.087	-.357	.185

a. The denominator used in estimating the effect sizes.
Cohen's d uses the sample standard deviation of the mean difference.
Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

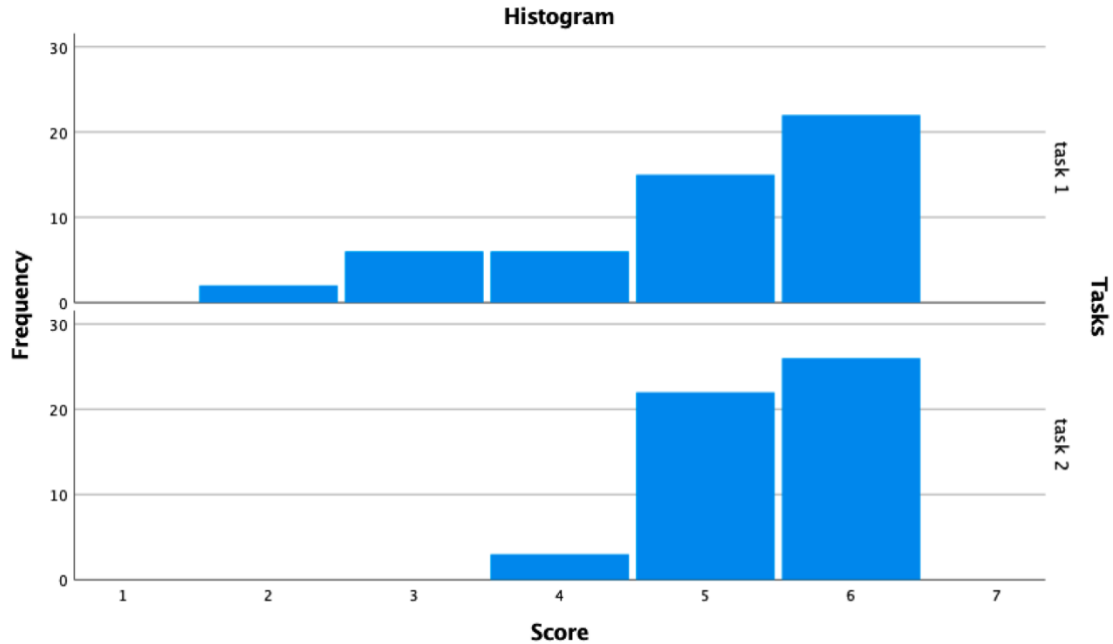


Figure 13. Histogram task 1 and 2

Since the data did not show a normal distribution, it is recommended to use a non-parametric statistical test to compare the data. Therefore, the Wilcoxon signed-rank test is used as an alternative to *t*-test when the data is not normally distributed. After running this test, the results shown in Table 16 suggest that the median difference between task 1 and task 2 is statistically significant (*Wilcoxon signed-rank test*= 245.000, $p = .0006$) Thus, these results give evidence for participants' improvement in listening comprehension from task 1 to task 2. The findings suggest that our hypothesis that participants would improve their listening comprehension after instruction was confirmed.

Table 16. Wilcoxon signed-rank, task 1 and 2

Hypothesis Test Summary			
	Null Hypothesis	Test	Sig. ^{a,b}
1	The median of differences between Task 1 and Task 2 equals 0.	Related-Samples Wilcoxon Signed Rank Test	.006
	Decision		
	Reject the null hypothesis.		

a. The significance level is .050.

b. Asymptotic significance is displayed.

Related-Samples Wilcoxon Signed Rank Test

Task 1, Task 2

Related-Samples Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	245.000
Standard Error	34.224
Standardized Test Statistic	2.776
Asymptotic Sig.(2-sided test)	.006

Furthermore, the Paired samples *t*-test, presented in Table 15, shows that the mean difference between task 2 and task 5 is not statistically significant ($T(50) = -.629, p = .532$). Similarly, the histogram, shown in Figure 14, shows that the data is not normally distributed and, therefore, the *t*-test is not an appropriate test to compare the mean of these two tasks. The data has been analyzed using the Wilcoxon signed-rank test.

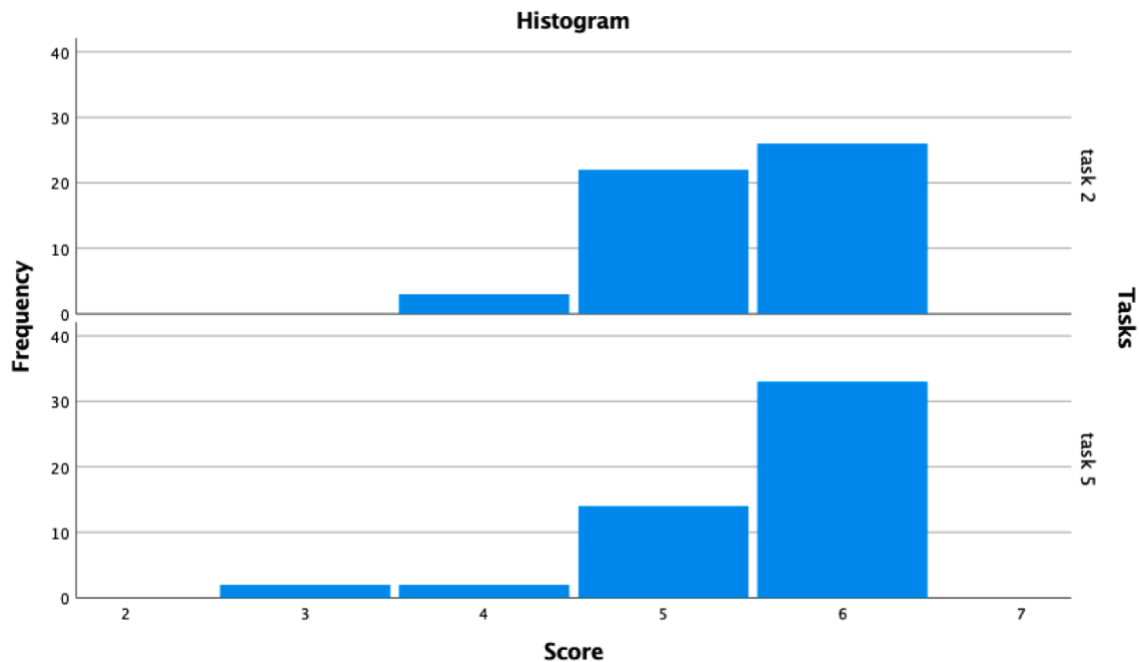


Figure 14. Histogram task 2 and 5

Table 17 presents the results of task 2 and 5 after running the non-parametric test. The Wilcoxon test results show that the median difference between task 2 and task 5 is not statistically significant (*Wilcoxon signed-rank test* = 162.000, $p = .433$). Thus, these results suggest that participants' listening comprehension did not significantly improve from task 2 to task 5. The findings suggest that our hypothesis that participants would improve their listening comprehension after instruction was rejected.

Table 17. Wilcoxon signed-rank, task 2 and 5

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Task 2 and Task 5 equals 0.	Related-Samples Wilcoxon Signed Rank Test	.433	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Related-Samples Wilcoxon Signed Rank Test

Task 2, Task 5

Related-Samples Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	162.000
Standard Error	30.627
Standardized Test Statistic	.784
Asymptotic Sig.(2-sided test)	.433

2.3. Analysis of the Restoration Tasks

The results of the three restoration tasks were analyzed to see if there was any difference between participants' responses. Table 18 and Figure 15 present the results of the restoration tasks, which are task 3, 4, and 6. The data suggest that the mean increased from the first to the last task. The mean of tasks 3, 4, and 6 are 3.33, 5.18, and 5.35, respectively.

Table 18. Restoration tasks

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Task 3	51	1	6	3.33	1.840
Task 4	51	2	6	5.18	1.144
Task 6	51	3	6	5.35	.934
Valid N (listwise)	51				

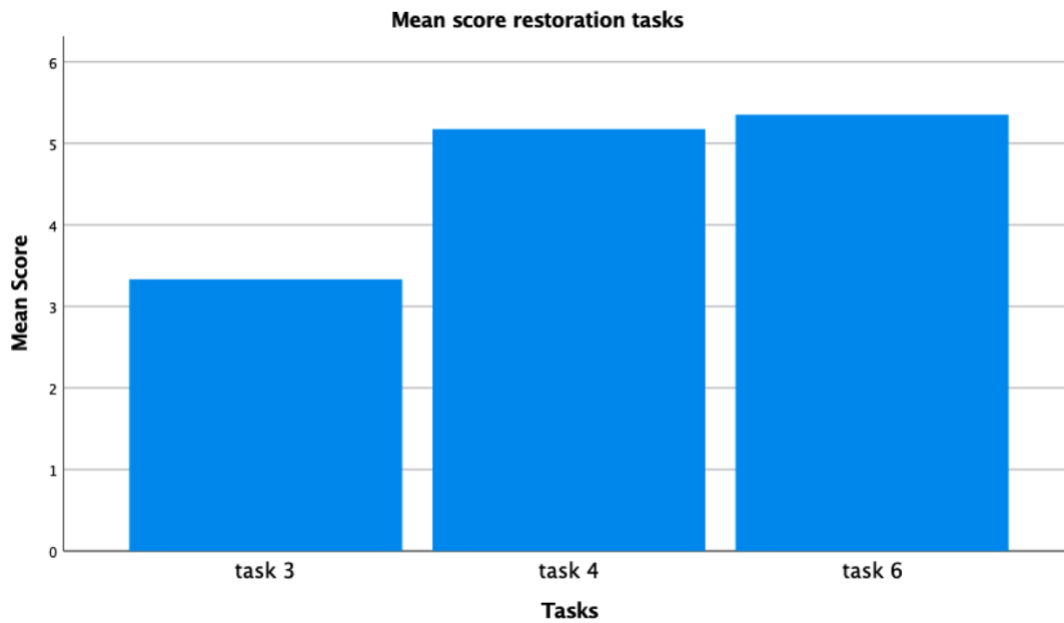


Figure 15. Restoration tasks

As Table 19 below shows, the Paired samples *t*-test indicates that the mean difference between task 3 and 4 is statistically significant ($T(50) = -7.081, p = <.001$). However, the histogram presented in Figure 16 shows that the data is not normally distributed. Since the data did not show a normal distribution, the Wilcoxon signed-rank test was used to compare the results of these tasks.

Table 19. Restoration tasks *t*-test

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Task 3	3.33	51	1.840	.258
	Task 4	5.18	51	1.144	.160
Pair 2	Task 4	5.18	51	1.144	.160
	Task 6	5.35	51	.934	.131

Paired Samples Correlations

		N	Correlation	Significance	
				One-Sided p	Two-Sided p
Pair 1	Task 3 & Task 4	51	.295	.018	.036
Pair 2	Task 4 & Task 6	51	.596	<.001	<.001

Paired Samples Test

		Paired Differences					Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p
					Lower	Upper			
Pair 1	Task 3 – Task 4	-1.843	1.859	.260	-2.366	-1.320	-7.081	50	<.001
Pair 2	Task 4 – Task 6	-.176	.953	.133	-.445	.092	-1.322	50	.096

Paired Samples Effect Sizes

		Standardizer ^a		95% Confidence Interval		
			Point Estimate	Lower	Upper	
Pair 1	Task 3 – Task 4	Cohen's d	1.859	-.992	-1.324	-.652
		Hedges' correction	1.887	-.977	-1.304	-.642
Pair 2	Task 4 – Task 6	Cohen's d	.953	-.185	-.461	.093
		Hedges' correction	.968	-.182	-.454	.091

a. The denominator used in estimating the effect sizes.
Cohen's d uses the sample standard deviation of the mean difference.
Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

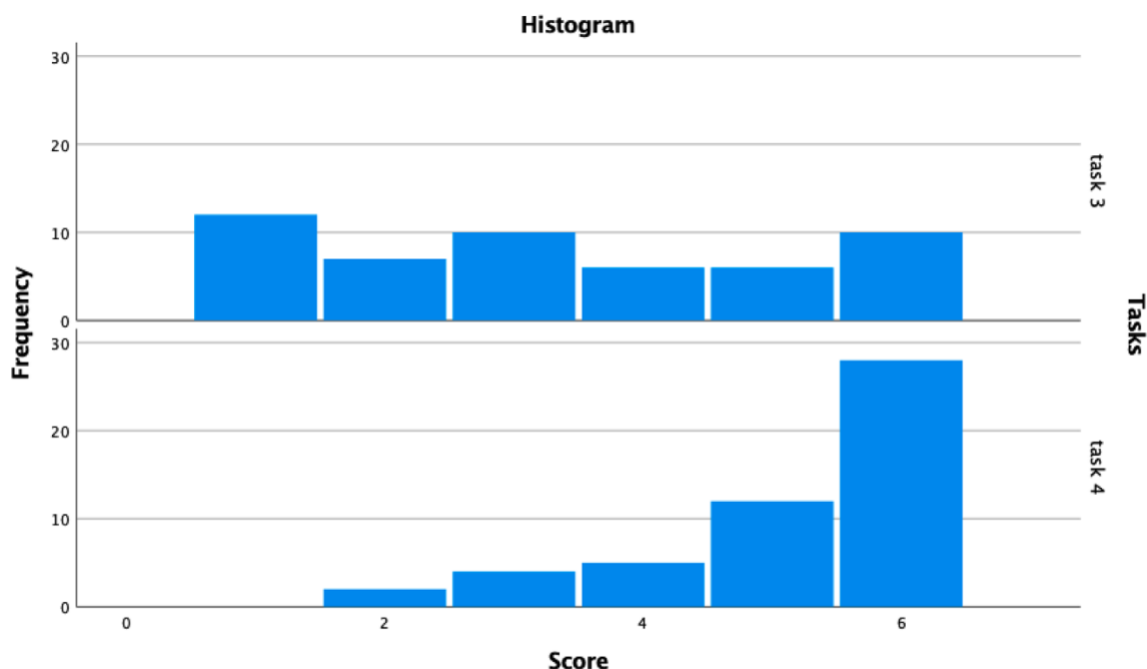


Figure 16. Histogram task 3 and 4

The results of the non-parametric test, shown in Table 20, suggest that the median difference between task 3 and task 4 is statistically significant (*Wilcoxon signed-rank test* = 894.000, $p = <.001$). Thus, these results show that participants' listening comprehension significantly improved from task 3 to task 4. The findings revealed that our hypothesis that participants would improve their listening comprehension after instruction was confirmed.

Table 20. Wilcoxon signed-rank, task 3 and 4

Hypothesis Test Summary			
	Null Hypothesis	Test	Sig. ^{a,b}
1	The median of differences between Task 3 and Task 4 equals 0.	Related-Samples Wilcoxon Signed Rank Test	<.001
	Decision		
	Reject the null hypothesis.		

a. The significance level is .050.

b. Asymptotic significance is displayed.

Related-Samples Wilcoxon Signed Rank Test

Task 3, Task 4

Related-Samples Wilcoxon Signed Rank Test Summary	
Total N	51
Test Statistic	894.000
Standard Error	82.176
Standardized Test Statistic	5.123
Asymptotic Sig.(2-sided test)	<.001

Finally, the results of the tasks 4 and 6 were analyzed to see if there was any difference between participants' responses. The Paired samples *t*-test, shown in Table 19, suggests that the mean difference between task 4 and 6 is not statistically significant ($T(50) = -1.322$, $p=.192$). Since the histogram presented in Figure 17 shows that the data of these tasks is not normally distributed, the Wilcoxon signed-rank test is preferred compared to the *t*-test.

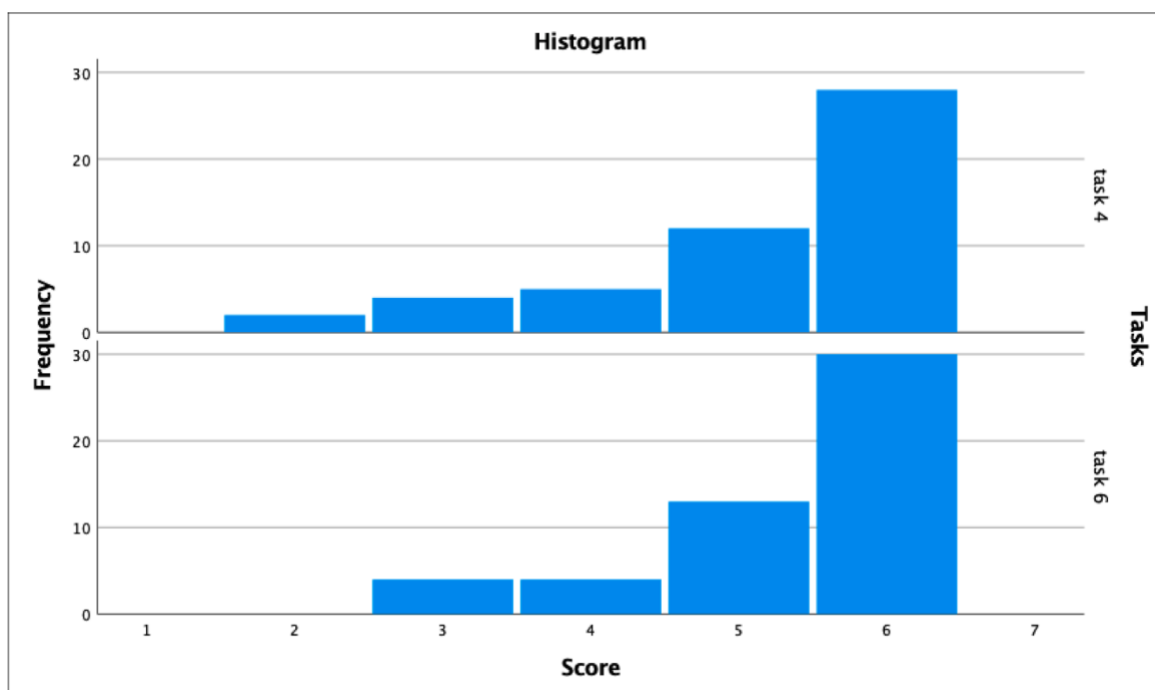


Figure 17. Histogram task 4 and 6

The results of the Wilcoxon test, shown in Table 21, show that the median difference between task 4 and task 6 is not statistically significant (*Wilcoxon signed-rank test*= 128.000, $p = .167$). Therefore, these results suggest that participants did not significantly improve their listening comprehension from task 4 to task 6. The findings indicate that our hypothesis that participants would improve their listening comprehension after instruction was rejected.

Table 21. Wilcoxon signed-rank, task 4 and 6

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between Task 4 and Task 6 equals 0.	Related-Samples Wilcoxon Signed Rank Test	.167	Retain the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Related-Samples Wilcoxon Signed Rank Test

Task 4, Task 6

Related-Samples Wilcoxon Signed Rank Test Summary

Total N	51
Test Statistic	128.000
Standard Error	23.888
Standardized Test Statistic	1.381
Asymptotic Sig.(2-sided test)	.167

2.4. Analysis of Reconstruction vs. Restoration Tasks

The present analysis will compare the overall reconstruction and restoration tasks in order to see if there was any difference between these two types of tasks. Table 22 and Figure 18 present the results of the reconstruction and restoration tasks. The data shows that the mean for all reconstruction tasks was 5.3137, while the mean for the restoration tasks was 4.6209.

Table 22. *T*-test reconstruction vs. restoration

T-Test

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	AverageReconstructionScores	5.3137	51	.66470	.09308
	AverageRestorationScores	4.6209	51	.99782	.13972

Paired Samples Correlations

		N	Correlation	Significance One-Sided p	Two-Sided p
Pair 1	AverageReconstructionScores & AverageRestorationScores	51	.541	<.001	<.001

Paired Samples Test

		Paired Differences			95% Confidence Interval of the Difference		Significance			
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	AverageReconstructionScores - AverageRestorationScores	.69281	.84812	.11876	-.45427	.93135	5.834	50	<.001	<.001

Paired Samples Effect Sizes

		Standardizer ^a		95% Confidence Interval	
		Cohen's d	Point Estimate	Lower	Upper
Pair 1	AverageReconstructionScores - AverageRestorationScores	.84812	.817	.496	1.131
	Hedges' correction	.86111	.805	.489	1.114

a. The denominator used in estimating the effect sizes.

Cohen's d uses the sample standard deviation of the mean difference.

Hedges' correction uses the sample standard deviation of the mean difference, plus a correction factor.

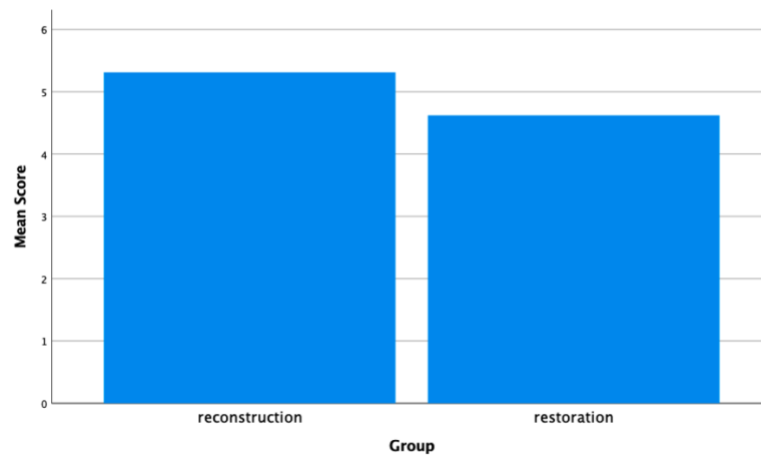


Figure 18. Mean scores reconstruction vs. restoration tasks

As Table 22 shows, the Paired samples *t*-test indicated that the mean difference between the reconstruction and restoration tasks is statistically significant ($T(50) = 5.834, p = <.001$). However, since the histogram presented in Figure 19 shows that the data is not normally distributed, it is preferred to use the Wilcoxon signed-rank test.

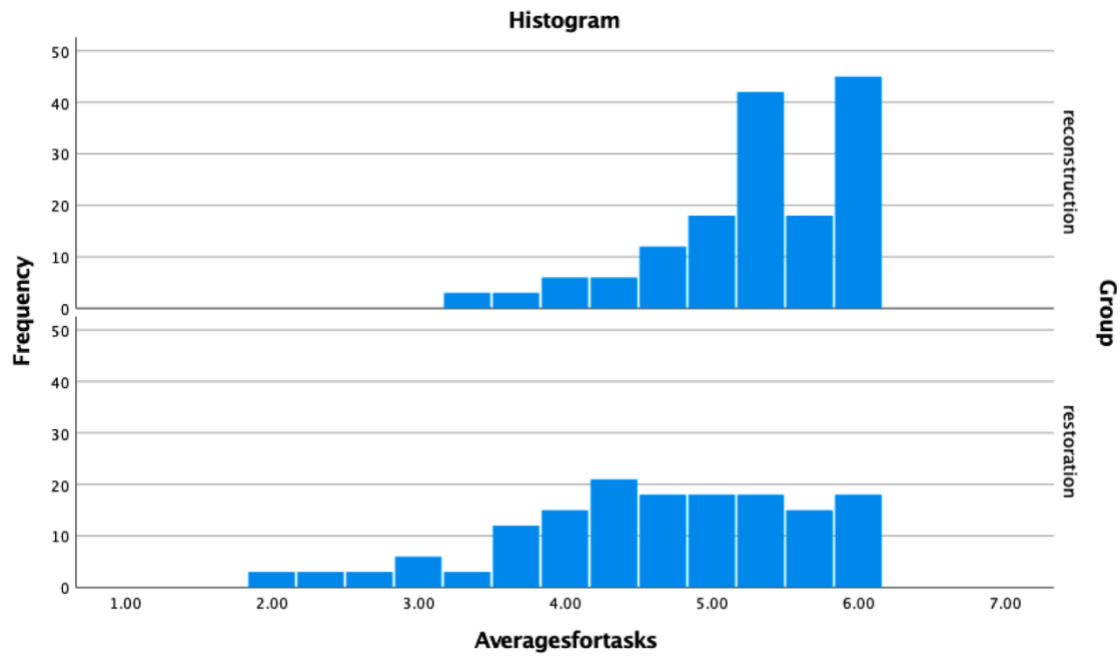


Figure 19. Histogram reconstruction and restoration tasks

Table 23 presents the results of the Wilcoxon signed-rank for the reconstruction and restoration tasks. The results revealed that the median difference between the reconstruction and restoration tasks is statistically significant (*Wilcoxon signed-rank test*= 119.000, $p = <.001$). These results provide support to demonstrate that participants performed better on the reconstruction tasks compared to the restoration tasks. Therefore, the findings indicate that our hypothesis that participants would perform better on the reconstruction tasks is confirmed.

Table 23. Wilcoxon signed-rank, reconstruction and restoration

Hypothesis Test Summary				
	Null Hypothesis	Test	Sig. ^{a,b}	Decision
1	The median of differences between AverageReconstructionScores and AverageRestorationScores equals 0.	Related-Samples Wilcoxon Signed Rank Test	<.001	Reject the null hypothesis.

a. The significance level is .050.

b. Asymptotic significance is displayed.

Related-Samples Wilcoxon Signed Rank Test

AverageReconstructionScores, AverageRestorationScores

Related-Samples Wilcoxon Signed Rank Test Summary

Total N	51
Test Statistic	119.000
Standard Error	91.058
Standardized Test Statistic	-4.629
Asymptotic Sig.(2-sided test)	<.001

2.5. Summary

This section will present a summary of the results of students' performance on the listening comprehension tasks. The quantitative results showed that there is a statistically significant difference in students' listening performance over the first two types of tasks: task 1-2 and task 3-4. However, the results revealed that there is no statistically significant difference between the last two types of tasks: task 2-5 and 4-6. These findings suggest that participants' listening comprehension significantly improved at the beginning of the experiment, whereas there was no significant growth at the end of the experiment. Furthermore, the data suggests that participants had better results on the reconstruction tasks compared to the restoration tasks. Overall, the results of this study revealed that this type of listening instruction can be useful to improve listening comprehension.

3. Students' Metacognitive Awareness

This section will analyze students' ratings to the MALQ about their perceptions of metacognitive strategies for listening comprehension before and after the ten-week quarter. As described in Chapter 3, participants were required to complete the MALQ to identify their level of metacognitive awareness for listening comprehension strategies. The administration of the MALQ was administered at the beginning, middle, and end of the study, right after the TBLT listening comprehension lessons. Participants rated their listening strategies using a 6-point scale, with 1 being the lowest rating (strongly disagree), and 6 being the highest (strongly agree). The rating scale is the following one:

1= strongly disagree

2= disagree

3= slightly disagree

4= slightly agree

5= agree

6= strongly agree

Participants' responses to the MALQ were analyzed with SPSS software version 28. Pretest and posttest results were analyzed and compared in order to see if there was any difference in participants' perceptions of their metacognitive awareness in listening comprehension. First, the overall responses to the pretest and posttest questionnaire were compared and analyzed to identify the levels of metacognitive awareness. Then, each MALQ category was compared and analyzed to examine the differences in these categories from

pretest to posttest. The categories are: 1) planning and evaluation, 2) directed attention, 3) person knowledge, 4) mental translation, and 5) problem-solving.

3.1. Overall Responses to MALQ

This section will analyze comparatively the results of the 21 questions in the pretest and posttest. Table 24 presents the results of the first item of the questionnaire: “before I start to listen, I have a plan in my head for how I am going to listen”. The Paired samples *t*-test shows a statistically significant difference in mean responses from pretest to posttest. The findings revealed that the mean for the pretest and posttest are 4.24 and 4.59, respectively.

At the alpha level (.05), our tasks yielded a *p*-value of .019, which is significant. Thus, these results suggest that participants were more likely to have a plan in mind before listening after the ten-week quarter. The findings indicate that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 24. Pretest-posttest question 1

Paired Samples Statistics										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	Q1. pretest. Before I start to listen, I have a plan in my head for how I am going to listen (Planning and evaluation)	4.24	51	1.069	.150					
	Q1. posttest	4.59	51	1.099	.154					

Paired Samples Test										
		Paired Differences			95% Confidence Interval of the Difference		t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Q1. pretest. Before I start to listen, I have a plan in my head for how I am going to listen (Planning and evaluation) – Q1. posttest	-.353	1.036	.145	-.644	-.062	-2.433	50	.009	.019

Table 25 shows the results of the second item of the questionnaire: “before listening, I think of similar texts that I may have listened to”. The Paired samples *t*-test shows that the mean difference in mean responses from pretest to posttest is not statistically significant. The findings revealed that the mean for the pretest and posttest are 3.82 and 4.47, respectively.

At the alpha level (.05), our tasks yielded a *p*-value of <.001, which is significant. Thus, these results suggest that participants were more likely to think of similar texts that they may have listened to before listening after the ten-week quarter. Similarly, the findings indicate that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 25. Pretest-posttest question 2

Paired Samples Statistics										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	Q2. pretest. Before listening, I think of similar texts that I may have listened to (Planning and evaluation)	3.82	51	1.571	.220					
	Q2. posttest	4.47	51	1.317	.184					

Paired Samples Test										
		Paired Differences				Significance				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Q2. pretest. Before listening, I think of similar texts that I may have listened to (Planning and evaluation) – Q2. posttest	-.647	1.293	.181	-1.011	-.283	-3.573	50	<.001	<.001

Table 26 shows the results of the third item of the questionnaire: “After listening, I think back to how I listened, and about how I might do differently next time”. The findings revealed that the mean for the pretest and posttest are 4.49 and 5.10, respectively. The Paired samples *t*-test indicates that the difference in mean for pretest and posttest is statistically significant (*p*

= <.001). The findings suggest that participants were more likely to think back to how they listened and about what they might do differently next time after the ten-week quarter. The results indicate that our hypothesis that this type of instruction would raise participants' metacognitive awareness in listening was confirmed.

Table 26. Pretest-posttest question 3

Paired Samples Statistics										
			Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	Q3. pretest. After listening, I think back to how I listened, and about what I might do differently next time (Planning and evaluation)		4.49	51	1.102	.154				
	Q3. posttest		5.10	51	.964	.135				

Paired Samples Test										
			Paired Differences			95% Confidence Interval of the Difference			Significance	
			Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Q3. pretest. After listening, I think back to how I listened, and about what I might do differently next time (Planning and evaluation) - Q3. posttest		-.608	1.234	.173	-.955	-.261	-3.517	50	<.001

Table 27 presents the results of the fourth item of the questionnaire: “As I listen, I periodically ask myself if I am satisfied with my level of comprehension”. The Paired samples *t*-test shows that the mean difference between pretest and posttest is statistically significant. At the alpha level (.05), our tasks yielded a *p*-value of .029, which is significant. The findings

revealed that the mean for the pretest and posttest are 4.43 and 4.88, respectively. Thus, the findings indicate that participants are more likely to ask themselves if they are satisfied with their level of comprehension as they listen. In the same vein, the results indicate that our hypothesis that this type of instruction would raise participants' metacognitive awareness in listening was confirmed.

Table 27. Pretest-posttest question 4

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q4. pretest. As I listen, I periodically ask myself if I am satisfied with my level of comprehension (Planning and evaluation)	4.43	51	1.118	.157
	Q4. posttest	4.88	51	1.052	.147

Paired Samples Test									
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			One-Sided p Two-Sided p
Pair 1	Q4. pretest. As I listen, I periodically ask myself if I am satisfied with my level of comprehension (Planning and evaluation) - Q4. posttest	-.451	1.433	.201	-.854	-.048	-2.248	50	.015 .029

Table 28 shows the results of the fifth item of the questionnaire: "I have a goal in mind as I listen". The table shows that the mean for pretest and posttest are 4.88 and 5.18, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. Our tasks yielded a *p*-value of .018, which is significant. Thus, these results suggest that participants were more likely to have a goal in mind as they

listen after the six listening sessions. Similarly, the results indicate that our hypothesis that this type of instruction would raise participants' metacognitive awareness in listening was confirmed.

Table 28. Pretest-posttest question 5

Paired Samples Statistics										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	Q5. pretest. I have a goal in mind as I listen (Planning and evaluation)	4.88	51	.864	.121					
	Q5. posttest	5.18	51	.713	.100					

Paired Samples Test										
		Paired Differences								
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Significance	
					Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Q5. pretest. I have a goal in mind as I listen (Planning and evaluation) – Q5. posttest	-.294	.855	.120	-.535	-.054	-2.455	50	.009	.018

Table 29 illustrates the results of the sixth item of the questionnaire: “I focus harder on the text when I have trouble understanding”. The table shows that the mean for the pretest and posttest are 5.18 and 5.06, respectively. Although there was a decrease, the Paired samples *t*-test indicates that the mean difference between the pretest and posttest is not statistically significant at $\alpha = 0.05$. This is because the *p*-value is .261, which is not significant. Thus, these results suggest that participants were less likely to focus on the text when they had trouble understanding from pretest to the posttest. In this case, the results indicate that our hypothesis that this type of instruction would raise participants' metacognitive awareness in listening was rejected.

Table 29. Pretest-posttest question 6

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q6. pretest. I focus harder on the text when I have trouble understanding (Directed attention)	5.18	51	.740	.104
	Q6. posttest	5.06	51	.881	.123

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
Pair 1	Q6. pretest. I focus harder on the text when I have trouble understanding (Directed attention) – Q6. posttest	.118	.739	.103	Lower	Upper	1.137	50	.130	.261

Table 30 presents the results of the seventh item of the questionnaire: “When my mind wanders, I recover my concentration right again”. The table shows that the mean scores for pretest and posttest are 4.25 and 4.51, respectively. Similarly, although there was a decrease, the Paired samples *t*-test indicates that the mean difference between pretest and posttest is not statistically significant at $\alpha = 0.05$. This is because the *p*-value is .166, which is not statistically significant. Thus, these results suggest that participants were less likely to recover their concentration right away when their minds wandered. In the present case, the results indicate that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was rejected.

Table 30. Pretest-posttest question 7

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q7. pretest. When my mind wanders, I recover my concentration right away (Directed attention)	4.25	51	.997	.140
	Q7. posttest	4.51	51	1.065	.149

Paired Samples Test									
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	
					Lower	Upper			One-Sided p Two-Sided p
Pair 1	Q7. pretest. When my mind wanders, I recover my concentration right away (Directed attention) - Q7. posttest	-.255	1.294	.181	-.619	.109	-1.407	50	.083 .166

Table 31 presents the results of the eighth item in the questionnaire: “I try to get back on track when I lose concentration”. The table shows that the mean for pretest and posttest are 4.98 and 5.24, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is .036, which is significant. Thus, these results indicate that participants were more likely to get back on track when they lost concentration after the six sessions. The results suggest that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 31. Pretest-posttest question 8

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q8. pretest. I try to get back on track when I lose concentration (Directed attention)	4.98	51	.761	.107
	Q8. posttest	5.24	51	.619	.087

		Paired Samples Test							
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Q8. pretest. I try to get back on track when I lose concentration (Directed attention) – Q8. posttest	-.255	.845	.118	-.493 -.017	-2.155	50	.018	.036

Table 32 illustrates the results of the ninth item in the questionnaire: “When I have difficulty understanding what I hear, I give up and stop listening”. The table shows that the mean for pretest and posttest are 2.05 and 2.45, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is not statistically significant at $\alpha = 0.05$. This is because the *p*-value is .103, which is not significant. Thus, these results suggest that participants were less likely to give up and stop listening when they had difficulty understanding what they heard. In this case, the results suggest that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was rejected.

Table 32. Pretest-posttest question 9

Paired Samples Statistics										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	Q9. pretest. When I have difficulty understanding what I hear, I give up and stop listening (Directed attention)	2.04	51	1.148	.161					
	Q9. posttest	2.45	51	1.376	.193					

Paired Samples Test										
		Paired Differences						Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Q9. pretest. When I have difficulty understanding what I hear, I give up and stop listening (Directed attention) – Q9. posttest	-.412	1.768	.248	-.909	.086	-1.663	50	.051	.103

Table 33 presents the results of the tenth item of the questionnaire: “I find that listening in Spanish is more difficult than reading, speaking, or writing in Spanish”. The table shows that the mean for pretest and posttest are 3.57 and 4.02, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is .002, which is significant. Thus, these results suggest that participants were more likely to think that listening in Spanish was more difficult than reading, speaking, and writing after the six sessions. In this instance, the results suggest that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 33. Pretest-posttest question 10

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q10. pretest. I find that listening in Spanish is more difficult than reading, speaking, or writing in Spanish (Person knowledge)	3.57	51	1.591	.223
	Q10. posttest	4.02	51	1.407	.197

		Paired Samples Test							
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t	df	
Pair 1	Q10. pretest. I find that listening in Spanish is more difficult than reading, speaking, or writing in Spanish (Person knowledge) – Q10. posttest	-.451	1.006	.141	-.734	-.168	-3.201	50	.001
									.002

Table 34 shows the results of the eleventh item of the questionnaire: “I feel that listening comprehension is a challenge for me”. The table shows that the mean for pretest and posttest are 3.67 and 4.02, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is .025, which is significant. Thus, these results suggest that participants were more likely to feel that listening comprehension in Spanish was a challenge for them after the six sessions. In this case, the results suggest that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 34. Pretest-posttest question 11

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q11. pretest. I feel that listening comprehension in Spanish is a challenge for me (Person knowledge)	3.67	51	1.409	.197
	Q11. posttest	4.02	51	1.393	.195

		Paired Samples Test							
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t	df	
Pair 1	Q11. pretest. I feel that listening comprehension in Spanish is a challenge for me (Person knowledge) - Q11. posttest	-.353	1.092	.153	-.660	-.046	-2.308	50	.013
									.025

Table 35 presents the results of the twelfth item of the questionnaire: “I do not feel nervous when I listen to Spanish”. The table shows that the mean for pretest and posttest are 3.69 and 3.18, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is .034, which is significant. Thus, these results suggest that participants were less likely to not feel nervous when they listen to Spanish after the six sessions. In the present case, the results suggest that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 35. Pretest-posttest question 12

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q12. pretest.I do not feel nervous when I listen to Spanish (Person knowledge)	3.69	51	1.556	.218
	Q12. posttest	4.18	51	1.276	.179

Paired Samples Test										
		Paired Differences				Significance				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Q12. pretest.I do not feel nervous when I listen to Spanish (Person knowledge) – Q12. posttest	-.490	1.605	.225	-.942	-.039	-2.182	50	.017	.034

Table 36 shows the results of the thirteenth item of the questionnaire: “I translate in my head as I listen”. The table shows that the mean for pretest and posttest are 4.25 and 3.26, respectively. The Paired samples *t*-test indicates that the mean difference between the pretest and posttest is not statistically significant at $\alpha = 0.05$. This is because the *p*-value is .898, which is not significant. Thus, these results indicate that participants had also the same opinion in this question for pretest and posttest. In this case, the results suggest that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was rejected.

Table 36. Pretest-posttest question 13

Paired Samples Statistics										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	Q13. pretest. I translate in my head as I listen (Mental translation)	4.25	51	1.246	.175					
	Q13. posttest	4.27	51	1.313	.184					

Paired Samples Test										
		Paired Differences				Significance				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Q13. pretest. I translate in my head as I listen (Mental translation) – Q13. posttest	-.020	1.086	.152	-.325	.286	-.129	50	.449	.898

Table 37 illustrates the results of the fourteenth item of the questionnaire: “I translate key words as I listen”. The table shows that the mean for pretest and posttest are 4.98 and 4.90, respectively. Although there was an increase, the Paired samples *t*-test indicates that the mean difference between pretest and posttest is not statistically significant at $\alpha = 0.05$. This is because the *p*-value is .598, which is not significant. In the same vein, these results indicate that participants had also the same opinion for this question from pretest and posttest. Similarly, the findings suggest that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was rejected.

Table 37. Pretest-posttest question 14

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q14. pretest. I translate key words as I listen (Mental translation)	4.98	51	.948	.133
	Q14. posttest	4.90	51	.985	.138

Paired Samples Test										
		Paired Differences				Significance				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Q14. pretest. I translate key words as I listen (Mental translation) – Q14. posttest	.078	1.055	.148	-.218	.375	.531	50	.299	.598

Table 38 presents the results of the fifteenth item of the questionnaire: “I translate word by word as I listen”. The table shows that the mean for pretest and posttest are 2.94 and 3.37, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest scores is statistically significant at $\alpha = 0.05$. This is because the *p*-value is .030, which is not significant. Thus, these results indicate that participants were more likely to translate word by word as they listened. The findings demonstrate that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 38. Pretest-posttest question 15

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q15. pretest. I translate word by word as I listen (Mental translation)	2.94	51	1.348	.189
	Q15. posttest	3.37	51	1.455	.204

Paired Samples Test										
		Paired Differences				Significance				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Q15. pretest. I translate word by word as I listen (Mental translation) – Q15. posttest	-.431	1.375	.193	-.818	-.045	-2.241	50	.015	.030

Table 39 shows the results of the sixteenth item of the questionnaire: “I use the words I understand to guess the meaning of the words I do not understand”. The table shows that the mean for pretest and posttest are 4.61 and 5.06, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is .005, which is significant. Thus, these results indicate that participants were more likely to use the words they understood to guess the meaning of the words they did not understand. The findings demonstrate that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 39. Pretest-posttest question 16

Paired Samples Statistics										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	Q16. pretest. I use the words I understand to guess the meaning of the words I do not understand (Problem-solving)	4.61	51	1.041	.146					
	Q16. posttest	5.06	51	.835	.117					

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
Pair 1	Q16. pretest. I use the words I understand to guess the meaning of the words I do not understand (Problem-solving) – Q16. posttest	-.451	1.101	.154	Lower	Upper	-2.925	50	.003	.005

Table 40 presents the results of the seventeenth item of the questionnaire: “As I listen, I compare what I understand with what I know about the topic”. The table shows that the mean for pretest and posttest are 4.45 and 5.00, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is .004, which is significant. Thus, these results indicate that participants were more likely to compare what they understood with what they knew about the topic. The findings suggest that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 40. Pretest-posttest question 17

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q17. pretest. As I listen, I compare what I understand with what I know about the topic (Problem-solving)	4.45	51	1.083	.152
	Q17. posttest	5.00	51	.938	.131

		Paired Samples Test							
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t	df	
									One-Sided p Two-Sided p
Pair 1	Q17. pretest. As I listen, I compare what I understand with what I know about the topic (Problem-solving) – Q17. posttest	-.549	1.301	.182	-.915	-.183	-3.014	50	.002 .004

Table 41 presents the results of the eighteenth item of the questionnaire: “I use my experience and knowledge to help me understand”. The table shows that the mean for pretest and posttest are 4.53 and 5.22, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is less than .001, which is significant. Thus, these results indicate that participants were more likely to use their experience and knowledge after the six sessions. In the same vein, the findings suggest that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 41. Pretest-posttest question 18

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q18. pretest. I use my experience and knowledge to help me understand (Problem-solving)	4.53	51	1.065	.149
	Q18. posttest	5.22	51	.730	.102

		Paired Samples Test							
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t	df	
Pair 1	Q18. pretest. I use my experience and knowledge to help me understand (Problem-solving) – Q18. posttest	-.686	1.157	.162	-1.012	-.361	-4.234	50	<.001
									<.001

Table 42 illustrates the results of the nineteenth item in the questionnaire: “As I listen, I quickly adjust my interpretation if I realize that it is not correct”. The table shows that the mean for the pretest and posttest are 4.43 and 4.98, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is .002, which is significant. Thus, these results indicate that participants were more likely to adjust their interpretations if they realized that it was not correct after the six sessions. The findings suggest that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 42. Pretest-posttest question 19

Paired Samples Statistics										
			Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	Q19. pretest.As I listen, I quickly adjust my interpretation if I realize that it is not correct (Problem-solving)		4.43	51	.944	.132				
	Q19. posttest		4.98	51	.905	.127				

Paired Samples Test										
			Paired Differences			95% Confidence Interval of the Difference		Significance		
			Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1	Q19. pretest.As I listen, I quickly adjust my interpretation if I realize that it is not correct (Problem-solving) - Q19. posttest		-.549	1.189	.166	-.883	-.215	-3.299	50	<.001
										.002

Table 43 presents the results of the twentieth item of the questionnaire: “I use the general idea of the text to help me guess the meaning of the words that I do not understand”. The table shows that the mean for the pretest and posttest are 5.16 and 5.33, respectively. Although there was an increase, the Paired samples *t*-test indicates that the mean difference between pretest and posttest is not statistically significant at $\alpha = 0.05$. This is because the *p*-value is .129, which is not significant. Thus, these results indicate that participants were more likely to use the general idea of the text to help them guess the meaning of the words that they did not understand. In this case, the findings suggest that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was rejected.

Table 43. Pretest-posttest question 20

		Paired Samples Statistics			
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Q20. pretest. I use the general idea of the text to help me guess the meaning of the words that I do not understand (Problem-solving)	5.16	51	.809	.113
	Q20. posttest	5.33	51	.712	.100

		Paired Samples Test							
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper	t	df	One-Sided p
Pair 1	Q20. pretest. I use the general idea of the text to help me guess the meaning of the words that I do not understand (Problem-solving) – Q20. posttest	-.176	.817	.114	-.406	.053	-1.542	50	.065
									.129

Table 44 shows the results of the twenty first item of the questionnaire: “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”. The table shows that the mean for the pretest and posttest are 4.51 and 5.20, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is not statistically significant at $\alpha = 0.05$. This is because the *p*-value is $<.001$, which is significant. Thus, these results indicate that participants were more likely to think back to everything else that they have heard, to see if their guesses made sense. The findings demonstrate that our hypothesis that this type of instruction would raise participants’ metacognitive awareness in listening was confirmed.

Table 44. Pretest-posttest question 21

Paired Samples Statistics										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	Q21. pretest. 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 (Problem-solving)	4.51	51	.967	.135					
	Q21. posttest	5.20	51	.849	.119					

Paired Samples Test										
		Paired Differences				Significance				
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
					Lower	Upper	t	df	One-Sided p	Two-Sided p
Pair 1	Q21. pretest. 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 (Problem-solving) – Q21. posttest	-.686	1.157	.162	-1.012	-.361	-4.234	50	<.001	<.001

3.2. MALQ Categories

This section will analyze and compare the results of the pretest and posttest Likert scale responses of each MALQ category. The 21 questionnaire questions were grouped into their underlying categories of planning and evaluation (questions 1-5), directed attention (questions 6-9), person knowledge (questions 10-12), mental translation (questions 13-15), and problem-solving (question 16-21). The differences in mean for each question were added together and then divided by the number of questions within the category, as suggested by previous studies (Vandergriff et al., 2006; Acuña, 2016).

The first category is planning and evaluation, which contains questions 1 to 5 of the questionnaire. Table 45 shows that the mean for the pretest and posttest are 4.37 and 4.84,

respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is $<.001$, which is significant. Therefore, these results indicate participants were more aware of their planning and evaluation strategies for listening comprehension at the end of the ten-week quarter. The findings revealed that our hypothesis that this type of instruction would increase participants' metacognitive awareness in listening was confirmed.

Table 45. Pretest-posttest planning and evaluation

Paired Samples Statistics									
		Mean	N	Std. Deviation	Std. Error Mean				
Pair 1	Planning.evaluation.pretest	4.3725	51	.75474	.10568				
	Planning.evaluation.posttest	4.8431	51	.79831	.11179				

Paired Samples Test									
		Paired Differences				Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference	t		df	
					Lower	Upper			
Pair 1	Planning.evaluation.pretest - Planning.evaluation.posttest	-.47059	.77027	.10786	-.68723	-.25395	-4.363	50	One-Sided p <.001 Two-Sided p <.001

Table 46 presents the results of the directed attention category, which contains questions 6 to 9 of the questionnaire. The table shows that the mean for the pretest and posttest are 4.11 and 4.31, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is .035, which is significant. Therefore, these results revealed that there was an increase in the level of awareness of participants' directed attention strategies for listening comprehension by the

end of the ten-week quarter. The findings suggest that our hypothesis that this type of instruction would increase participants' metacognitive awareness in listening was confirmed.

Table 46. Pretest-posttest directed attention

Paired Samples Statistics										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	Directed.attention.pretest	4.1127	51	.49324	.06907					
	Directed.attention.posttest	4.3137	51	.63215	.08852					

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
					Lower	Upper				
Pair 1	Directed.attention.pretest – Directed.attention.posttest	-.20098	.66147	.09263	-.38702	-.01494	-2.170	50	.017	.035

Table 47 presents the results of the person knowledge category, which contains questions 10 to 12 of the questionnaire. The table shows that the mean for the pretest and posttest are 3.64 and 4.07, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is $<.001$, which is significant. Therefore, these results indicate that there was an increase in the level of awareness of participants' person knowledge strategies for listening comprehension during the ten-week quarter. The findings demonstrate that our hypothesis that this type of instruction would raise participants' metacognitive awareness in listening was confirmed.

Table 47. Pretest-posttest person knowledge

Paired Samples Statistics										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	Person.knowledge.pretest	3.6405	51	.68910	.09649					
	Person.knowledge.posttest	4.0719	51	.84935	.11893					

Paired Samples Test										
		Paired Differences					Significance			
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
Pair 1	Person.knowledge.pretest - Person.knowledge.posttest	-.43137	.63349	.08871	Lower	Upper	-4.863	50	<.001	<.001

Table 48 presents the results of the mental translation category, which contains questions 13 to 15 of the questionnaire. The table shows that the mean for the pretest and posttest are 4.05 and 4.18, respectively. Although there was an increase, the Paired samples *t*-test indicates that the mean difference between pretest and posttest is not statistically significant at $\alpha = 0.05$. This is because the *p*-value is .342, which is not significant. Therefore, these results indicate that there was not a statistically significant increase in the level of awareness of participants' mental translation strategies for listening comprehension by the end of the ten-week quarter. In this case, the findings suggest that our hypothesis that this type of instruction would raise participants' metacognitive awareness in listening was rejected.

Table 48. Pretest-posttest mental translation

Paired Samples Statistics										
		Mean	N	Std. Deviation	Std. Error Mean					
Pair 1	Mental.translation.pretest	4.0588	51	.98817	.13837					
	Mental.translation.posttest	4.1830	51	1.08998	.15263					

Paired Samples Test										
		Paired Differences						Significance		
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	One-Sided p	Two-Sided p
Pair 1	Mental.translation.pretest – Mental.translation.posttest	-.12418	.92367	.12934	Lower	Upper	-.960	50	.171	.342

Finally, Table 49 presents the results of the problem-solving category, which contains questions 16 to 21 of the questionnaire. The table shows that the mean for the pretest and posttest are 4.61 and 5.13, respectively. The Paired samples *t*-test indicates that the mean difference between pretest and posttest is statistically significant at $\alpha = 0.05$. This is because the *p*-value is $<.001$, which is significant. Therefore, these results indicate that there was an increase in the level of awareness of participants' problem-solving strategies for listening comprehension by the end of the ten-week quarter. In this case, the findings suggest that our hypothesis that this type of instruction would raise participants' metacognitive awareness in listening was confirmed.

Table 49. Pretest-posttest problem-solving

Paired Samples Statistics											
		Mean	N	Std. Deviation	Std. Error Mean						
Pair 1	Problem.solving.pretest	4.6144	51	.66791	.09353						
	Problem.solving.posttest	5.1307	51	.66275	.09280						

Paired Samples Test											
		Paired Differences				95% Confidence Interval of the Difference		t	df	Significance	
		Mean	Std. Deviation	Std. Error Mean		Lower	Upper			One-Sided p	Two-Sided p
Pair 1	Problem.solving.pretest - Problem.solving.posttest	-.51634	.68171	.09546		-.70807	-.32461	-5.409	50	<.001	<.001

3.3. Summary

The results of the analysis provide empirical evidence for the benefits of computer-assisted TBLT listening lessons to raise participants' metacognitive awareness in listening. Participants demonstrated statistically significant growth in four of the five MALQ categories. The results indicated that this type of listening instruction can be useful for the development of the planning and evaluation, directed attention, person knowledge, and problem-solving categories. The data showed that the mean difference between pretest and posttest in those categories is statistically significant.

This section also found that there was no statistically significant difference between pretest and posttest responses for the metal translation category. Although there was an increase in the mean from pretest to posttest, the Paired samples *t*-test showed that this difference was not statistically significant.

Participants' written responses to the open-ended questions will provide further insights into the development of metacognitive awareness in listening comprehension, presented in the following section.

4. Students' Written Responses

As explained in Chapter 3, participants were asked to comment on their experience with podcasts and on any changes in their listening strategies immediately after each TBLT listening lesson. These open-ended questions gave students the opportunity to articulate their thoughts on the podcast tasks more clearly and provide further explanations about their development of metacognitive awareness in listening comprehension. These written responses will be presented using the words of the participants in the following paragraphs.

Participants commented on the opportunity to interact with their peers in the breakout rooms during the planning and evaluation phase as positive, as illustrated in the following examples:

- (1) My classmate and I were able to come up with a lot of past knowledge about stress, and we used our knowledge of vocabulary from class.
- (2) I was able to make use of prior knowledge (learned from the textbook) and learn more from my partner, as she wrote stuff I didn't and I wrote stuff she didn't. This activity helped improve my vocabulary by teaching me the Spanish words for things I didn't previously know how to express in Spanish.
- (3) I was able to make use of prior knowledge, especially since we were able to work together.
- (4) My partner was also able to give me good ideas on sections I missed.

Moreover, it is interesting to note that participants found the third task challenging due to the duration of the audio and the speaker's accent, which is Castilian Spanish. It should be mentioned that the third audio was the shortest one in duration in the experiment (2:08 minutes) compared to the others and had 301 words. This change may have affected participants' performance. However, the last audio had a similar duration (2:09 minutes) and more number of words (305) and participants did not comment on any aspect about this audio. Therefore, a study comparing different accents with a similar duration and number of words is recommended. Through participants' comments, it can be explained how these negative factors influence the low rates of participants in this task, as illustrated in the following statements:

- (5) I had trouble comprehending the words said in the audio because of its speed.
- (6) I thought that the audio went too fast so I think I should listen to more podcasts.
- (7) The speaker spoke very fast so maybe I should try listening to more natural speech where they speak more quickly.
- (8) The Spanish accent was difficult to understand.
- (9) To me it felt like they were talking very fast. Faster than I could understand.
- (10) I will try to listen to more dialects of Spanish, because the Spanish from Spain was really difficult to understand.
- (11) The listening part this week was pretty difficult. That accent was far too difficult for me to understand on the first pass. I need to listen more to accents from Spain.

Additionally, participants also expressed that listening on a more regular basis helped them to enhance their listening skills, as confirmed by the following statements:

(12) Listening to more Spanish audios has helped my listening comprehension when people are talking faster, so I will continue to do that.

(13) I think it has helped being able to listen to different accents because it makes it easier to understand.

(14) The audio was easier to understand than the other ones because we've done this before.

(15) Recent vocabulary has allowed me to follow the audio with more ease and navigate answers more quickly.

(16) The other audios also allow me to know what to listen for. I am able to make use of previous listening activities to keep up with the pace of the audio.

(17) This audio seemed a bit easier than the last one with the vocabulary used.

Another notable factor that came up in the open-ended questions was that the experience of listening to podcasts increased the confidence of participants, as the next statements show:

(18) Compared to other audios I felt pretty confident with listening and piecing together grammar and vocabulary to figure out words I did not know.

(19) This audio was the best out of all the audios, I felt very confident. I do want to listen to more audios in the future to help me gain skills with my listening.

(20) I'm sure that listening to more podcasts, music, movies, and tv in Spanish will greatly help my comprehension, but today I did feel really good about the listening portion.

Furthermore, the comments also suggest that participants felt that listening to podcasts was a valuable and enjoyable learning experience that helped them improve their overall language skills, as shown in the following examples:

(21) I was able to use information such as vocabulary in this week's activities. It was a great way to practice listening skills.

(22) Listening to more Spanish audios has helped my listening comprehension when people are talking faster, so I will continue to do that.

(23) My skills have improved, I still have a ways to go and there was one part I had an issue focusing on.

(24) I was able to make use of prior knowledge and I felt that I was able to understand the accent a lot better. I'm doing a bit better.

(25) I was able to write about social media topics because we had a unit about it. However, some of the terminology and vocabulary used were more advanced than I was used to, but I loved the challenge.

Moreover, participants reported awareness of their metacognitive knowledge and self-regulation of listening comprehension. For instance, participants expressed an improvement in their attention and concentration, as confirmed by statements such as:

(26) I need to be in a better mindset for listening to Spanish. Right now I have trouble concentrating. I need to get better at concentrating for minutes at a time to what is being said and trying to listen in Spanish instead of translating the words to English right away.

(27) I subconsciously get freaked out whenever I hear numbers (whether in English or Spanish) and I stop paying attention, so I need to work on that.

(28) In order to improve my understanding, I will try to pay attention more to the parts I had a harder time understanding the first time when I listen to it again.

(29) Focus less on being perfect to absorb more of the audios. It can be distracting trying to know the audio perfectly, and then completely missing part of it.

(30) Making sure that I stay with the audio and don't get caught up in not knowing one word. Sometimes I get lost halfway through because I'm trying to figure out a word or a phrase, and I miss the rest of the audio.

In addition, there was an increased awareness of participants' problem-solving strategies for listening. For instance, participants indicated that they used the words they understood and the general idea of the text to help them guess the meaning of words they did not understand:

(31) What I did today and what I will continue to do in the future is pick up on the words I do know and try to use context clues to understand.

(32) There were many words I hadn't learned before, but using context clues and the words sounding similar to the English equivalent helped a lot.

(33) I was able to make use of vocabulary I was introduced to earlier in the chapter. I also have been using context clues when I don't know certain words.

(34) I had prior knowledge from past units and the vocabulary we were learning. With knowing this vocabulary, I was able to hear the words I knew and use them to understand the words close to them that I didn't know.

(35) I can try to pick out keywords in order to understand what the speaker is trying to say without understanding every word of what they are saying

(36) I was able to make use of vocabulary I learned in previous chapters, and I use the strategy of recognizing context clues.

(37) Focus on words I understand and use context clues to help me fill in words I do not understand.

(38) I was able to make use of the vocabulary from chapter 11 and apply to the context of the audio.

(39) In the future, I can try to infer words I don't know by their context and english words that sound similar.

(40) I think if you pay attention to the words you know and slowly form the sentences around that then you can figure out what is trying to be said.

(41) To improve my understanding in the future, I will focus on vocabulary and any context clues when confused to help piece together anything I don't understand.

Additionally, participants expressed that their previous experience and knowledge helped them to better understand the podcasts, as corroborated by statements such as:

(42) I was able to use prior knowledge about the topic to help me during this exercise. The vocabulary we've studied surrounding vacations and traveling helped me understand the

audio better, and prior knowledge I have about my experience traveling and my preferences also helped me.

(43) I was able to use some knowledge of what we had previously read about the material in class and some vocabulary that I had heard in prior classes. I noticed a lot of words were cognates. I think that being in a quiet environment really helps to listen and picking up on key words to generate more context. Sometimes I get stressed out when in reality I know more than I think.

(44) I was able to use my prior knowledge surrounding the citizenship process to answer the questions. Having known someone who went through the process helped me remember some of the aspects of obtaining citizenship, and studying the vocabulary about citizenship and nationalities in the past weeks have helped me be able to understand key terms.

(45) I was able to use prior knowledge about the topic in this exercise. Not only have we learned about technology and its influence in Latin countries, but we have experienced technology in our everyday lives and that experience helped me be able to understand the activity today.

(46) I was able to make use of prior knowledge about the topic such as vocabulary because I am familiar with diabetes since my mother is diabetic. I am also familiar with the terms because I use to be able a health nut/advocate.

(47) I was able to use my prior knowledge about the vocabulary and activities from class to help me understand the audio.

(48) I was able to make use of my prior knowledge of vocabulary related to sicknesses and symptoms as well as the grammar we learned such as formal and informal commands.

(49) I was able to use my intuition and prior knowledge about the subject to gather information from the context when I could not fully understand what the speaker was saying

Furthermore, the results suggested that some participants became more aware of the importance of problem-solving strategies. For instance, some comments show that students were able to make inferences about what they did not understand and monitor these inferences, as the following statements show:

(50) The second time I listened to correct my answers and make sure I heard correctly.

(51) I can focus on every other sentence on the first listening of the audio and on the second I can then focus on the ones I missed rather than trying to quickly write everything down during both

(52) I can use what I know and compare it with what I have heard to reassess my understanding while listening and correct misinterpretations.

Moreover, participants' responses show that there was an increased awareness of preparation for listening and evaluation of their listening efforts, as illustrated in the following examples:

(53) In the future maybe I could learn to take quicker notes during the audio. Or perhaps it would be better to take notes after listening to the audio instead of while listening because it was a little distracting.

(54) It also helps to read the question before listening and to write down notes as the audio plays so that afterwards I can reflect on my notes.

(55) I think if I listen to the audio the first time and get as much as I can and then fix it later, I will get more than this time.

(56) I need to improve how quickly I get my notes down so I will try to use abbreviations.

(57) To improve my understanding in the future, I will work on taking advantage of the two listening periods. In the first period I can focus on understanding as many words as possible, and in the second period I can focus on piecing everything together and trying to understand the words that I missed during the first period.

(58) I think focusing on writing down whatever you can the first time hearing the audio, and then the second time, you can touch up your notes to form sentences.

(59) It is good to focus on listening and then try to write down bits you hear as fast as possible.

(60) Use the two listening periods to your advantage! For the draft, list any words you hear. For the final, make sure you understand everything being said and revise what you had in the draft.

(61) Some strategies I can use is taking notes during the audio

(62) Some strategies that I can plan ahead can be to take better notes

(63) I think if I read the questions before listening to the audio, I will have an easier time hearing for key words to form my answers.

(64) Some strategies that I can assure to help me in the future is to re listen to the audio and make sure I am taking notes of the important information that is being said.

(65) In the future I can make sure I write shorter notes so that I can get all the information down on paper.

In addition, several participants reflected on their use of mental translation strategies. Some participants expressed that they tried to avoid translating in their heads while listening, as confirmed by the following statements:

(66) I am hoping to rely less on translating in my head and think of it as just Spanish. It can be distracting, cause me to miss some of the audio if I'm busy translating it in my head. I should listen to more podcasts as well.

(67) I can slowly start translating each word from Spanish to English.

(68) In the future, I would like to stop translating in my head.

On the contrary, other participants found that translating in their heads as they listen was beneficial for them, as illustrated in the next statements:

(69) I need to practice more vocabulary, as well as practice translating from my head to the paper more quickly.

(70) My knowledge about the topic helped me understand what was being said in Spanish which allowed to translate word by word.

Furthermore, the majority of participants expressed their willingness to continue listening to audios and gain more exposure to Spanish accents to improve their listening comprehension, as confirmed by the following responses:

(71) In the future, I can listen to more audios in Spanish to help me navigate listening to audios, and I can also try to listen to different accents in Spanish to widen my auditory skills.

(72) I can improve my listening skills by listening to different Spanish speakers with different accents.

(73) I can spend more time consuming media of different accents and speaking speeds so that my overall comprehension can improve.

(74) I can listen to more Spanish speakers to better understand audio and speaking. A documentary or show in Spanish with English cc would also help

(75) In the future, I can listen to podcasts, watch movies in Spanish (with english subtitles), and review vocab to help remember words long term.

(76) I can listen to more Spanish audio including podcasts and movies.

(77) I can try to listen to more podcasts in Spanish to familiarize myself with different accents.

(78) Listen to more forms of media in Spanish; music, television, movies, etc. in order to get enough practice to be fully confident in my listening ability.

(79) In the future I can listen to more Spanish audios with different accents, for example Spanish songs and listen more intently to the audio with a goal of listening to something

(80) I should broaden the amount of Spanish accents that I hear to better comprehend.

(81) I can expose myself to other peoples accents to understand and be willing to understand.

(82) I could also listen to a wider variety of Spanish, because I not familiar with all of the accents.

(83) I can practice listening to Spanish more with a variety of accents to practice my listening skills.

(84) Getting more exposure to different Spanish accents with audios.

(85) I can listen to videos with native speakers or watch more movies in Spanish to increase my familiarity with the language.

(86) In my free time listen to podcasts to help with my "Spanish ear" and understanding Spanish better.

(87) I can listen to podcasts, movies, and tvs in Spanish and speak Spanish to some of my friends who are native speakers to better my skills.

The fact that a significant number of participants expressed a wish to listen to more podcasts in Spanish after the ten-week quarter suggests that they enjoyed this type of instruction, perceived podcasts as a valuable educational tool, and believe that listening may help them in their language learning. Finally, some comments referred to participants' desire to expand their vocabulary to improve their listening comprehension, as illustrated in the following statements:

(88) My vocabulary needs to continue expanding.

(89) Continuing to focus on improving my vocabulary to better understand the language and do more listening activities, including Spanish music or shows to improve my understanding.

(90) I can also study the vocabulary more to familiarize myself with the topics we are discussing in these listening activities.

(91) To improve my listening skills in the future, I can start listening to Spanish music or podcasts and try reading books to expose myself to new vocabulary

(92) To improve my understanding I can augment my vocabulary by using a word of the day or listening to movies in Spanish.

(93) I can study more vocabulary and do more listening activities on my own to better understand audios like this in the future.

(94) Use a list of vocabulary and watch tv shows so that you can comprehend the language quicker.

(95) I could review the vocabulary we learned during class from the google doc/textbook.

(96) In the future, I think I can study the vocabulary even further to understand more.

(97) I can learn more Spanish words and listen to more Spanish speakers to get better.

4.1. Summary

Overall, this section demonstrated participants' attitudes toward the use of podcasts and the effect of the TBLT listening lesson tasks in their metacognitive awareness in listening. Many participants pointed out that the use of podcasts had a positive influence on their listening comprehension and language skills. However, the written comments indicated that the third audio presented challenges for participants due to the duration of the audio and the accent of the speaker.

Furthermore, the written comments showcased that this type of instruction enhanced participants' metacognitive awareness in listening comprehension at different levels such as, improving planning and evaluating strategies for listening, enhancing their attention and concentration, and increased their awareness of problem-solving strategies for listening.

5. Summary

This chapter provided a description of the results and an analysis of the three central instruments used to answer the research questions in the present study.

The first section has provided a summary of the results of students' performance on the six listening comprehension tasks. These findings suggest that participants' listening comprehension significantly improved at the beginning of the experiment, while there was no statistically significant growth by the end of the experiment. Furthermore, the data suggests that participants had better results on the reconstruction tasks in comparison to the restoration tasks.

The second section presented the results of the MALQ. The findings indicate that TBLT listening lessons can be useful for the development of metacognitive awareness in listening. Participants showed an improvement in the planning and evaluation, directed attention, person knowledge, and problem-solving categories. However, participants did not show significantly improvement in their mental translation strategies for listening comprehension.

The third section showcased participants' written responses towards the use of podcasts and provided further insights about their development of metacognitive awareness in listening comprehension. The majority of participants expressed that they were more aware of their listening strategies after this type of instruction and their desire to continue listening to podcasts in the future.

The results of this chapter provide evidence of the affordances of the computer-assisted TBLT listening lessons to improve students' listening comprehension and their metacognitive awareness in listening. The following chapter will offer additional conclusions, general implications of the study, limitations, and considerations for future research with regard to the results presented in this chapter.

V. Chapter 5: Conclusions

1. Introduction

This final chapter discusses findings about the research questions presented in Chapter 1, their implications, and future directions for research. The purpose of this dissertation was to investigate the effects of implementing podcasts through computer-assisted TBLT on students' listening performance, students' metacognitive awareness in listening strategies, and their opinions towards podcast tasks. In order to investigate these questions, six listening lessons were performed with 51 second language learners of Spanish as participants. These participants completed six listening tasks throughout the ten-week quarter, evaluated their metacognitive awareness in listening comprehension using the MALQ, and answered open-ended questions reflecting their opinions on these tasks. The analysis of the data gathered from these three instruments are presented in the next section.

2. Conclusion

The current conclusion section will present a summary of the four research questions investigated in the present study.

Research question 1: What is the effect of the six computer-assisted TBLT listening lessons on students' listening performance?

The quantitative results demonstrate that this approach can improve L2 listening performance. The results provide empirical evidence of students' growth in listening performance over the ten-week quarter. There is a noticeable jump in scores from task 1 to task 2, as well as from task 3 to task 4. However, there is minimal growth from task 2 to task

5 and from task 4 to task 6. The Paired-samples *t*-test concluded that there is statistically significant progress at the beginning of the experiment, from task 1 to task 2 (reconstruction tasks) and from task 3 to task 4 (restoration tasks). Although there is slight progress from task 2 to task 5 (reconstruction tasks) and from task 4 to task 6 (restoration tasks), the results revealed that these differences are not statistically significant.

Research question 2: Is there a considerable difference between the two types of tasks implemented: reconstruction vs. restoration tasks?

The analysis compared the 3 reconstruction and the 3 restoration tasks to analyze if there was any difference between these two types of tasks. The mean for all reconstruction tasks was 5.3137, while the mean for the restoration tasks was 4.6209. The results revealed a statistically significant difference in the performance of participants in the reconstruction and restoration tasks. The data shows that students performed better on the reconstruction tasks, in which they were asked to create posters, forum posts, and emails using the information heard from the podcasts.

Research question 3: What is the effect of the computer-assisted TBLT listening lessons on students' metacognitive awareness in listening comprehension?

In line with previous studies on metacognitive awareness in listening comprehension (Mareschal, 2007; Rahimirad & Shams, 2014; Vandergrift, 2005; Vandergrift & Tafaghodtari, 2010), the results provide empirical support to demonstrate that the computer-assisted TBLT listening lessons provided a framework that allowed learners to develop their metacognitive awareness strategies for listening comprehension. The Paired samples *t*-tests results showed

that participants raised their awareness of listening strategies in four of the five categories of the questionnaire MALQ: planning and evaluation, directed attention, person knowledge, and problem-solving level. In addition, participants showed a nonsignificant increase in the mental translation category. In sum, the results provide evidence for the benefits of raising students' metacognitive awareness about listening through computer-assisted TBLT listening lessons in four categories of the MALQ.

Research question 4: What are the students' reactions to the computer-assisted TBLT listening lessons?

As confirmed by participants' written responses, they showed a great interest in the computer-assisted TBLT listening lessons. Some of the major trends throughout the responses were that participants increased their confidence, their metacognitive awareness in listening, and enhanced their language skills. By the end of the study, participants expressed their desire to continue learning with podcasts, which reflects their enjoyment of this new approach to listening and learning. On the other hand, the number of negative comments for the third listening task seems to indicate that students had difficulties understanding it. Written comments criticizing the speed of the audio and the accent of the speaker shed light on the lower scores of the participants in this task. Overall, it seemed that the majority of the comments in the present study indicated that participants responded favorably to the listening lessons and perceived them as effective learning tools.

3. General Implications, Limitations, and Future Research

The literature review in the present study has shown that several studies have focused on computer-assisted TBLT, but very few studies have investigated the implementation of this

type of instruction in listening comprehension. The present study attempted to address this gap by examining the development of students' L2 listening performance implementing podcasts through computer-assisted TBLT listening lessons, the impact of this type of instruction on students' metacognitive awareness in listening strategies, and their opinions towards podcast tasks.

This investigation contributed to the field of second language teaching by adding information to the existing literature on the implementation of computer-assisted TBLT listening lessons. The results reported here suggested that participants improved their listening performance, their metacognitive awareness in listening, and many participants expressed favorable attitudes toward the computer-assisted TBLT listening lessons in their written comments. The analysis conducted in this investigation, in terms of students' performance and metacognitive awareness in listening comprehension, as well as in terms of students' opinions, has also contributed to the body of quantitative and qualitative research in the field of SLA.

The results of this study provide reasons to use this type of instruction in language classes to improve L2 listening comprehension. This investigation provides insights in how to design and implement podcasts through computer-assisted TBLT. Thus, the findings can be used by language instructors who are interested in listening comprehension materials and including these lessons in their language curriculums. Additionally, the results of this dissertation can influence decisions regarding the implementation of tasks, podcasts, and technology in language classes.

Although podcasts tasks show great promise for fostering language teaching and learning and the results presented in this research provide valuable information to language instructors,

it is necessary to recognize that there were also limitations. One of the greatest limitations of this study was the relatively small number of participants. The study had a total of 51 participants. A larger sample size will provide more reliable and accurate results.

A second limitation of the study was the duration of the study. The present study took place during one 10-week quarter, with the listening lesson occurring over 6 classes. A study of longer duration to better understand participants' progress and the affordance of this approach is recommended.

Another aspect that potentially could have affected the results of this study was the duration and difficulty of the audios. Participants perceived the third audio as challenging due to the accent of the speaker (Castilian Spanish) and its speed. Similar studies could be performed including other accents offering additional insight into second language learners' perceptions of accents. With respect to the difficulty of the audios, future studies could better control audio variables such as the speed, number of words, speaker's accent and sex, so there are no significant differences among them. Hence, an investigation of this matter would be relevant in future studies.

Another limitation of the study was related to participants' prior knowledge about the topics and their listening exposure. Although the majority of the participants reported in the first survey that they did not listen to audios in Spanish, they brought to the class their cultural background and their individual differences that can affect listening. For example, many participants reported being familiar with the vocabulary of diabetes (task 1) and stress (task 2). However, it may be difficult to control these variables in future studies.

The results of this investigation provide ideas for possible future research projects. For instance, a research avenue of particular interest would be repeating the present study with a

treatment group and a control group. The results of this investigation would provide insight into the effectiveness of this type of instruction. Similar studies could be performed using other authentic listening materials found online. Such studies may not only shed light regarding L2 listening comprehension, but may also offer additional insights into the wide range of existing research on CALL.

Moreover, the present study only included in the listening lessons two types of listening tasks, which were 3 reconstruction and 3 restoration tasks. Hence, future studies on listening comprehension could include different types of tasks and explore the effect on students' listening performance and their metacognitive awareness in listening comprehension. It is important to expose students to different listening tasks that they may encounter outside the language classroom.

In light of the findings presented in the current research, further exploration is certainly needed on the impact of computer-assisted TBLT listening lessons on students' listening performance and their metacognitive awareness in listening comprehension. Despite the limitations of this investigation, the results of implementing podcasts through computer-assisted TBLT listening lessons are promising for the teaching of second languages. Some of the most encouraging findings of the study are the positive responses of the participants to this type of instruction to develop their listening comprehension and their metacognitive awareness of listening strategies.

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Appendices

Appendix A: Audio Transcriptions

Transcript audio #1 (288 words):

Entrenador Wellness episodio ciento treinta y tres: yerba mate y sus beneficios. ¡Arrancamos!

El mate te va a dar diferentes beneficios, en este caso escribí unos cuantos, porque son muchos, pero estos, estos que puse hoy quizás sean los que más nos interesen a todos y puede ser que te sirva. Uno de ellos es que tomar mate puede ayudarte en el caso de que tengas diabetes, puede ayudarte a mejorar tu estado de ánimo, puede ayudarte con el tema de la saciedad, para sentirte más saciado, aumentarás tus niveles de energía, vas a tener mayor foco y concentración, vas a disminuir los niveles de azúcar en sangre, y en algunos estudios que vamos a ver al final, ayuda a la pérdida de grasa y pérdida de grasa abdominal, como se lo estudió y estuvo analizando. El primer beneficio entonces sería que la bebida yerba mate te va a ayudar para la diabetes. La yerba mate, que directamente le vamos a decir mate porque en Argentina y además en distintos países que se la consume lo solemos llamar así, le decimos mate nada más. El mate ha demostrado beneficios significativos sobre las actividades metabólicas y microvasculares, la reducción del colesterol y la glucosa en ayunas en pacientes con diabetes tipo dos. También se demostró su poder antiinflamatorio y antioxidante. El mate por supuesto te puede ayudar con el tema de la diabetes para controlar el azúcar, eso lo vamos a ver un poco más abajo, pero si querés de verdad tener beneficios, tenés que saber combinar tanto la bebida, el mate, con ejercicio físico para que puedas aumentar más aún los beneficios metabólicos y cardiovasculares que se vienen investigando desde hace tiempo en personas con diabetes tipo dos.

Transcript audio #2 (289 words):

Este podcast le ayudará a reconocer lo que causa el estrés, los signos del estrés y darle consejos de cómo controlar su estrés. El estrés puede surgir de factores tanto negativos como positivos, que incluyen: enfermedad o muerte de un ser querido, dificultades que afectan a sus familiares y amigos, problemas en su relación, pérdida del trabajo, un nuevo trabajo, encontrar un equilibrio entre el trabajo y su familia, tener un bebé, criar a sus hijos, tener problemas económicos o mudarse a una nueva casa. Es importante prestar atención a su cuerpo, para poder reconocer los síntomas del estrés y tomar medidas para responder en forma saludable. Estos síntomas incluye: dolores de cabeza y espalda, presión alta, enfermedad recurrente, pérdida o aumento inusual de peso, indigestión frecuente, mal humor, sensación de depresión, dolor de estómago, fatiga, dificultad para dormir, sensación de ansiedad, úlceras y comer de más o de menos. Una vez que logre darse cuenta, podría trabajar para reducir estos factores de estrés y sus efectos. Intente algunas de las siguientes opciones para reducir el nivel de estrés en su vida:

- Haga ejercicio físico.
- Coma alimentos saludables, evite las comidas procesadas, los azúcares y las grasas.
- Elija más vegetales, frutas y alimentos integrales.
- Evite la cafeína, el alcohol, las drogas y la nicotina.
- Busque pasatiempos que disfrute.
- Haga que su familia se involucre con las responsabilidades de la casa.
- Aprenda a decir “no” cuando tenga la opción de hacerlo.
- Haga una lista de cosas que puede hacer para eliminar las preocupaciones de su mente.

- Busque apoyo en sus familiares y amigos.
- Tómese el tiempo para cuidarse.
- Tome clases de manejo del estrés y asesoría a través de organizaciones de servicios sociales, hospitales o centros comunitarios de su localidad.

Transcript audio #3 (301 words):

Estrategias de marketing. Episodio ochenta y cinco. Hoy vamos a hablar del estudio anual de redes sociales que acaba de presentar en el día de ayer IAB. Actualmente la población española entre dieciséis y sesenta y cinco años, estamos hablando de treinta y un punto siete millones de personas, sea el cien por cien de la población, de los cuales prácticamente el noventa y tres por ciento tiene, son internautas, es decir, veintinueve coma seis millones de personas, entre esa edad, entre dieciséis y sesenta y cinco años navegan por internet. Y de ellos, el ochenta y siete por ciento, es decir, veinte cinco como nueve millones de personas son usuarios en esa banda de edad de redes sociales. ¿Quién las utiliza? Bueno esencialmente está distribuido entre todas las edades. Por géneros un pelín más las mujeres, cincuenta y uno por ciento, frente a los hombres cuarenta y nueve. Y bueno tasas de edad, la tasa de utilización más alta está entre cuarenta y uno y cincuenta y cuatro años, con un veintinueve por ciento de uso. La edad promedio de hecho del uso de redes sociales en España es de cuarenta años, a pesar de que la apreciación puede ser de gente más joven. Sí que sabemos que hay un trece por ciento que no las utiliza, que no es usuario de redes sociales. ¿Para qué utilizamos los españoles las redes sociales? El ochenta y uno por ciento para entretenerse, el setenta y siete para interactuar, el sesenta y seis de veces para informarse, el treinta y tres inspiración, treinta por ciento para conocer gente, treinta por ciento para seguir tendencias y veinte nueve por

ciento para seguir el mercado profesional. Sin más nos despedimos hasta mañana, que haremos el último episodio de la semana. Un saludo y hasta luego.

Transcript audio #4 (302 words):

¿Estás planificando viajar a España y te encuentras cansado, confuso, desaminado? ¿Quizás frustrado? Así que vamos a sacar un presupuesto detallado. Me voy a centrar en Madrid como destino de tu viaje a España desde Latinoamérica. Para hacer este presupuesto detallado vamos a partir de un viaje de nueve días desde ocho ciudades diferentes de Latinoamérica. Gastos de visado se aplica. Recuerda si estás exento de visado tu costo es cero. Si el visado es para un niño menor de seis años el costo es cero, si es para un niño entre seis y once años el costo de una visa Schengen está alrededor de cuarenta euros y si es para una persona mayor de once años el costo es de ochenta euros. Vuelo internacional ida y vuelta. Estamos tomando un precio medio que es el mismo con independencia de la ciudad desde donde viajes a España. Es preferible que consideres esta tarifa de seiscientos euros como una referencia. En cuanto a alojamiento. Hemos optado por uno muy muy muy económico porque es una frase que se repite mucho cuando los viajeros nos llaman. Por favor, un alojamiento muy muy económico. Existen céntricos desde quince euros con desayuno incluido. Eso sí, habitación compartida que puede ser con hombre, con mujeres o mixtas y un baño compartido. Si eres un poco escrupuloso esa no es tu opción. Te tengo una segunda que es con habitación individual y baño privado, en este caso desde treinta y cinco euros. Claro y todo depende de las necesidades de cada viajero. Yo al menos pediría una habitación privada con baño privado, conexión a internet y un desayuno divino. Optaría por alojarme en hotel. Por eso también te lo dejo para

que lo valores desde cincuenta euros por noche. Coméntame tus planes de viaje y te apoyamos gratis.

Transcript audio #5 (294 words):

Hola queridos residentes permanentes y bienvenidos a mi programa, a mi podcast de “Ciudadanía con Eunice”. En el episodio de hoy: ¿cumples con los requisitos para hacerte ciudadano estadounidense? Estaremos hablando sobre la solicitud en cuatrocientos, que es la solicitud requerida para empezar el proceso de solicitar la ciudadanía americana. Aquí te voy a explicar ciertos requisitos que debes considerar para poder solicitar la ciudadanía americana. Escúchame bien. Si tienes dieciocho años, o más, y tienes cinco años, o más, como residente permanente, puedes solicitar la ciudadanía americana. Número dos: Si tienes dieciocho años, o más, y tienes tres años o más como residente permanente y estás casado o casada y viviendo bajo el mismo techo con tu esposo o esposa por los últimos, vamos a decir, tres años. Entonces puedes solicitar la ciudadanía americana. Tu esposo o esposa debe ser ciudadano americano por lo menos los últimos tres años. Tres: Si perteneces o has pertenecido a un grupo nacional especial, ya también puedes solicitar. Cuatro: si has servido honorablemente en las fuerzas armadas de los Estados Unidos, automáticamente ya puedes aplicar. El requisito principal que tienes que tomar en cuenta es el de la combinación de la edad y los años de residencia permanente. Luego de haber terminado, si cumples con este requisito principal, entonces puedes pensar en los demás requisitos. Y estos son: número uno, tener la habilidad de leer en inglés correctamente. Número dos, tener la habilidad de escribir oraciones en inglés correctamente. Número tres, tener la habilidad de entender y hablar el idioma inglés correctamente. Y número cuatro, poder contestar diez preguntas sobre historia y civismo de

los Estados Unidos. Bueno amigos y amigas, esto ha sido todo por hoy. Besitos desde el más acá y hasta la próxima. Ciao.

Transcript audio #6 (305 words):

Hola, amigas y amigos, soy César Miguel Rondón y esto es sin código. Para el día de hoy ¿Qué nos dicen las cifras de los hispanos en los Estados Unidos? Datos del año dos mil diecinueve, divulgados en julio de este año, por la Oficina del Censo indican que la población latina en Estados Unidos es de un total de sesenta millones noventa y cinco mil personas. La Oficina del Censo estima que los hispanos son la minoría en mayor aumento en Estados Unidos. De ellos, poco más de treinta millones cien mil son hombres y poco más de veintinueve millones novecientos mil son mujeres. El principal grupo etario, lo conforman los hispanos mayores de quince años, con aproximadamente cuarenta y cuatro millones trescientos mil, o el setenta y tres punto ocho por ciento del total, mientras que los menores de quince años fueron alrededor de quince millones setecientos mil, o el veintiséis punto dos por ciento del total. Según el estudio del Pew Research, aproximadamente un tercio, el treinta y seis por ciento de los hispanos son inmigrantes. Otro tercio de los hispanos son de segunda generación, hablamos del treinta y cuatro por ciento, es decir, nacieron en los Estados Unidos, con al menos un padre inmigrante. El treinta por ciento restante de los hispanos pertenece a la tercera generación o superior, es decir, son nacidos en Estados Unidos de padres nacidos en Estados Unidos. Es importante notar que cuarenta y un millones de hispanos hablan español en sus hogares, según la oficina del censo de Estados Unidos, lo que hace a Estados Unidos uno de los países con más hispanohablantes del mundo. Y bien así hemos llegado al final de

nuestro episodio por el día de hoy. Esto es “sin código”, un podcast para hacer periodismo y radio en tiempos de vida digital.

Appendix B: Tasks

Task 1

Question 1
Not yet answered
Not graded
Flag question
Edit question

Vas a escuchar un audio sobre "La yerba mate y sus beneficios". Escribe con tu compañero posibles palabras o ideas asociadas con el tema. Puedes usar las siguientes preguntas como guía:

- 1) ¿Qué es la yerba mate?
- 2) ¿Cuáles son los beneficios de la yerba mate?
- 3) ¿De dónde es la yerba mate?

Rich text editor toolbar with icons for undo, redo, bold, italic, text color, background color, link, unlink, insert image, insert video, insert audio, and insert table.

Information
Flag question
Edit question

Vas a escuchar dos (2) veces el siguiente audio sobre "La yerba mate y sus beneficios".

Audio player interface showing a play button, volume control, and a progress bar at 2:15.

Question 2
Not yet answered
Not graded
Flag question
Edit question

Paso 1: Toma notas de los beneficios de la yerba mate (escribe palabras o ideas clave del audio).

Rich text editor toolbar with icons for undo, redo, bold, italic, text color, background color, link, unlink, insert image, insert video, insert audio, and insert table.

Question 3
Answer saved
Not graded
Flag question
Edit question

Paso 2: Vas a usar la información del audio para diseñar un póster que explique los beneficios de la yerba mate para la salud. Incluye por lo menos **6 ideas** del audio en tu texto. Mira el [ejemplo de los beneficios de beber agua](#).

Rich text editor toolbar with icons for undo, redo, bold, italic, text color, background color, link, unlink, insert image, insert video, insert audio, and insert table.

BENEFICIOS DE LA YERBA MATE

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Question 4
Not yet
answered
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Flag
question
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question

Paso 3: Ahora, compara tu texto con el de un compañero y escribe un pequeño informe. ¿En qué coinciden los textos? ¿En qué no coinciden?

MODELO:

Mi compañero y yo coincidimos en _____. Sin embargo, mi compañero añadió _____.

↶

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Task 2

Question 1

Not yet answered

Not graded

Flag question

Edit question

Vas a escuchar un audio sobre "El estrés: causas, signos y consejos para controlarlo". Escribe con tu compañero posibles palabras o ideas asociadas con el tema. Puedes usar las siguientes preguntas como guía:

- 1) ¿Qué te causa estrés?
- 2) ¿Cuáles son los síntomas del estrés?
- 3) ¿Qué recomendaciones para reducir el nivel de estrés?

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Information

Flag question

Edit question

Vas a escuchar dos (2) veces el siguiente audio sobre "El estrés: causas, signos y consejos para controlarlo".



Question 2

Answer saved

Not graded

Flag question

Edit question

Paso 1: Toma notas de las causas, síntomas y recomendaciones del estrés (escribe palabras o ideas clave del audio).

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Question 3

Answer saved

Not graded

Flag question

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Paso 2: Vas a usar la información del audio para escribir una pequeña entrada para un foro de recomendaciones sobre la salud mental. Explica las causas (C), los síntomas (S) y recomendaciones (R) para combatir el estrés. Incluye por lo menos **6 ideas** del audio en tu texto.

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H-P

Las causas del estrés, los síntomas del estrés y recomendaciones para combatir el estrés

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

Question **4**
Answer saved
Not graded
Flag question
Edit question

Paso 3: Ahora, compara tu texto con el de un compañero y escribe un pequeño informe. ¿En qué coinciden los textos? ¿En qué no coinciden?

MODELO:

Mi compañero y yo coincidimos en _____. Sin embargo, mi compañero añadió _____.

↕

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T: ▾

H-P

Task 3

Question 1

Not yet answered

Not graded

Flag question

Edit question

Vas a escuchar un audio sobre "El uso de las redes sociales en España en el año 2020". Escribe con tu compañero posibles palabras o ideas asociadas con el tema. Puedes usar las siguientes preguntas como guía:

- 1) ¿Quién crees que usa con mayor frecuencia las redes sociales: niños, adolescentes o adultos? ¿Por qué?
- 2) ¿Qué género/sexo piensas que usa más las redes sociales? ¿Por qué?
- 3) ¿Para qué crees que usan las personas las redes sociales?

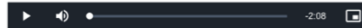
↶ A ▼ B I Fr ▼ T: ▼ ✎

Information

Flag question

Edit question

Vas a escuchar dos (2) veces el siguiente audio sobre "El uso de las redes sociales en España en el año 2020".



Question 2

Not yet answered

Not graded

Flag question

Edit question

Paso 1: Escucha el audio y **completa la información con números** (no con letras) sobre el uso de las redes sociales en España en el año 2020.

MODELO:

Porcentaje de personas que utiliza las redes sociales para informarse → 66%

1. Porcentaje de personas que usan Internet en España → %
2. Porcentaje de personas que usan las redes sociales en España → %
3. Porcentaje de mujeres que usan las redes sociales en España → %
4. Edad media del uso de las redes sociales en España → años.
5. Porcentaje de personas que utilizan las redes sociales como entretenimiento → %
6. Porcentaje de personas que utilizan las redes sociales por trabajo → %

Question 3

Not yet answered

Not graded

Flag question

Edit question

Paso 2: El audio menciona diferentes usos de las redes sociales. Ahora, indica **lo que tú has hecho últimamente**.

MODELO:

Yo he usado las redes sociales para entretenerme todos los días. Por ejemplo, he visto videos en TikTok.

1. entretenerme
2. informarte
3. inspiración (moda, decoración...)
4. conocer gente
5. mercado profesional

siempre
(muy) frecuentemente
(casi) todos los días
a veces
de vez en cuando
casi nunca
nunca

↕

A ▾

B

I

F ▾

T: ▾

H:P

1) entretenerme

2) informarte

3) inspiración (moda, decoración...)

4) conocer gente

5) mercado profesional

Question 4

Not yet answered

Not graded

Flag question

Edit question

Paso 3: Ahora, compara tus respuestas sobre la frecuencia de uso de las redes sociales con las de un compañero y escribe un pequeño informe. ¿Coincides con tu compañero? ¿En qué no coincides?

MODELO:

Mi compañero y yo casi todos los días **hemos usado** las redes sociales para _____. Sin embargo, mi compañero nunca **ha utilizado** las redes sociales para _____.

↕

A ▾

B

I

F ▾

T: ▾

H:P

Task 4

Question 1

Not yet answered

Not graded

Flag question

Edit question

Vas a escuchar un audio sobre "Planear un viaje a España desde Latinoamérica". Escribe con tu compañero posibles palabras o ideas asociadas con el tema. Puedes usar las siguientes preguntas como guía:

- 1) ¿Qué hay que planear normalmente antes de viajar?
- 2) ¿Qué documentos son necesarios para viajar a otros países?
- 3) ¿Qué características y servicios ofrecen los alojamientos?

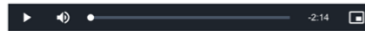
Rich text editor toolbar with icons for undo, redo, bold, italic, text color, background color, bulleted list, numbered list, link, unlink, insert image, insert video, insert audio, and print. Below the toolbar is a large empty text area for writing.

Information

Flag question

Edit question

Vas a escuchar dos (2) veces el siguiente audio sobre "Planear un viaje a España desde Latinoamérica".



Question 2

Not yet answered

Not graded

Flag question

Edit question

Paso 1: Escucha el audio y **completa la información con números** (no con letras) sobre el viaje a España desde Latinoamérica.

MODELO:

Precio del autobús → **10** euros

1. Número de días del viaje a Madrid, España → días.
2. Precio de la visa para un niño de diez años → euros.
3. Precio del billete de avión de ida y vuelta → euros.
4. Precio del alojamiento compartido → euros.
5. Precio del alojamiento individual → euros.
6. Precio de una estancia en un hotel por noche → euros.

Question 3

Not yet answered

Not graded

Flag question

Edit question

Paso 2: Imagina que vas a ir de vacaciones a España y estás buscando alojamiento. El audio ofrece tres posibilidades. Ahora, indica qué tipo de alojamiento prefieres y por qué.

MODELO:

Yo prefiero la opción _____ porque _____.

Opción A: habitación compartida, baño compartido y desayuno incluido.

Opción B: habitación privada y baño privado.

Opción C: habitación privada, baño privado y desayuno incluido.

Rich text editor toolbar with icons for undo, redo, bold, italic, text color, background color, bulleted list, numbered list, link, unlink, insert image, insert video, insert audio, and print. Below the toolbar is a large empty text area for writing.

question

Task 5

Question 1

Not yet answered
Not graded

Flag question

Edit question

Vas a escuchar un audio sobre "Los requisitos para obtener la ciudadanía en Estados Unidos". Escribe con tu compañero posibles palabras o ideas asociadas con el tema. Puedes usar las siguientes preguntas como guía:

- 1) ¿Cuáles son los requisitos para obtener la ciudadanía en Estados Unidos?
- 2) ¿Cuáles son los beneficios de ser ciudadano estadounidense?
- 3) ¿Conoces a alguien que pasó por el proceso para obtener la ciudadanía estadounidense?

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Information

Flag question

Edit question

Vas a escuchar dos (2) veces el siguiente audio sobre "Los requisitos para obtener la ciudadanía en Estados Unidos".



Question 2

Not yet answered
Not graded

Flag question

Edit question

Paso 1: Toma notas de los requisitos para hacerse ciudadano estadounidense (escribe palabras o ideas clave del audio).

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Paso 2: Imagina que trabajas en un bufete de abogados. Hay un cliente que quiere hacerse ciudadano estadounidense. Ahora, **vas a escribir un correo electrónico corto a tu cliente explicando los requisitos para convertirse en ciudadano de Estados Unidos**. Incluye por lo menos **6 ideas** del audio en tu texto.

Modelo:

Querido (nombre),

Aquí le explicaré los requisitos para hacerse ciudadano estadounidense.

1. En primer lugar, usted....
- 2.
- 3.
- 4.
- 5.
- 6.

Cordialmente,

(tu nombre)

Querido (nombre),

Aquí le explicaré los requisitos para hacerse ciudadano estadounidense.

1. En primer lugar, usted....
- 2.
- 3.
- 4.
- 5.
- 6.

Cordialmente,

(tu nombre)

Paso 3: Ahora, compara tu correo electrónico con el de un compañero y escribe un pequeño informe. ¿Incluyes los mismos requisitos que tu compañero o son diferentes?

MODELO:

Mi compañero y yo coincidimos en _____. Sin embargo, mi compañero añadió _____.

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Task 6

Question 1

Not yet answered

Not graded

Flag question

Edit question

Vas a escuchar un audio sobre "Las cifras de los hispanos en Estados Unidos". Escribe con tu compañero posibles palabras o ideas asociadas con el tema. Puedes usar las siguientes preguntas como guía:

- 1) ¿Qué países hispanos conoces?
- 2) ¿Conoces a alguna persona famosa hispana? ¿Quién?
- 3) ¿En tu ciudad hay negocios hispanos? ¿Cuáles?

Rich text editor toolbar with icons for undo, redo, bold, italic, text color, background color, bulleted list, numbered list, link, unlink, insert image, insert video, insert audio, and insert table.

Information

Flag question

Edit question

Vas a escuchar dos (2) veces el siguiente audio sobre "Las cifras de los hispanos en Estados Unidos".



Question 2

Not yet answered

Not graded

Flag question

Edit question

Paso 1: Escucha el audio y **completa la información con números** (no con letras) sobre las cifras de los hispanos en Estados Unidos.

MODELO:

Número total de población hispana en Estados Unidos → **60** millones de personas.

1. Año en el que se obtuvieron los datos del estudio →
2. Porcentaje de hispanos mayores de quince años → %.
3. Porcentaje de hispanos que son inmigrantes → %.
4. Porcentaje de hispanos de segunda generación → %.
5. Porcentaje de hispanos de tercera generación → %.
6. Número de hispanos que hablan español → millones de personas.

Question 3

Not yet answered

Not graded

Flag question

Edit question

Paso 2: Ahora, indica **con qué frecuencia** realizas las siguientes actividades y ofrece ejemplos específicos.

MODELO:

Yo **como comida hispana** casi todas las semanas. Por ejemplo, me gusta ir a un restaurante argentino y comer empanadas.

1. Comer comida hispana
2. Viajar a países hispanos
3. Escuchar música hispana
4. Ver series o películas hispanas
5. Leer libros de escritores hispanos

siempre
(muy) frecuentemente
(casi) todos los días
a veces
de vez en cuando
casi nunca
nunca

Rich text editor toolbar with icons for undo, redo, bold, italic, text color, background color, bulleted list, numbered list, link, unlink, insert image, insert video, insert audio, and source code.

1. Comer comida hispana:
2. Viajar a países hispanos:
3. Escuchar música hispana:
4. Ver series o películas hispanas:
5. Leer libros de escritores hispanos:

Question 4

Not yet answered

Not graded

Flag question

Edit question

Paso 3: Ahora, compara tus respuestas con las de un compañero y escribe un pequeño informe. ¿Tenéis gustos similares o diferentes?

MODELO:

Mi compañero y yo escuchamos la música de Shakira frecuentemente. Sin embargo, mi compañero casi nunca come comida hispana.

Rich text editor toolbar with icons for undo, redo, bold, italic, text color, background color, bulleted list, numbered list, link, unlink, insert image, insert video, insert audio, and source code.

Appendix C: MALQ

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

There are required fields in this form marked 

Submit your answers

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Appendix D: Open-Ended Questions

Question **5**

Not yet answered

Not graded

Flag question

Edit question

Please, answer the following questions (2-5 lines) and feel free to write any additional comments:

- 1) Were you able to make use of prior knowledge about the topic (vocabulary, grammar, cultural components, etc.)?
- 2) What strategies can you use to improve your understanding in the future?

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