Información Importante

Promoting self-management skills (Goal Setting, Task Analysis) to improve EFL listening

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Declaration

I hereby declare that my research report entitled

Promoting self-management skills (Goal Setting, Task Analysis) to improve EFL listening

- Is the result of my own work and includes nothing which is the outcome of work done in collaboration except as declared and specified in the text;
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Abstract

One difficulty EFL teachers have identified as a major concern is students' poor listening comprehension performance and their lack of concentration when exposed to listening materials. The participants of this research are the B1-B2 level (according to the Common European Framework/CEFR) undergraduate students of the English Proficiency Program at a private university in Chía, Colombia, who have expressed their difficulties when carrying out listening activities in class. This research aims at discerning how much a Task Analysis Approach in conjunction with S.M.A.R.T goal setting might improve their listening comprehension levels of authentic academic talks and encourage them to become more self-directed listeners. The first strategy implemented in this study was introducing Task Analysis, more specifically Task Purpose and Task Classification as key elements in listening comprehension. Subsequently, Task Analysis was augmented by SMART goal setting to encourage them to listen to a lecture with a personal intention. The findings of this research demonstrated that students' goal setting practices prior to listening to academic lectures fostered positive self-management skills and improved listening comprehension in terms of global meaning, detailed information and lecture structure organization. In contrast, in spite of students' development of Task Analysis skills, there was no immediate impact on their overall comprehension level as it was expected. Lastly, it was also found that there are three class routines that, when combined, foster self-directed listening comprehension of academic lectures.

Key words: Listening comprehension, Lecture Structure, Task Analysis, Goal setting, self -directedness.

Resumen

Una dificultad que han identificado los profesores de inglés como lengua extranjera es el bajo desempeño de sus estudiantes en comprensión oral y su falta de concentración cuando son expuestos a material de audio. Los participantes de esta investigación tienen un nivel B1-B2 (según el Marco Común Europeo) son estudiantes de pre-grado que actualmente cursan el programa de proficiencia de inglés en universidad privada en Chía, Colombia, quienes han expresado su dificultad cuando realizan actividades de comprensión oral. Este estudio tiene como objetivo investigar el impacto de un enfoque en Análisis de Tareas junto con Fijación de Metas S.M.A.R.T en la mejora en el nivel de comprensión oral de conferencias académicas auténticas y en la posibilidad de convertirlos en estudiantes más auto-dirigidos. La primera estrategia implementada es esta investigación fue la introducción de Análisis de Tareas, más específicamente Propósito y Clasificación de la Tarea como elementos claves en comprensión oral. El Análisis de Tareas fue a su vez reforzado con Fijación de Metas para motivarlos a escuchar una conferencia con una intención personal. Los resultados de este estudio demostraron que al incorporar Fijación de Metas S.M.A.R.T antes de escuchar una conferencia académica promovió habilidades de auto-gestión de forma positiva y mejoraron el nivel de comprensión en términos de significado global, información detallada y organización del discurso. Por el contrario, a pesar de que los estudiantes desarrollaron habilidades para el Análisis de Tareas, éstas no tuvieron un impacto positivo en su nivel general de comprensión oral como se esperaba. Por último, se encontró que, al incluir y combinar tres rutinas de impacto en clase, se estimuló la comprensión de conferencias académicas de una manera más auto-dirigida.

Palabras claves: Comprensión oral, Estructura de conferencias, Análisis de Tareas Fijación de Metas, Auto-direccionamiento.

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1.1 Introduction to the study

Listening in a foreign language in EFL classroom environments involves being exposed to authentic input that is mainly provided by social media. Unfortunately, in EFL classes, this skill has been more tested than taught. In their rush to do well in exams, learners are always more anxious in finding answers than understanding the content of what they are listening, which sometimes results in students' negative attitude towards this skill. Morley (1991) claims that teachers should put more emphasis on the functionality of listening and less on the memory and detail recalling process.

The question arises as to what functionality entails. One reason behind learners' listening failure rests on their concern to understand every single element of the discourse in order to carry out a gap filling exercise or answer a multiple choice question. Nunan (1999) argues that processing every word is both unnecessary as well as impossible and concludes that listening for key information without trying to understand every word trains learners to deal with genuine communicative situations. This is why knowing the structure and the elements of the discourse (Task Analysis) can become crucial since it can indicate where the main information is and when attention is actually required.

Rubin (2011) argues that listening in second language acquisition is the most difficult language skill to develop for the nature of the task itself. To begin with, the listeners are at the mercy of the speakers' utterance. Secondly, it involves a complex cognitive process and finally it demands a high level of concentration in order to integrate new data with previous knowledge.

Another possible cause responsible for their poor listening performance is learners' short-term engagement level. Undeniably, when the input is not relevant to the listener or does not portray what Nunan (1999) calls a genuine *communicative situation,* it is easier to lose interest in the topic and pay partial or absolutely no attention to its content. Thus, the inclusion of authentic academic lectures should undoubtedly prove more beneficial in enhancing students' motivation to listen.

The final reason why learners struggle with listening is due to the lack of a clear goal that clarifies what they want to pay attention to. Despite the high- quality textbook, they have in class (Life Upper- intermediate) they do not see how the information presented therein would benefit them in their study fields. In order to guide learners towards a more goal oriented learning approach, S.M.A.R.T Goal setting was introduced as a pedagogical tool in this research.

1.2 Rationale of the study

This research paper arises from three main sources of information: the teacher-researcher´s teaching experience, a colleague's research project and institutional policies.

As aforementioned, learners have shown more concern about their performance in summative listening tests and give little or no importance to the knowledge they are failing to access due to their listening difficulties. This unfortunate short-term mindset has prevented them from developing long-term listening strategies that can contribute to their future academic lives.

The lack of authentic materials in the classroom has also become an obstacle when it comes to motivating learners to cope with listening tasks. As Nunan (1999) pointed out, the

material created to fulfill an academic need allows learners to identify language patterns. Nevertheless, when they are deprived of opportunities to listen to authentic resources in class, they are not exposed to certain language features such as overlaps, hesitations and false starts that are common elements in real language situations.

In her research *authentic videos to develop listening with self-assessment task*, Franco (2014) argues that:

> One of the elements that students find challenging when working on listening is the difficulty of the material presented to them. Since they have difficulties understanding what is said in this type of material, learners very often feel frustrated and demotivated and decide to give up on these activities. *(*p.1)

Indeed, as Franco 2014 claims, students' frustration and demotivation levels increase when they feel unprepared to deal with authentic listening materials. This is the reason why the present study involved actual academic talks as a way to expose learners to the language features they could not experience otherwise.

Finally, one of the requirements established by the Ministry of Education to graduate from an undergraduate program in any university in Colombia is to achieve a B1 level according to CEFR (2001), which establishes that a B1 user, in terms of listening comprehension, can:

> - understand the main points of clear standard speech on familiar matters regularly encountered in work, school, leisure, etc.

- understand the main point of many radio or TV programs on current affairs or topics of personal or professional interest when the delivery is relatively slow and clear. (p.33)

Taking into consideration the aforementioned description, this study focused on listening material that was related to work or school topics (as it is the one presented in academic talks) through online lectures that address learners' future professional fields.

Even though this research does not intend to prepare students for an international exam, it does seek to help them achieve the listening objectives described by the Ministry.

1.2.1 Needs analysis and problem statement

The sample used for this quantitative-qualitative action research project was upper-intermediate undergraduate university students who have expressed their concern with regard to their poor listening performance when exposed to listening tasks as well as their frustration with the subject since they have conceived English as the reason why most of them have not been able to graduate.

The initial stage of this research project consisted of identifying students' needs and collecting different experiences when developing listening skills in English. (Appendix A). The need analysis survey demonstrated that 58% of the participants ranked listening as the most difficult language skill. Surprisingly, 78.5 % of them found lectures as the most troublesome listening material to understand which might explain their low average score of 2.25/5.0 in the final exams of the proficiency program that evaluates students by means of 3-minute academic lectures with ten multiple-choice questions. In a long-term deadline, students

may also struggle with international exams such as TOEFL iBT that includes this type of listening material.

Subsequently, a self-assessment questionnaire (Appendix B) was conducted to find the frequency at which students used certain strategies to cope with listening tasks (regardless of its authenticity level). As for their listening routines, it was evident that students did not establish goals prior to listen to a talk and paid no or partial attention to the structure of a lecture, only 2 students out of 21 (9.5%) recognized they did.

The second stage involved a pre-listening test that was designed to measure six listening abilities (Appendix C). The average score (8.1/10) showed that students were able to infer information but had a lot of difficulties in order to identify the gist of the talk (5.3/10) as well as understand detailed information (3.9/10) and recognize how the lecture had been organized (5.1/10). During this stage, students also took a pre-lecture structure test (Appendix D) to measure their ability to identify the structure of an academic talk. The average score (7.1/10) showed that students could partially identify the rhetorical structure of the lecture but had certain difficulties to recognize linguistic features for them to direct their attention (5.5/10). Likewise, the average score (3.4/10) evidenced that initially students struggled when asked to judge and suggest a different structure for the talk as well as to identify the rhetorical purpose of the speaker (5.6/10)

Evidently, students' average scores indicated specific listening difficulties when dealing with lectures that, if solved, could have a positive impact in students' short and long-term goals that will be explained below.

1.2.2 Justification of problem significance

The population involved in this research project were 24 students aged 17 to 23 years old from level seven (B1-B2 CEFR) of the English Proficiency Program at a private university located in Chia, Colombia. The students come from different undergraduate programs and must attend four on-site hours and one virtual hour a week to prepare for the contents that will be presented in the next class. They are required either to complete the seven English levels at the university and get an average score of the last three levels (5, 6 and 7) of 4.0 or higher, or take an international exam (TOEFL iBT or IELTS) and demonstrate a B1 level (61 points for TOEFL iBT or 6 in IELTS) to start their internship and, eventually, be able to graduate. This study is relevant for the institution because by developing self-directed listening strategies it is proposed that students will have the tools to pass the required exam. Likewise, in a more global perspective, they might become more aware of their listening comprehension process, feel more confident when dealing with genuine L2 situations, and adopt self-assessment strategies, which aims at making them more autonomous in their academic lives.

Considering this, the outcomes from this study could be relevant by the Department of Foreign Languages and Cultures in charge of organizing, planning and delivering several language programs at the university where a self-directed approach is highly valued. Students' commitment in searching for their own academic lectures may account for their ability to take full responsibility of their learning process (of a language or any other skill) as long as they consider it useful for their academic life. Additionally, the findings of this study with regard to S.M.A.R.T goal setting as a strategy to foster students' awareness towards what they want to achieve, could encourage them to adopt a more positive position towards English.

Finally, the Task Analysis approach can also be implemented by the academic team responsible for Intermediate and Upper-intermediate levels as an alternative to deal with listening tasks in and outside the classroom since the current listening approach narrows down to understanding the gist and detailed information.

1.2.3 Strategy proposed to address the problem

As a response to the problem encountered in the needs analysis regarding students' difficulties to understand the gist, detailed information and the organization of a talk, the teacher-researcher started interventions where students were gradually taken through a guided process that involved S.M.AR.T goal setting and Task Analysis. The former aimed at establishing personal goals to establish *what* they wanted to achieve after listening to the talk. The latter focused specifically on Task purpose that demands students wonder *why* they are undertaking the task and Task Classification that makes them resort to their background knowledge regarding the genre, the rhetorical structure and the linguistic features of a lecture.

As these interventions were being carried out, students were asked to keep track of their process through a student's diary (Appendix E)-which could represent their inner feelings, concerns and achievements. Simultaneously, the teacher-researcher followed a teaching-reflection process by writing her findings in a teacher's journal (Appendix G).

Given the nature of the information expected from students and the fact that this data did not attempt to use these instruments to measure their English proficiency level, the self-assessment questionnaire and the student's diary were designed in Spanish. By doing so, the teacher-researcher sought to collect more sincere and trustworthy information that she could not have collected otherwise.

1.3 Research questions and objectives

RQ1: To what extent does improvement in ability to state the organization of a lecture relate to improvements in listening comprehension?

RQ2: To what extent does improvement in ability to state S.M.A.R.T goals relate to improvements in listening comprehension?

RQ3: To what extent can a self-management approach relate to improved self-assessment?

Once the research questions were defined, the following objectives were established:

1. To determine if knowing the structure of an academic lecture contributes to improved listening comprehension of this kind of discourse.
2. To determine if establishing S.M.A.R.T goals prior to listening to an academic lecture has a positive impact in students' listening comprehension.
3. To analyze how self-management tasks, that involve searching for their own listening material and assessing their own process, foster students' self-directedness.

1.4 Outline of chapters

The forthcoming chapters will account for the following sections: Chapter 2 explains the Theoretical Framework that underpins this research project, which comprises theories in *Goal Setting, Task Analysis and Listening comprehension* accompanied by important principles of Self-Assessment and Lecture Structure. Chapter 3 describes what the research design entails: the type of study, the research strategy applied given the features of the class and its participants as well as the role of the teacher as a researcher. Chapter 4 provides a detailed report on how the Intervention and its corresponding Data Collection

processes were carried out. Chapter 5 presents the data analysis and the results obtained from the study. Chapter 6 presents the conclusions that include the pedagogical implications and further research suggestions. The Bibliography and the Appendix have been attached at the end of this paper.

Chapter 2: Theoretical Framework

2.1 Introduction

This research paper established three questions that addressed listening comprehension and self-directed listening as its main concern. In order to answer these inquiries, a three-stage process was developed. First, it was imperative to know how often students carried out certain activities when they had to deal with audio academic input and how measuring their listening competence by means of a pre-diagnosis test raised students' awareness as to what they think they can and cannot do. Secondly, it was important to understand the role that S.M.A.R.T Goal setting and Task Analysis played in improving EFL students' listening comprehension levels when they were involved in listening to academic lectures. Finally, it was relevant to determine how self-management routines might have a positive impact on students' self-directedness.

In order to understand the context within which this research proposal is framed, five important concepts need to be considered: Listening Comprehension, Lecture Structure, Goal Setting, Task Analysis and Self-management.

2.2 Definitions:

2.2.1 Listening Comprehension

Rost (2002) defines listening comprehension as a process whereby the listener receives what the speaker says, constructs and represents meaning, goes through a meaning negotiation process and responds. Understanding L2 input requires the application of linguistic knowledge which implies the processing of sounds, words, clauses of an oral passage that are lineally decoded to elicit meaning (Rost, 2002). On his part, Buck (2001) describes it as an interactive

top down process where the listener reconstruct meaning by using his/her prior knowledge of the context of the utterance to make sense of it.

In order to have a better understanding of this process, it will be of vital importance to review some listening sub-skills a L2 language learner must develop to be a proficient listener.

2.2.1.1 Listening Subskills

Listening involves other subskills that, when combined, can account for a global measurement of listening comprehension. Phillips (2015) seeking a method that prepares English language learners for taking an international exam, classifies listening comprehension as an ability that can be divided in three groups. *Figure 1* illustrates the three main skills in listening comprehension, what they mean and their corresponding subskills.

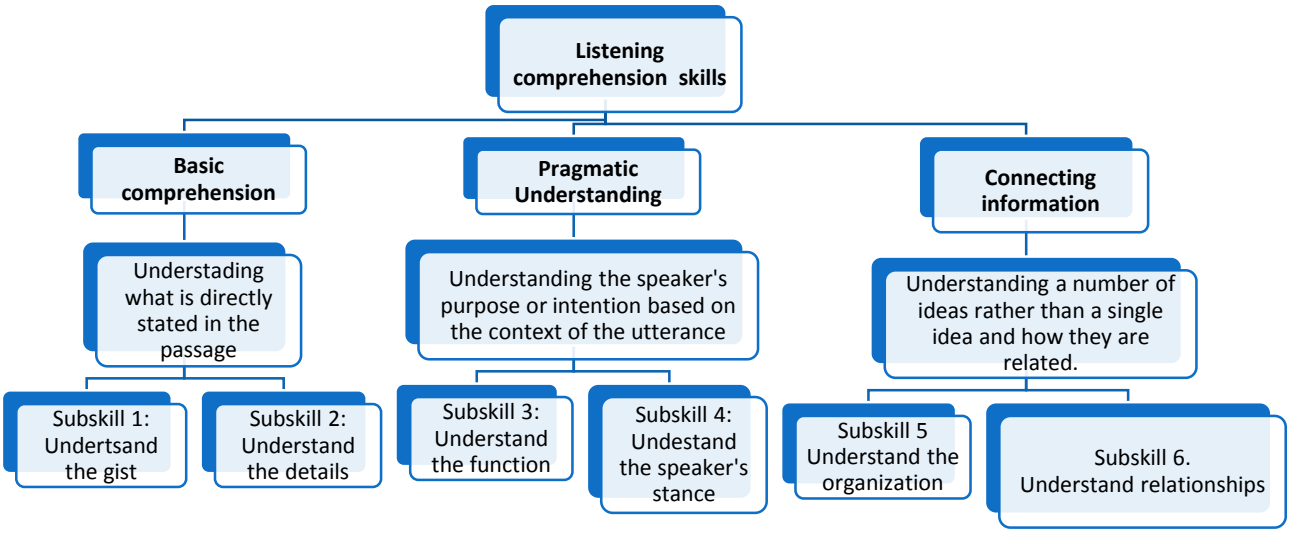


Figure 1. Listening comprehension skills and sub-skills (Phillips 2015, p.147-208)

a. **Subskill 1- Understanding the gist:** identify the overall ideas of a passage as a whole. Recognize the subject, topic or main idea of what s/he listens to.
b. **Subskill 2- Understanding details**: Recognize specific pieces of information stated in the passage.
c. **Subskill 3- Understand the function:** Discover the speaker's purpose in saying something. Understand not only *what* the speaker said but also *why* s/he said it.
d. **Subskill 4- Understand the speaker's stance**: Understand the speaker's attitude based on the language used, the context and the way the utterance was said.
e. **Subskill 5-Understand the organization:** Explain how the ideas in the passage are organized and how they relate to the main topic or each other.
f. **Subskill 6- Understand relationships:** Be able to draw conclusions, predict outcomes, make inferences or determine the cause for a certain effect.

In order to understand the reasons why students from an EFL B1-B2 level at a private university struggle with these listening sub-skills, it is important to examine some specific listening comprehension difficulties that were considered as possible causes for this phenomenon.

2.2.2 Listening difficulties in Second Language Acquisition

Rubin (2011) suggests that listening in second language acquisition is the most difficult language skill to develop for three reasons. First, listeners depend on the speakers' decisions regarding the content, the delivery method and the speed of their utterance. Secondly, processing new information as it is being collected is an extremely complex task. Learners'

short-term memory data must be quickly compared to long-term data (previous knowledge) in order to make sense and adjust their previous understanding on a certain matter while more information is still coming in. Finally, learners' concentration level is also an issue. When learners do not have enough previous knowledge in their long-term memory to integrate the new data, the information-processing task becomes even harder which inevitably diminishes their concentration time.

In order to ameliorate these demands, Rubin (2011) suggests teachers to take into consideration five important roles in listening: attention, affect, planning, memory and managing. Schmidt, 1995 (as cited in Rubin, 2011, p.2) describes *attention* as a limited capacity system. That is to say, humans cannot deal with multiple sources of information simultaneously unless they activate their selective attention. By helping learners to determine where and when they must focus, teachers can lead them towards a more effective use of their attention. *Affect* refers to the high levels of anxiety a listening task may produce. Aniero, 1990 (as cited in Rubin, 2011, p.2) proposes *planning* as a way to cope with that stress. Furthermore, as was previously mentioned, *memory* becomes crucial while processing information due to the challenges that entails. Learners not only have to be knowledgeable enough about their mother tongue, the target language and its culture, but they must also enhance their memory skills so that they can retrieve information when they need to (Rubin, 2011, p.2). As for *managing*, Rubin (2011) claims that when learners are aware of their language level, the purpose they have for listening, the task they must undertake and most importantly, when they set up goals and develop an action plan, they will process input more efficiently, use their memory and attention resources more wisely and keep their anxiety level under control.

Nunan (1999), on the other hand, does not hesitate to describe listening as the Cinderella skill in second language acquisition. It is wrongly believed that L2 language proficiency can only be measured by speaking and writing and that is why production skills have become a priority in EFL settings. Like Rubin (2011), Underwood (1989) also presents several reasons why listening comprehension turns out to be difficult for students such us: a) the speed of the utterance which cannot be controlled; b) the lack of repetition that does takes place in reading; c) the lack of vocabulary; d) the learner's inability to identify signals, markers and pragmatic elements common in spoken language; and e) the lack of background and contextual knowledge regarding the topic and lastly students' habit to try to decode every single word they listen to which leads to frustration when they do not succeed. This is one of the reasons why this study aims at encouraging learners to direct their attention selectively throughout a Task Analysis Approach and studying the structure of the lecture in advance to be able to deal with these difficulties.

There is no question that listening comprehension encompasses more mental abilities than the other comprehension skill, that is, reading. Call (1985) and Joiner (1986) claim that while reading allows the learners to go back over the words and phrases as needed to overcome short-term memory difficulties, listening comprehension tasks expose them to phrases that are chopped off in seconds and does not give them the chance to repeat the information from the beginning in case they have failed to understand the message in a real communication context such as attending an academic lecture.

One last listening difficulty has to do with the different subskills listening entails. As aforementioned, learners' misconceptions about what listening comprehension means comes from their desire to understand every word they hear to build up some meaning and when they

fail, they do not find the rest of the information worth listening to. This misfortunate habit has prevented them from recognizing that listening as a skill encompasses other abilities that can equally account for their comprehension. Thus, for the purpose of the present study some listening subskills will be outlined.

2.2.3 Academic Lectures

The definition of an academic lecture in the present study is of crucial importance for this is the input material used during the interventions. This is why it is critical to understand its nature, purpose and structure.

Scevak (2010) describes lectures as an extensive and impersonal discourse that effectively conveys information to large audiences. She also claims that they can turn out to be limited in educational value and extremely demotivating when they repeat facts and findings from textbooks.

Lecturing has also been a teaching method that has endured throughout centuries due to its effectiveness to transmit information. Nevertheless, its purpose transcends to a simple act of knowledge transmission. Armbruster, 2000 (as cited in Scevak, 2010, p. 46) claims, "When lectures are structured in a meaningful and interesting way, students can link their ideas with their prior knowledge and develop better understanding". As for its purpose, Scevak (2010) highlights that apart from stimulating thought, presenting different perspectives on a topic and facilitating students' understanding, the most important function of a lecture is to help attendees think about a topic and model their process of solving a problem in their field.

Murtuza and Athanasiou (2010), for their part, define an academic lecture as the way an educator presents academic content so that it can be learned and recalled by students. A lecture is, therefore, "a format that allows for the imparting and exchange of ideas and knowledge" (Murtuza and Athanasiou, 2010, p.605,) Lectures comply with a specific purpose, context and audience. With regard to delivery, lectures are usually given at universities as a single presentation or as a series of talks that are included in a course and may present facts, opinions or synthesis of ideas. Moreover, they can be presented by invited lecturers at the university or, as is currently becoming a trend, by international experts whose talks are accessible through live links. Either way, students are provided with the opportunity to listen to authentic input that addresses updated topics relevant to their academic performance.

Given the current trend of accessing information online, finding suitable academic lectures has become relatively easy. The present study included TED talks as listening material for the intervention stage and suggested them to students for them to choose their own resources to work with. Thus, it is of crucial importance to define what they are and how they work.

2.2.3.1 TED Talks

TED Talks is a compilation of videos online users can find at TED.com, a website where Technology, Entertainment and Design converge to broadcast videos from experts on business, science, education and creativity, with subtitles in more than one hundred languages.

Although the original idea was conceived back in 1984, it was not until 2002 when Chris Anderson accompanied by Richard Saul Wurman, TED's pioneer, established the

principles that underpin this website today: an inspiring format, a broad content, and the most interesting people on Earth to let them transmit their passion.

Ever since TED.com was launched, it has given rise to other TED products such as TEDGlobal which holds conferences in locations around the world, TED Prize, that has granted its winners one wish to change the world and TEDActive, a simulcast version of the TED Conference that makes lectures more accessible to more people by allowing them to attend at a lower price.

Given the features aforementioned and the need of using authentic academic lectures, TED talks were chosen as the best possible listening material in the present study.

2.2.3.1 Structure of academic lectures

According to Chaudron and Richards, 1986 (as cited in Murtuza and Athanasiou, 2010, p.606) "the structuring of a lecture is an essential aspect of its comprehensibility". The present study enhances structure awareness as a strategy to facilitate the comprehension of this type of oral discourse throughout the Task Analysis approach. By identifying how a lecture is organized and its rhetorical style, students may have a better understanding of the content presented therein.

Chaudron and Richards (1986) argue that Academic lectures contain explicit linguistic signals (signposts) play a crucial role in lecture comprehension. They classified these cues into macro- and micro-markers. The former group accounts for the relationship among main segments used as transitional markers in the discourse (e.g., My *topic today is…)*. The latter, on the other hand, indicates relationships in a sentence level that function as pause fillers (e.g., *and*, *so*, and *well*). Furthermore, Meyer & Poon, 2001 (as cited in Scevak, 2010, p.48) suggest

that one way to clarify the structure of lectures is through "signaling". These linguistic features highlight important ideas in the content of the lecture as it is being uttered. For his part, Tyler, 1994 (as cited in Jung, 2013, p.2) states that these linguistic devices cue the organization of a discourse by signaling the relationship between ideas as well as indicating their relevance in the discourse and evaluating their content.

Although academic lectures may be differently organized, it is a priority to establish a general structure to start with. Figure 2 illustrates the three main sections expected in any academic lecture and what each of them encompasses.

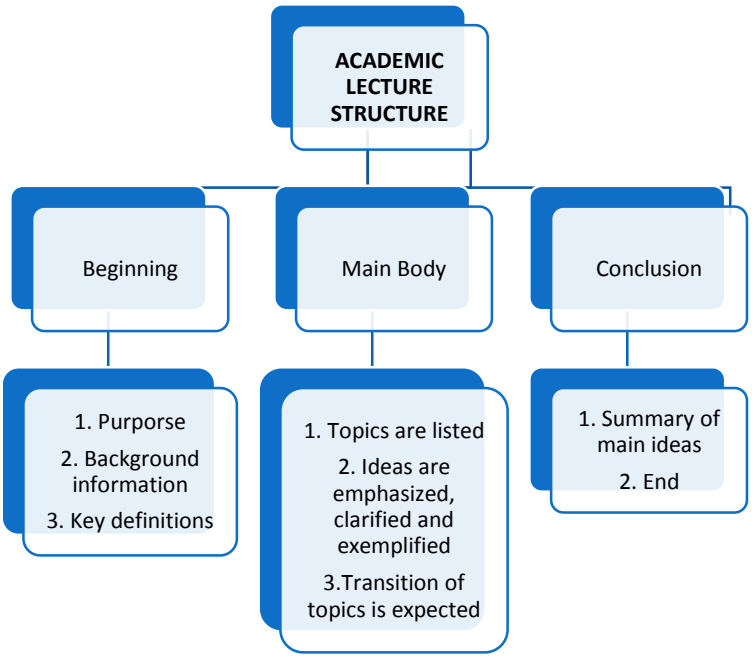


Figure 2. Academic lecture structure

Taking into consideration the general structure of a lecture previously outlined, this study intends to use them as signals for students to anticipate information and selectively direct their attention. The categorization of the signposts that help students recognize these sections is explained in Appendix F.

2.2.4 Goal Setting

Rubin (2015) classifies goals in two groups: language goals and learning goals. The former has to do with some elements of the target language that need to be improved by the learner, yet, in practice they are normally established by the teacher (e.g., spelling, vocabulary, grammar, pronunciation). The latter, on the contrary, puts emphasis on what the students would like to improve with regard to their learning process. For instance, working on their note taking skills, improving their ability to memorize information, being aware of choosing the most suitable strategy to succeed in a task ,among others, account for learning goals (Rubin, 2015). She also argues that regardless of the kind of goal learners deal with, they inevitably become active participants in the goal setting process, for it allows them to judge their performance, which, in turn, empowers them in their own learning. Furthermore, when learners participate in the goal achievement evaluation process, they can raise their sense of achievement and self-assessment; this last concept will be explained later on.

Locke and Latham (1990) found that specific, hard goals are more likely to be attainable due to the high level of performance they entail. Their goal-setting theory arose within the corporate environment where identifying the relationship between goal difficulties and task performance had become a priority. In that sense, they asserted that self-satisfaction is directly constrained by the level of difficulty of the goals established by the individuals and therefore, their feeling of success will emerge when they challenge themselves to pursue attainable, relevant and meaningful goals. The present study addresses these goal-setting features by incorporating a S.M.A.R.T goal questionnaire (Appendix I).

Locke and Latham (1990) state that there are four mechanisms in the relationship between goals and performance. Firstly, the higher the goal, the greater the effort and persistence needed to attain it. Secondly, goals direct attention, effort and action when they are relevant to the person. Thirdly, because performance involves ability and motivation, the effect of goals on an individual's performance may depend on the task knowledge and skills he/she possesses. Lastly, goals can encourage people to use their existing abilities or may motivate them to search for new ones.

By establishing S.M.A.R.T learning goals, students might be able to not only acknowledge what they are already capable of but also identify what requires more of their attention and commitment.

2.2.4.1 S.M.A.R.T Goal Setting

Although goal setting is the starting point to guarantee students' awareness as to what they want to achieve when listening to academic lectures, it may be insufficient unless the goals are established under certain parameters. In order to make sure students follow a thorough and conscious goal setting process, it is of significant importance to understand what S.M.A.R.T goals mean.

The interpretation of SMART as an acronym in the present study will be the same as the one used by Rubin (2015, p.1), S stands for specific, M for measurable, A, for achievable/attainable, R for relevant, and T for time-based. Rubin (2015, p.1) suggests that goals must be specific in order to be measurable. This measuring process should be the learners' endeavor instead of their teacher is so that they can have more control of their learning process. She also states that achievability requires learners to think about the time and

the knowledge they possess to accomplish the task. As for this part, teachers should pay particular attention to the time and the cognitive level the listening task demands so that students do not feel demotivated at the end of the activity. Relevance accounts for how important and useful the task is for the learner. It is believed that motivation is directly proportional to relevance. Finally, time-based requires the learner to establish a time limit to accomplish the task. Consequently, they can determine whether they need to make adjustments in their plan to achieve their goal (Rubin, 2015 p.2).

2.2.4.2 Teaching S.M.A.R.T Goal Setting

Despite the numerous applications goal setting has been shown to have for life achievement purposes, it is a relatively new concept when it comes to language learning. Following Rubin (2015), creating SMART goals is a time consuming process that may take learners between eight or ten lessons to develop some confidence to carry out the task. The author also suggests four teaching strategies to succeed in this process. Yet, the present study will only consider three of them.

The first teaching strategy encourages students to start from the known to the unknown. According to Rubin (2015), goal setting is something people do on daily basis and this is why the teacher should provide a real life example that accounts for what his/her goal is, how she/he will measure it, why it is relevant for him/her and how long it will take him/her to attain that goal. Once the students have been given a model to follow, they can proceed to write a first attempt of a S.M.A.R.T goal, which ideally should address a real life, issue related or non-related to their academic lives. The second strategy refers to the way a *S.M.A.R.T goal* should be assessed. Rubin (2015) compiled a rubric created by Castrillón, Jaramillo, and Lopez (2013), Tutistar Jojoa Del Rosario, and Ballesteros Muñoz (2013) that fosters self-assessment

as one of the most suitable methods to evaluate *S.M.AR.T goals*. The third and last teaching strategy includes *task analysis* as an approach that requires complex cognitive process and therefore, may take longer than goal setting itself. Given the relevance of this approach in the present study, further information on this matter will be provided below.

2.2.5 Task Analysis

As mentioned earlier, one of the main axes of the present study is to implement Task Analysis as a strategy to be used by students when listening to academic lectures. According to Wenden, 1995 (as cited in Rubin and McCoy, 2008, p.1) *task analysis* consists of three parts: *task purpose, task classification, and task demands*. Nevertheless, this research report focuses exclusively on the first two, which will be explained below.

It is worth noticing the difference between *goal* and *task purpose.* While goals answer the question: *what* do I want to learn or achieve? Task purpose answers *why* do I want to achieve it? The purpose rests usually on a pedagogical interest. For instance, the task purpose behind students' interest in taking tutorial sessions may be because they need to get a high grade or practice a specific language form. However, when dealing with real life goals, a purpose can be because they need to fill in a job application, make an appointment, and make more friends, among others (Rubin, 2015, p.3).

Another important component in *task analysis* is the *task classification.* The questions learners ask themselves vary drastically from *task purpose.* To start with, they must question their previous knowledge of the task they are about to undertake and that involves recognizing what they do not yet know. When it comes to listening to the target language, learners must be

knowledgeable about the genre of the oral text (e.g. structure of a newscast, advertisement, anecdote, lecture, etc.), its rhetorical style (e.g. expository, procedural, explanatory, narrative or persuasive), some language features (e.g. tenses, verb forms, type of repetitions, standard/nonstandard grammar, among others) and the vocabulary expected in the genre they are listening to. (Rubin, 2015, p.3). Secondly, learners must become aware of how they approach a listening task, which means that they need to recognize the listening strategies they usually implement. To collect the information an initial self-assessment questionnaire was conducted (Appendix B). Thus, *task classification* involves both; a thorough analysis of the listening task itself in terms of genre, style and the linguistic elements it involves as well as students' procedures when undertaking this type of tasks.

2.2.6 Learner Self-management

As the title of the present study indicates, this research attempts to improve EFL listening comprehension by implementing two self-management skills: Task Analysis and Goal setting. This is why, it of extreme importance to work with the concept of self-management as it comprises both skills.

Butler, 1997 (as cited in Rubin, 2005, p.1) defines Learner Self-Management as "the ability to deploy *procedures* and to *access knowledge* and *beliefs* in order to accomplish learning goals in a dynamically changing environment". Rubin (2005) for her part proposes five procedures within to make it plausible: Planning, monitoring, evaluation, problem-identification/solving and implementing.

The initial stage of self-management involves planning, that is to say, determining what learners want to accomplish within a specific deadline and how it would be measured. In this sense, Rubin (2005) asserts that *goal setting* and *task analysis* help learners fulfill the two of them. The former instructs learners to ask what they want to achieve and how they can establish realistic, measurable and attainable goals, whereas the latter, (specifically *task purpose* and *task classification*) enables them to identify the reason why the goal must be achieved as well as the nature of the tasks the goal entails respectively.

Monitoring, on the other hand, allows learners to notice the difficulties they may find (Rubin, 2005). By means of a student's diary, the present study collected information regarding learners' problems when listening to academic lectures and what they did to cope with this situation. The third stage in self-management has to do with Evaluation. According to Rubin (2005), learners are to determine whether they have succeeded or failed making progress. To do so, specific evaluation criteria must have been established during planning. This is why; a pre and post self-assessment questionnaire was conducted to measure learner's ability to create these criteria.

Once learners determine whether they have or have not attained their goals, they must identify the causes for their success or, likely in most cases, for their failure. The latter will imply further reflection as to what they could do differently to achieve their goal, which may vary from reformulating their original goals to finding new ways to acquire the knowledge necessary to undertake the task. Lastly, learners are to implement those actions that eventually might take them back to stage one: planning. In order to have a better understanding of this concept, Figure 3 illustrates how the self-management process occurs.

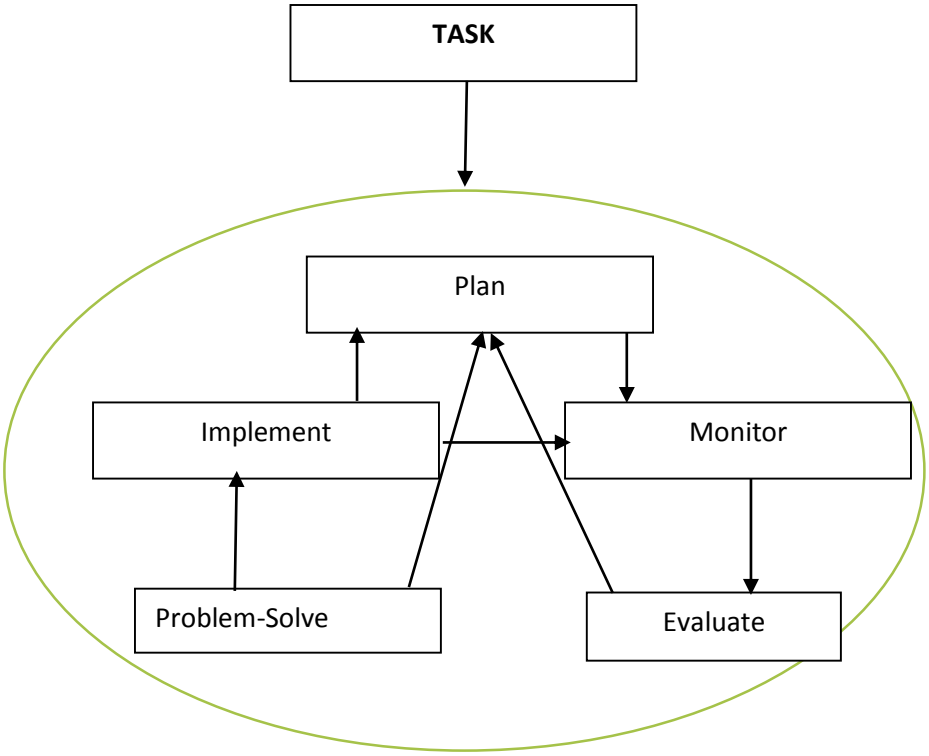


Figure 3. Procedures for self-management (Rubin, 2005, p.2)

The present study accounts for the first three stages of the self-management process: Plan, monitor and evaluate. Problem solving skills and the implementation of learners' action plan can give rise to further studies.

2.3 State of the art

Much has been researched in the EFL listening comprehension field. Shintani & Wallas (2014) conducted a meta-analysis on the effects of listening support in second language classrooms and concluded that there was a positive effect of providing linguistic support (e.g., previous vocabulary teaching) in listening instruction. Regarding Short Term Memory development in listening comprehension, Ohata (2006) found that L2 Listening is constrained by a limited STM (Short Term Memory) that can be enhanced through L2 syntactic exercises guided by the teacher. With regard to signaling and its impact on listening comprehension,

Jung (2003) carried out an experimental quantitative study that accounted for the significant role played by linguistic cues when listening to academic lectures. The results indicated that the group that received explicit instruction on signaling not only outperformed the group that had not been given this information in terms of listening comprehension but they could also recall more content presented in the lecture in an accurate manner.

Previous studies have also shown the relationship between SMART goal setting and self-efficacy in listening comprehension. In their quantitative/qualitative action research carried out with seventh and ninth graders in two public schools in Bogota, Colombia, Tutistar and Ballesteros (2013) found that establishing SMART goals prior to a listening task had a positive effect in students' self-efficacy and other motivation levels. However, regardless of the fact that students improved their goal setting skills, older students exhibited a higher level of self-efficacy in comparison to the younger ones.

Despite the fact that some research studies have addressed the implications of introducing S.M.A.R.T goal setting to foster other skills such as writing, little has been said as to how it might impact the listening process when it is accompanied by a *task analysis* approach and how this combination ultimately might allow university students in an EFL program to improve their listening comprehension level.

As for the inclusion of Academic Lectures, this research proposal is framed within the following studies. Hamed (2014) studied the effect of using authentic materials in teaching, concluding that authentic materials such as videos, encouraged students to learn a second language and kept them motivated through the process. The researchers also added that EFL classrooms should adapt this kind of materials to outweigh the disadvantages of not being in an ESL environment and as a supportive resource for learners' language learning process

outside of class. Considering the population this research proposal intended to study, Franco (2014) reinforced the technique of using videos because first, they enhanced listening comprehension simultaneously and second, they offer paralinguistic and non-verbal features that exposed students to natural L2 input. Another important conclusion by Franco was that the incorporation of videos in class turned out to be encouraging for students who gradually developed self-directed listening skills to carry out further listening practice at home. One last contribution made by Franco was that, using this kind of material combined with systematic think-aloud routines, students became more aware of their listening strengths and weaknesses, which led them to adopt a self-assessment approach and autonomous learning practices that will be equally useful in other academic fields.

2.4 Conclusion

The theoretical framework of the present study encompasses five main constructs: listening comprehension, academic lectures, goal setting, task analysis and learners self – management. Hence, it is expected that their definitions and subsequent topics can account for the decisions made in terms of the research design and the data analysis and results presented in the upcoming sections.

The following chapter will introduce the research design of the present study.

Chapter 3: Research Design

3.1 Introduction

The present study was designed within a quantitative-qualitative action research framework. In order to understand what the present research entails, this chapter describes the type of study, the context and participants involved and the researcher's role. In addition, it will present the data collection instruments, the data collection process, their design and validation and the ethical considerations under which this study was conducted. Figure 4 below summarizes the information presented in this chapter.

Type of study	Quantitative- Qualitative Action Research
Researcher's role	Teacher-Observer-Analyzer of data
Context	Private university, Chia, Colombia
Participants	24 students of level 7 (B1-B2 CEFR)
Data Collection Instruments	• Self-assessment questionnaire • Listening comprehension tests • Lecture structure tests • Students' diaries • Teacher's journal • Listening guides
Data Collection Process	Data was collected prior to, during and after the implementation of the intervention.

Figure 4. Research design

3.2 Type of study

This research followed the structure of an Action Research. Burns (2010, p. 13) defines action research as a "taking a self-reflective, critical, and systematic approach to exploring your own teaching contexts". *Being critical* means questioning and searching for better practices in order to propose new alternatives. It does not imply observing the class as if there were problems. As for the teachers' role, he/she will be considered another participant who

will explore and investigate his/her personal teaching environment in order to close the gap between what he/she observes and what he/she would like his/her class to be (Burns, 2010).

Action research is also characterized by the processes it entails. Nunan, 1992 (as cited in Nunan and Bailey, 2009, p. 228) points out that this type of research follows the three main stages: question formulation, data collection, data analysis and interpretation. He clarifies though, that an action research differs from the others by the fact it is conducted by a practitioner (in this case, by a teacher) who is interested in studying his/her professional context. Cohen and Manion 1985 (as cited in Nunan and Bailey, 2009, p.228) agree that "action research is first and foremost situational, being concerned with the identification and solution of problems in a specific context". As previously stated, the present study was carried out taking into consideration the particular needs of a group of learners at a private university in Chia, Colombia who happen to be the teacher-researcher's students during the second semester of 2016.

Lastly, Nunan and Bailey (1999) describe the cyclical nature of the action research as a 6-step process that involves the following stages:

1. Identifying the problem or puzzle that the researcher considers a matter for investigation in his or her own context.
2. Thinking about a suitable plan of action to address that issue.
3. Carrying out the action plan.
4. Observing the outcomes.
5. Analyzing and reflecting upon the outcomes and on other possibilities.
6. Starting a new cycle.

Van Lier (1994a) as cited in (as cited in Nunan and Bailey, 2009, p.229) proposed a visual framework to portray the action research cycle. Figure 5 depicts how this cycle works:

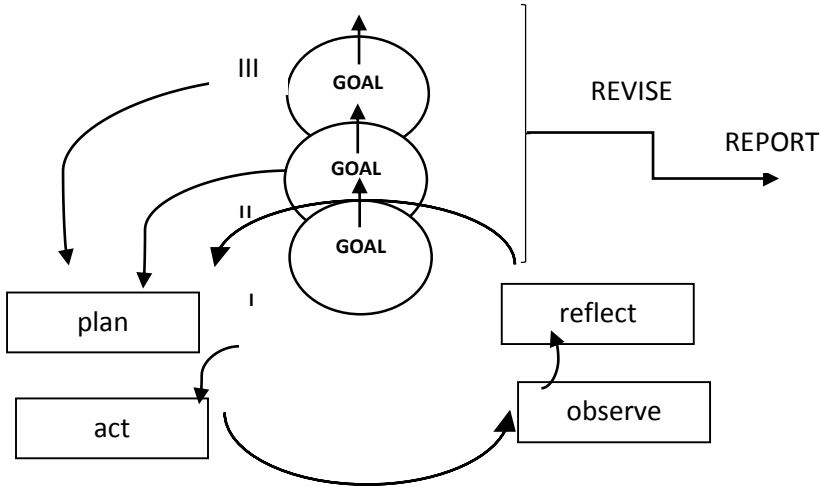


Figure 5.Cycles of action research (from van Lier, 1994a, p.34)

With regard to the type of data collected, the present study can be characterized as both, quantitative and qualitative. Nunan and Bailey (1999) describe the former as a kind of data whose collection involves numerical measurements that include figures such as percentages and helpful graphic designs such as bar graphs and pie charts. Given that the pre- and post-tests were conducted in the present study, the resulting data was indeed, reported and quantitatively analyzed. The latter, on the other hand, implies a thorough analysis process that accounts for the qualitative data. Nunan and Bailey (1999) claim that even though both kinds of data are relevant in language classroom research, qualitative data is the kind of information required in order to make sense of the quantitative results. Thus, it is by means of the students' diaries and the teacher's journal that the present study accounts for the possible reasons that gave rise to the numerical scores obtained in the pre and post listening comprehension tests.

Similarly, the information provided by these two instruments will also explain the results of the self-assessment survey carried out prior to and after the interventions.

3.3 Context

The present study was conducted at a private university in Chia, Colombia. The university was founded in 1971 that currently offers 22 undergraduate programs and over 60 postgraduate programs.

When students enroll in an undergraduate program, they are expected to have certain level of proficiency in English, depending on the faculty they are applying for. The level is assigned based on a computer- based placement test whereby students are classified according to their proficiency level. In order to graduate, the students must demonstrate a B1 level by means of an international Exam (TOEFL iBT 61 points, IELTS 6 points). There is a team of full- time coordinator- teachers who are responsible for planning, evaluating and delivering lessons and over forty-five part-time and full-time teachers who offer tutorial sessions for those students who need and request a more customized lesson.

It is also a priority for the Department of Languages and Cultures to foster a self-directed learning approach that promotes the use of ICTs (Information, Communication Technology) tools in a collaboratively EFL learning environment. By doing so, it is expected that undergraduate students, regardless of their major, can have access to a high-quality English proficiency program that will help them succeed in achieving their short and long-term goals.

3.3.1 Participants

The study group of this research consisted of twenty-four students aged 17 to 23 years old who were taking the last level of English offered by the Department of Languages and Foreign Cultures. Since level 7 (B1-B2 according to the CEFR) is the last English course offered, it is expected that after finishing the English, they will be able to pass an international exam (TOEFL iBT or IELTS) with the score previously mentioned in order to start their practicum studies and eventually be able to graduate from their undergraduate program. Since, it is a blended course; students attend 64 face-to-face hours in the classroom and take 16 hours virtually.

The students that participated in this research study come from different undergraduate programs including System Engineering, Law, Chemical Engineering, International Business, Gastronomy, Psychology, Social Communication Medicine, International Marketing and Logistics, Business Administration and Audiovisual Media. Although most students' proficiency level matched the one required to take the course, two students struggled to communicate successfully in class.

From the moment the research project began, students had difficulties establishing personal goals prior to listening to academic lectures. To begin with, they were not used to listening to this kind of material and therefore struggled with its vocabulary, topic and length. Another difficulty student had was the lack of specificity when establishing goals. One last problem was the non-existing measurement system in order to assess their own goals. They could not determine whether they had achieved or not their goals because they had not considered specific criteria to make it possible.

Additionally, during the first cycle of the research that involved planning, acting, observing, and reflecting, students' participation was not graded as previously stated in the consent letter (Appendix H) because it was the teacher-researcher's intention to maintain the research results separated from students' performance in class. As a result, students felt demotivated to do homework assignments, carry out their self-reflection and even to remain in the classroom since their effort will not be acknowledged for evaluation purposes. Thus, the teacher-researcher had to replan her interventions and start a second cycle that included an evaluation system, among other changes, so that learners felt more interested in participating in the project.

3.3.2 Researcher's role:

In the present study, the researcher also played the role of the teacher. According to Belanger (1992), the teacher-researcher is responsible for conceiving, designing and carrying out research while delivering his/her lesson. Teaching and researching brings along three benefits that include the *political* since it is a vehicle for students' empowerment, the *practical*, because teachers are in the best position to determine the best practices, and *professional growth* due to the reflective routines it involves (Belanger, 1992).

In this study, the teacher-researcher was also a guide who enhanced autonomous learning by providing students with opportunities to reflect upon their personal goals, analyze the structure of the academic lectures they are most likely to be exposed to and finally to exchange their insights collaboratively in class. Furthermore, the researcher was also in charge

of analyzing the data and the making-decision process as to what adjustments were required after the first intervention cycle.

3.3.3 Ethical considerations:

For the teacher-researcher responsible for the present study, it was of crucial importance to inform students how the project would take place. Therefore, the first day of class, the teacher-researcher asked students to sign a consent letter written in Spanish (Appendix H) that clearly specified the objectives of the study as well as its conditions. Likewise, students were told that their names would remain confidential and that the information obtained would be used exclusively for the research purposes. The teacher-researcher also pointed out that their participation was voluntary and therefore their performance was not subject to any evaluation process. Nevertheless, due to participants' low involvement level in the first cycle of this study, new measures that included an evaluation system were added. Furthermore, the university was also informed about the objective of the present study by means of an authorization letter (Appendix J) signed by the Director of academic programs.

3.4 Data collection instruments:

In order to collect valid and reliable information, the present study included tests, a questionnaire, students' diaries, listening guides, and a teacher's journal to help the teacher-researcher explain the quantitative data obtained by means of two different pre- and post-tests. Furthermore, these were the tools whereby the teacher-researcher was able to observe students'

perceptions of their own listening skills as well as their feelings while experimenting with goal setting and task analysis.

3.4.1 Description

3.4.1.1Tests

Nunan and Bailey (2009) assert that tests are commonly used to elicit language samples. Wesche (1983) (as cited in Nunan and Bailey, 2009, p. 323) add that tests must include four components:

1. The stimulus material (an essay prompt, a listening passage, a reading text, etc.);
2. The task (the mental operation test takers must do)
3. The response (choosing an option, providing an answer)
4. The scoring criteria (objective or subjective)

The present study started by administering pre-listening comprehension (Appendix C) and pre-lecture structure tests (Appendix D). Both type of tests went through an extensive piloting process that involved other B1 level students and external test takers as well as teachers whose contributions helped the teacher-researcher reshape the contents, the scoring system and the corresponding rubrics for the subjective questions to ensure the reliability of these instruments. The same process was applied when designing the post-tests that were administered at the end of the intervention. (Appendixes C and D) .The purpose of having pre and posttests was to report improvement (if there was any) after the implementation of the strategy.

The listening comprehension test was made up of seven objective questions (the test takers were asked to choose one answer among pre-determined options) and a subjective

question (test takers had to write the answer to the question themselves). Figure 6 shows how the questions were distributed.

Question	Type	Subskill
1	Objective/multiple choice	Understanding the gist
2-3-4	Objective/multiple choice	Understanding details
5	Objective/multiple choice	Understand the function
6	Objective/multiple choice	Understand the organization
7	Objective/ drag and paste	Understand relationships
8	Subjective/ draw/ design and mind up	Listening to learn

*Figure 6.*Listening comprehension tests design

It is worth clarifying that the present study exclusively took into account the results of question 1(subskill 1- understanding the gist) questions two, three and four (subskill 2- understanding details) and question six (subskill 5- understanding the organization) since they are the ones assessed in the English proficiency program offered by the university.

On the other hand, the lecture structure pre and posttests consisted of ten subjective questions (assessed with a rubric). Figure 7 below illustrates the design of the test.

Question	Type	Concepts to be evaluated
1	Subjective	Lecture structure
2		Rhetorical style
3		Signposts
4		Gist
5		Signposts
6		Students' attention
7		Lecture structure
8		Signposts
9		Lecture structure
10		Lecture structure

Figure 7. Lecture structure tests design

3.4.1.2 Questionnaire:

Brown (2001) (as cited in Nunan and Bailey, 2009, p.126) defines questionnaires as a written collection instrument that contains a series of questions or statements that seek respondents' reaction by either writing their answers or choosing a pre-determined option. Hence, questionnaires may produce quantitative as well as qualitative data depending on its design.

The questionnaire used in the present research (Appendix B) study consisted of a self-assessment set of ten statements that had to be answered with pre-determined frequency adverbs (always, sometimes and never) that aimed at knowing learners' routines when listening to academic lectures. Figure 8 shows what the self-assessment questionnaire intended to address.

Statement	Concept addressed
1	Goal setting
2	Task analysis (task classification)
3	Understanding the gist
4	Understanding details
5	Learner's self-management
6	Task analysis (task purpose)
7	Understanding the organization
8	signposts
9	Learner's self-management
10	Self- assessment

Figure 8. Self-assessment questionnaire design

It is worth clarifying that the format was designed in Spanish for two reasons. On the one hand, a data collection instrument did not intend to measure students' proficiency level at any degree. On the other hand, by doing so, the teacher researcher guaranteed students did not misunderstand the questions and therefore, could provide a more precise answer.

3.4.1.3 Teacher's journal

The second instrument used was a teacher's journal (Appendix G). Bailey and Ochsner (1983) (as cited in Nunan and Bailey, 2009, p.292) argue that journals report on affective factors, learning or teaching strategies and the researcher's perceptions. |

Nunan and Bailey (2009) add that keeping a journal for research purposes requires a five-step procedure:

1. Provide a context
2. Keep regular and uncensored entries.
3. Seek patterns
4. Change participants' names by means of abbreviations or pseudonyms
5. Document and discuss the outcomes that seem important in language teaching/learning.

Franco (2014) designed a teacher's journal format that complied with the requirements aforementioned and therefore was implemented for the purpose of the present study. (Appendix G). The teacher-researcher used a cellphone to record the entries of the journal at the end of every lesson when students had left the classroom. The journal was used as an instrument throughout the whole data collection stage.

3.4.1.4 Listening guide

The term *listening guide (LG)* refers to a qualitative, relational, voice centered methodology used as a way to analyze interview transcripts (Woodcock, 2016). The guide consists of a set of four different times of listening that involve four steps each: a) listening for plot, b) trail of evidence c) silence and d) reader's response. Gilligan 2006 (as cited in Woodcock, 2009, p.6) claim that Listening guides require the researcher's active commitment throughout the analysis because it consists of a series of steps that provide a basic frame rather than prescriptive rules to be followed.

In the present study, the concept of *listening guide* will be understood as a paper-based workshop designed to take students through a guided top-down process from them to be able

to understand the content of an academic lecture. There were five listening guides. In the first four, the teacher-researcher suggested the academic lecture whereas in the last one, students chose the lecture to work with. Figure 9 below shows how the listening guides were designed.

Activity #	**LG 1**	**LG 2**	**LG3**	**LG4**	**LG5**
1	Establishing a S.M.A.R.T goal				Choose a lecture
2	Activating prior knowledge				Activate prior knowledge
3	Listening for the general idea				Establish a S.M.A.R.T goal and assess the quality of the goal
4	Listening for details				Listen for the general idea
5	Organizing the structure/ identify the rhetorical structure				Listening for details
6	Identifying language (signposts)				Organizing the structure/ identify the rhetorical structure
7	Sharing with a partner (Round Table)				Identifying language (signposts)
8	Self-assessing				Sharing with a partner (Round Table)
9	NA				Self -assessing

Figure 9. Listening guides design

It is important to clarify though that the listening guides were used in the second cycle of the present study as a back-up plan after observing students reluctance to use their diary. Initially, the teacher-researcher had provided the participants with a format for them to register their feelings at home but, given their lack of interest in participating in this research project, new measures were taken as it as the inclusion of these guides that fostered a more learners' centered sessions and provided data that are more reliable.

3.4.2 Validating and Piloting

The method used in the data collection process is summarized in the following chart:

Stage	Instrument	Purpose	Estimated Date
Piloting	Pre-post listening comprehension tests Pre-post self-assessment questionnaire Pre-post lecture structure tests	To validate that the level of difficulty and the wording used in these tests were appropriate for the participant's level.	June 2015 June 2015 February 2016
CYCLE 1			
Data Collection 1	**Pre-tests** Self-assessment questionnaire Listening comprehension test Lecture structure test	To obtain an initial reference of students' routines when listening to academic lectures. To identify students' listening comprehension level prior to starting the interventions To measure student's ability to recognize the structure of an academic lecture	July 26 /2016 July 28 /2016 August 2 /2016
Data Collection 2	Teacher's journal	To gather information about the development of the implementation of goal setting and task analysis as pedagogical tools to improve listening comprehension	August 4 /2016 – September 6 /2016
Data Collection 3	Students' diaries	To collect information about students' reactions, feelings, opinions and self-assessment processes.	August 9 / 2016 September 6 /2016
CYCLE 2			
Data Collection 2	Teacher's journal	To gather information about the development of the implementation of goal setting and task analysis as pedagogical tools to improve listening comprehension	September 7 - October 18 /2016

Data collection 3	Listening guides (instead of students' diaries)	To collect students' progress as to goal setting, task analysis and self-assessment by means of a guide that aimed at scaffolding students' process in a more learner-centered environment	September 13-October 18/2016
Data Collection 4	**Post-tests** Self-assessment questionnaire Lecture structure test Listening comprehension test	 To know whether students' listening routine had changed when dealing with academic lectures. To measure students' ability to recognize the structure of an academic lecture to account for improvement (if there was any) To measure students' final listening comprehension performance to determine improvement (if there was any)	October 24-October 31

Figure 10. Timeline for the pedagogical interventions

The piloting stage involved colleagues and students who were not going to be participants. Based on their results and comments, the teacher-researcher revised the forms so that they were more accurate and suitable for the research participants and most importantly, to guarantee that the information collected would serve its purpose to provide answers to the research questions. Throughout the piloting, the teacher- researcher also determined the protocol under which these tests were going to be administered. This protocol is outlined below:

Listening comprehension test:

1. The participants of the present study were informed they would listen to the lecture once.
2. They were informed about the topic of the test material.
3. They were initially provided with a sheet of paper to take notes, if so desired.
4. Once the audio finished, they were given the tests and allotted 15 minutes to answer the questions.

Lecture structure test:

1. The participants of the present study were informed they would watch the TED talk video once.
2. They were informed about the topic of the test material.
3. They were initially provided with a sheet of paper to take notes, if so desired.
4. Once the video finished, they were given the tests and allotted 20 minutes to answer the questions.

The second stage of this data collection process involved the use of a teacher's journal that would account for the teacher's observation process during the interventions. As for the third stage, this one included students' thoughts with regard to the dynamic of the activities carried out in class and the homework assignment related to the present study. However, as aforementioned, this data could not be collected and therefore the students' diaries had to be replaced by listening guides. The final stage involved post-tests that measured students' ability to identify the structure of a lecture as well as their ability to understand it, which was then compared to the initial results to account for any possible improvement.

3.5 Conclusion

The present chapter described the tools and the process implemented during the data collection stage. The next chapter will outline some principles considered to carry out this study.

Chapter 4: Pedagogical Intervention and Implementation

4.1 Introduction

This chapter describes the argumentation of the intervention proposed for this study. Furthermore, it highlights the stages and processes this intervention entailed in order to answer the three research questions aforementioned. It also describes how the lesson planning was conceived as well as any adjustments made in the materials and resources.

The rationale that justifies the present study lies in the teacher-researcher's interest in analyzing how the incorporation of self-managements skills such as *goal setting* and *task analysis* could have a positive impact on a population of B1-B2 students' listening comprehension level of academic lectures. Prior to considering an intervention, a needs analysis survey was conducted to identify students' perceptions towards listening as a language skill. It was also evident that students resorted to note taking as their main strategy to deal with long listening tasks, but avoided listening to academic sources given the level of difficulty in terms of vocabulary, speaker's accent, pace and background noise. Based on these findings, the teacher-researcher decided to include TED-Talk lectures, an online resource well known for its varied high-quality academic lectures as complimentary material in her lesson planning. In addition, sets of power point presentations and listening guides were designed to present the strategies and activities developed to keep track of students' process and progress. Hence, the main objective of this pedagogical intervention was to answer the research questions in the study and determine to what extent the established objectives were reached.

Indeed, the origin of this research comes from the teacher-researcher's desire to improve students' listening comprehension level taking into consideration their negative comments about this skill and the lack of opportunities they have to develop a more self-directed learning

process. Once the problem was identified, the teacher-researcher designed a nine-session intervention that aimed at addressing the problem by means of modelling, practice and self-reflection routines. This first cycle of interventions represented a challenge for teacher-researcher due to the participants' reluctance to remain in the classroom and do some homework assignments. After observing and analyzing the inconclusive outcomes produced by the first cycle, the teacher-researcher decided to reconsider her goals and redesign some elements of her research. As a result, a second cycle started and included content-based listening guides (Appendix K), a point-system incentive and a new teaching methodology to foster students' participation and permanence during the research. Fortunately, the second cycle provided significant qualitative and quantitative data that accounted for the impact of incorporating goal setting and task analysis for listening comprehension purposes.

4.2 Instructional Design

4.2.1 Lesson Planning

The intervention of the present study was meant to take place during the first seven weeks of the semester 2016-2. For the sake of following a trustworthy process, the teacher researcher decided to carry out the interventions on Tuesdays during the last 40 minutes of the class and inform students at 6:20 pm that their regular class had finished and the research intervention was about to start.

Each intervention was visually supported by a power point presentation divided into five stages. The first intervention started with a thought-provoking question. From then on, the first minutes of the other interventions were devoted to checking homework. In the

second stage, the teacher's goal for the lesson was presented and led students towards establishing their own goals. Next, the strategy was presented by means of a model created by the teacher-researcher. After that, students received an activity to practice the strategy individually and were given some time to reflect upon their outcomes collaboratively. Finally, students were assigned homework that asked them to find and work with lectures related to their academic field and a diary for them to keep a record of their feelings about the process. (Appendix E)

During the first 4 weeks of the semester, this lesson-planning model was used. Simultaneously, a significant amount of data was collected by means of a teacher's journal. Once the class was dismissed, the teacher-researcher proceeded to record a voice entry with her insights about the difficulties that had come up, students' attitudes and performance as well as any other details that might have had an impact during the session. The information was carefully listened to and transcribed in a word document for further reference. The teacher's journal had been previously designed by Carmen Franco, a colleague of the teacher-researcher who authorized its use (Appendix G). It accounted for the construct to be observed, information and a personal reflection that resulted from the data collected therein.

Every assignment originally aimed at involving students in selecting their own listening material following the parameters established for the research purpose in terms of genre (academic lecture) and language (Spanish or English, depending on the stage). The assignment was accompanied by a student's diary (Appendix E) that aimed at collecting students' feelings towards the activities carried out in class and the homework itself. Given

students' low participation in keeping their diaries, this self-reflection purpose was included in the listening guides that will be explained in a following paragraph.

With regard to the listening sources, TED-talk.com was used as the main listening input in class and it was suggested for homework. Three reasons support the teacher researcher's decision. First, it is a source of authentic language. Undeniably, incorporating this kind of resources has had an impact in listening tasks. Kelly, Offner &Vorland (2002) argue that authentic material bridges the gap between the classroom unnatural environment and the real world.

Another advantage of TED talks is the wide range of topics students could choose from that vary from their personal interest to the ones discussed during the regular lessons. Finally, the user-friendliness of the website fostered students' self-management, since they were free to download the video, the audio or typescript and rewind the video as many times as needed.

4.2.2 Implementation

The implementation of each listening strategy consisted of three stages: A pre-stage, where the instruments' were piloted and the initial diagnosis tests were administered. A while-stage that involved two different implementation cycles, and a post stage where the participants took the post- diagnosis tests.

As aforementioned, the while-stage was divided in two cycles. Cycle 1 occurred during the first seven weeks of the semester. Every Tuesday, the teacher-researcher led the 40-minute interventions by using power point presentations. Once the first cycle was concluded and after reflecting upon the results obtained, the teacher-researcher established

a new goal and started a different cycle where several adjustments were made. Following van Lier (1994a), figure 11 illustrates how these cycles were carried out.

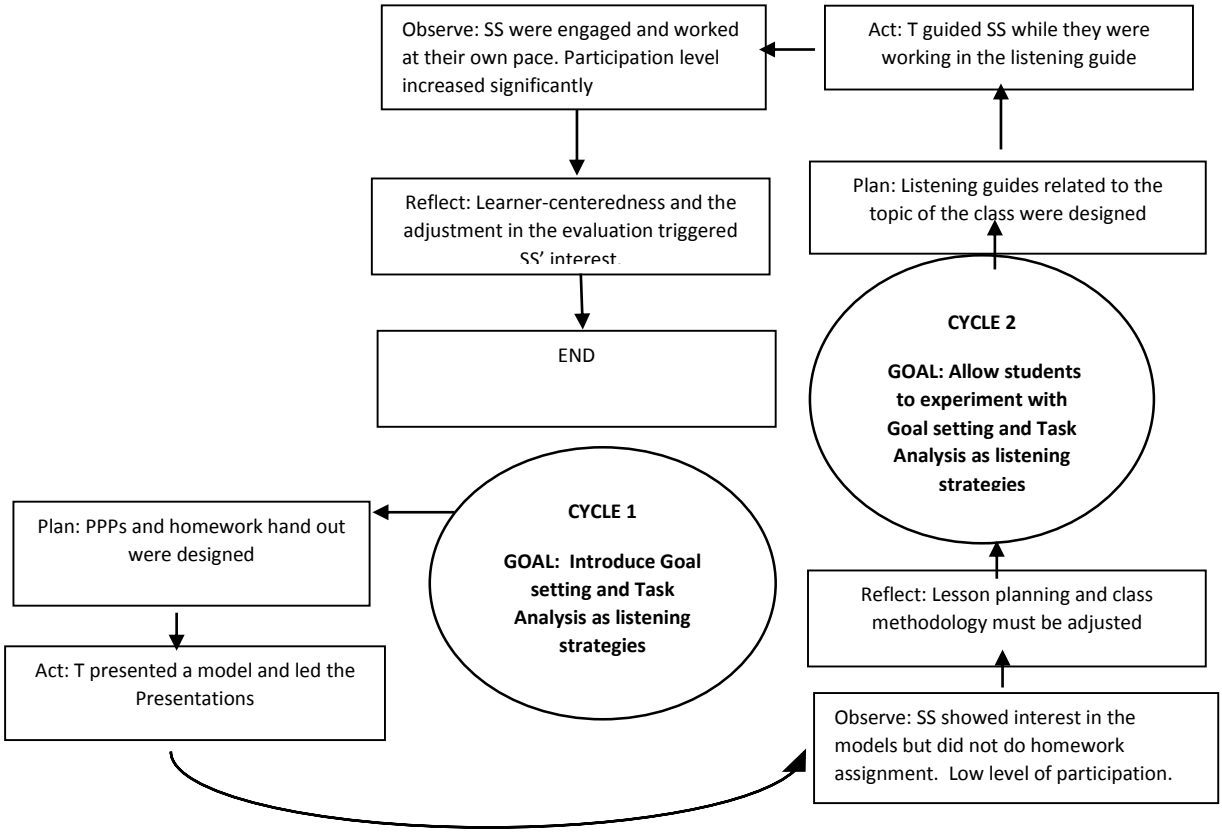


Figure 11.Implementation cycles in the research study

In the first session of cycle 1, learners were aware of their participation in a research project. Hence, the teacher-researcher designed a set of Power Point Presentations different from the ones used in the regular English class. As aforementioned, the session started with a warm up activity, then the goal was presented and the teacher-researcher proceeded to show a model that would lead learners to guess how the goal setting and task analysis strategies could contribute their listening levels. After that, they were assigned an individual practice exercise using a TED-talk previously selected by the teacher. This resource was chosen considering the

topics that were being discussed in class at that time. Finally, students received a format that contained homework, and their diary (Appendix E). During the first four intervention sessions, the teacher-researcher struggled to collect relevant information given most students' reluctance to do homework since they would not receive any credit to be added in their final grade, which inevitably prevented them from participating in the next intervention. As a result, the teacher-researcher sought advice from her research counsellors and took drastic measures that gave rise to cycle 2.

Cycle 2 began after students had taken their midterm English exam. It took the teacher-researcher two weeks to restructure her research design in order to obtain data that are more useful from the participants. Initially, students were asked to write on a piece of paper how they would like to change their class. By doing so, the teacher-researcher could determine how to change the dynamics of the interventions considering the students' perceptions towards the process. Two important facts were revealed. First, students wanted to be praised for their work since they were not receiving any kind of incentive for it and secondly, they wanted to be active participants in games. Based on these findings, the teacher-researcher designed five listening guides that were going to be evaluated at the end of every session and whose scores would be taken into account at the end of the term. The guides were framed within the topics discussed in class at that time to encourage students to see the connection between the research intervention and the content of the lesson. The purpose of this material was to have a more learner-centered class by allowing students to work at their own pace and consequently, have a better class dynamic. Additionally, as a response for students' desire of being praised for their effort, a rewarding score system was incorporated and shared with students. This system involved a web 2.0 tool called ClassDojo. This application allows teachers to keep track of

students' performance by choosing the criteria to focus (e.g. attention, attendance, participation, following instructions, etc.) by assigning (or deleting) points as the lesson is being delivered. The app has sound incorporated which means that students can hear a *beep* every time a point is assigned. The teacher-researcher's criteria to assign those points were two: following instructions and participation. Students were informed that those points would be added to their final speaking exam. Additionally, the listening guides always ended with a self-assessment chart that provided a subjective score that was also taken into account for evaluation purposes. Another change was that a game called *Kahoot*, an interactive web 2.0 tool that fosters collaborative work in order to answer multiple-choice questions was incorporated as requested by students, as well as round tables so that learners felt more motivated to participate. As for the teacher-researcher's role, it turned towards a less teacher-centered class with her becoming a facilitator more than a model. By doing so, the dynamic of the class changed drastically and the reliability level of the data collected during the second cycle exceeded the one obtained in the first cycle.

Unlike cycle one where students had 40 minutes to be active participants in this research study, in cycle 2 they had the whole 2-hour session on Tuesdays to work on listening. The reason why the interventions were longer lies in the fact that the listening guide was designed based on the topic that was being discussed in class. Therefore, the academic lecture and the vocabulary matched the one presented in students' textbook. This gave the teacher-researcher a sense of relief since both, the research project and the English program were being covered simultaneously without the latter being affected.

The session began without a Power Presentation. Instead, students were invited to choose a classmate to work with. Once they had paired up, they received their listening guide that

always started with them writing their goal for the session (Appendix J). After that, the instructions were presented and they were ready to start unless they needed further clarification from the teacher-researcher. The listening guides always followed the same structure that included the sections listed below:

1. **A warm up discussion activity:** That involved an image related to a topic of the class.
2. **Activating prior knowledge:** Learners asked themselves what they knew about the topic presented in the TED-talk prior to playing the video.
3. **Listening for the general idea:** Learners focused on the gist and wrote it in their own words.
4. **Listening for details:** Learners had to answer or ask specific questions based on the TED-talk. It could be answered paper-based or by means of a game via a web 2.0 tool called Kahoot.
5. **Identifying the structure of the talk:** Learners were gradually scaffolded to be able to divide the lecture into sections, label them and identify the rhetorical structures and signposts used.
6. **Round table:** Learners were granted 20 minutes to share their answers and insights about the topic of the talk.
7. **Self-assessment chart:** Learners self-assessed their work by marking a pre-determined chart and/or adding comments on their performance in class.

In order to have a better understanding of how the cycle 1 differed from cycle 2, the figure 12 below compares them in terms of five class aspects.

CLASS ASPECTS	CYCLE 1	CYCLE 2
Teaching methodology	Teacher-centered Modeling	Learner- centered Independent work, and round tables
Resources	Power Point Presentations Handouts (homework assignations and students' diaries)	Listening guides ClassDojo Kahoot
Grouping strategies	4-5 students	2 students
Sessions length	40 minutes	2 hours
Incentive	None	Points for the speaking exam

Figure 12. Differences between Cycle 1 and Cycle 2

As previously mentioned, the five new interventions took place on Tuesdays. By the second Tuesday, students were familiar with the routine and by the third one; they did not ask what to do. The first four listening guides were designed for collaborative work purposes, however the last one was meant to be individual since students were allowed to select the TED Talk they wanted to work with.

4.3 Conclusion

The present study represented a challenge for the teacher-researcher in terms of her original research design and her own teaching methodology. Initially, a teacher-centered intervention plan had been designed for the sake of the ethical considerations a research process entails. Nevertheless, the partial data collected obliged the teacher-researcher to take a different direction that required replanning, redesigning and reconsidering her role as a teacher. Fortunately, it was a timely decision that triggered students' interest in their listening

routines, facilitated their ability to set goals and do task analysis, which produced reliable data that will be presented in the next chapter.

Chapter 5: Results and Data Analysis

5.1 Introduction

This chapter discusses how the data collection process and data management procedures took place during this research study. It also provides some samples of the data collection instruments and explains how the data coding and data analysis were carried out in order to answer the research questions previously established.

5.2 Data collection process

In order to collect data, the teacher-researcher resorted to some specific devices and storage procedures. Figure 13 below illustrates what every data collection instrument required for being filed.

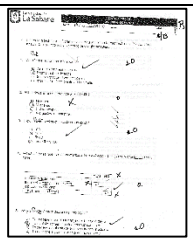
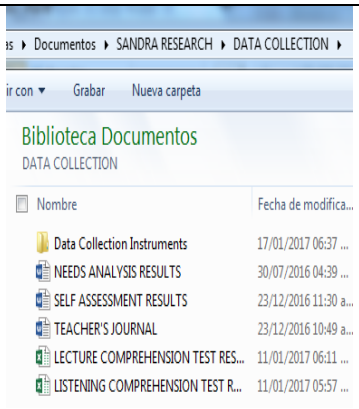
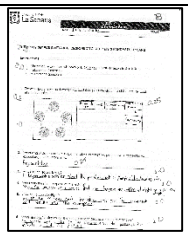
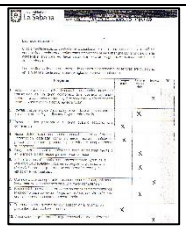
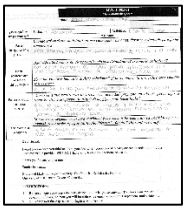
Instruments	Paper- based material	Storing place	Digital file
Listening comprehension pre and post tests			
Lecture structure pre-post tests			

Figure 13. Data storage

Self-assessment questionnaires			
Teacher's journal	NA	Teacher-researcher's cellphone	
Listening guides (LG)			NA
Students' diary			NA

Initially, there were 24 students participating in the present study. However, three of them (students E, L and P) did not take the post-tests and therefore the data collected corresponds to 21 students only.

During the first stage of this study that involved piloting pre-tests and questionnaire administrations, data was collected through paper-based material and filed in a color- coded expanding folder. Likewise, when the first cycle of intervention started, the teacher-researcher intended to collect students' assignments and diaries through a handout. Cycle 2 requested students to complete a listening guide that was also paper-based and that was filed in the aforementioned folder. In contrast, the teacher's journal was based on voice recordings saved in her cellphone that were later transcribed in a word document. In this sense, the data collection processed was carried out introspectively.

Nunan and Bailey (2009, p.285) define introspection as the "process of observing and reporting on one's thoughts, feelings, motives, reasoning process, and mental states often with a view to determining the ways in which this processes and states shape behavior". Cohen and Hosenfeld 1981 (as cited in Nunan and Bailey, 2009, p.285) propose three types of introspective data collection: concurrent introspection, immediate retrospection and delayed retrospection. For the present study, the data collected in the teacher's journal falls into the category of immediate retrospection, which means that it occurred right after the events. Indeed, a voice recording process was carried immediately after students had left the classroom.

5.2.1 Validation

The data collected in the present study (pre-posttests, questionnaires, listening guides and teacher's journal entries) were carefully and systematically organized in order to ease the compilation and coding process. The results were validated through its corresponding analysis and triangulation of the data. Nunan and Bailey (2009) define methods triangulation as the one that involves the use of a wide range of methods (e.g. tests scores, interviews, questionnaires, observation schedules, journal entries) to gather data. In order to identify patterns, the data was classified within two matrixes: one for quantitative data (Appendix L) and another for qualitative data (Appendix M). Both of them had as a vertical axis the three research questions and the horizontal axis corresponded to the listening subskills previously explained and other findings that were observed during the interventions.

Nunan and Bailey (2009) also point out that action research demands a high level of commitment and engagement to gather information systematically and regularly. In that way,

dating the teacher's entries, photocopying material for the students, storing handouts, is something that entails a routine. Indeed, the information gathered in this study complies with these requirements as was previously shown.

5.3 Data management procedures

The paper-based data collected were digitalized and organized in an MS Excel ™ matrix. (Appendix N).This storing procedure was vital in order to classify data depending on the research question it addressed. Hence, three main categories encompass all data; colors were also used to find possible patterns. As for the participants, they were assigned a letter in order to keep their anonymity during the research. Table 2 depicts the way data was saved.

The data management procedure consisted of a three-stage process that involved tabulation, categorization, triangulation and contrast. Figure 14 shows these stages and provides a brief explanation of what each of them involved.

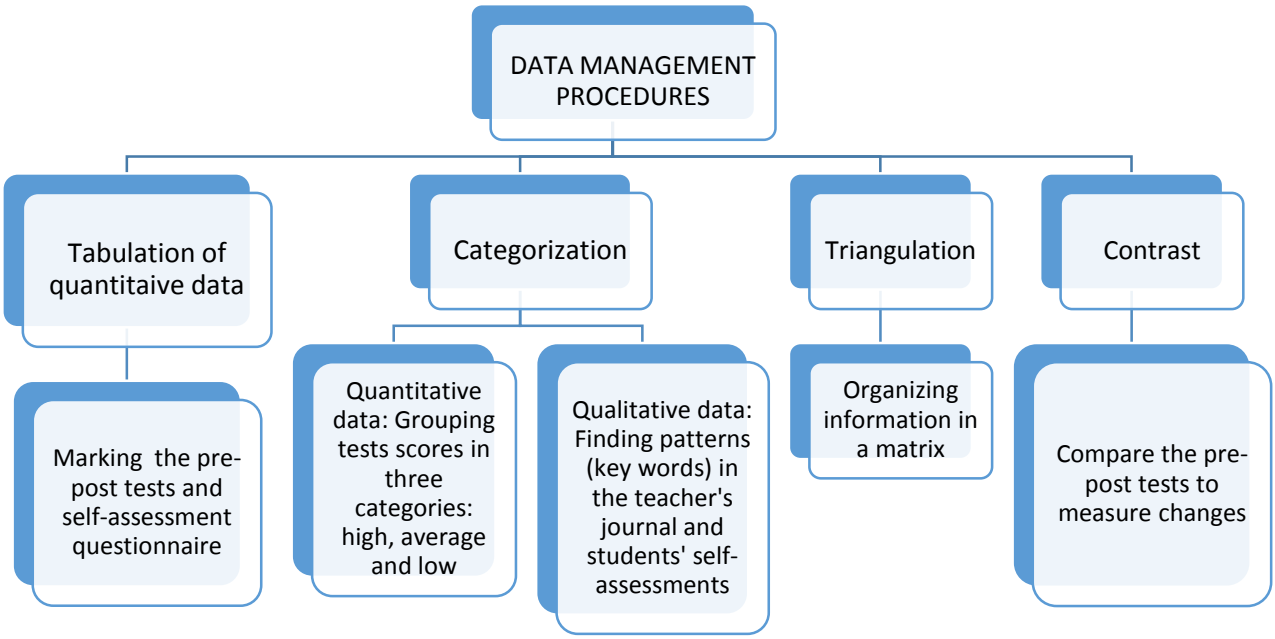


Figure 14. Data Management Procedures

5.3.1 Data Analysis Methodology:

Given the type of data collected in the present study (quantitative and qualitative), the teacher-researcher resorted to two different methodologies for its analysis.

5.3.1.1 Quantitative data analysis:

The quantitative data resulting from the present study were mainly statistical. Nunan and Bailey (2009) suggest three different definitions for statistics that go from procedures to accept or reject hypothesis in the experimental research approach, to a simple mathematic formulae. Nevertheless, for the purpose of explaining the results of the present study, statistics will be understood as the results of certain mathematical procedures carried out during this research.

The measures come from what Nunan and Bailey (2009) call *dependent sample T-tests.* These measuring instruments are used to compare only two sets of data and are commonly applied when dealing with small data sets (thirty or fewer subjects). It is called dependent because there is only one group providing both sets of data. As aforementioned, the present study involved one group of students who were administered pre and post lecture structure and listening comprehension tests prior to and after the interventions. As for the outcomes obtained, this research study focused exclusively on the *mean*. Nunan and Bailey (2009) define the mean as the mathematical average that is obtained with the following formula:

$$\text{Mean: } \bar{X} = \sum X/n$$

The capital X with the line above stands for mean. The Greek letter $\sum$ means, "sum up", the capital X is the students' scores, the slash means division and the n stands for the number of students.

Taking into consideration the research questions established in the present study, it was of vital importance to determine whether the ability to understand the structure of a lecture or the improvement in establishing S.M.A.R.T goals by means of listening guides (LG) had an impact on students' listening comprehension level. Table 1 shows the results obtained:

Table 1.

Pre and post results

	Lecture-structure		**Goal setting**		**Listening comprehension**	
	Pre-test	Post-test	(LG1)	(LG5)	Pre-test	Post-test
Mean	3.0	3.1	1.8	2.5	3.1	3.0

Evidently, the overall scores of the group indicate that, despite students' improvement in lecture- structure recognition and goal setting, there was not a general improvement in listening comprehension. As a result, an individual quantitative analysis became crucial in order to understand the results of every student, which were also supported by a qualitative data analysis that will be explained below.

5.3.1.2 Qualitative data analysis:

As for qualitative data, Creswell (2007) established three steps for analyzing this kind of data. First, the researcher must prepare the data by organizing it. Second, data must be reduced by means of coding and collapsing codes and finally, data must be represented in diagrams, figures, tables or narrative discussion. For their part, Corbin & Strauss (2008) add that the analysis of qualitative data must be carried out within a coding process known as open, axial and selective.

Open coding entails a fragmentation of the data where labeling of concepts is key. When the researcher identifies similarities between the labels, they are grouped into what it is called a category.

Haworth and Conrad (1997) claim that the axial coding process seeks integrating data by making connections between categories that can explain the cause and effect relationship between events.

Lastly, the selective coding embraces a higher level of non-lineal analysis that includes the conceptualization of a core category and how it is connected to other subcategories whose corroboration is done by referring back to the data collected (Corbin & Strauss, 2008).

In this study, the qualitative data followed the open coding process where the data was organized in a color-coded chart labels with concepts that emerged, taking into consideration the three research questions and the listening subskills that were observed which gave rise to a core category. The axial coding process took place when the teacher-researcher identified some patterns that stood out repeatedly in the data and highlighted them for further reference. Finally, the selective coding process provided information as to what other individual situations could account for the core category previously identified (Appendix O) At the end of the data analysis a core category and three subcategories emerged.

It is worth noticing how these subcategories address the three research questions this study aims at responding. Figure 15 below illustrates what the core category entails as well as how its corresponding subcategories are related to the research questions.

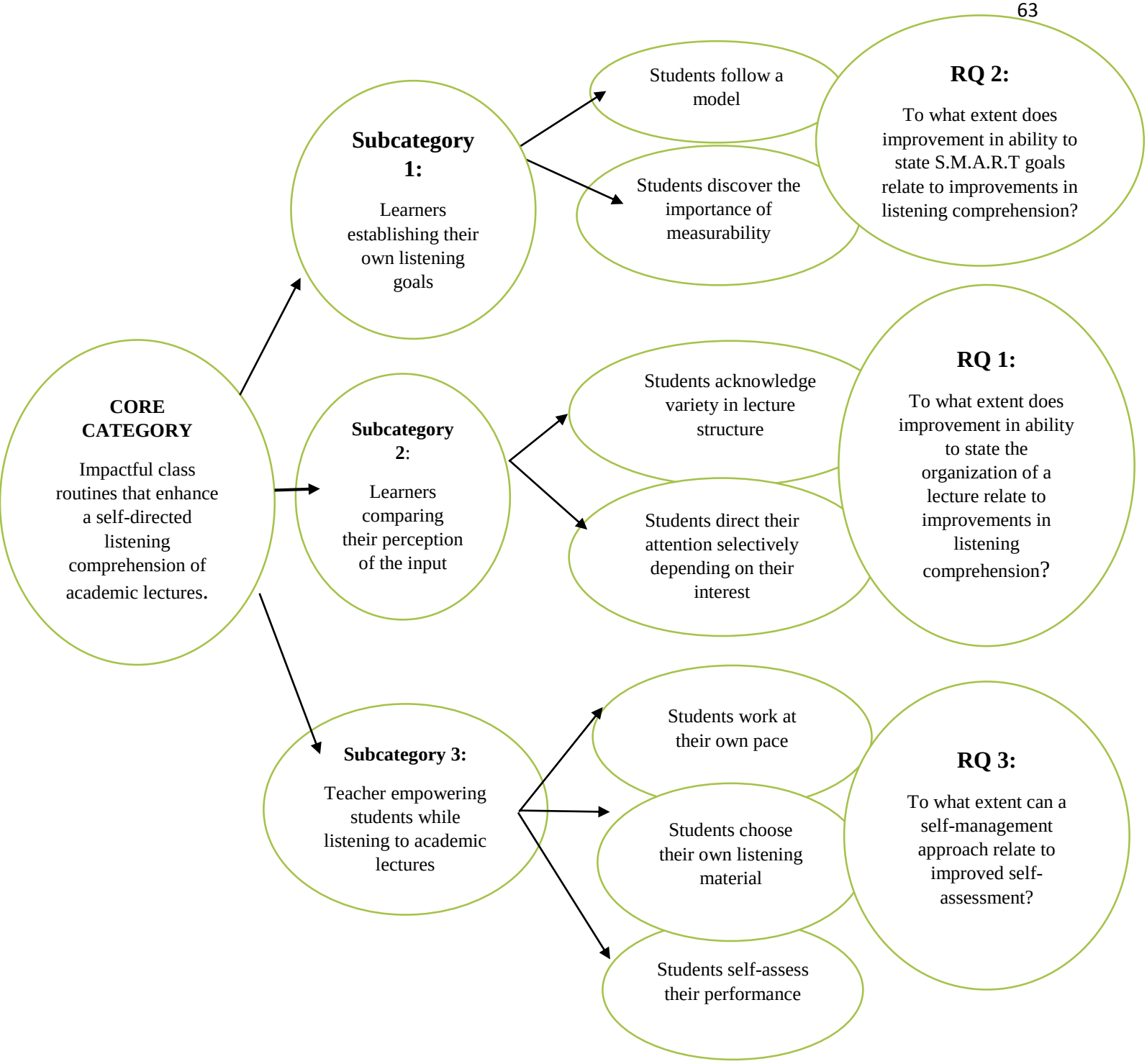


Figure 15. Core category

5.3.2 Categorization process

As previously stated, the core category emerged after a thorough analysis of qualitative data that was collected through the listening guides and the teacher-researcher's journal. Likewise, the patterns that appeared in this analysis (codes) were supported by the quantitative data provided by the pre and posttests. Thus, in order to understand how they are related, the upcoming information will explain what the core category means, how each subcategory was identified through the codes and how they address the three research questions in that specific order.

5.3.2.1 Description of core category

Category 1: Impactful class routines that enhance a self-directed listening comprehension of academic lectures.

Colvin & Lazar, (1995) describe a routine as a set of procedures that allow the teacher to deal with daily occurrences as well as minor interruption during instruction. Once they are taught consistently, "they trigger student's capability to complete a task with little or no teacher's assistance giving rise to more learning opportunities for the students and more instruction time for the teacher". (Colvin & Lazar, 1995, p.209).

Indeed, the listening lessons the learners were exposed to during the second cycle of this study involved a different routine, one they were not used to. This new routine involved choosing a partner to work with, reading a set of instructions, determining the number of attempts to play the audio in order to answer the workshop in one hour, participating in a roundtable and finally assessing their performance. Thus, by establishing a predictable and

consistent routine, students become aware of what is expected from them and most importantly, they accept a higher level of responsibility and develop more self-management skills. (Colvin & Lazar, 1995; Savage, 1999).

In the present study, students for the first time could manipulate the audio (in this case a video) according to their interests and needs, ask for guidance if required and re-structure the content of a lecture knowing that there were no pre-established answers. The effect of these changes were evident in the following teacher's journal entries:

> *"The new dynamic of the class definitely made the difference. SS were aware of the changes and* ***worked independently".***
>
> *Teacher's journal entry#44*

> *SS* ***started to do their workshop faster than in the previous session****. That may be due to the fact they were already familiarized with the dynamic and the time allotted for it.*
>
> *Teacher's journal entry#53*

> *SS* ***started working as soon as they receive their material*** *and paired up as their classmates were arriving to the classroom.* *Teacher's journal entry#61*

The teacher-researcher's observations displayed above clearly show that students did not only become more independent but also more efficient in terms of time management once they adopted the new routine. This change in students' routine had also a significant impact in the three subcategories that emerged and that will be explained below.

Subcategory 1: Learners establishing their own listening goals

The lessons in the second cycle began by choosing a partner to work with. Then, students were given a paper-based workshops that started by asking them to establish their goal for the lesson following a model provided by the teacher-researcher. When it had become a routine,

the code of ***modeling*** gained importance since students started to identify the elements a S.M.A.R.T goal must contain by reading the model. As a result, they exhibited some progress when establishing their goals, which at the beginning lacked specificity but gradually, go closer to what a S.M.A.R.T goal should be. This is evident in the following excerpts of students' goals:

> *"Our objective for the end of the class is **have a good grade** for this job. The second objective in answer the majority of questions correctly."* Listening Guide 1, Students B and R.

> *I will have improved my process, because after all the similar activities that we already done, we are with more skills to do this. I will also Learn at least **3 new words**" Listening* Guide 3, Student B

> ***"By the end of this lecture** I have to understand the complete lecture: also I have to learn a**t least 3 new words** or expressions and finally I have to enjoy a lot the lecture **because I chose a topic** that I wanted*" Listening Guide 5 Student B

Evidently, these excerpts account for student B's gradual improvement when establishing S.M.A.R.T goals. Initially, the goal was extremely general and unmeasurable. Then, the student added a numerical element for assessing purposes to finally be able to establish a goal that accomplished with the level of specificity, measurability, achievability, relevance and time boundedness that are expected in a S.M.A.R.T goal.

To have a wider perspective that could explain this progress, the teacher-researcher observed and listened to students attentively. The outcome was reported in the following teacher's journal entries:

> *SS have difficulty in stablishing specific and measurable **goals**. **Goals** such us: I want to increase my vocabulary; I want to improve my listening… I want to be a better speaker… prevailed but when it comes to measuring those **goals' a**ttainment, SS realized they did not know how.*
>
> Teacher's journal entry #9

> Some SS' started to include new verbs to the ones they usually use in their **goal** setting *proposals: Participate, obtain, get, identify, be able to.*
>
> Teacher's journal entry #54

> *SS struggle with the **goal** setting chart. Their **goals** are vague and lack of specificity. For instance, they avoid mentioning measurable features which deprives them of an objective result. Verbs such as, learn, understand, try, improve, think, prevail in SS' **goals**.*
>
> Teacher's journal entry #46

> *As I was hearing how SS were establishing their **goals** I heard student N saying to her partner student G: "remember we must add a number so that we can measure it at the end". I understand this comment as a piece of evidence that student N is building some awareness on SMART **goal setting** and the elements it must include for her to be able to evaluate its achievement objectively.*
>
> Teacher's journal entry #62

This was how the second code related to ***the relevance of measurability*** in S.M.A.R.T goal setting emerged. While some students (like student B) were making progress establishing their goals in the listening guides, the teacher-researcher observed that students in general developed a sense of awareness regarding the importance of establishing a goal they could actually measure at the end of the task.

Similarly, students acknowledged having modified their routines when dealing with the listening task. When asked if they established a personal goal before listening to an academic talk in the pre self-assessment questionnaire, only 9.5% recognized they always did, 66.6% said that they sometimes did and 23.8% said never. After the intervention, they recognized having changed their routines slightly. In fact, the answer of *never* dropped to zero *0.0*. Figure 16 illustrates students' change of mind towards establishing goals as a pre-listening strategy measured by the pre and post self-assessment questionnaires.

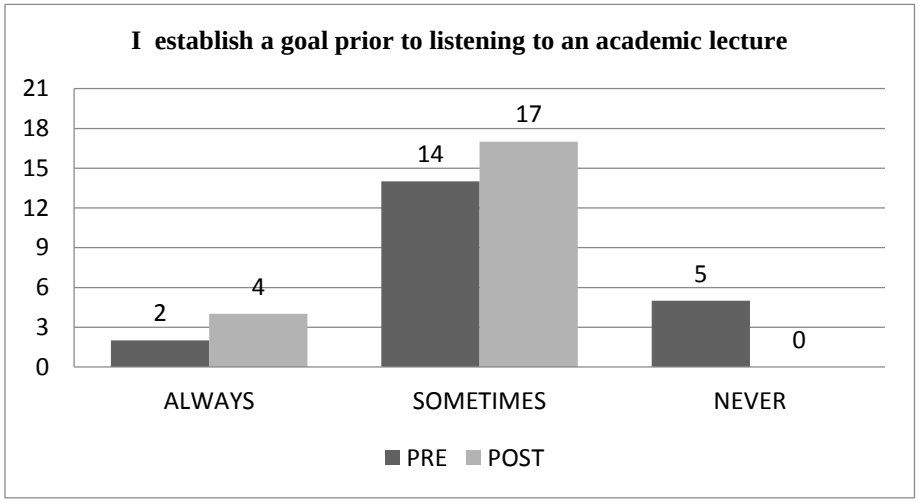


Figure 16. Self-assessment questionnaire results (question 1)

It was also noticeable how some students improved their goal setting skills by using verbs that could be measured and adding specific numbers for them to determine whether they had achieved them or not. The assessment of students' goals was carried out by means of a rubric (Appendix P). Figure 17 depicts how some students gradually upgraded this skill.

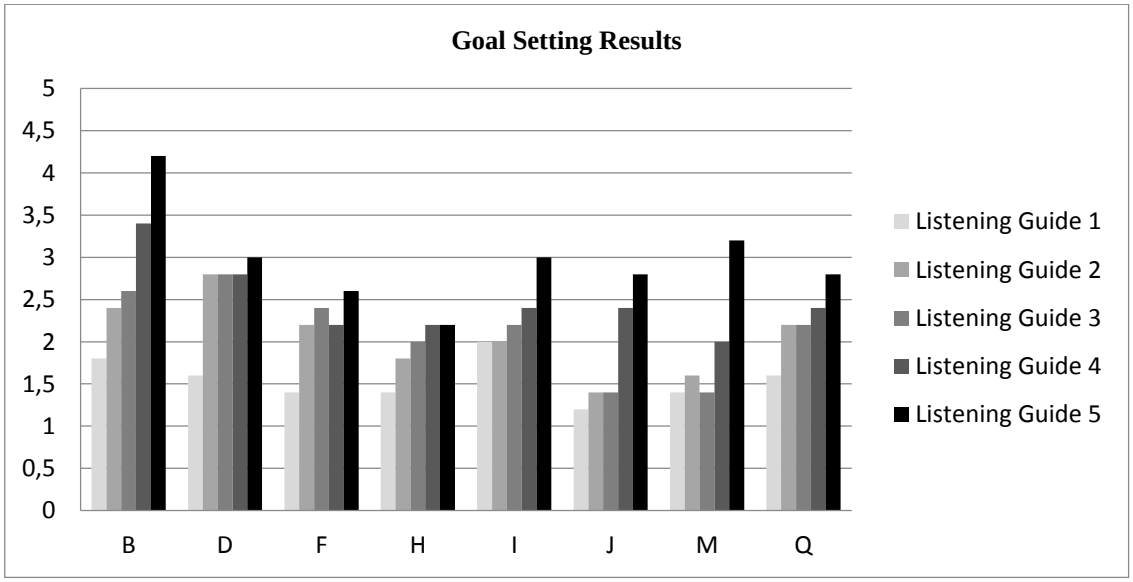


Figure 17. Goal setting results (question 1)

As can be observed, students B, M and Q made as significant progress from LG1 to LG2. Students D, H and I showed some improvement and student F's performance fluctuated but evidenced improvement. Table 2 below shows these students' gradual process and their percentage of improvement.

Table 2.

Student's gradual progress on goal setting

Students	LG 1	LG2	LG3	LG4	LG5	% Improvement
B	1,8	2,4	2,6	3,4	4,2	48 %
M	1,4	1,6	1,4	2,0	3,2	36%
J	1,2	1,4	1,4	2,4	2,8	32%
D	1,6	2,8	2,8	2,8	3,0	28%
F	1,4	2,2	2,4	2,2	2,6	24%
Q	1,6	2,2	2,2	2,4	2,8	24%
I	2,0	2,0	2,2	2,4	3,0	20%
H	1,4	1,8	2,0	2,2	2,2	16%

As for listening comprehension, the eight students who demonstrated improvement establishing S.M.A.R.T goals during the listening guides (LG) exceeded their performance on the post-listening test. Table 3 compares their outcomes of the pre and posttests and shows the percentage of improvement.

Table 3.

Student's improvement in the post-listening comprehension test

Students	LC Pre-test	LC post-test	Improvement
B	38%	65%	27%
J	31%	50%	19%
F	50%	69%	19%
I	65%	81%	16%
H	42%	54%	12%
Q	42%	54%	12%
D	73%	81%	8%
M	38%	42%	4%

As can be seen in the table 3 above, student B had the most significant gradual improvement in S.M.A.R.T goal setting and stood out in this group for having outperformed. The score of the listening comprehension test followed by students J and F. Taking into consideration these students' results, figure 18 below illustrates the positive relationship between goal setting and listening comprehension:

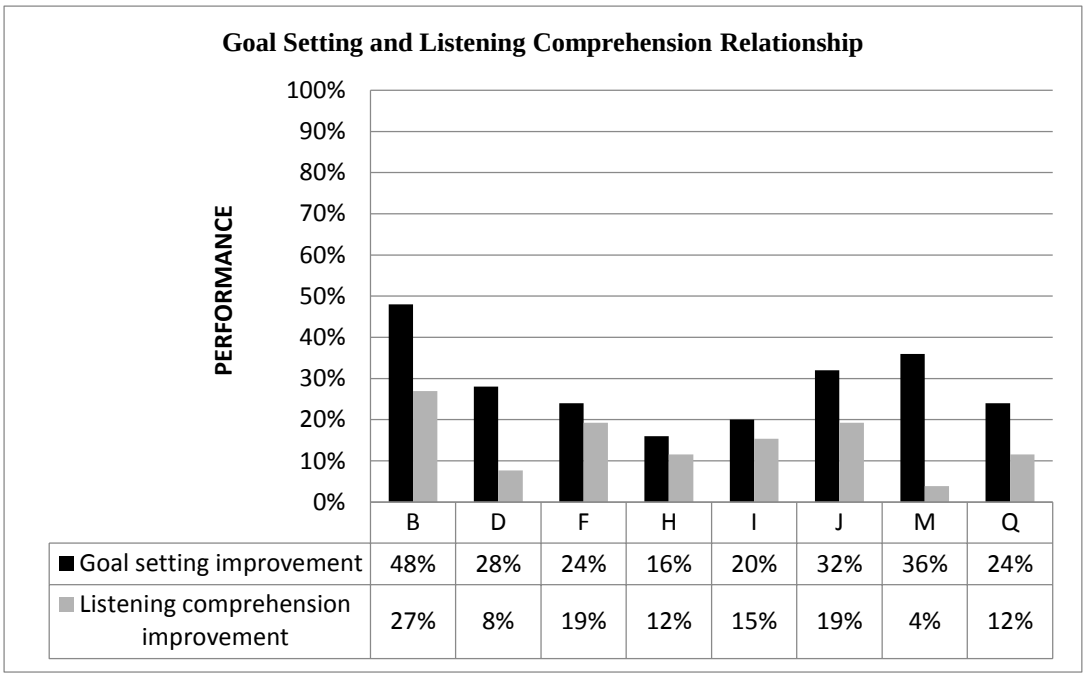


Figure 18. Goal setting and Listening Comprehension relationship

As for the other thirteen students who did not outperform their initial score in the pre-listening comprehension test, their low performance might be related to their behavior in class. Firstly, many of them showed no interest in working on establishing S.M.A.R.T goals and showed resistance during all interventions. As a result, they ended up obtaining a lower or

similar score in their post-listening comprehension test than in the pre-test. The following teacher-researcher's journal entries report some of their attitudes in class:

> *Even though SS, **W, R, S, V**, and **X,** had shared their findings, they left which means they are not interested in what other SS had to say. SS might not be motivated to stay because their homework assignment is not graded and therefore, does not account for their performance in class. These SS think this is not relevant for them and that is why they leave before the class is dismissed.*
>
> Teacher's journal entry #34

> *SS **S, R, V** and **W** struggle with the goal setting chart. Their goals are vague and lack of specificity. For instance, they avoid mentioning measurable features which deprives them of an objective result. Verbs such as, learn, understand, try, improve, think, prevail in SS' goals.*
>
> Teacher's journal entry #46

Secondly, some students who initially refused to participate in the present study might have found in the incentive of extra points the motivation they needed to incorporate goal setting as a pre-listening strategy, which ultimately had a positive impact in their post-listening comprehension test. Students F and J exemplify this situation in the following teacher's journal entries and students' listening guides:

> *Today SS were asked to share their first attempt to write a SMART goal. 8 students (A, B, C,D,I,K,O,T)had written their goals out of the 24 students**.** Students E, **F, J**, R, S, V, W, and X were not interested in what was going on in class. They were using their mobiles, or laptops or talking among themselves about other topics*
>
> Teacher's journal entry #3

> As SS were working, some of them did not know how to proceed: Students M**,F**,G,W,Y and X struggled setting up their **goals.** *Student **F** was watching a soccer game in his laptop. His goals are still vague and verbs such as learn, improve, do, understand prevail. ss who have been active participants since day 1 have made a significant progress in comparison to those who have been reluctant to take part of this research project or the class in general.*
>
> Teacher's journal entry #65

> *S.M.A.R.T goal setting is still difficult for most of SS. Students A, C, O, **F, J** and X, acknowledged that they had failed in certain tasks such as establishing a measurable goal, achieving their goal and following instructions. However they remained until the end of the class. Ever since Class Dojo was introduced they have attempted to participate more.*
>
> Teacher's journal entry #83

*"Understand the main ideas of the lecture and the structure about the lecture and catch new vocabulary" (Listening guide 1, SS **J** and X)*

*"We will get **an extra point** in the activity. We will learn at least **3** new words at the end of the lesson (Listening guide 4, SS **F and J**)*

*"We will identify the most important information about topic. Also identifying the meaning and the purpose of the author. We will understand new vocabulary of this video, also identify some structures of past and present in this video " (Listening guide 2, SS **F** and V)*

The teachers- researcher's entries above reported students F and J's lack of interest in the research project. Their attention towards the class was limited and became evident when they were asked to write their first attempt of S.M.A.R.T goals that were extremely vague and unmeasurable. However, as ClassDojo was introduced, their participation increased and their listening guides evidenced some improvement regarding the level of specificity of their goals. This why the teacher-researcher concludes that these students' partial improvement might be due to the inclusion of the points system previously explained.

Resuming the second research question of this study that aims at finding the extent at which improvement in ability to state S.M.A.R.T goals relates to improvements in listening comprehension it can be concluded that, based on the qualitative and quantitative data collected, it has a positive impact when goal setting is introduced through *modelling* but its improvement narrows down to the criteria of *specificity* and *measurability*. Hence, more has to be done to foster the other criteria of *achievability*, *relevance* and *time boundedness.*

Subcategory 2: Learners comparing their perception of the input

Unlike most listening comprehension activities that involve multiple choice questions and fill in the gap exercises that have a unique answer, in this study, students did not feel the pressure of answering correctly a set of questions, but instead they were asked to write in their own words what they thought the main idea was; to ask questions about the lecture to be answered by their partners; to outline a possible structure for the lecture they had just listened to; and to listen to it as many times they needed in order to identify the genre and what they considered key words that attracted their attention. During the round table, they were asked to share their answers and they had the opportunity to compare their way of thinking to their classmates'. This routine gave rise to the first code related to ***students' acknowledgement of the variety existing in the structure of lectures*** since they realized that the structure differed from one listener to another and therefore there were no correct or wrong answers, which, consequently, encouraged them to participate and keep trying. Even students who had refused to participate in the first cycle changed their mindset and started to play an active role during the roundtables. The evidence that support this observation comes from students' listening guides and the teacher's journal:

Main idea: *Guy makes an electricity machine with wind*
Lecture structure:

- *previous anecdote*
- *family's life*
- *Developing the machine-*
- *Introducing the machine*
- *Encourage final message.*

Listening guide 1, students G and M

Main idea: *How he built a windmill to improve his living conditions*
Lecture structure:

- *Context*
- *Introduction*
- *the situation where he was born*
- *how he developed the idea of a windmill*
- *the reaction of people and the consequences of his device*
- *an inspirational message and thank you*

- *Listening guide 1, students K and L*

SS were asked to write the possible ***structure*** *of the interview and then compare them in groups of 4. When I asked them what they noticed, student N said that the answers varied from student to student.*

Teacher's journal entry #25

SS discovered that the ***structure*** *of an oral text is different depending on the listener.*

Teacher's journal entry #23

When I asked SS why it is important ***to know in advance the structure*** *of the academic lecture they are about to listen to, student N said she thinks that knowing this information can help her choose the most appropriate strategy to deal with certain subjects. For example, she can decide whether it is useful or not taking notes or, if it is better focus her attention to the content of the talk. Student H said he found this skill important when it comes to anticipating information.*

Teacher's journal entry #27

As can be noticed, regardless of the fact, they were exposed to the same TED talk, students G and M's lecture structure was completely different from students K and L's. As for the teacher-researcher's entries, it was reported that student N discovered that the options may be different depending on the listener. S/he also recognized that knowing the structure of a lecture in advance would be beneficial when defining the most suitable listening strategy for each case whereas student H saw it as an advantage for predicting information.

Nonetheless, students' perception as to how important it is to identify the structure of a lecture to facilitate their listening comprehension did not have a significant change after the intervention. Figure 19 below illustrates their opinion on the relevance of knowing the structure for comprehension purposes.

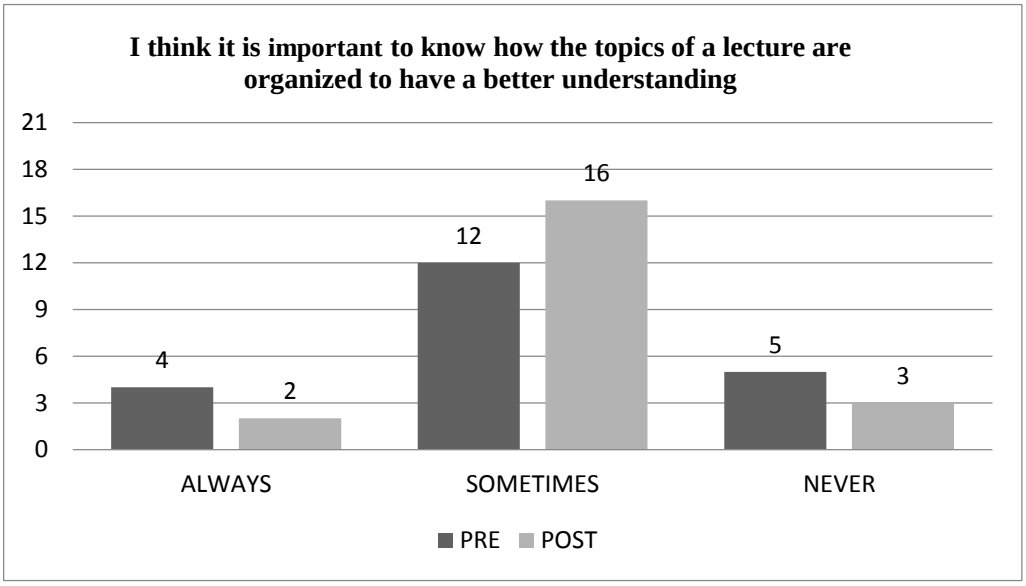


Figure 19. Self-assessment questionnaire results (question 7)

This data shows that two students who used to consider lecture structure relevant for listening comprehension changed their mind and do not see it as important now whereas 4 students started to consider it more relevant. Thus, as previously stated, there was not a significant change in students' perception towards this knowledge.

Consequently, the relationship between the ability of identifying the structure of an academic lecture and the listening comprehension level turned out to be negative. Figure 20 below depicts how students who improved in lecture structure did not necessarily improve their listening comprehension level.

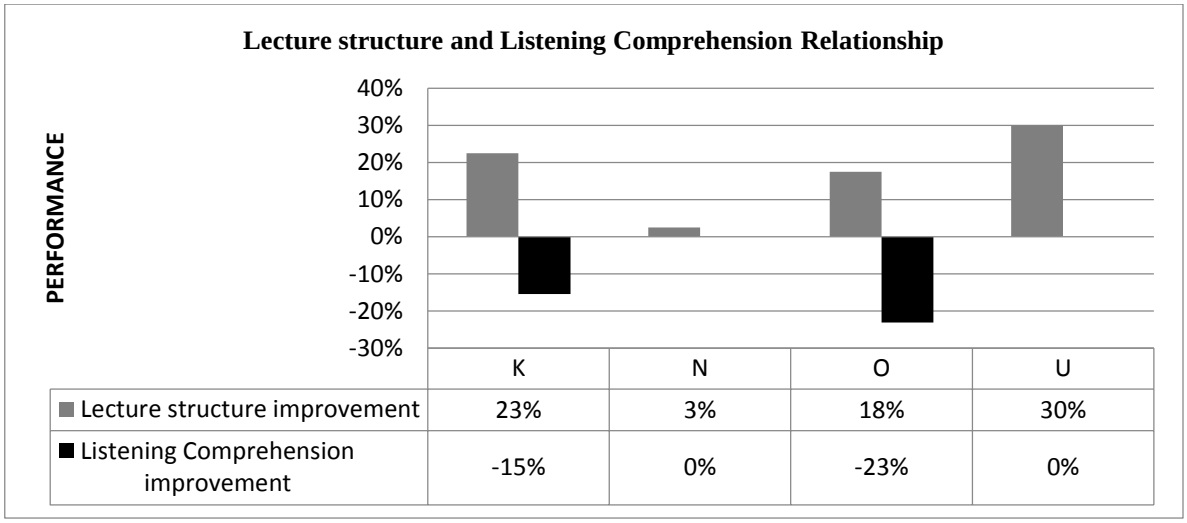


Figure 20. Lecture structure and Listening Comprehension Relationship

Indeed, students K and O who had outperformed the lecture structure test degraded their performance in the listening comprehension test whereas students N and U did not show any improvement. One reason that might explain this negative outcome can be students' difficulty to deal with two tasks simultaneously as they were paying attention to the structure and the content of the task. The other seventeen students did not show improvement in understanding the structure of a lecture but this did not necessarily result in lower scores in their listening comprehension.

The second code related to ***selective attention*** emerged from analyzing entries of the teacher-researcher's journal where there was some evidence of students' difficulties to focus their attention strategically at the beginning of the study. As the weeks went by and students were carrying out the listening guides, only students B, O, and N started to identify a few signposts to direct their attention. The following journal's entries and listening guides' excerpts account for this observation.

When I asked them if they could determine what information is relevant and what is not, they admitted they did not know how to make that distinction.

Teacher's journal entry #17

SS were asked if they could identify the genre of the track they heard. Student B for instance recognized it was a recipe and that the rhetorical structure was: procedures instructions very easily. When I asked her how she had distinguished these features she said she ***had paid attention to the speaker when he said: step 1, step 2*** *and therefore she did had not needed to listen to the rest to identify the rhetorical structure*.

Teacher's journal entry #28

Today SS were asked to identify ***signposts*** *to justify their answers. To fulfill this requirement, SS had been provided with a chart where they had to activate prior knowledge and write the most common* ***signpost*** *they know in a lecture. They wrote things like: first of all, secondly, it is important, to finish among others which means they are familiar with this type of expressions. The question is: do they anticipate and look for them when listening to an academic lecture?*

Teacher's journal entry #72

For the first time, SS were allowed to read the typescript to identify ***signpost*** *from the lecture. (S) • They wrote things like:*

..trust yourself and believe, that changed my life, I was determined to do whatever, I try and I let it, I'd like to say something to all the, in 2012, in every work, I was amazed, I think, For me it is an invitation among others.

It seems that SS understand confuse ***signposts*** *with phrases they easily understand and call their attention but they do not know what the purpose of a signpost is. As I solution I told them I would give them with a list of common* ***signposts*** *the following class.*

Teacher's journal entry #74

Write here the signposts that you could hear and made you focus.

- *to begin with.. to continue… to conclude... (Listening guide 4, students B and O)*
- *today I'll ask you a question (Listening guide 5, student N)*
- *I'll tell you the truth ((Listening guide 4, students C)*

The teacher-researcher's observations was later confirmed with the post self-assessment questionnaire whose item #8 referred to signposts as linguistic elements used to direct the listener's attention. Figure 21 shows that students did not consider them relevant before the intervention and most of them did not change their perception afterwards.

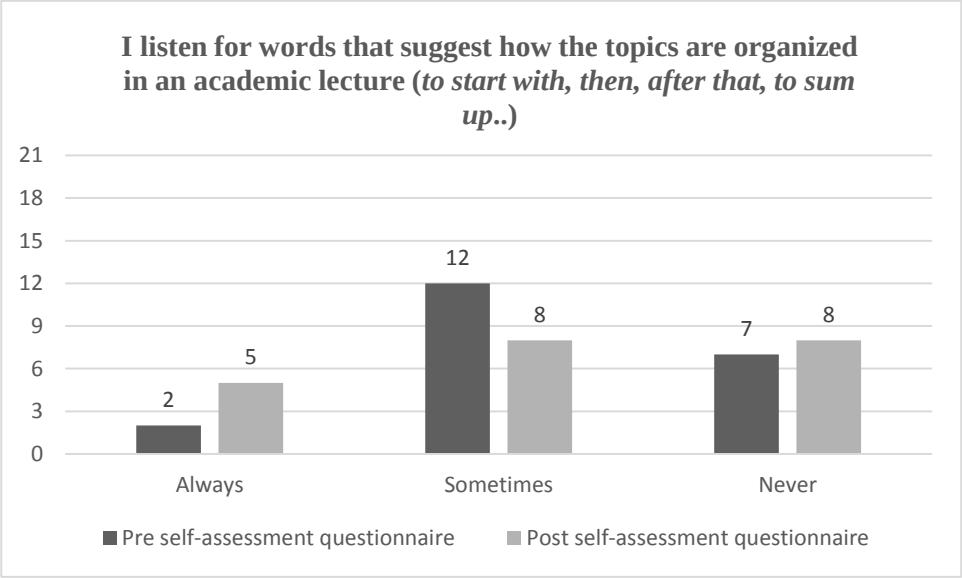


Figure 21. Self-assessment questionnaire results (question 8)

As can been seen, one student who used to pay attention to signposts changed his/her mind after the intervention whereas three students considered worth trying to do it more frequently. Nevertheless, there is evidence that students' perception towards the applicability of signposts in listening compression of academic lectures did not change positively as expected.

Recalling the first research question of this study that aims at finding the extent at which improvement in the ability to state the organization of a lecture relate to improvements in listening comprehension it can be concluded that asking students to propose a possible lecture structure encourage them to pay attention to it since there was not a pre-determined structure and therefore they direct their attention according to what they consider interesting. However, having a list of signposts to direct their attention selectively was definitely insufficient for them to discover the usefulness of this knowledge. Therefore, it is highly recommended to allot more time for students to be familiarized with these linguistic features of an academic

lecture in terms of their purpose, pronunciation and even intonation, which makes the difference to understand this kind of talks.

Subcategory 3: Teacher empowering students while listening to academic lectures

Frymier, Shulman, & Houser (1996) suggest that learners' empowerment is a state phenomenon highly related with the teacher's behavior that is triggered when students find a task meaningful, when they feel they had the competence to perform it and when their effort has a significant impact on their previous knowledge. On their part, Brunson and Vogt (1996) describe empowering teachers as the ones who are capable of adapting to the learners' needs so that they feel motivated to assume the control of their learning process.

As aforementioned, the first cycle of the pedagogical intervention was teacher-centered which resulted in students' low participation and imprecise data collection. Hence, the teacher-researcher adapted her methodology, became a facilitator instead of an instructor, and decided to create listening guides to be completed collaboratively by students within a specified time limit. For the first time in a listening class, students could work at their own pace and listen to the lecture as many times as they needed to. The topics of the lectures were highly related to the content of the class, so students could feel competent in terms of previous knowledge and vocabulary prior to playing the video. Undoubtedly, students' empowerment had a positive impact during the pedagogical intervention and the evidence can be seen in the following excerpts from the teacher's journal:

The new dynamic of the class that includes the listening guides definitely made the difference. SS were aware of the changes and ***work independently.***

Teacher's journal entry #44

SS worked at their own pace*, but at the end, all of them* ***had managed to complete the workshop*****.**

Teacher's journal entry#47

I had allotted 75 minutes for them to carry out the first 7 activities of the workshop but ***it took them 60 minutes to do it.*** *It was a surprise to observe how they managed to do it beforehand.*

Teacher's journal entry #80

The entries aforementioned gave rise to the first code of this subcategory related to ***students' work pace.*** There is no doubt that relinquishing time management and allowing students to assume this responsibility, had a positive impact in their class performance that was not only faster but also more efficient.

As for the second code related to ***the selection of their own listening material***, the teacher-researcher's observations below account for some improvement in their level of motivation. Indeed, choosing an academic lecture that addressed their interests and preferences did not only change the class atmosphere but encouraged students to listen more attentively, which improved their summary skills when asked to share the content of the talk.

"SS' ***participation has risen*** *significantly over the last weeks since they are not only sharing their opinions during my intervention on Tuesdays, but they have kept the same attitude on Thursdays when I deliver the class as it has been planned for the program. This has not only been beneficial for my research study but also for the environment of the class. SS* ***are more talkative****, they* ***laugh more*** *and I've had to number them up so they all have the chance to speak regardless the topic, the activity or the teacher's applications. Spanish was never used again to motivate SS to provide genuine answers"*

Teacher's journal entry #72

Student B f for instance said she chose her lecture because she found the title appealing and funny, Student C said he felt related to the title because of his personality, student N was very explicit when she said she wanted to know the 3 kinds of English people usually speak (following the title) but she found something she didn't expect but yet, she wanted to achieve her goal.

Teacher's journal entry #82

I heard SS talking enthusiastically when they were sharing what they had learned ***from their lectures.*** *In comparison to other listening activities I've carried out in class, I had never seen my students so eager to talk to the extent that I had to encourage them to summarize information because they were given lots of details. I dare to conclude that* ***the fact they could select the topic they wanted to listen to****, somehow* ***trigger their interest in developing the activities and most importantly in understanding as much as they could what the lecturer was saying****.* ***Consequently, their answers were way more complete than in previous workshop****s and their level of commitment with the task, was even higher.*

Teacher's journal entry #**86**

The last code was related to ***students' self-assessment***. Lewis, 1990 (as cited in Bailey, 1998, p.227) argues that when students self-assess their work consistently in a course, it makes them aware of their strengths, weaknesses and needs. Bailey (1998) adds that the most valuable purpose of self-assessment, as a pedagogical tool is the "consciousness-raising factor" which can only be achieved when students are honestly involved in answering the surveys or questionnaires. During the present study, students were asked to answer a self-assessment checklist at the end of every listening guide (Appendix K). The first four guides included a quantitative chart where students had to mark a score that best represented their performance according to certain criteria. Likewise, the teacher-researcher kept track of students' performance by using the ICT tool ClassDojo. At the end of the first listening guide, some students' scores did not coincide with the teacher-researcher's observations and scores since

they were higher than expected. The entries of the teacher-researcher' journal below illustrate the mismatching.

> *SS 'self-assessment lack of objectivity. Despite most SS had been caught reading the typescript of the TED talk, 100% of SS considered they had followed T's instructions. On the other hand, SS E and F marked their assessment chart as if they had participated in class which contradicts my participation report. Thus, I've decided to show them how I am keeping track of their performance in the next intervention.*
>
> Teacher's journal entry #51

The reason why students E and F provided unreliable information in their self-assessment is due to the points system that added some decimals to their final speaking exam as way to incentivize their participation. In order to have a more objective measurement of students' performance, the teacher-researcher decided to show and explain students how Class Dojo worked. Once this application was officially introduced in the classroom, the quantitative data provided by students' self-assessment gradually started to be more realistic and consistent with the teacher-researcher's records. Figure 22 below illustrates this behavior:

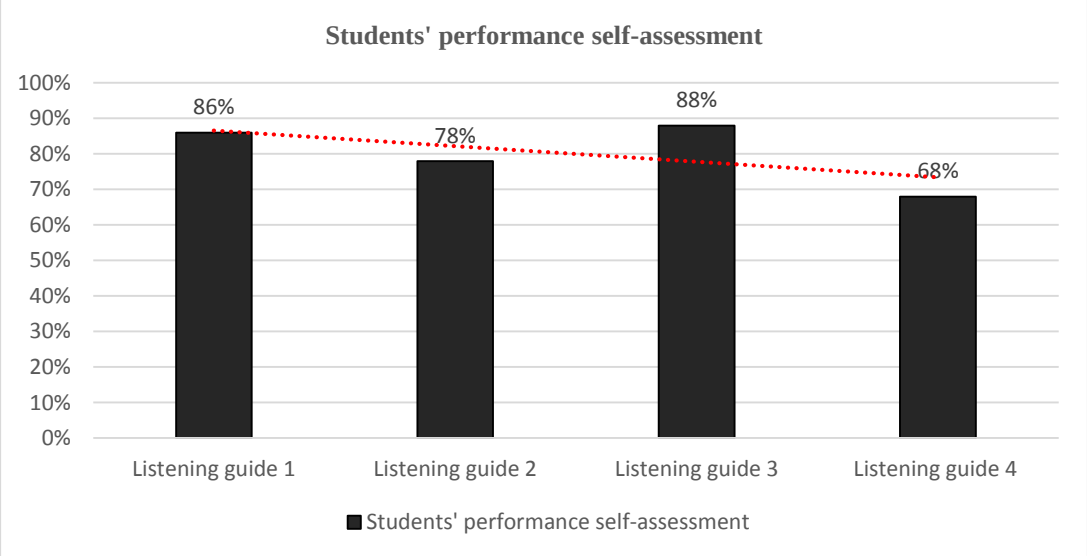


Figure 22. Students' performance self-assessment

As can be seen, the average of students' self-assessment in the LG1 was 86%, which contradicted the 57% obtained through ClasDojo and the teacher's observations reported in her journal. Once students understood how ClassDojo worked, their self-assessment in LG2 decreased to 78%, which was closer to the 70% assigned by the teacher. The average of students' self-assessment for the LG3 was the highest with 88%. Unfortunately, that was feedback day, which prevented the teacher-researcher from observing students' performance closely. Thus, there was not data to contrast it with. Lastly, students' self-assessment in the LG4 was the most reliable one. They considered that they performance during the task was 68% which coincided with teacher's observations and the report provided by ClassDojo. These results are reinforced by the following entries in the teacher-researcher's journal that make evident how some students began to change their mind towards self-assessing their class performance:

> *SS' self-assessment **was more faithful** to reality than in the previous intervention. **Since SS realized I was granting points with ClassDojo app** they were more objective when assessing their work. For instance: SS A,O,P,R,J,V,F,S,W,D,T,Q,L recognized they had partially followed the instruction of listening without activating the close caption and SS X, Y,and E acknowledged they had not participated at all in the Round Table.*
>
> Teacher's journal entry #59

> ***During the LG 4 SS' self-assessment was similar to LG2.** As they saw me using the ClassDojo, they were more aware of providing a reliable score. **Using Class Dojo had a positive impact on SS' self-assessment approach.***
>
> Teacher's journal entry #69

Self-assessment was not only used to measure students' performance, but also the teacher-researcher applied the same pedagogical tool to measure students' goal attainment. This procedure was used in two instances. First, during the round-tables after students had completed their listening guides and second in the fifth and last listening guide by means of a list of questions, that aimed at collecting qualitative data. The following excerpts taken from students' listening guide 5 and the teacher-researcher's journal illustrate these findings:

> *When dealing wit**h self-assessment** I decided to test SS's goals by asking them specific questions taking into account their initial goal. For instance, **student N said she wanted to know the 3 kinds of English** that people speak and she knew them all**. Student X said she wanted to learn two different kinds of dancing movements** because she is keen on dancing and she said them, **student K had established as a goal to learn at 3 new words** and she did not only mention them but explained them. **When they had to determine whether they had succeeded or failed, they did not struggle since they had established measurable goals.***
>
> Teacher's journal entry #85

> When it came to **self-assessing** their work, I also recognized some changes. Students X, U, F, J, A, and M, acknowledged that they had failed in certain tasks such as establishing a measurable goal, achieving their goal and following instructions.
>
> Teacher's journal entry #87

> To the question: Did you achieve your goals?
> I achieved my goal because I learned 3 new words (defy, gaming, lexicography) and also because I enjoyed the activity.
>
> *Listening guide 5, student B*

> To the question: Were activities 1.2.3.4.5 and 6 useful to understand the lecture?
>
> "I found this kind of useful because we need to look up to do the tasks so we need to pay more attention"
>
> *Listening guide 5, student O*

> To the question: Were activities 1.2.3.4.5 and 6 useful to understand the lecture?
> "It help you to split the ideas of the video and to understand more".
>
> *Listening guide 5, student N*

As was reported above, students N, X and K's self-assessment was objective and easy to carry out due to the measurable elements they had included in their goals. On their part, student X, U, F, J, A and M recognized they had failed in establishing clear goals when they

were asked to self-assess their performance. Finally, the three excerpts taken from the listening guide #5 presented above, show some evidence that students B, O and N were able to reflect upon their work and identify what made them succeed.

Lastly, students' perception towards their self-assessment routines after listening to an academic talk also changed after the five interventions. Figure 23 illustrates this change.

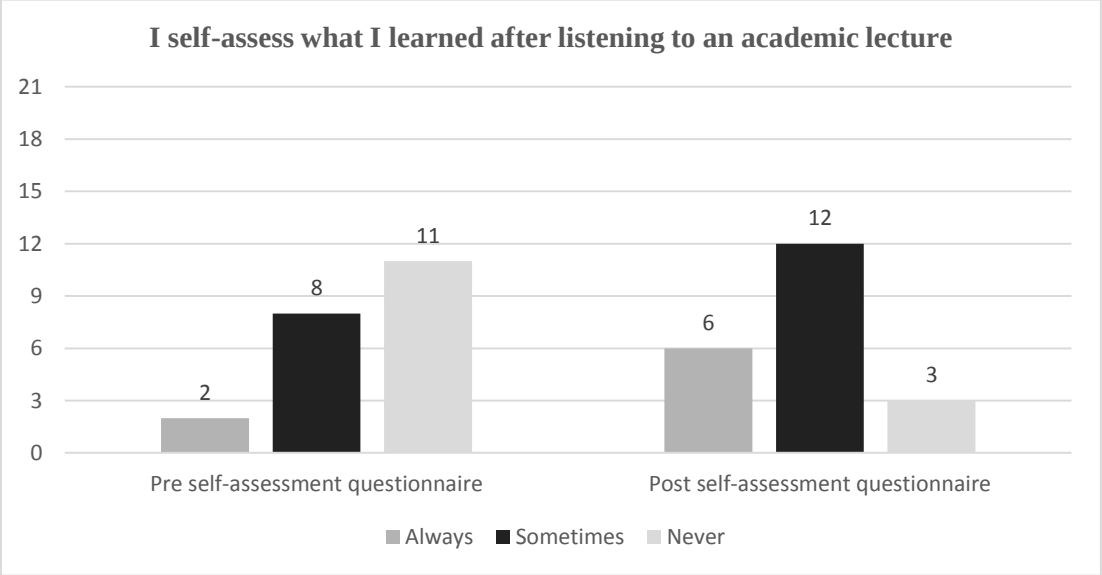


Figure 23. Self-assessment questionnaire results (question 10)

As can be observed, eight students started to consider self-assessment as a post-listening routine worth trying after being exposed to an academic lecture. Likewise, the number of students who had never self-assessed their performance was significantly reduced after the interventions, which accounts for a change in students' mindset regarding the usefulness of this routine.

This is how the quantitative and qualitative data answers the third research question of this study that aims finding out the extent at which a self-management approach relates to improvement in self-assessment. Indeed, the inclusion of those routines that allowed students

to manage their time, choose the lecture to work with and evaluate their work account for students' gradual improvement in their self-assessment process and made them more self-directed when dealing with this kind of tasks.

5.4 Conclusion

These qualitative and quantitative data clearly illustrate the effect of goal setting and Task Analysis in students' comprehension level as well as the effect of three impactful class routines that involve students' establishing their own goals, comparing their perceptions towards the lecture and feeling empowered to deal with the task of listening to an academic lecture. The data collected herein shows how the improvement of goal setting resulted in higher listening comprehension although students' advance in recognizing the structure of a lecture did not necessarily have a positive impact in their comprehension. Likewise, the inclusion of goal setting, task analysis and self-assessment routines during listening sessions changed the dynamic of the class in terms of students' performance and motivation by allowing them to assume more responsibility regarding their language process. The next chapter will provide the conclusions drawn from this study, the limitations encountered during the interventions and the pedagogical implications of its results.

Chapter 6: Conclusions and Pedagogical implications

6.1 Introduction

This chapter aims at discussing the conclusions drawn from the research study the limitations presented during the interventions, and its pedagogical implications for further research. The research questions that sought to demonstrate the relationship between the self-management skills of Goal Setting and Task Analysis and the improvement of EFL listening comprehension let the teacher-researcher conclude that students' enhancement of goal setting leads to improved listening comprehension whereas the latter does not help learners increase their understanding of academic lectures. Additionally, the inclusion of three new class routines contributed positively to students' self-directedness in listening despite their initial refusal to be active participants in the present study.

Indeed, the improvement in establishing S.M.A.R.T goals did have a positive effect on listening comprehension. Undoubtedly, allowing students to set personal goals prior to a listening activity taught them the importance of having a reason to undertake any task and above all to establish a measurable system to be able to determine their achievement. In that sense, students made significant progress regarding the level of specificity, measurability, attainability and time-boundedness of their goals, but need further practice to establish relevant goals for their lives out of the classroom.

The second routine consisted of allowing students to compare their perception of the academic lectures without the pressure of pre-existing correct answers. Students had the opportunity to restructure the organization of this material and focus on key words but, due to time constraints, they were not provided with enough practice to identify signposts and therefore, to be able to decide when and where to direct their attention. In spite of some students' improvement recognizing the structure of the lectures, this did not help them get a higher score in the post-listening comprehension test. The result, though unexpected, might mean that focusing on the structure while listening to an academic lecture may divert students' attention from the content of the talk. Thus, it could be concluded that learners need to modulate their multitasking skills and even to be familiarized to the speaker's pace, as it would be in the real academic environment.

As for the impact of self-assessment as a self-management skill on students' self-directedness, the last routine led to the most significant changes when dealing with listening tasks. Undeniably, empowering students to select their own listening material, allowing them to work at their own pace and establishing clear self-assessment routines had a positive impact on students' motivation and performance in class. However, it can be concluded that even though learners' performance increases when being empowered by their teacher, there is a chance that extrinsic motivation (as it was to be rewarded by their work) also contributed to trigger students' participation.

6.2 Comparison of results with previous studies' result

The results of the present study illustrated the positive effects of allowing students to establish S.M.A.R.T goal setting prior to listening to an academic lecture. By doing, so students not only showed a higher level of comprehension, but also became more objective when assessing their work. These findings add to the previous research carried out by Tutistar and Ballesteros (2013) who found that, despite age gaps, pre-established S.M.A.R.T goals increased students' self-efficacy and motivation levels when dealing with listening activities. In the same way, Franco (2014) concluded that using authentic audio material made students more aware of their listening strengths and weaknesses, which led them, adopt a self-assessment approach and autonomous learning practices.

During the present study it was evident that empowering students to work at their own pace and choose the audio material based on their personal interests contributed to increase student's intrinsic motivation, and consequently, to have a more harmonious class atmosphere. Ushioda, 2008 (as cited in Chamot & Genovese, 2009, p.2) previously pointed out the relationship between motivation and students' self-determination. Chamot & Genovese (2009) for their part, argue that motivation can also be enhanced through differentiated instruction, which involves student choice, and connections to students' prior knowledge, among others (Blaz, 2006) (as cited in Chamot & Genovese, 2009, p.3). Thus, this research report worked as an example of some of the principles established by Blaz (2006), since students' attitude changed significantly when they were asked to search for an academic lecture they were interested in and share their previous knowledge about the topic.

Another important contribution of this research related to previous studies is the inclusion of authentic academic lectures for listening purposes. Hamed's study in 2014 on The Effect of using Authentic Materials in Teaching, concluded that authentic materials such as

videos, encouraged students to learn a second language and kept them motivated through the process. Following this thought, Franco (2014) also made an important contribution concluding that the use of videos enhanced listening comprehension and simultaneously offered paralinguistic and non-verbal features that exposed students to natural L2 input. This research adds to these previous studies that listening comprehension can be fostered by showing students how to address their attention selectively through Task Analysis by focusing on some linguistic elements such as key words while being exposed to authentic video materials. Nevertheless, the effect of recognizing signposts on students' overall listening comprehension can be a matter of further research.

6.3 Significance of the results

The results obtained in the present study may be taken into account by the Language Department of Foreign Languages and Cultures that is in charge of the English proficiency courses offered to all the undergraduate students at a private university in Chia, Colombia. The academic team of the English proficiency program might consider including students' personal goals for the class at the beginning of every session regardless of the skill that is intended to be practiced. By doing so, students' voice will be heard and they might feel more encouraged to focus on certain tasks depending on their goal. As a result, they will also improve their self-assessment skills, since they will be more aware of their personal goal attainment at the end of every lesson.

Another possible contribution of this study might take place during listening sessions whose audio material has always been pre-established by the level coordinator and the part-

time teachers. Allowing students occasionally to choose their own listening material in intermediate and upper-intermediate levels will increase students' motivation and positively change their listening habits. In addition to that, the inclusion of listening guides from time to time instead of the Power Point Presentation both teachers and students are used to working with, might improve the dynamic of the classes, since high and low achievers can work at their own pace without being forced to wait for or catch up with their partners respectively. Undoubtedly, this process must count on certain guidelines provided by the teacher and there must be sharing time to foster students' interaction at the end of the class.

As for a long-term project, the inclusion of Task Analysis for listening purposes can turn out beneficial to those students who are interested in taking the TOEFL-iBT test. For instance, the TOEFL preparation courses offered by the Department might consider training their students in identifying signposts in academic lectures to show them how to direct their attention selectively during the exam.

Finally, with regard to students' academic lives, the use of authentic academic lectures like TED talks proved to prepare students for authentic listening in their professional environment by forcing them to develop multitasking skills they could have not developed otherwise. The inclusion of TED talks in the classroom enriched the lessons by "bringing" somehow the world to the class. The wide variety of academic topics offered by TED Talk, broadens students' perspective and knowledge of the world which not all the students can have access to by travelling. Hence, it is highly recommendable to start incorporating this kind of material since earlier stages such as pre-intermediate levels so that students can be gradually exposed to genuine English input and listen to different academic topics.

6.4 Limitations of the present study

The limitations the teacher-researcher encountered during the present study were mainly two: students' initial reluctance to participate in this research and time constraints. As for the former, they did not feel motivated from the beginning because the consent letter they signed at the beginning of the study (Appendix H) clearly stated that the results were not going to be considered for evaluation purposes. Additionally, the teacher-researcher's interest in having an ethical implementation where students were fully aware when their regular class finished and when the research session started turned out to be counter-productive for her purpose since some participants decided to leave the classroom as soon as the research session started. Undoubtedly, this students' attitude accompanied by their reluctance to keep their diaries, deprived the teacher-researcher of collecting valuable data regarding their feelings and thoughts about the process, which, in turn, limited the results analysis of the present study.

As for time constraints, the teacher-researcher had to find a way to combine the research material with the content of the regular class since this group of students were going to take the same reading, listening, writing and speaking exams as the other 31 groups of the proficiency program. Unfortunately, there was not enough time to practice *signaling* which was part of Task Analysis. Consequently, students could only focus on what they considered key words or what they could clearly understand within a lecture but they definitely could not identify signpost. As previously mentioned, they were not given enough time to practice how to identify these linguistic elements within a lecture and therefore they did not consider them useful for comprehension purposes.

6.5 Further research

Considering the limitations of the present study, it would be worth carrying out further search on the study of the signposts as linguistic key features that might help the listener direct his/her attention selectively when exposed to academic audios. Another possible matter for further research could be the impact that the image (as it is the case of the videos) has in listening comprehension in comparison to only audio. The present study used both in the pre and posttests taking into account the listening format of the international exams where the audio prevails. However, it would be interesting to understand the effect of visual input within listening activities.

Furthermore, the teacher-researcher of the present study invites her colleagues in the field to measure the impact of goal setting routines for the enhancement of speaking and writing. It would be enriching to know whether students' production in L2 improves by incorporating this routine in and outside the class.

Another thought-provoking question for further research could be related to the relationship between students' listening performance and the level of proximity they have with the lecturer. It would be worth studying if being familiarized with the speaker's tone of voice, pace and vocabulary- that may include the use of signposts- interfere with students' level of comprehension.

Finally, in order to improve the contribution self-assessment can make, it would be worth considering studying the benefits of including ICT tools to foster students' objectivity when self-assessing their work. In the same way, it would be interesting to see how the use of

these technological applications can help students become more autonomous and self-directed in their academic lives regardless of the field of knowledge.

6.6 Conclusion

English listening comprehension in an EFL environment for academic purposes demands educators to try out different teaching strategies to make it feasible and more importantly, transcendent for students' future academic lives.

To begin with, the inclusion of authentic listening material as it is academic TED talks gets students closer to what real spoken English, at least in the academic world, really is. Exposing undergraduate learners to academic lectures does not only challenge them to improve their listening comprehension, but forces them to develop other self-management and long-lasting skills that involve goal setting, task analysis and self-assessment.

As the teacher-researcher of the present study, I truly believe that listening comprehension can be successfully fostered by allowing students to establish their own goals before listening to an academic lecture. In fact, I would suggest that my colleagues start their lessons, regardless of the skill they intend to strengthen, by asking their students what they would like to achieve at the end of the lesson and how they would measure their attainment. This simple but effective routine helps learners to focus on the content of the input purposefully and leads towards a genuine sense of achievement they have not been able to experience otherwise.

In contrast, Task Analysis in listening comprehension of academic lectures showed not to be as beneficial as goal setting. Although students showed improvement in recognizing the

genre, rhetorical structure and key words of this kind of discourse, they still struggled with juggling all this information simultaneously in order to have a better comprehension. Thus, they still need to learn how they can take advantage of this knowledge by developing multitasking skills that allow them to focus on the structure of the discourse without losing track of the content.

Lastly, I would like to emphasize the positive impact of empowering students of their own learning process. As a teacher, I would highly advise my colleagues to relinquish some control in terms of the selection of the listening material, lesson planning and assessment by means of listening guides that can be freely completed yet compulsorily self-assessed at the end of the class. During this research study, I was pleasantly surprised by students' ability to work on their own and deciding collaboratively how to proceed without exceeding the time limits. Thus, I admit today, after carrying out this research project, that self-directedness in EFL settings can only be achieved in a class environment where the teacher offers their students opportunities to make decisions as to *what* and *how* they want to learn which necessarily implies drastic changes in my teaching methodology.

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Appendix A: Needs Analysis

La Sabana

NEEDS ANALYSIS QUESTIONNAIRE

This survey has been designed in order to find out and analyze the different experiences our students have had when developing listening skills in English. Honest answers are highly valued in this process. There are no right or wrong answers and your identity will remain anonymous.

Thank you for your cooperation.

Sincerely,

Sandra Fernandez
Master in English Language teaching for Self-Directed Learning.
Second year student

I. Learner's profile:

Please mark with an (X) in the appropriate box.

1. How old are you?

16 ☐ 17 ☐ 18 ☒ 19 ☐ 20 ☐ other? _____

2. What major are you currently studying? (Mark with an x)

Medicine	X	Social Communication		Audiovisual Media	
Law		Industrial Engineering		Chemical Engineering	
System Engineering		Physiotherapy		International Business	
Children Pedagogy		Gastronomy		Business Administration	

Other? _____

II. Learner's experience

3. How long have you been studying English?

0-2 years ☒ 3-5 years ☐ More than 5 years ☐

4. Please rate your current level of English. 0= No ability 5= Excellent ability

	0	1	2	3	4	5
Reading					X	
Listening					X	
Writing				X		
Speaking				X		

La Sabana

22. Which if the following audio sources you find useful in order to improve your listening comprehension skills? (Mark your top three)

Audio source	YES	NO	WHY? (in case you tick on *YES*)
Songs	X	X	
TED talks		X	
Videos (Youtube, NatGeo, Discovery)		X	
Class Cds		X	
TV commercials		X	
TV programs		X	
Movies		X	
Daily conversations		X	
News Broadcasts		X	
Radio Shows		X	
Lectures/conferences about your major		X	

IV. Learner's listening habits

23. When you carry out a listening activity in class do you...

	YES	NO
Take notes?	X	
Only listen?		X
Rely on your memory?		X

Other? _____

24. If you take notes, do you...

	YES	NO
Write all the words you understand?	X	
Write the words you consider relevant?	X	
Write words at random?	X	
Try to organize the information? Eg., a chart, a mind map, etc		X
Use symbols or drawings?		X
Pay attention to the spelling?	X	

Other? _____

I. ADDITIONAL COMMENTS:

25. Do you have any other comments which might be helpful in assessing Listening Skills? If so, please write them here:

_____

_____

_____

Appendix B: Self-assessment questionnaire

Universidad de La Sabana

LEVEL 7 2016-02
SELF-ASSESSMENT QUESTIONNAIRE 1

NAME: _____

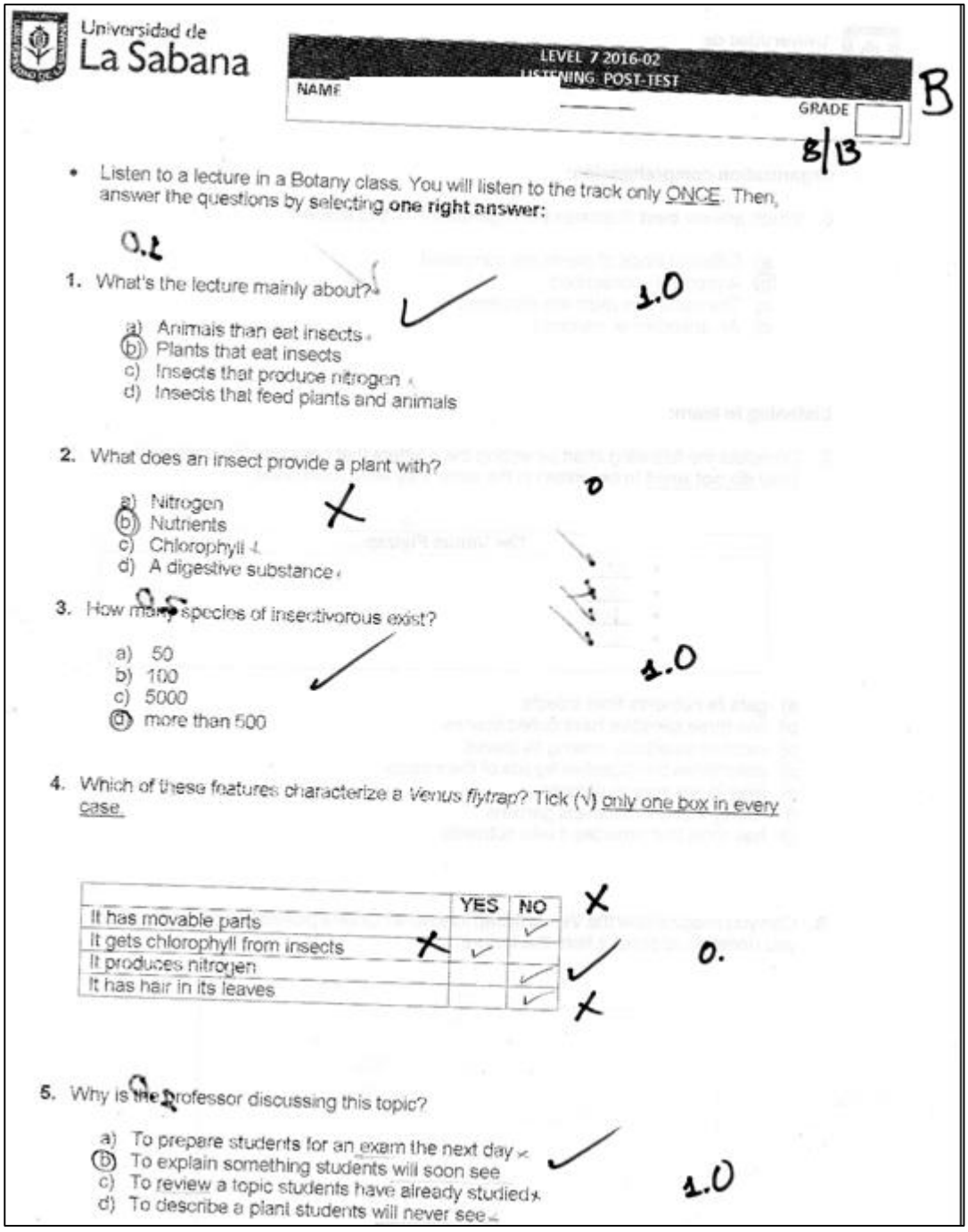
Estimado estudiante:

Cordialmente le solicito contestar este cuestionario el cual tiene como objetivo identificar con qué frecuencia usted realiza estas actividades al escuchar una conferencia o charla académica en inglés. Por favor lea atentamente las preguntas y responda con base a su experiencia.

Los resultados de esta prueba son de carácter confidencial y no tendrán efecto alguno en la nota final de la asignatura de inglés que cursa actualmente.

Pregunta	Siempre 100%	Algunas veces 60%	Nunca 0%	NA
1. Establezco un objetivo antes de escuchar una conferencia o una transmisión de un tema académico (me *gustaría aprender sobre…. voy a confirmar que… quiero saber que tanto se de este tema…. ¿por qué voy a escuchar esta pista?)*			X	
2. Identifico el género del discurso (¿se trata de una conversación?, ¿una conferencia? ¿un discurso?, ¿una entrevista?)		X		
3. Busco la idea principal o el tema cuando escucho una conferencia.	X			
4. Busco datos específicos cuando escucho una conferencia. (información detallada como números, fechas, cantidades, porcentajes, nombres propios...) para entender completamente su contenido	X			
5. Después de escuchar la conferencia, hago un resumen mental o en notas de la información para entenderla mejor.		X		
6. Infiero información implícita en una conferencia (*¿cuál es la intención del hablante? ¿cuál es su propósito, ¿qué pasará después?)* para asegurarme que comprendí el tema y la situación en su totalidad.		X		
7. Considero que es importante descubrir cómo están organizados los temas de la conferencia para una mejor comprensión.			X	
8. Busco palabras que sugieren como los temas están organizados, tales como, *para comenzar, luego, por un lado, por otro lado, para concluir* cuando escucho una conferencia.		X		
9. Tomo notas para que me ayuden a recordar la información presentada durante la conferencia.	X			
10. Autoevalúo lo que aprendí luego de escuchar una conferencia.			X	

Appendix C: Pre-listening test



Universidad de La Sabana

LEVEL 7 2016-02
LISTENING POST-TEST

NAME _____ GRADE

B

8/13

- Listen to a lecture in a Botany class. You will listen to the track only ONCE. Then, answer the questions by selecting **one right answer:**

0.2

1. What's the lecture mainly about?

a) Animals than eat insects
b) Plants that eat insects
c) Insects that produce nitrogen
d) Insects that feed plants and animals

1.0

2. What does an insect provide a plant with?

a) Nitrogen
b) Nutrients
c) Chlorophyll
d) A digestive substance

0

3. How many species of insectivorous exist?

a) 50
b) 100
c) 5000
d) more than 500

1.0

4. Which of these features characterize a *Venus flytrap*? Tick (√) only one box in every case.

	YES	NO
It has movable parts		√
It gets chlorophyll from insects	√	
It produces nitrogen		√
It has hair in its leaves		√

0.

5. Why is the professor discussing this topic?

a) To prepare students for an exam the next day
b) To explain something students will soon see
c) To review a topic students have already studied
d) To describe a plant students will never see

1.0

Appendix D: Pre-lecture structure test

Universidad de La Sabana

B

LEVEL 7 2016-02
LISTENING POST-TEST

NAME _____ GRADE

2.0

TITLE: MY SIMPLE INVENTION, DESIGNED TO KEEP MY GRANDFATHER SAFE

Instructions:

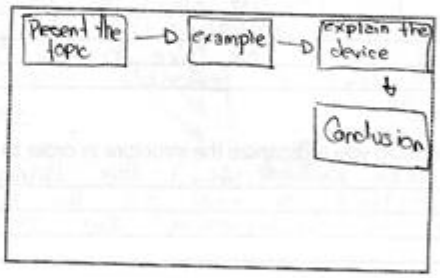
2.0

1. Listen to the talk. You will have only ONE opportunity to listen to this talk.
2. Take notes (optional)
3. Answer the questions

1. Draw a diagram (without content) to explain a possible structure of the lecture. Look at the example

0.2

.0



0.25

2. What kind of discourse is this? Ex: narrative, descriptive, persuasive, argumentative, expository, poetic, informative

Argumentative 0.25

3. How did the lecture begin?

It began with a question about the possible sick in America, like diabetes, etc. 1.0

4. What was the main purpose of this lecture?

Show the advance of a device that can change the problem at night or a lot of people. 1.0

5. How could you identify it?

For all the pictures that he show, and for the research and finally for the examples. 1.0

6. What strategy/strategies did the lecturer use to get the audience's attention? 1.0

Appendix E: Student's diary

LEVEL 5 2015-02
Think aloud diary form

NAME _____

¿Por qué es importante?	Fecha: 1 Septiembre	Actividad: Orden de una clase
	Preguntas	
Para preparación previa	*Cuando enfrentó esta actividad en esa clase ¿qué hizo antes, durante y después para poder completarla?*	
	Poner atención, identificar los puntos principales de la clase y el orden	
Para solucionar posibles dificultades	*¿Qué dificultades tuvo en clase realizando la actividad tarea? ¿Cómo la solucionó?*	
	Que era la explicación del proyecto, pero no específicamente de la clase (refiriéndome a tiempo en específico) relacionándolo con el tema	
	¿Qué tan efectivas han sido dichas soluciones? ¿Fueron útiles? Si no, ¿Qué otra solución se le ocurre?	
	Si, ya que es uno pone importante de la actividad principal del semestre	
Para expresar como se siente	*¿Cómo se sintió realizando la tarea o la actividad propuesta en clase? ¿Hizo algo al respecto? Si fue así,¿sirvió de algo? Si no, ¿Qué pudo haber hecho?*	
	Bien, ya que me interesa el proyecto y es una nueva forma de utilizar mis conocimientos en la materia interactuando con personas de diferentes países	
Para medir su progreso	*Si ésta es su segunda o tercera actividad y con base a los comentarios recibidos por sus compañeros o profesor, ¿qué ha hecho diferente? ¿fue útil? ¿Por qué si (o no)?*	
	De cierta manera por las actividades que están envueltas en cada semana del proyecto	

Dear student,

I want to know what you think and how you feel when you are asked to carry out certain activities in class. The information provided **WILL NOT** have an effect in your performance score.

Thank you for your cooperation,

Sandra Fernandez

Student of Master in English Language Teaching for Self-directed learning
Universidad de la Sabana, Bogotá, Colombia.

INSTRUCTIONS:

1. Be sure to write about a specific task, do not state what you *usually* do. The closer your report is to an actual text or class, the more you will be able to determine your patterns of problems and solutions.
2. You can answer these questions in English or in Spanish.

Appendix F: Signpost categorization

- Look at the following chart and complete it with all the phrases you know:

LECTURE STRUCTURE RECOGNITION:

	SEGMENT	SIGNPOSTS
BEGINNING	Purpose	*Today, I'm going to talk about...* This lecture is about. The topic of Today.
	Background Information	*As we know...* you must infer
	Key Definitions	*X can be defined as...* this means that.
MAIN BODY	List of topics	*Firstly...* The first cause We're going to start.
	Emphasis	*It is important to remember that....* you have to know that
	Explanations/ Clarifications	*What I mean by that is...* The meaning of this is...
	Examples	*For example,* as an illustration. To give you an example.
	Transitions	TO CONTINUE *The next point is...* next to this.
CONCLUSION	Summary	*To sum up* In summary.
	End	*Are there any questions?* that's all I can say this was my explanation of...

- You may now read the typescript of the TED TALK VIDEO.
- Identify the signposts the speaker used and complete the third column.

Appendix G: Teacher's Journal

Universidad de La Sabana

Date: August 11th	Activity: Intervention 2
FACTS	**REFLECTION**
Construct to observe: Goal setting /peer assessment	
Facts gathered: The intervention had been postponed due to the fact none of the students had done homework assignment 1. (6)Today SS were asked to share their first attempt to write a SMART goal. 8 students (A, B,C,D,J,K,O,T)had written their goals out of the 24 students. (SM) I decided to change the dynamic of the activity that was peer-assessment one on one and instead, SS form 8 groups where 1 one of them was going to be assessed and the other two had to reach an agreement in order to mark the goal setting rubric. As they were working in groups, I was checking the reasons why those 2 SS (who had not done homework) assigned that specific score. SS were allowed to speak in Spanish even though the T used L2 all the time. (SA) I started intervention 2 (goal setting/video) and asked SS to write either a language goal or a life goal based on the title of the lecture they were about to watch: (can you (7)As I was collecting answers, I realized that the quality of the feedback was extremely general and that for example, SS did not understand very well what "*measurable*" means.(SA) For instance, S K's language goal was to improve his vocabulary and the measurement system she had was to learn many words at the end of the class. I jumped in the conversation I asked her what "*many*" meant. She gave me a number and so I told her that a number was something she could measure but the concept of *many* was not measurable. Despite this, the score provided by her partners had been the highest for this criterion which did not correspond to reality. tell if a kid is lying?) Unfortunately the activity could not be carried out because of an external factor that made us leave the classroom. I decided to put off the video until the next class and students were given 2 days to think of a SMART goal prior to watching the video.	Based on the final outcome of intervention 2 I could identify that: • (8) The fact that 66% of the SS hadn't done homework affected the dynamic and the outcome of the first activity.(SM) • The 33% of SS did homework but they did not receive accurate feedback from their partners due to 2 reasons. First, the evaluators had not come prepared because they had not done the exercise themselves and secondly, despite the fact they know these results will not be taken into account in the class performance, they provided unjustified high scores. • (9)SS have difficulty in stablishing specific and measurable goals. Goals such us: *I want to increase my vocabulary, I want to improve my listening... I want to be a better speaker...* prevailed but when it comes to measuring those goals' attainment, SS realized they did not know how. (GS) • (10) SS are not ready to deal with an objective peer-assessment process.(SA) Self-management Self-assessment Goal setting

Appendix H: Consent letter

Universidad de La Sabana

CONSENTIMIENTO INFORMADO PARA PARTICIPAR EN UN ESTUDIO DE INVESTIGACIÓN

Chía, julio 26 /2016

Señores estudiantes nivel 7
Programa de Proficiencia en Inglés
Universidad de la Sabana
Chía

Apreciados estudiantes,

Actualmente estoy realizando una investigación titulada "Fomento de habilidades de autogestión (Fijación de Metas y Análisis de tareas) para mejorar el nivel de comprensión oral de inglés como lengua extranjera. El objetivo de este estudio es examinar la forma cómo los estudiantes desarrollan y mejoran la habilidad de escucha en inglés de conferencias académicas por medio de procesos de reflexión, análisis lingüísticos y actividades de auto seguimiento.

Cabe anotar que dicha investigación hace parte de mi trabajo de Maestría en Didáctica del Inglés para el aprendizaje auto dirigido en la modalidad virtual que ofrece la Universidad de la Sabana.

Por lo anterior comedidamente solicito su consentimiento y colaboración como participantes de mi propuesta de investigación que se llevará a cabo durante el segundo semestre del año 2016.

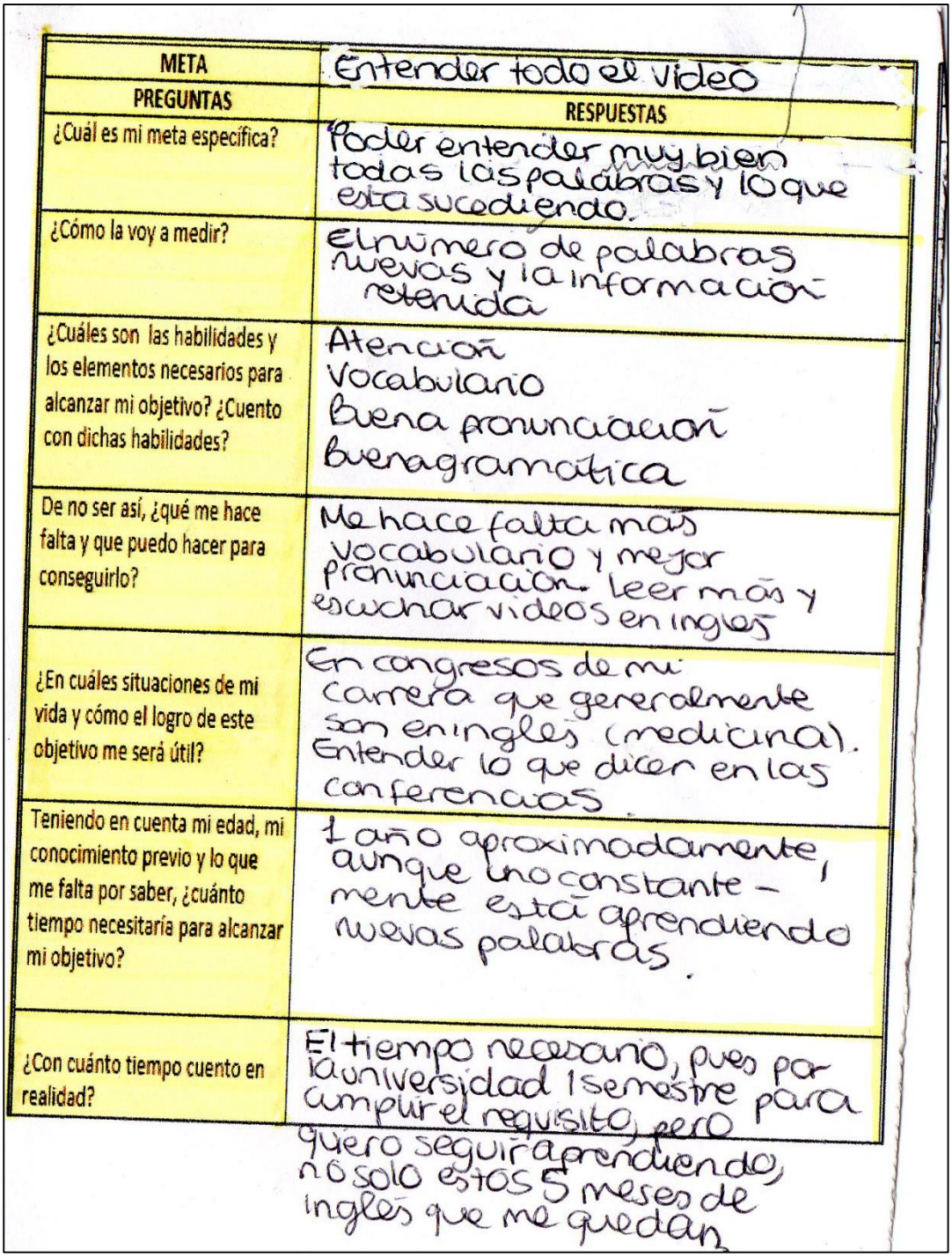
- Los resultados de esta investigación serán utilizados únicamente con propósitos académicos. Éstos no afectarán los resultados académicos de la materia.
- La identidad de los participantes estará protegida en todo momento a menos que me den permiso específico de nombrarlos en el documento final.
- Están en libertad de retirarse de la investigación en cualquier momento. En tal caso, la información obtenida no será usada en este estudio.
- Revisaré todos los datos que recoja de cada participante antes de publicarlos.
- Sólo se dará a conocer los resultados de la misma en la sustentación de la tesis, así como en el reporte final del proyecto.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Sandra Milena Fernández Camargo
Docente investigador

Appendix I: Smart Goal Questionnaire



META	Entender todo el video
PREGUNTAS	**RESPUESTAS**
¿Cuál es mi meta específica?	Poder entender muy bien todas las palabras y lo que esta sucediendo.
¿Cómo la voy a medir?	El numero de palabras nuevas y la información retenida
¿Cuáles son las habilidades y los elementos necesarios para alcanzar mi objetivo? ¿Cuento con dichas habilidades?	Atención Vocabulario Buena pronunciación Buena gramática
De no ser así, ¿qué me hace falta y que puedo hacer para conseguirlo?	Me hace falta más vocabulario y mejor pronunciación. Leer más y escuchar videos en ingles
¿En cuáles situaciones de mi vida y cómo el logro de este objetivo me será útil?	En congresos de mi carrera que gereralmente son en ingles (medicina). Entender lo que dicen en las conferencias.
Teniendo en cuenta mi edad, mi conocimiento previo y lo que me falta por saber, ¿cuánto tiempo necesitaría para alcanzar mi objetivo?	1 año aproximadamente, aunque no constante - mente está aprendiendo nuevas palabras.
¿Con cuánto tiempo cuento en realidad?	El tiempo necesario, pues por la universidad 1 semestre para cumplir el requisito, pero quiero seguir aprendiendo, no solo estos 5 meses de ingles que me quedan

Appendix J: Authorization letter

Julio 11 de 2016

Chía, Colombia

Señora:
Luz Stella Hernández
Directora de Programas Académicos
Departamento de Lenguas y Culturas Extranjeras
Universidad de La Sabana
Chía

Apreciada Luz Stella,

Me encuentro realizando una investigación titulada: "Promoting self-management skills (Goal Setting, Task Analysis) to improve EFL listening" dirigida a estudiantes del Programa de Inglés de la Universidad de La Sabana, la cual intenta contribuir y enriquecer los procesos de aprendizaje de la lengua extranjera y al mismo tiempo reorientar las prácticas docentes en las actividades de escucha.

EL objetivo de este estudio es examinar la forma como los estudiantes desarrollan y mejoran la habilidad de escucha en inglés de conferencias académicas por medio de procesos de reflexión, análisis lingüísticos y actividades de auto seguimiento. Cabe anotar que dicha investigación hace parte de mi trabajo de Maestría en Didáctica del Inglés para el aprendizaje auto dirigido en la modalidad virtual que ofrece la Universidad de la Sabana.

Por lo anterior, comedidamente solicito su consentimiento y colaboración para realizar mi proyecto de investigación. De igual manera, a los participantes se les garantizará mantener su identidad en el anonimato. Vale la pena aclarar, que el proyecto no tendrá incidencia alguna en las evaluaciones y notas parciales y/o finales del curso, por tal razón el estudiante deberá firmar una carta de consentimiento donde acepte voluntariamente participar en el proyecto de investigación.

Agradezco de antemano su valioso aporte para llevar a buen término mi investigación.

Atentamente,

Appendix K: Listening Guide

Activity 5: Identify the structure:

a) Play the audio **only** now. As you are listening, you are allowed to pause it so that you can complete this chart. You can also use your previous notes. (You do not need to use the 5 rows)

Section	How would you name this section?	Which rhetorical structure has the speaker used? (take a look at the slide on the board)
1	Hook	Argumentative / persuasive
2	Introduction	Descriptive / informative
3	Explanation	Descriptive / informative
4	Concluding sentence	Argumentative / persuasive
5		

Activity 6: Focus on the language:

Play the video one more time. This time you can enable the close caption. As you are listening and reading, identify the signposts (phrases) that address your attention and make you feel connected to the talk.

Signposts
• with YOLO • because I only one like • Now, I love this species despite the fact that it tried to kill us.

Activity 7: Listening to learn!

a) Pair up and tell your partner what you learned!
b) Change roles. Listen to him/her attentively and ask him/her questions.

Activity 8: Self-assessment

Individually, answer the following questions: (if you want, you can answer in Spanish)

MY CLASS PERFORMANCE TODAY			
	YES	NO	Why do I think so? (Mandatory)
• Did I achieve my goal?	X		Entendí varios datos de la charla y la idea princi- pal
• Did I follow ALL the instructions correctly?	X		Porque hice todo lo que decía la hoja en cada punto
• Were activities 1, 2,3,4,5 and 6 useful to understand the lecture?	X		Ya que con esto pude enten- der la estructura de la

Appendix L: Quantitative Data

			QUANTITATIVE DATA											
	Instrument	**Frequency**	**GM**	**DI**	**LS**	**RS**	**S**	**JS**	**GS**	**SA**	**I**	**LL**	**NT**	**SM**
To determine if knowing the structure of an academic lecture contributes to improve the listening comprehension level of academic lectures	Pre-Listening test		57,8%	40,1%	51,4%									
	Post-listening test		92,3%	71,8%	64,3%									
	Pre-lecture structure test				58,7%	71,3%	62,5%	34,4%						
	Post-lecture structure				54,8%	70,2%	63,5%	61,9%						
	Pre-self assessment questionnaire	Always	66,6%	37,5%	16,6%	58,3%	12,5%							
		Sometimes	33,3%	45,8%	50%	33,3%	54,1%							
		Never	0%	16,6%	33,3%	8,3%	33,3%							
	Post-self assessment questionnaire	Always	81,8%	31,8%	13,6%	50%	22,7%							
		Sometimes	18,1%	68,1%	72,7%	49,3%	40,9%							
		Never	0%	0%	0%	0%	36,3%							
To determine if establishing S.M.A.R.T goals prior to listening to an academic lecture has a positive impact in students' listening comprehension process.	Pre-lecture structure test								56,30%					
	Post-lecture structure								72,60%					
	Pre-self assessment questionnaire	Always							12,5%					
		Sometimes							58,3%					
		Never							29,1%					
	Postself assessment questionnaire	Always							18,1%					
		Sometimes							81,8%					
		Never							0%					
To analyze how self-management tasks that involve assessing their own process, foster students' self-assessment.	Pre-self assessment questionnaire	Always								12,5%				29,1%
		Sometimes								37,5%				41,6%
		Never								50,0%				29,1%
	Postself assessment questionnaire	Always								27,2%				45,4%
		Sometimes								54,5%				31,8%
		Never								18,1%				22,7%
	Listening guide 1			85%						86%				
	Listening guide 2									78%				
	Listening guide 3									88%				
	Listening guide 4									68%				
OTHER FINDINGS	Pre-Listening test										83,2%	66,3%		
	Post-listening test										40,5%	55,6%		
	Pre-self assessment questionnaire	Always									20,8%		50%	
		Sometimes									58,3%		33,3%	
		Never									20,8%		16,6%	
	Post-self assessment questionnaire	Always									54,5%		45,4%	
		Sometimes									45,4%		40,9%	
		Never									0,0%		13,6%	

Appendix M: Qualitative Data

To determine if knowing the structure of an academic lecture contributes to improve the listening comprehension level of academic lectures			4/10/2016			(63)SS had to determine the length of every section, conceptualize their content and identify their **rhetorical structure.**	(63)However, this time they were asked to identify **sigposts** to justify their answers. To fulfill this requirement, SS were provided with a chart where they had to activate prior knowledge and write the most common **sigpost** they know in a lecture. For the first time, SS were allowed to read the typescript to identify **sigpost** from the lecture.(S) • (74)Ss had some difficulties when thinking of possible **sigposts** even though they were provided with examples. As I solution I told them I will give them with a list of common **sigpost** the following class.(S)
	Listening guide 1 (Appropriate technology)	K/L	13/09/2016	How he built a windmill to improve his living conditions	Context-introduction-the situation where he was born-how he developed the idea of a windmill-the reaction of people and the consequences of his device-an insipiratonal message and thank you	Narrative	That day, two years ago, one year, that time, I have never, Before...
		G/M		Guy makes an electricity machine with wind	developing the machine-introducing the machine-encourage final message.	Informative/descriptive	SS confused S with LS
		S/F		How to make your dreams come true!	short biography-his motivation-his determination-his reward-reflection	Persuasive-Argumentative	trust yourself adn believe, that changed my life, I was determined to do whatever, I try and I let it, i'd like to say something to all the...
	Listening guide 2 (Reverse graffiti)	K/N	20/09/2016	Graffitti as an art with inspirational messages	Background-caligraphy explanation-objective-essence of his art-process used to create-meaning of caligraphy-invitation	Narrative/Informative/Explanatory/Persuasive	At the beginning, first...
		L/Q		Expressing his thoughts, through the street art	presenting context-art style-political context-deep conection-his background-principle pieces-invitation	Narrative/informative/persuasive	in 2012, in every work, I was amazed, I think, For me it is an invitation
		J/Y		Diversity of cultures expressed in arabian graffiti	Life background-graffiti bases-causes/consequences-messengger art-then and now-results-conclusions	(SS confused RS with S)	(S confused S with LS)
	Listening guide 3 (Personal tastes)	K/L	27/09/2016	Little actions can make women happy	When men are talkative-how men think about dating-the truth about the little stuff-conclusion	Descriptive/Narrative/Persuasive	NA
		H/I		How make a women happy	Main idea-steps to make a woman happy-examples-conclusion	Explanatory/Narrative	NA

To determine if establishing S.M.A.R.T goals prior to listening to an academic lecture has a positive impact in students' listening comprehension process.	Teacher's journal	T/R				(56)There is some evidence they are trying to change the way they used to set up goals and using some measurable systems to be able to evaluate them at the end. (56)While SS were checking whether they had goals or not, Student L approached and asked me to explain her how ClassDojo worked. I can infer from her action that she realized she had to do something in order to firmly say she had achieved her goal.
			27/09/2016			(62)As I was hearing how SS were establishing their **goals** I heard student N saying to her partner student G: "remember we must add a number so that we can measure it at the end".(GS) • (63)I understand this comment as a piece of evidence that student N is building some awareness on SMART **goal setting** and the elements it must include for her to be able to evaluate its
			18/10/2016			As they were working, some of them did not know how to proceed: (81)Students M,F,G,W,Y and X struggled setting up their **goals.**
						I decided to test SS's **goals** by asking them specific questions taking into account their initial **goal.** For instance, student N said she wanted to know the 3 kinds of English that people speak and she knew them all. Student X said she wanted to learn two different kinds of dancing movements because she is keen on dancing and she said them, student K had established as a **goal** to learn at 3 new words and she did not only mention them but explain them.
						(83)S.**M.A.R.T goal setting** is still difficult for most of SS.Students X, U, J, A,W and M, acknowledged that they had failed in certain tasks such as establishing a **measurable goal,** achieving their **goal** and following instructions. However, students B,D,H,J,N and ,T,have risen awareness of the elements a **SMART goa**l must include:
		H/Y				*Understand the main ideas of the lecture and the structure about the lecture and catch new*

To analyze how self-management tasks that involve assessing their own process, foster students' self-assessment.	Teacher's journal	T/R	20/09/2016		
			27/09/2016		(68)**SS' self-assessment** was similar to workshop 2. As they saw me using the ClassDojo they were more aware of providing a reliable score. (60)Using Class Dojo had a positive impact on **SS' self-**
			4/10/2016		(75)**SS' self-assessment** was not reliable this time. I dare to say that due to the fact I was not keeping track on their work, they were not objective enough when **assessing** their
			18/10/2016	(85)When dealing with **self-assessment** I decided to test SS's goals by asking them specific questions taking into account their initial goal. For instance, student N said she wanted to know the 3 kinds of English that people speak and she knew them all. Student X said she wanted to learn two different kinds of dancing movements because she is keen on dancing and she said them, student K had established as a goal to learn at 3 new	

Appendix N: Coding Matrix

Research ques	Instrument	Purpose	Purpose/Item									
			1	2	3	4	5	6	7	8		
1. To what extent does improvement in ability to state the organization of a lecture relate to improvements in listening comprehension? (LS)	Pre-listening te	To identify students' listening comprehension level prior to starting the interventions	Global meaning (GM)	Detailed Information (DI)			Inference (I)	Lecture structure (LS)	Listening to learn (LL)			
	rt-listening te	To measure students' final listening comprehension performance to account for improvement (if there is any)										
			1	2	3	4	5	6	7	8	9	10
2. To what extent does improvement in ability to state S.M.A.R.T goals relate to improvements in listening comprehension? (GS)	Pre-lecture structure test	To measure student's ability to recognize the structure of an academic	Lecture structure (LS)	Rhetorical Structure (RS)	Signparts (S)	Goal Setting (GS)	Signparts (S)	Addressing attention (AA)	Lecture Structure (LS)	Signparts (S)	Lecture Structure (LS)	Structure judgement (SJ)
	Part-lecture structure test	To measure students' ability to recognize the structure of an academic lecture to account for improvement (if there is										
			1	2	3	4	5	6	7	8	9	10
	Pre-Self-assessment questionnaire	To obtain an initial reference of students' routine when listening to academic lectures.	Goal setting (GS)	Rhetorical Structure (RS)	Global Meaning (GM)	Detailed Information (DI)	Listening to learn (LL)	Inference (I)	lecture Structure (LS)	Signparts (S)	note taking	Self-assessment (SA)
	Part-self assessment questionnaire	To know whether students' listening routine has changed when dealing with academic lectures.										
			1	2	3	4	5	6	7	8		
3. To what extent does self-management approach relate to improved self-assessment? (SA)	Listening guide 1	To scaffold SS' listening process in order to understand TED-TALK lectures (semi-controlled and collaborative work)	Goal setting (GS)	Activate prior knowledge (APK)	Global Meaning (GM)	Detailed Information (DI)	Lecture structure (LS)	Signparts (S)	Round table (SA)	Self-assessment (SA)		
	Listening guide 2											
	Listening						Rhetorical structure (RS)					
	Listening guide 4											
	Listening guide 5	To scaffold SS's listening process in order to understand a TED-TALK lecture (free choice/individual work)	Self-management (SM)	Activate prior knowledge (APK)	Goal setting (GS)	Global meaning (GM)	Lecture structure (LS)	Signparts (S)	Listening to learn (LL)			
		To gather information about the development of										

Appendix O: Core Category coding

qualitative data	
ss discovered that the lecture structure varied depending on the listener .	LS
ss discovered they had different reasons to consider important knowing the structure of a lecture	Variety
ss didn't struggle labeling the sections they identified with their corresponding rhetorical structure	RS
ss didn't identify signposts. Thus, they did not know when and where to pay attention.	Difficulty with S
Knowing the rhetorical strucuture without a purpose doesn't help students understand better. If SS do not use that knowlegde to anticipate signposts, it'll be useless	RS WITH S
ss goals were vague at the beginning.	GS
ss established personal and learning goals indistintively at the beginning.	GS
ss developed a gradual expertise level when setting goals. They became more aware of the quality of their goals when they had to measure them.	GS
ss' interest in following instruction boost when they were allowed to work at their own pace. They understood the routine and knew how to proceed.	ROUTINE
ss' motivation in participating increased significantly when they could choose the material to listen to.	MOTIVATION
ss' addressed their attention easier when there was an effective filter involved	ATTENTION
ss' participation level increased not only during the interventions but they tranfered that behavior to the regular sessions on Thursdays	PARTICIPATION
ss' recognized that there are internal an external factors that distract them when listening to a lecture	DISTRACTION FACTOR
The use of Spanish didn't guarantee more genuine answeres. When SS are engaged with the class they do their best to express what they understoon using the target language.	L1
Teacher's centered explanations and modelling did not encourage SS' participation	PARTICIPATION
ss' motivation to listen to an academic lecture varies dramatically.	MOTIVATION
ss' feel motivated to participate when there are games, technological tools involved and above all when there is an reward that has a positive impact in their grades.	INCENTIVE

Quantitaive data analysis	
The overall listening comprehension scores improved in terms of GM, DI and LS	improvement
The overall lecture structure scores did not have a significant improvement in terms of LS/RS	GM, DI and LS
The overall self-assessment scores showed that SS perceived they had changed their routine when listening to academic lecture	routine
The overall self-assessment scores showed that SS became more self-aware of their perfomance in class	self-awareness
The overall scores in the subskill of inference was dimished drastically	
The overall scores in the subskill of listening to learn did not change significantly after the intervention	
Students started to consider note-taking as a suitable strategy for listening comprehension purposes	

Appendix P: Goal Setting Rubric

Castrillón, Jaramillo, & López, (2013).

CRITERIA	BEST (5)	4	3	2	POOR	AVERAGE
Specific	The goal is very specific	The goal is not very specific or there are several goals	The goal is vague or not clear	The goal is not a goal. (it seems a far distant dream)	No goal is given	
	1	0,8	0,6	0,4	0,2	
			0,6			0,60
Measurable	Clear and explicit criteria for measurement	Criteria are not very clear or very explicit	Criteria given are hard to apply	Criteria given is impossible to apply	No measure of stated goal is	
	1	0,8	0,6	0,4	0,2	
			0,6			0,60
Achievable	The learner provides specific evidence why the goal is achievable citing their own knowledge and time constraints	The learner identifies steps to reach goal but only mentions time or knowledge why it is achievable	The learner identifies steps to reach goal but does not mention his/her own knowledge or time constraints	The learner does not identify what she/he needs to achieve the goal and is not aware of his/her	No answer is given	
	1	0,8	0,6	0,4	0,2	
			0,4			0,40
Relevant	The learner provides detailed reasons why the goal is relevant to his/her interests	The learner provides sparse evidence why the goal is relevant and personal	The learner says the goal is relevant but his her reasons are not connected to his/her goal.	The learner says the goal is relevant but provides no reasons to support it.	No answer is given	
	1	0,8	0,6	0,4	0,2	
				0,4		0,40
Time based	The learner states a clear and realistic time for accomplishing the goal. It is realistic given the knowledge he/she has	The learner gives a specific time for accomplishing the goal but it does not seem realistic	The stated time is vague given the stated goal	The stated time is unrealistic given the stated goal	No time for accomplishing the goal stated.	
	1	0,8	0,6	0,4	0,2	
				0,4		0,40