Jimma University

College of Social Science and Humanities

Department of English Language and Literature

MA in TEFL Teaching English as a Foreign Language

The Effect of Learner Meta Cognitive Strategy Training and Strategy Use in English Listening Classes: the Case of Seka Preparatory School.

BY: Addisu Fenta

A Thesis Submitted in Partial Fulfillment of the Requirement for

Master of Arts in TEFL

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Declaration, confirmation, approval and evaluation

Research Title: The Effect of Learner Meta Cognitive Strategy Training and Strategy Use in English Listening Classes: The case of Seka Preparatory School.

Declaration

1. the undersigned, declare that this thesis in my original work, not presented for any degree in any universities, and that all the sources used for it are duly acknowledged

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Confirmation and Approval

This thesis has been submitted for examination with my approval as a thesis advisor.

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Abstract

This paper reports on a quasi-experimental research investigate the effect of meta cognitive listening strategy training on EFL (in the context of Ethiopia) learners' listening comprehension and the meta cognitive listening strategy use. The subjects of the study were 40 students enrolled in 4 weeks or 12 hours English listening comprehension program. During the training, 20 students in the treatment (intervention) group were provided with a list of Meta cognitive strategies and their description and were taught how to use them the other while 20 students in the control (comparison) group took the courses of listening in old (normal) way. Before the training, the learners had filled a MALQ(meta cognitive awareness listening questionnaire) and a pre test was given to investigate their awareness of the strategy and listening comprehension level meaning whether they have a common awareness and proficiency level or not. At the end of the training a listening parallel post test was given considering its reliability and validity for both groups. The analysis of the test score using independent t-test reveals that the treatment (intervention) group did a statistically better in the test. So Meta Cognitive strategy training has a positive and significant relation with listening proficiency. The implication of the study is that Meta cognitive strategy training should be incorporated into the regular listening teaching program to help students become more effective listeners.

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Chapter One: Introduction

1.1. Background of the study

The emergence of the communicative language teaching approach in the 1980s led to change views of syllabuses and methodologies, which are continuing to shape approaches to teaching listening skills today. Thus, courses in listening skills have a prominent place in language programs consequently the teaching of listening has attracted a greater level of interest in recent years than it did in the past around the world.

The view of listening as passive and simple process dramatically changed to active and complex process which needs special attention. Since then, the researchers have given emphasis for the teaching of listening comprehension. Hence, current views of listening emphasize the role of the listener, who is seen as active participant in listening, employs strategies to facilitate, monitor, and evaluate his or her listening. This view of listening is based on the assumption that the main function of listening in second language learning is to facilitate understanding of speech as well as how listening can provide input that triggers the further development of second language proficiency (Richards, 2008; Brown, 2006).

Considering listening as vital skill like speaking, reading and writing grows tremendously since we spend up to 40 -50 percent of our communication time listening. Students also receive as much as 90 percent of in school information through listening their teachers or their counterparts (Mendelsohn, 1994; Gilman & Moody, 1984; Austin, 1970). The fundamental role listening plays in both communication and language learning cannot be undermined. On the basis of this, listening is an active process that involves deciphering and constructing meaning from verbal and non-verbal messages (Nunan, 1998). Thereby, listening is an essential aspect of communicative competence and the most frequently used language skill (Richards, 2008). A large proportion of second/foreign language

research findings indicated that listening is the most important skill for language learning, because it is the most widely used language skill in normal daily life (Rost, 2001). Listening is not only the first of the language skills developed, it is also the skill most frequently used in the classroom. In language classes, listening ability plays a significant role in the development of other language skills. This is because students receive so much important language input aurally; they should work to develop aural proficiency skills and strategies to help them manage the listening comprehension process (Hauck, 2005;Thompson & Rubin, 1996)

Listening skill had been neglected until the 1970s, since then, more attention has been paid to listening comprehension, and the status of listening has changed from being incidental peripheral to a status of utmost important (Richards, 2008).

In 1976, Flavell stated that among language learning strategies, meta cognitive strategy, enables the learners to reflect thinking about one's thinking that is in a comprehensive explanation thinking about thinking or better learning through better thinking. Individual's level of consciousness (Wenden, 1998), or the level of control over one's mental process (Nelson, 1996), play a critical role in the cognitive process of language as a means of communication. According to this understanding, meta cognitive strategies are higher order executive skills that may involve planning for, monitoring or evaluating activities to manage, direct, regulate and guide learning (O'Malley & Chamot, 1990). They are considered a mental tool and a sign of successful learning that occupies the position of a seventh sense: The seventh sense is of a much higher spiritual nature and is not based on ordinary human understanding and logic. Knowledge received through the seventh sense makes us participate instantly and fully with what is being received. (Birjandi, Mirhassani, &Abbasian, 2006).

Under the influence of advancement in linguistic and cognitive psychology, research reviews during the last two decades that is in the 1980s and 1990s, (Flowerdew &Miller, 2005; Macaro, Graham, &Vanderplank, 2007; Rubin,1994; Vadergrift, 2004) have motivated scholars to consider well-informed, evidenced-based approaches to listening instruction including meta cognitive awareness (Goh, 2008). Researchers from different

parts of the world have tried to outline the characteristics of strategic learners and the type of strategies those learners use in specific language learning tasks (Birjandi, et al, 2006). For instance, Oxford, (2002) stated that the development of learners' communicative competence and language proficiency is associated with the strategies they use

According to Mendelsohn (1998), ESL learners often do not approach the listening task in the most efficient way despite what they may do in their L_1. Chamot & Kupper (1989) also found that L_2 learners did not use a very large number of strategies when listening. With the increased attention to learner-centered models of L_2 instruction, it is imperative that the teacher not only be a provider of comprehensible input, but be a trainer of listening strategies. As proposed by Mendelsohn (1994), training students how to listen leads to improvement in their listening ability and requires training them in the use of strategies for listening.

O'Malley et al. (1985a) have pointed out that continued advances in learning strategy research should permit students to learn L_2 more efficiently through classroom instruction. In the last few years L_2 research literature on strategy training has experienced tremendous growth. However, only few studies have looked into the instruction of L_2 listening strategies. Among them, researches which have been conducted regarding these issues have not sufficient studies been conducted in our country no have been dealt with the instruction of EFL listening strategies to Seka Preparatory School students. Thus, by providing empirical evidences and descriptions, the present study tries to contribute to our understanding of the listening strategy instruction, and further to assist the students to become more effective EFL listeners.

1.2 Statement of the problem

Listening strategies instruction is vital as it enhances EFL listening learners, so EFL listening teachers must give emphasis to listening classroom to make the listeners active and purposeful via planning their task, monitoring their comprehension, and in self evaluating their progress. This cyclic approach makes the listeners autonomous in control of their own listening.

Sseveral English teachers, including the researcher, complain that many students in EFL listening classes are passive listeners and are unable to comprehend listening texts. Overcoming this critical problem is primarily underlying on the shoulder of EFL teachers. Thus, how do teachers encourage their EFL learners so as to listen actively, purposefully and appropriately comprehend texts? This issue has ever been questioned by the researcher. So, from the researcher's practical experiences and personal observations at the secondary level, there are certain students who are interested in learning listening but do not understand the text that they have listened and the meaning that it conveys.

According to some action researches that have been conducted by the researcher and his colleagues in the past few years revealed that Seka Preparatory School students are still unsuccessful in listening comprehension. Even though listening lessons are incorporated in the texts, the existing tasks are not comprehended well by the learners as well as attention has not been extensively given like other skills. Actually, this is a critical problem which instructors have paid attention and looking into the destructors that block their understanding and the meaning it convoys.

Giving awareness is a turning point in learning listening to cope up with the challenges that have been faced. Thus, instructing to use proper classroom listening strategies while the lesson is progressing is the considerable role of EFL teachers because students can use listening strategies and the use of strategies can improve their listening comprehension (Carrier, 2003; Roosi & Rost, 1991; Thompson & Rubin, 1996).

Listening does not receive due importance and students do not seem to be sufficiently trained about the listening strategies (Seferoglu and Uzavgoren, 2004). Indeed, studies have been conducted previously not so much adequate .Goh(2008) emphasizes that more research is needed to investigate the role of meta cognitive instruction in listening performance in different context.

Generally speaking, the problem of EFL listening learners is that they are unable to listen actively and purposefully, comprehend the listening text and appropriately interpret the meaning it convoys is a crucial problem which aggravates while the EFL listening is

going on. Consequently, the need for strategy instruction is a pivotal issue that should be considered by EFL listening instructors.

Students are supposed to know the significance of using appropriate strategies when listening. Therefore, this study aims to explore the current use of meta cognitive strategies in the actual EFL listening classes at Seka Preparatory School, and to investigate the effect of meta cognitive strategy training, and its significance in listening performance and tries to examine the appropriate implementation of the meta cognitive strategies. These are the foreground focus of the researcher. On the basis of these focal points the researcher sets the following research objectives and questions.

1.3 Objectives of the study

Main objective

The study intends to identify the effects of meta cognitive strategy training on listening proficiency.

Specific objectives

1. To assess the extent to which Meta cognitive strategy use has a positive and significant relation with listening proficiency of EFL listeners
2. To find out the meta cognitive strategy types students use in listening classes.

1.4. Research questions

1.4.1 Research questions

1. What are the meta cognitive strategy types used by students in listening classes?

2. To what extent do EFL learners use Meta cognitive strategies in listening classes?

3. Does meta cognitive strategy training improve listening proficiency?

4. Is there a positive and significant relation between proficiency level and use of Meta cognitive listening strategies?

1.5. Significance of the study

This study is useful to enrich the field of research on Meta cognitive strategy training by preparatory students. In preparatory schools, Meta cognitive strategy training is not an integral part of many listening courses books (student texts) and listening teachers do not seem to pay attention to these strategies while designing their lesson. So, considering the purpose of this study and in an attempt to trigger more research in the field of EFL listening and use of strategy in Ethiopia generally and at Seka Preparatory School particularly the researcher intends to conduct this study. On the ground of the above mentioned significances the researcher believes that the study will contribute to alleviate the current EFL listening learners problems .Over all, it will be worthwhile for EFL listening instructors, syllabus designers as well as it provides insight for other researchers to make further investigation on the use of meta cognitive strategies in English listening classes.

1.6 .Limitation of the study

Some of the limitations of this study are: The first reason, the result may have affected by the length of training time. The training was given for one month long thus the shorter the time the less the strength of the evidence/outcome. In addition, the study was conducted by sampling twenty students in treatment group and twenty students in control group at a school. So unable to maximize the population who were enrolled in the study may have limited the findings.

The second reason, to avoid language barrier Meta Cognitive Awareness Listening Questionnaire was translated to Afan Oromo (local language). However, there were some terms which were difficult to translate to Afan Oromo. Thus, some expression related to the language may have been ambiguous.

1.7. Delimitation of the study

The study is delimited in Seka Preparatory School because the researcher currently has lived and taught there, this is a good fortune to manage the time and resources effectively

and efficiently. Moreover, the school has been selected no researches have been made so far regarding this topic. Over the entire researcher has realized that the students have had a severe problem in EFL listening apart from other skills to elicit their knowledge appropriately. Thus, so as to bridge the gap what the researcher has ever observed for ages the study is delimited at Seka Preparatory School.

1.8. Definition of key terms

The following are the definitions of the key and important terms that were used in this research.

Cognitive strategies: Are behaviors, techniques or actions used by learners to facilitate the acquisition of knowledge or skill (Schraw et al., 2006, p.127).

Listening comprehension: Is a complex active process in which the listener must discriminate between sounds understand vocabulary and grammatical structure, interpret stress and intonation, retain what was gathered in all of the above, and interpret it which the immediate as well as the large social structure context of the utterance (Vandergrift, 1999, p.168).

Meta cognitive Strategies: Are measurement, techniques by which learners control the learning process via planning, monitoring, evaluating and modifying their learning (Oxford, 1990, p.135).

Preparatory Students: Students who are learning at Grade 11 and 12.

Strategies: Are actions, behaviors, process and steps of teaching which facilitate learners' listening comprehension in EFL (Oxford, 1990, p.8).

Strategy Training: Is building and equipping learners' capacity with the most important strategies which enable learners engage more deeply in the tasks (Mendesohn, 1995, p.135).

Chapter Two: Review of Related Literature

2. Introduction

This chapter accounts for a review of literature related to the constructs that correspond to the main framework of this study, entitled the effect of learner Meta cognitive strategy training and strategy use has a positive and significant relation with listening comprehension.

2.1. Listening comprehension in EFL

Listening comprehension has been described as an "interactive, interpretive process in which listeners engage in a dynamic construction of meaning" (Murphy, 1991, p.56). It may involve linguistic knowledge, background knowledge, meaning construction, and responding. Researchers have identified several steps which appear to be involved during the listening comprehension such as in Clark and Clark's model in which listening is further divided into four steps 1) the listeners takes in the raw speech and holds an image of it in short term memory. 2) An attempt is made to organize what was heard into constituents, identify their content and function. 3) As constituents are identified, they are used to construct preposition, grouping the prepositions together to form a coherent message.4) Once the listener has identified and reconstructed the prepositional meaning these are held in long –term memory and the form in which the message was originally received on deleted (Richard,1983).

Anderson (1983) also divided listening comprehension into three interrelated cognitive process; the perceptual process, parsing and utilization. In the perceptual process listeners focus on the oral text and preserve the sounds in echoic memory. Therefore, selective attention and directed attention are suggested to be crucial in this stage (Vandergrift, 2003). In the second parsing process, listeners use words, messages, and linguistic knowledge such as phonology, syntax and semantics to segment the aural input stored in the short-term memory and to construct meaningful mental representations. Grouping and inference were suggested as being crucial in the second stage. And finally in the utilization process, the mental representations of the textual meanings are linked with previous knowledge listeners use prior knowledge to assist comprehension recall.

Elaboration seems to be the dominant strategy at this strategy (Vandergrift, 2003), with the help of listening strategies, listeners construct meaning from the oral input by drawing upon their prior knowledge of the world and of the target language (Bymes, 1984; Young, 1997). They also generate information in their long term memory and make their own interpretation of the spoken texts (Murphy, 1985; Mendelson, 1994) and fill in the gaps with logical guesses (Omaggion, 1986). Therefore, Brown (1977) claimed that both "bottom up" and "top down" processing play a crucial part in listening comprehension. Listeners may predict what is to be heard or anticipate what will occur next based on their exciting knowledge still other researchers proposed a more pervasive interactive model, integrating "bottom-up" and "top-down" processing, to illustrate the listening comprehension process. The researchers asserted that listeners not only phrase the incoming aural stimuli into meaningful segments, but also actively use their personal world knowledge and previous experience to infer the intention of the speaker, make assumption about what will happen next, and then verify their assumption by inferring relevant cues from the speakers' utterance and non-verbal clues (Lin, 2000). It is believed that listeners apply both "bottom-up" and "top-down" models flexibly in the listening comprehension.

2.2. "Bottom-up" and "Top-down" approaches to listening comprehension

From the cognitive view of language learning "top-down" and "bottom-up" processing are among parts of the cognitive model of language processing, that model says that when people listen, they process the information they hear both top-down and bottom-up. Top-down means using our prior knowledge and experience, if we know certain things about certain topic and situation and use that information to understand while bottom-up means using the information we have about sounds, word meanings and discourse markers like first, then and after that to assemble our understanding of what we hear (Brown, 2006, p.2).

Understanding spoken language is essentially an inferential process (Rost, 2002); linguistic knowledge and world knowledge interact in parallel fashion as listeners create a mental representation of what they have heard (Hulstijn, 2003). Listeners apply this

knowledge sources using top-down and bottom-up processes (Lynch & Mendelsohn 2002; Flowerdew &Miller, 2005; Rost, 2002). Listeners favor top-down processes when they use context and prior knowledge (topic, genre, culture and other schema knowledge stored in long memory) to build a conceptual framework for comprehension. Top-down processes are developed through practice in the use of some strategies. Listeners favour bottom-up processes when they construct meaning by gradually combining increasing larger units of meaning from the phoneme level up to discourse level features. Bottom-up processes are developed through practice in word segmentation.

In brief, students hear some sounds (bottom-up processing) and hold them in their working memory long enough to connect them to each other and then interpret what they have just heard before something new information comes along. At the same time, listeners are using their back ground knowledge (top-down processing) to determine meaning with respect to prior knowledge and schema. For instance, in the context of a listening class, one could take the following approach. Let's assume the topic is about space exploration. Before the students hear the text they have just discussed with their partners by looking at some pictures that portray space exploration i.e. Mir, Yuri Gagarin, Neil Armstrong and the like. Then after, they try to put their ideas comprehensively what they predict and think write in a short note form and share with fellow students. Next, key words are given to guess their meanings which enable them to elicit their knowledge. Subsequently, the students having the already processed information they try to processing the discrete elements of the language, this happen at time.

Likewise, to make the idea more clear let's take another example supposes the topic is jobs. The goal is to give practice in listening for job titles. Even if students are not employed, they have spent a good part of their lives hearing the jobs people do. They certainly know the names of many jobs in their first language. They may even know several common jobs titles in English (like doctor and teacher). They probably do not know how to say other jobs in English. A pre listening task. Then, students should have an opportunity to learn vocabulary items (and perhaps structures) they don't know but that they will need to successfully complete the task. However, it is just as important to give the students the opportunity to use what they already know- their prior knowledge-to

help them do the task. This may take the form of having them list jobs they know how to say in English. It doesn't matter whether the words actually will appear in the listening task because activating prior knowledge, in addition to helping comprehension, motivates students by bringing their lives into the lesson.

According to Rixon (1986) Rost (1990) Underwood (1989) listening strategies classified how the listener processes the input comprehension. Altogether "top-down" and "bottom-up" approaches.

Top-down strategies are listener based: the listeners tap into background knowledge of the topic, the situation or context, the type of text and the language. This background help the listener to interpreter what is heard and anticipate what with come next. Thus, top-down strategies include: listening for the main idea, predicting, drawing inferences and summarizing.

While bottom-up approaches are text based: the listener relies on the language in the message that is the combination of sounds, words and grammar that creates meaning this include: listening for specific purpose, recognizing cognates and recognizing word-order pattern. According to Vandergrift (2006) listening comprehension is not either top-down or bottom-up processing but an interactive process, where listeners use both prior knowledge and linguistic knowledge in understanding messages. The degrees to which listeners use the one process depend on their knowledge of the language, familiarity with the topic or the purpose for listening. Learner characteristic such as level of language proficiency, and the context of the listening event. For instance, a listener who needs to verify a specific detail will engage in more bottom-up processing than a listener who is interested in comprehending the gist of the text.

Generally, orchestrating these strategies in each stage of activities during a listening lesson is provided make the students effective listener. These strategies link with the activities in each listening phase.

Underwood (1989) explained that a common sense way of dividing up a listening lesson into three phases:

1. Things to be done before the students hear the text to help them to get the most of what they are going to hear.

2. Activities and exercises to be carried out as the students listen to the passage, to guide them as they try to grasp the main information in it.

3. Things to do often listening or in abroad terms all the works related to a particular listening text which are done after the listening is completed.

The three phases are summarized as pre-listening, while-listening and post-listening. Here what Underwood has explained that these strategies" role and their implication in each phase. Supporting this idea, Anderson (2002) divides the meta cognitive learning process into three components. These are:

Good listener plan before listening, thus, students must learn the steps needed to accomplish this task. Through, modeling and practice teach them to think about the text topic, think about how text feature can help in understanding the topic key terms, title, tables, pictures captions, photos and graphics. Think about what they know what connection they can make and what questions they must answer.

In pre-listening (planning) stage the listener ask a number of questions. For instance, I already know something about this topic. It is…I know the word …but I don't know what…And mean.

I have seen this before when I went to…

I see lots of graphic and charts. I need to use those to help me understand what I am listening, are there any clue words and phrases that might help figure out what text structure I am listening before I continue listening, I need to stop and thinks about what I just listen and make sure I understand it. If I don't I need to stop and plan.

Generally, in pre-listening (planning) stage the following activities may include:

- The teacher giving background information.
- The students reading something relevant.

- The students looking at pictures.
- The students are discussing on the topic situation.
- After students have been informed to the topic and text type they predict the type of information and possible words they may hear.
- Students verify their initial hypotheses correct as requires and note additional information understood
- Students compare what they have understood written with peer modify as required establish what still needs resolution and decide on the important details that still require special attention.
- Following the instruction for the while-listening activities.

In while-listening (monitoring) stage good listeners take change of their listening by monitoring their own comprehension. Students need direct instruction on how and why to do this. The first step is recognizing whether or not confusion exists by asking. Do I understand what I just listen? Or what does the author really want me to know about this text? The author gives me a picture in my mind when he describes. What was this topic about? May be I should re-listen this part again and look for specific information. How does the graphic, picture, content words etc. help me understand the text?

These will not what I expected. I expected…because…what can I write or draw that might help me remember and understand what I just listen.

While listening (monitoring) activities are what students are asked to during the time that they are listening to the text the while listening stage the students should not worry about interpreting long questions and producing full answers, but about demonstrating whether they have understood the important information in the text. This means that the students can concentrate on listening, rather than worrying about reading, writing grammar and speaking because the aim at this stage is for the students to understand the message of the text. In addition to this Mendelsohn (1998) states the following points come under monitoring.

1. Students verify points of earlier disagreement make connection and write down additional detail understand.
2. Class discussion in which all class members contribute to the recommendation of the text main points and most potent detail interspersed with reflection on how students arranged at the meaning of certain words or parts of the text.
3. Students listen specifically for the information revealed in the class discussion which they were not able to decipher earlier.

In the post- listening (evaluation) stage when good listeners finish listening they reflect on the strategies that used to determine whether their plan works or whether they should try something else next time. For this reason listeners ask such kind of questions.

- How well did I listen and understand?
- What strategies worked well for me?
- What strategies did not work for me?
- What should I do next time?

The post listening activities embrace all the work related to a particular listening text, which are done offer the listening is completed. Some post- listening activities are extensions of the work done at the pre-listening and while-listening stages. In addition to this, another purpose of post-listening work is to reflect why some students have failed to understand or missed parts of the message.

Based on the earlier discussion of meta cognitive strategies used to composite for what was not understand students write goals for the next listening activity

It is the responsibility of the listening instructor to teach learners to use strategies rather than simply provide opportunities for students to listen to oral passages

In summary, listening is a complex activity, and we can help students comprehend what they hear by activating their prior knowledge. Because our task as teachers is first understand that all humans are limited in their ability to process information. Then we must figure out a way to help, to take away some of the difficulty. That is where activating prior knowledge comes in. Therefore, by applying the bottom-up and top-down

approaches in the actual listening classes one can make them successful listening learners.

2.3. Factors Affecting Learners' Listening Comprehension

Listening is a complex active process in which learners decode and construct the meaning of the texts by drawing on their previous knowledge about the world as well as their linguistic knowledge, there seems to be many factors that affect listening comprehension. Some researchers have classified these factors into different categories.

After conducting an interview with thirty teachers and sixty students from two Hong Kong Universities, Boyle (1984), for example, suggested that the lack of practice as the most impeding factors, practice in essence the degree of exposing extensively and intensively in the listening texts and engage in excessive tasks is limited according to the study, so the researcher justify this as the most impeding factor. He also pointed out those factors as linguistic understanding, general background knowledge, while attitudes and motivation may affect listening indirectly but more powerfully. Two other factors that were mentioned by the students but not teachers in Boyle's interview were "memory" and "attention concentration". The factors identified by Boyle are divided into four categories, i.e. listener factors, speaker factors, stimulus factors, and context factors. In her study, Teng (1993) further divided these factors into a comprehensive list as presented in Table 1

Table .1. Factors Influencing Listening Comprehension Adapted from Teng(1993)

A. Listening factors
1. Language facility, including phonological, lexical, syntactic, semantic, pragmatic knowledge.
2. Knowledge of the world.
3. Intelligence.
4. physical condition
5. Meta cognitive strategy.

6. Motivation.
B. Speakers factors
1. Language ability: native speaker vs. non-native speaker.
2. Accent/ dialect.
3. Speed of delivery.
4 .Degree of pauses and redundancy.
5 .Prestige and personality.
C. Stimulus factors
1. Discussion topic.
2. Abstractness of material.
3. Vagueness of words.
4. Presentation mode: audio only vs. audio and visual.
5. Acoustic environment.
D. Context factor
1. Type of interactional event.
2. Destruction during listening.
3. Interval between listening and testing.
4. Note-taking.

Source: Teng (1993)

In brief the above already mentioned factors as Teng (1993) states comprehensively factors influencing listening comprehensions. Firstly, based on this scholar learners who unable to identify the utterance of phonemes such as the minimal pairs, and also lack to discriminate the homonyms, homo-phones etc. In addition to these, language competency to be attributed knowing the linguistic elements as well as pragmatic –the practical use of language in real and particular situation together with the ability to contextualize, and recognize the culture and setting the language being spoken as L1. Furthermore, students' background knowledge i.e. the trend using internet, reading books, magazines, newspaper

etc., and listen to different broadcasting language genre. These assist the EFL listening learners to have more knowledge of the world.

As the researcher mentioned earlier more successful listeners frequently use meta cognitive strategy via planning, monitoring and evaluating their listening comprehension as well. Likewise, motivated students can accomplish their tasks more automatically than unmotivated. Furthermore, the physical condition where the listening lesson takes place for example, if it is too noisy, too hot or cold, insufficient fresh air and light, all these factors may influence learners' listening comprehension.

Secondly, listeners probably are influenced by speakers. Speakers related factors are, since the lesson is listening, it is easy to infer the lesson is aural-oral. So, if the speakers are native the students will get an access of listening "perfect" pronunciation and related matters. Whereas, non-native speakers attempt to do as if the native it could be either hyper correction or imitation. In link with this, the less the speed of delivery and pause the greater the listeners comprehend. A typical example for this is a plasma (satellite broadcasting education) lesson in our actual classroom context, the students listen the native speaker. While she is presenting the lesson she considers their ability as they are EFL listeners. For this reason, all the speed delivery, pause and redundancy are moderate. In addition to these, she presents the lesson impressively with a smart dressing.

Thirdly, regarding to stimulus factors when a lesson has been prepared accounts some aspects. For instance, the domain and scope of the syllabus, that is vertically and horizontally relation with the preceded and followed grades as well as with other subjects within the same grade. Moreover, the topic should clear and familiar with learners' back ground knowledge and real life like. For example, listening lessons have been prepared in two topics for grade 12 students these are ""modern doctor speaking" and "thermodynamics" respectively which topic is more familiar, clear and ignite learners' prior knowledge, and which is vague, abstract etc. It is, in fact, a simple question with no doubt "the modern doctor speaking" is chosen. Such kind of topic arise learners' discussing interest as well. Besides, making the lesson vivid using audio-visual (plasma

in our context) probably be motivate students to elicit their knowledge. Generally, these factors take into account while the listening texts have ever been designed

Finally, according to this scholar contextual factor such as types of interactional event, obviously, communication is either interactional or transactional i.e. communication for delivering message or for business sake-to get some advantage, turn taking during conversation that is unable to comprehend intonation, the degree of destructors etc. strongly influence the listening texts to be comprehended. In addition, the greater the time interval between listening and testing the less recall of being heard, for this reason learners may fail to achieve their goal. Meanwhile, the text being read the students should take note but most learners' lack this skill. Generally, all these factors have their own contribution for the hindrance of a listening comprehension.

To sum up, according to Teng (1993) all these factors should be taken into account so as to make learners successful in EFL listening comprehension as a result the students achieve their goal effectively.

2.4. The need for effective listening strategy

Table 1. Reveals that as Teng (1993) regarded meta cognitive strategies as one of the factors that influence listening comprehension. As the researcher briefly discussed in the above sub sections meta cognitive strategies guide the listener what activities must accomplish in each stage that is pre-listening, while-listening and post-listening. In the ground of language learning theory, particularly cognitivism emphasize that language learning is a process which the learners pass through different steps and this process is cyclical. Thus, meta cognitive strategy depict what activities should be performed in each phase. For instance, in the planning, monitoring and evaluation process as briefly mentioned earlier. From this point of view, learners who able to use strategies properly will comprehend the listening text effectively, that is why the above mentioned researcher regarded meta cognitive strategies one of the factor which influence listening comprehension.

In general researchers of listening comprehension strategies (Bacan, 1992 ; Henner-Stanchina, 1987; Murphy, 1985; Vandergrift, 1996) have found that listeners who were able to use various listening strategies flexibly were more successful in comprehending spoken text, whereas listeners without the ability to apply adequate listening strategies tended to concentrate only on the text or word –for word decoding. Therefore, the use of listening strategies seems to be important indicator of whether a listener is skillful listener or not. And the language teachers' task is not only to give students an opportunity to listen but to teach them how to listen well by using listening strategies (Mendelsohn, 1995). Many researchers have also endeavored to diagnose listening strategy use when the learners are engaging in different listening tasks (O'Malley, Chamot & Kupper, 1989).Still others have studied the instruction given in listening strategies and demonstrated its positive effect on listening comprehension (Thompson &Rubin, 1996). It is believed that listeners will use different listening strategies to assist their retention of oral input since most listener have a limited memory capacity for the target language (Richad,1983).

In the following section, this researcher will review several studies that are related to listening strategies, firstly, by presenting a definition of listening strategies and related inventory which were suggested earlier, secondly, by revising certain studies that were constructed to diagnose second/ foreign listeners' listening strategies, thirdly, by reviewing certain studies that were done to explore the effect of instruction in listening strategies. Studies of the listening strategies of successful language learners have identified a number of cognitive and meta cognitive as well as socio/affective strategies that are used by second and foreign language learner (Thompson & Rubin, 1996).

According to Derry and Murphy (1986) cognitive strategies are behaviors, techniques or actions used by learners to facilitate the acquisition of knowledge or a skill. These strategies can be divided into inferenceing, elaboration, imagery, summarization, translation, transfer and repetition.

Meta cognitive strategies are management techniques by which learners control their learning process via planning, monitoring, evaluating and modifying their learning

approaches (Rubin, 1990). They can also be divided into planning, monitoring, evaluating and problem identification (Vandergrift, 1997). McDonald et al.(1997) who conducted a study of cooperative learning proposed a third type of strategy called socio affective strategies also defined such categories as those that involve interacting with another person to assist learning task. They are divided into cooperation, question, and self- test.

Oxford (1990) developed a comprehensive inventory of learning strategies in which strategies for all four skills were divided into categories each containing several sub groups. The first category was that of direct strategies that included the use of memory, cognitive, and compensation strategies the other category was that of indirect strategies that include meta cognitive, social and affective strategies. Direct strategies are believed to be strategies that directly involve the target languages where indirect strategies are those that support and manage learning without directly involving the target language (Oxford, 1990). Among these strategies listening strategies consisted of 52 different items.

Table 2 Shows an Inventory of Listening Strategies Based on O'Malley and Chamot (1990), Vandergrift (1997) and Oxford (1990)

	Main Categories	Sub categories	Example
Meta Cognitive Strategies	Planning	1.Advance organization	i.e., making clear of the aim of the task.
		2.Organizational planning	i.e., proposing plans or strategies for handling the task.
		3.Direct attention	i.e., deciding to pay whole attention on the learning task in advance to ignore the distraction.
		4.Selective attention	i.e., deciding to pay more attention to the specific or detailed aspects to complete the learning tasks.
		5.Self-management	i.e., finding and arranging the condition which can assist the completion of the learning task.
	Monitoring	1.Comprehension monitoring	i.e., checking the understanding of the task based on the input.
		2.Production monitoring	i.e., checking and correcting the production of the task.
		3. Auditory and Visual monitoring	i.e., making decisions based on how input sounds and looks.
		4.Styling monitoring	i.e., checking or correcting the output based on one's internal learning style.
		5.Strategy monitoring	i.e., tracking whether the used strategies work.
		6.Plan monitoring	i.e., checking whether the advanced plans work.

		7.double checking	i.e., tracking one's understanding based on the previous input or through input for the second time.
	Evaluation	1.production evaluation	i.e., assessing the output after the completion of the learning task.
		2.Performance evaluation	i.e., evaluating one's overall performance during the task.
		3.Ability evaluation	i.e., judging one's ability in the performance of the task.
		4.Stategy evaluation	i.e., evaluating the used strategies.
		5, Language repertoire evaluation.	i.e., assessing how much one has known of the language , such as the words

Source: Oxford (1990)

This table shows that the main and sub categories of the meta cognitive strategies. It is necessary to point out that all the components of meta cognitive strategies not only the three categories, but also their sub categories are independent variable that determine the score of the students as well as can be used separately. On the other hand, all the components of meta cognitive strategies interact with each other. In other words, they can be used individually in one listening stage or in some listening stages, or sometimes they can be used together in one listening stage or in some listening stages. Thus, the above table depicts that these strategies can be applied integrative with the listening learning process that is in pre listening stage the planning, the while listening stage the monitoring categories and the post listening stage the evaluation categories (Yung, 2007). Instructing students to use these strategies in each stage probably is useful to comprehend the listening text easily. Generally speaking, effective listeners use these strategies flexibly integrated with the listening learning stages.

Therefore, in 1998, Wenden reported that learners who have meta cognitive ability seem to have the following advantages over others who are not aware of the role meta cognition plays in learning another language:

1. They are more strategic learners.
2. Their rate of progress in learning as well as the quality and speed of their cognitive engagement is faster.
3. They are confident in their abilities to learn.
4. They do not hesitate to obtain help from peers, teachers, or family when needed.
5. They provide accurate assessment of why they are successful learners.
6. They think clearly about inaccuracies when failure occurs during an activity.
7. Their tactics match the learning task and adjustments are made to reflect changing circumstances.
8. They perceive themselves as continued learners and can successfully cope with new situation..

Furthermore, the top down and bottom up approaches which were discussed earlier can be integrated with the strategies to make the listening comprehension easy. Consequently, the learners who use these successfully comprehend the text. Regarding this explanation, in brief, O'Malley and Chamot (1990) generalize the relationship between meta cognitive strategies and listening as touched upon above has a positive and significant relation.

Among learning strategies which were mentioned by researchers the meta cognitive strategies are the most helpful for listeners to overcome difficulties which have raised while instructing and learning listening is progressing;

Meta-cognitive strategy is based on the notion of meta-cognition. According to Flavell (1976), meta-cognition refers to one's knowledge of his or her own cognitive processes and products and anything that is related to them, such as learning-relevant properties of data or other useful information. Briefly, meta-cognition refers to a person's awareness of his or her own level of knowledge and thought processes‖ (Chew, as cited by Lang, 2012), which is regarded as a higher level of cognition. In education, it has to do with

students' awareness of their actual level of understanding of a topic (Chew, as cited by Lang, 2012).

Flavell (1979, 1987) states that meta-cognition includes both meta-cognitive knowledge and experiences. Meta-cognitive knowledge is the knowledge learner has gained about cognitive processes, knowledge that can be used to regulate cognitive processes. Meta-cognitive knowledge can be divided into three categories, one of which is knowledge of strategy variables, including knowledge about both cognitive and meta-cognitive strategies, and conditional knowledge about when and where it is proper to employ such strategies (Flavell, 1979, 1987). Meta-cognitive experiences refer to the use of meta-cognitive strategies or meta-cognitive regulation (Brown, 1987). Meta-cognitive strategies are successive processes to manage or regulate cognitive activities, thus ensuring that a cognitive goal will be gained. These processes contribute to regulation and managing of learning, and include planning and monitoring cognitive activities, as well as evaluating the outcomes of those activities.

Similar to meta-cognitive knowledge, meta-cognitive regulation or "regulation of cognition" involves three important skills planning, monitoring and evaluating (Jacobs & Paris, 1987; Schraw, 1998)

Planning: refers to choosing the proper learning strategies and make sensible use of resources that can have an effect on performing the learning task. Planning includes goal setting, material reading, and questioning and task analysis. Planning or preparation is one of most important meta-cognitive strategies one can use to improve learning. Taking planning strategy, students are thinking about what their goals are and how they can accomplish those goals efficiently and effectively.

Monitoring: refers to supervision of activities in progress to ensure that everything is under control, thus performance goal can be met. Monitoring is what we take to keep track of how learning process is going. These strategies help learners notice that they may have problems on comprehension and concentration, so that they can find problems out and correct them.

Evaluating: refers to evaluating the outcome of a task, how well the task was accomplished, and the strategies used during the learning process. Evaluating is connected with monitoring. For instance, when the learner realize the fact that he/she

doesn't understand a part of listening material, he/she would go back listening that text again; when confused about a question, they would skip it and finish the easier ones first. Students' learning behaviors can be corrected through evaluating so that they can have better comprehension.

It is recognized that students tend to perform better on exams and complete work more efficiently if they possess a wide range of meta-cognitive skills. These students tend to be more self-regulated, who can use the "right tool for the job" and they can change learning strategies and skills when necessary to ensure learning efficiency. Those who have a high level of meta-cognitive knowledge and skill can notice obstacles to learning timely and change strategies to ensure goal achievement.

After studying the students' ability to solve problems in the fifth and sixth grade, Swanson (1990) concluded that meta-cognitive knowledge can make up for IQ and lack of prior knowledge. Students with a high meta-cognition tended to have used fewer strategies, but could solve problems more effectively than low meta-cognition students, without regard to IQ or previously-required knowledge. Those who have high meta-cognition know clearly about their own advantages and disadvantages, the nature of the task they are performing, and available "tools" or skills, all of which will help to attain the learning goal. These tools or skills are probably more useful in different learning situations if they are general, universal, and independent of circumstances.

Usually, several meta-cognitive processes may work together simultaneously during English learning task and various strategies should be combined to facilitate the improvement of learning outcome. Meta-cognitive strategies instruction can involve identifying effective listening strategies are the preliminary objective that must be taken into account. Accordingly, most researchers strongly recommended that instructors and learners of listening should appropriately aware the use of meta cognitive strategies in the classroom. In such a way, meta cognitive strategies training is the means which alleviate the overwhelming of listeners' skills in EFL listening.

Meta-cognitive strategies instruction can also involve training students in thinking skills helpful to regulate their own learning. For Examples, strategies that students can be trained to practice include schedule-making skills, active reading strategies, listening

skills, organizational skills and creating mnemonic devices (Thompson, L & Thompson, M, 1998, p. 243). Chamot and Rubin (1994) also point out that it is not a particular strategy that leads to improved performance, but rather the executive management of a repertoire of strategies. Undoubtedly, when those strategies take effect harmoniously, they do correlate to improve learners' performance.

It is generally recognized that learners use meta-cognitive strategies to monitor, evaluate, regulate or manage his or her learning. O'Malley and Chamot (1990, p. 227) points out the conviction that students without mastering meta-cognitive strategies do not have direction and ability to evaluate their progress, achievements and to determine their own future direction of learning. Clearly, the meta-cognitive strategies are to enable learners to take on their responsibility for learning advanced management methods or tools. They are closely linked with autonomous learning skills such as planning, monitoring, evaluating, reflecting, decision-making, accessing and organizing information. They have also been proved to best predict the success in learning English. Wenden (1991) maintains that it is necessary to introduce strategy training into plans of developing learner autonomy. She described the autonomous learners as those who have gained the strategies and knowledge to assume some responsibility for her own language learning on a willing and self-confident basis (Wenden, 1991, p. 163).

Therefore, meta-cognitive strategies, the most universal and applicable to all kinds of learning, should be developed first (Oxford, 1990, p. 202). It is of great significance to make learners aware of meta-cognitive strategies that play a fundamental part in learner autonomy.

2.5. Meta cognitive strategy training

The area of learning strategy research has grown dramatically over the 1980s and 1990s. "The skills underlying listening have become more clearly defined" and "Strategies contributing to effective listening are now better understand" (Rost, 2001, p.12). "A strategy based approach teaches learners how to listen effectively by instructing them in the use of strategies" (Mendeldohn, 1995, p. 134).

Several studies have been carried out in terms of training of meta cognitive strategies in English Language Teaching settings .For example, a study conducted in 2004 by Holden shows ways in which listeners can use cognitive and meta cognitive strategies to facilitate their listening process. In this study, meta cognitive awareness was the basis for a cyclical approach to listening in which pre-listening, on task listening and post-listening strategies were adopted. After applying this study, learners engaged more deeply in the task. This led to the conclusion that the incorporation of awareness-raising activities at the meta cognitive level helps learner to achieve greater success even in other areas of language learning. For instance learners might become more skilled in the manipulated of linguistic input as well as benefitting from self-regulation strategies that allow them to become independent learners of the language.

Another study conducted by Yang (2009) describes the implication of a study entitled Meta Cognitive Strategies Employed by English Listeners in an EFL setting. The research findings demonstrated that college students use direct attention most frequently and monitoring least frequently. Moreover, after the study the researcher concluded that successful and unsuccessful listeners are different meta cognitive strategies. For instance, successful listeners frequently use direct attention, functional planning, self-management, selective-attention and evaluation. In contrast, unsuccessful listeners regularly apply selective attention and direct attention. Therefore, the scholars concluded that unsuccessful listeners lack meta cognitive knowledge since they are not be able to use planning, monitoring, evaluating, functional planning and self management. The study concludes by recommending the promotion of meta cognitive awareness and strategy instruction in the teaching of listening.

Similarly, a study related to Meta cognitive strategy training which was carried out by Vandergrift and Tafaghodtari (2010) in Canada, reports on the effects of a meta cognitive process-based approach to teaching listening as a second language over a semester. This research was made on experimental and control group; in the experimental group, students listen to texts using a methodology that included meta cognitive processes such as planning, monitoring, evaluating and problem solving, in the control group, learners are taught the same texts by the same teacher but without any guided attention process.

To know the effects, a questionnaire named the Meta Cognitive Awareness Listening Questionnaire was applied. The result and analysis showed that learners in the group receiving the meta cognitive instruction (the treatment group) better performed than the control group. In addition, learners trained in meta cognitive knowledge the strategies have positive effects on their performance. Their comprehension of meta cognitive process also allowed them to have a greater ability to concentrate on their tasks, which can based as self-regulation.

Another study reported in 2010 and carried out by Coskun at a preparatory school of a Turkish State University, states the importance of meta cognitive awareness in language learning. This was conducted with an experimental and control group who participates were beginner-level students. The aim was to observe the effect of meta cognitive listening strategy training on the listening performance of learners. The experimental group received meta cognitive strategy training while the other did not. After the implementation, learners took a test that revealed that the experimental group did better statically. Therefore, the conclusion is that strategy training should be incorporated into regular listening teaching programs to help learners more effective listeners.

Similarly, Atehortia(2010) developed a descriptive qualitative research study at a Colombian University aimed at describing the cognitive styles of students that enabled them to recognize and use meta cognitive strategies. Additionally the conscious level of autonomy and responsibility was studied. With regard to the use of meta cognitive strategies it was proved that to solve complex tasks learners go beyond their linguistic abilities and engage in strategic competence that are reflected in three main features these are setting goals and objectives, self-assessment on formative learning, and planning tasks, resources, and schedules. These aspects were found to positively affect their performance with the language

A part from listening in other skills regard to Meta cognitive studies has been done. For instance, a domestic research which was conducted by Yohannes (2013) at Jimma University entitled “A Survey of Secondary School Students’ Reading Strategy Use, Teachers’ Perceptions and Practice”. The study focused on the basis of systematically

selected subjects of 152 students and 29 teachers from grade nine of four senior high schools in Jimma zone. Eventually, the study revealed that despite the number of students using cognitive and meta cognitive strategies were less than expected, many of them practiced these strategies in English classroom at a 'moderate' level.

To sum up, meta cognitive strategy training is a considerable target that instructors of listening take into account to facilitate learners' listening proficiency in EFL.

2.6. Models of Meta Cognitive Strategy Training

In all meta cognitive strategy training programs there some common basic principles that have been listed by Veenman et al. (as cited in Goh, 2008). They suggest that these programs should be embedded in the subject matter to ensure connectivity. Another key principle from their perspective is the necessity of informing learners about the usefulness of meta cognitive activities to make them exert the initial extra effort. Prolonged training to guarantee the smooth and guaranteed maintenance of the meta cognitive activity is another feature they underline. Similarly, Chamot and Rubin (1994) emphasis the importance of discovering and discussing strategies that students already use for specific learning tasks, presenting new strategies by explicitly naming and describing them, explaining why and when these strategies can be used and providing extensive practice.

In addition to key principles as indicated above, there are different categories of meta cognitive strategies resulting in the appearance of different strategy training models although they seem to share similar stages.

In Anderson's model (2002), meta cognitive strategy training is divided into five primary components that are preparing and planning, deciding when to use particular strategies, monitoring strategy use, learning how to orchestrate various strategies, and evaluating strategy use. In the preparing and planning component, students are prepared in relation to their learning goal and start thinking about what their goals are and how they will go about accomplishing them. In the process of deciding when to use particular strategies, learners think and make conscious decisions about the learning process and choose the

best and most appropriate strategy in a given situation. In the monitoring strategy use component, they need to ask themselves periodically whether or not they are still using these strategies as intended. While learning how to orchestrate various strategies, students coordinate, organize and make associations among the various strategies available. In the last component, evaluating strategy use, students attempt to evaluate whether what they are doing is effective by means of self-questioning debriefing discussion after strategies practice and checklist of strategies used can be used to allow the student to reflect through the cycle of learning. At this stage, all the previous stages are evaluated.

The models and training instruments, such as Cognitive Academic Language Learning Approach (CALLA) and Meta Cognitive Awareness Listening Questionnaire (MALQ) have been used in the meta cognitive strategy incorporated into the listening lesson for this study. Therefore, they will be explained in depth below and will also be mentioned in the "data collection and training instruments" section.

Vandergrift (1997) lists four strategy categories: planning, monitoring, evaluation and problem identification, which make up the basics of his model. For planning, he draws attention to an appropriate action plan to deal with difficulties that may hinder the listener from completing a task successfully. At this stage, he underlies the importance of pre-listening activities that help students make prediction about what to listen for and, subsequently, to focus attention on meaning while listening. In his monitoring category students check consistency with their prediction. In the evaluation category, students evaluate the result of decisions made during a listening task by getting involved in group or class discussion. Within the problem identification category, he underlines the importance of explicitly identification the aspect of the task that hinders completion of the listening task successfully. He also suggests some teaching techniques to develop students' meta cognitive strategy use by illustrating some listening activities that are simple and helpful for listeners to develop their meta cognition. His activities are mostly based on the idea that the regular use of pre-listening, listening and post-listening activities is likely to promote the acquisition of meta cognitive strategies. He also suggests using a checklist including two parts as "before listening" and "after listening". After the pre listening activities, students complete the first part of the checklist, before

listening, to evaluate whether they have followed all the necessary steps for successful listening before they begin to listen. After listening and attempting to complete the listening task, students complete the second part which will help them to evaluate their performance in a systematic fashion particularly if they had difficulty completion the task. This self-evaluation will help students to adjust their strategies for the following tasks.

CALLA was developed by Chamot and O'Malley as a meta cognitive strategy training model. It helps teachers to combine language, content and learning strategies in a carefully planned lesson.

In the CALLA model students prior knowledge and their habit of evaluation of their own learning seem to be the major principles. This model has five instruction phases as explained below (Chamot and O'Malley, 1994, p.44-45)

1. Preparation: Students prepare for strategies instruction by identifying their prior knowledge about and the use of specific strategies.

e.g. Setting goals and objectives, identifying the purpose of a language task, over- viewing and linking with already known materials.

2. Presentation: The teacher demonstrates the new learning strategy and explains how and when to use it.

e.g. Explaining the important of the strategy, asking students when they use the strategy.

3. Practice: students practice using the strategy with regular class activities.

e.g. Asking question, cooperating with others seeking practice opportunities.

4. Evaluation: Students self-evaluate their use of the learning strategy and how well the strategy is working for them.

e.g. Self-monitoring, self-evaluating, evaluating their learning.

5. Expansion: Students extend the usefulness of the learning strategy by applying it to new situation or learning for them.

e.g. Arranging and planning their learning

Another tool utilize as a model of meta cognitive strategy training is MALQ, developed by Vandergrift et al.(2006), which has been used in different context as a conscious raising tool to raise students' awareness of the process of listening, to positively influence students' approach to listening tasks, and to increase self-regulated use of comprehension strategies. The item in MALQ is related to five meta cognitive factors that are problem-solving strategies, planning-evaluation meta cognitive strategies, mental translation strategies, personal knowledge and directed attention. In addition, the teaching learning strategies checklist for a teacher performance checklist for listening and learners' performance checklist for listening which was developed by National Capital Language Resource Center (NCLRC) are used models of strategy training (Coskun, 2010).

Chapter Three: Research Design and Methodology

This chapter is the heart of the study which presents the design of the study, study population and sampling, data collection instrument, data collection procedure and data analysis.

3.1. Design of the study

A research design is an important part of the methodology that provides a framework for data collection and analysis. Accordingly, the study adapts a quasi experimental design. In this experiment the training in meta cognitive listening strategy (the treatment) was the independent variable and the scores from the listening test (pre and post test scores) were the dependant variable. The treatment group received strategy training on meta cognitive listening strategy while the control group went through the usual procedures in class without the strategy training. Both groups were given pre-test before the strategy training and post-test after the training. These contained of a Listening Comprehension Test (LCT), and a Meta cognitive Listening Strategy Questionnaire (MLSQ) which was developed by Vandergrift et al. (2006), Cognitive Academic Language Learning Approach (CALLA) which was used as a model of strategy training (Chamot & O'Malley, 1994) and checklists were developed by National Capital Language Resource Center (NCLRC) see (Appendix A, B, C, and D) respectively. The pre-test was set to get information about the participants' listening performance, and post-test scores were compared at the end of the training to find out if there is any significant difference in their listening test scores.

3.2. Study Population and Sampling

The setting of the study was Seka Preparatory School. The school had one hundred fifty two students of seventy two students were grade eleven , the rest of eighty students were grade twelve. It was difficult to deal with all of these populations. Therefore, the researcher focused on only grade twelve students. Thus, a sample of forty students out of

eighty grade twelve students that was fifty percent which was calculated by K=N/n where N=the total population, n=sample size and K=point of interval between sample size was determined. On the basis of random sampling, particularly, systematic random sampling system was applied. Therefore, N=80 n=40 students. K=80/40=2nd, 4th, 6th, 8th…80. in the list of names. In detail, number one and number two (roll numbers) in both streams that were natural science students and social science students were identified. Thus, number one picked by lot and all odd numbered students were included in the study. The same was true for even numbered students. The researcher focused on grade twelve students purposefully: As the grade was a transformation from high school to university, the students needed to develop this skill because, obviously at university most of their learning is through listening of different inputs. This means that they listen lectures, their friends etc. overall they receive a lot of information through listening. For this reason, the study aimed at grade twelve students in focus. In addition, to keep the homogeneity of the variables (i.e. considering the internal validity) the participants were selected from the same grade level. On the basis of these they were grouped under treatment and control group. Likewise twenty students were chosen by systematic random sampling and then ten students were grouped under treatment and ten students under control group respectively from grade twelve students, and the study was piloted.

The pilot study was conducted from March 1st through 30th 2007 E. C. at Seka Preparatory School. Parallel pre and post tests were prepared by the researcher. The researcher discussed with two university lecturers so as to prove the face validity. And then, the reliability was calculated by alpha coefficient the current scale was .77 it was satisfactory.

The participants filled MALQ before and after the training. The purpose of pre training MALQ was to check whether the participants use meta cognitive strategy or not and the post training MALQ to see the effect of meta cognitive strategy training.

The training materials were prepared based on the model CALLA by the researcher. Generally, the result of the piloted study indicated that the treatment group surpassed the control group.

3.3. Data Collection Instruments

3.3.1. Tests

Pre-test and post-test were used in this study. The aim of the pre test was in order to check the listening performance of the two groups whether they have the same level of listening proficiency or not in terms of their listening skills. Whereas the post test was to see the effect of meta cognitive strategy training in listening skills. A pre-test was used, which consisted of twenty multiple choice items. After the test had been administered and the necessary data were gathered the strategy training was administered.

The training lasted twelve hours from April 1st through May 10th, 2007 E.C. Due to the fact that, the treatment group received the training of Meta cognitive strategy used integrated with listening tasks. On the contrary, the control group did not receive any treatment instead the lesson was given in the usual way.

The treatment was given every Tuesday, Thursday and Saturday. On Tuesday and Thursday the treatment was given from 8:00-9:00 local time, but on Saturday from 2:00-3:00 local time. On the contrary, without Meta cognitive strategy training the lesson (listening skills) was given every Monday, Wednesday and Friday from 8:00-9:00 local time to the control group. After the researcher had negotiated with the school this time was already scheduled as a regular tentative time table.

Meanwhile, the treatment group received Meta cognitive strategy training; the control group did their private work as the courses were given for the two groups out of the regular session every afternoon until the end of the training. . Since the regular session was in the morning, the students were free in the afternoon. In short it was opposite shift. Similarly, while the control group was engaged in the listening task (the lesson was given) the treatment group did their private work.

The program and all things were done carefully and intentionally aimed at to minimize the coverts (confounds' variables) which may have affected the finding of the research.

After the training had been completed the post test which had a twenty items in multiple choice formats was given. It was used to see if the training brought about any significant difference in their listening skill between the two groups. It was given immediately after the meta cognitive strategy training. The questions were prepared by the researcher based on the syllabus, teacher's guide and recorded satellite broadcasting listening lessons of grade twelve. Thus, many of the questions and listening texts were chosen from these materials. Since they were parallel tests, the reliability and validity of the tests were checked by using two internal consistency estimates of reliability coefficient alpha was computed for the listening test. As a result, the current scale was .74 which meant the reliability was satisfactory. In addition to this, the validity of the tests was commented by group of experts. They were from two universities, two lecturers from Jimma University and one lecturer from Adama University in the field of language through discussion and e-mail that is the face validity.

3.3.2. Questionnaire

The questionnaire was adapted from (Vandergrift et al. 2006) based on the literature about Meta cognitive Awareness Listening Questionnaire MALQ. The questionnaire includes twenty meta cognitive strategies questions which were designed to measure the use of meta cognitive strategies. The questions were five scale Likert-type, consisting of a statement to which subjects indicated one of the five responses: 1= never true of me; 2= usually not true of me; 3=sometimes true of me; 4=usually true of me; 5=always true of me.

In order to avoid language barrier or misapprehensions and to achieve validity of questionnaire administration, all items were translated into Afan Oromo. This was translated by two scholars: One scholar who graduated majoring Afan Oromo and minor ring English and the other scholar who graduated majoring English and minor ring Afan Oromo. Because three fourth of the students their L_1 was Afan Oromo and the remaining one fourth had a background of other languages, Nevertheless, since the medium of instruction at the elementary level (grade 1 through 8) is Oromiffa by far they have a better communication competence than English. In addition, the questionnaire items were

adapted from (Vandergrift, et al., 2006), on testing meta cognitive strategies which assure the face validity and construct validity of the questionnaire it was commented by language experts and the construct validity based on the theory of the literature. The reliability of the questionnaire was assured.

The questionnaire was given to all students in both treatment and control groups. It was filled before and after the training. The purpose of the pre training MALQ is to check whether the participants use the meta cognitive strategy or not and the post training MALQ is to see the effect of the training. Generally, this was to find out whether the learners used meta cognitive listening strategies in the pre and post-tests. More importantly it was used to check the patterns of meta cognitive listening strategy used.

3.4. Data Collection Procedure

First, the researcher met the participants, talked with them about the study for an hour in detail and made them aware of the processes they were supposed to go through. To ensure the internal and external validity and the homogeneity of the variable in treatment and control groups, participants, forty students were selected from grade twelve based on simple random sampling method specifically, systematic random sampling. Similarly, the same method was applied to select and group under treatment and control groups. Thus, twenty students were grouped under treatment and the rest twenty students under the control group. The treatment group underwent the treatment while the control group did not receive any treatment. The treatment was based on the model prepared by Vandergrift and Tafaghodtari (2010) and the model discussed by O'Malley and Chamot (1990) and (Chamot & O'malley, 1994, pp. 44-45). The participants in the treatment group participated in four week strategy training. In each week three hours training were given. Generally the training was given at Seka Preparatory School every afternoon as it is briefly mentioned under "Data Collection Instrument" in sub-section "Test". Thus, each week the participants listened to a different oral text. Actually, the strategy training was given by the researcher taking into account many factors which affect the real findings of the study. These were: first so as to control the constructs (attitude, motivation, etc.). Second to use at most effort while the training is given (to develop adequate and relevant

teaching materials, giving feedback etc.). Third to monitor meta cognitive strategies (planning, monitoring, evaluating and sub-strategies) activities were used properly by the students. Fourth to develop even the researcher's awareness of meta cognitive strategy training application.

The following steps were followed during the strategy instruction period.

1. The concept of language learning strategies was explained with particular emphasis to meta cognitive strategies and some specific examples were given.

2. This stage focused specially on listening strategies. To familiarize the students with them the meta cognitive listening strategies were described. The students elaborated; planning, monitoring and evaluation.

3. Students were informed about the topic of the oral text and then they write their prediction on a piece of paper.

4. They were asked to brainstorm the kind of information they hear and wrote it on the paper based on their background knowledge. They also wrote the related vocabularies which they predicted they might have heard. This prediction phase was done in pairs or in small groups. The participants were informed to consider all logical possibilities. The meta cognitive processes to be involved in this phase were planning and direct attention.

5. After completing their prediction, the participants were listening to the text for the first time. They were asked to put a check mark beside the information they predicted when they heard and comprehend too. The meta cognitive processes to be involved in this phase were selective attention, monitoring and evaluation.

6. Next, the participants worked in pairs to compare their prediction and the information they comprehended. They were encouraged to discuss points of confusion and disagreement, modify as it was required and decided the parts of the text and information that required careful attention during the second listening. The meta cognitive processes to focus in this phase were monitoring, evaluation, planning and selective attention.

7. The participants were listening to the text a second time. They attempted to make sense of the point of difficulty they had encountered after the first listening, made correction and also wrote new information they understood on the paper. The meta cognitive processes in this phase were selective attention, monitoring..

8. Then, they engaged in a class discussion to confirm their understanding of the text and how they succeeded in the process by comprehending. The meta cognitive processes to be involved in this phase were monitoring, evaluation and problem solving.

9. Students were listening to the text for the third time focusing specifically on the information revealed in the class discussion which they were not able to make sense of before. The meta cognitive processes to be regulated in this phase were selective attention, monitoring and problem solving.

10. Finally, each student completed a personal reflection on the listening process, noting any strategies they will use in the following listening.

After the treatment stage was completed another listening comprehension parallel test with the same level of difficulty was administered to both treatment and control groups to see whether the strategy instruction brought about any effect on the participants' listening performance or not.

3.5. Data Analysis

The quantitative data were organized, analyzed, interpreted systematically by applying descriptive and inferential statistics. In the analysis data were arranged orderly and checked. After that, the researcher used code sheet and table so as to make the tabulation and calculation so easy. In line with this, the hypothesis was tested following the steps of alpha level, degree of freedom (df), type of test and critical value.

The questionnaire, the pre-test and post-test scores from the strategy training and listening comprehension tests were analyzed using SPSS exploratory data analysis tool (EDA) to establish its normality. The data were computed by independent sample t-test because this is among the type of statistics that suits such a kind of study. In other

words, since the study was quasi-experimental, the treatment group result never depended on the control group and the vice versa is true thus under descriptive statistics this is the most applicable for this study. Therefore, each of the group means, standard deviation, t-calculation value and t-tabulation value were analyzed to decide its significance.

3.6. Ethical Considerations

In conducting this study, every important ethical issue was taken into account. First, before entering into the actual data collection, a formal letter was received from the Department of English Language and Literature. Then, the letter was given to Seka Preparatory School principal. He admitted and permitted the study to be conducted. Afterwards the students were asked to participate in the study after they had been given a brief explanation about the purpose of the study. Accordingly, with a great inspiration responded that they would be ready to participate. .Every effort was made to keep participants anonymous and confidentiality. Moreover, every source that is used in this study was acknowledged.

Chapter Four: Finding and Discussion

This Chapter deals with the presentation and analysis of the data which were collected using various instruments. These were pre and post tests and questionnaire. The purpose of this study was to explore the current use of meta cognitive strategies in the actual EFL classes. So as to achieve this purpose, forty students were elected using systematic random sampling and then using similar method twenty students were grouped under control group and twenty students grouped under treatment group. First, pre-test was administered to assess their performance level and questionnaire was filled to examine their use of strategies. Second, a post test was administered to examine the effect of the training, and a questionnaire was used to assess to what extent they use the strategies.

4.1. Findings

The findings of the study are presented in line with each research question as follows:

Research question 1: Is there a positive and significant relation between proficiency level and use of Meta cognitive listening strategy? It was hypothesized that the group receiving the treatment would outperform the control group on the post test of listening comprehension.

To see if the control and treatment groups were in equal condition before the treatment began, it was decided to compare the mean score of both groups by giving a pre-test

Table 3. Descriptive Statistics and Independent t-test for the Comparison of Pre-test Result.

Pre-test result	*N*	*Mean*	*SD*	*df*	*t*	*P*
Treatment group	20	12.5	2.67	38	1.09	0.1413
Control group	20	12.8	4.43			

Note:α=0.05. p > 0.05

A pre-requisite to any comparison of two independent means is equality of variance. Equality of variance was investigated using Leven's test. The p-value turned out to be 0.1413 which is bigger than 0.05(alpha level). So the variances were assumed as equal with 95% confidence. To investigate equality of means for two independent populations, an independent sample t-test was computed. So the means of the two groups were compared using a one tailed t-test that is directional. The p-value was 0. 1413 which is bigger than 0.05: therefore, it was concluded that there was no significant difference between the mean scores of two groups.

Thus, it can be concluded that the two groups were homogenous in terms of their listening proficiency at the initial stage of the study. Therefore, it was confirmed that the two groups were at the same level of listening proficiency before the treatment was undertaken. The next step was to see whether any change had occurred in the performance of the treatment group after the intervention. To this end, sessions of Meta cognitive strategy training in listening were given to the treatment group followed by a post test. The mean scores of the listening test were compared and here follows the result.

Table 4. Descriptive Statistics and Independent t-test for the Comparison of Post- test Result

Post-test result	*N*	*Mean*	*SD*	*df*	*t*	*P*
Treatment group	20	13.95	3.36	38	3.46	0.007
Control group	20	12.5	2.78			

Note: α=0.05. $p < 0.05$.

Table 4 presents the result of the statistical analysis performed to see whether there is any significant difference between the mean scores of the treatment and the control groups by conducting a Leven's test, it was found that the variance of both groups are different. The p-value was calculated to be 0.007 which was smaller than 0.05. Consequently, the hypothesis concerning the equality of variances was rejected and there was a significant difference between the performances of treatment and control groups.

To see if there had been any statistically significant difference between the pre-test and the post-test mean scores of the control group, an independent t-test was used. As illustrated in Table 4.5, the p-value turned to be 0.1132 which is bigger than 0.05 suggesting that there was no significance between the mean scores of pre-test and post-test.

Table 5. Descriptive Statistics and Independent t-test for the Control Group Progress.

Control group	*N*	*Mean*	*SD*	*df*	*t*	*P*
Pre-test	20	13.25	4.46			
Post-test	20	12.5	2.78	19	1.25	0.1132

Note: $\propto$=0.05. P-value > 0.05.

On the contrary, in order to find out about the treatment group progress after the intervention, it was decided that the participants' initial scores were compared to the final ones. An independent t- test was performed to compare the mean scores of students before and after the treatment. As shown in Table 6. the p-value was calculated to be 0.0011 indicating that there was a significant difference between the means of the treatment group before and after the treatment.

Table 6. Descriptive Statistics and Independent t-test for the Treatment Group Progress.

Treatment group	*N*	*Mean*	*SD*	*df*	*t*	*P*
Post- test		13.95	3.36			
Pre-test	20	12.15	2.67	19	3.28	0.0011

Note: α=0.05. p < 0.05

Research question 2: To what extent do EFL learners use meta cognitive strategies in listening classes? This question was answered by computing an independent sample t-test as follows.

Table 7. Result of Independent t-test for Total Strategy Use Score between Treatment and Control Group.

Independent t-test difference (pre-post)

Group		*Mean*	*SD*	*df*	*t*	*p*
Treatment group	Pre	68.2	11.4			
	Post	78.2	12.88	19	2.6	0.0088
Control group	Pre	66.7	10.42			
	Post	69.6	11.65	19	0.76	0.2283

Note:α=0.05. $p < 0.05$; $p > 0.05$

As indicated in Table 7, an independent sample t-test was conducted on the total mean scores of strategies at pre and post test to show within group comparisons. The result (refer to table 7) show that there was a significant difference $t(19) = 2.6$, $p = 0.0088$ in the total strategy use mean scores of the students in the treatment group between pre-treatment ($M = 68.2$, $SD = 11.4$) and post treatment($M = 78.2$, $SD = 12.88$). Whereas the control group result showed that insignificant $t(19) = 0.76$, $p = 0.2283$ which is bigger than alpha level 0.05. Thus the result was not statistically significant for the control group. This suggests that in general, the students in the treatment group significantly used more strategies after the training compared to the control group.

To find out which specific main meta cognitive strategy types that have increased in their use by the learners independent sample t-test were computed on strategy use mean scores of the three main types of strategies namely planning, monitoring and evaluation.

Table 8. Result of Independent Sample t-test for Main Categories of Strategy Use Score for Treatment Group.

Independent t-test difference (pre-post)

Main category		*Mean*	*SD*	*df*	*t*	*p*
Planning	Pre	23.7	4.75			
	Post	27.1	7.91	19	0.52	0.3045
Monitoring	Pre	24.35	4.68			
	Post	27.4	4.43	19	2.12	0.237
Evaluation	Pre	19.65	4.12			
	Post	23.55	3.53	19	0.76	0.0023

Note: p-value was calculated at α=0.05 level. 0.3045 > 0.05, 0.237 > 0.05, 0.0023 < 0.05

The result in Table 8. Showed that students in treatment group outperformed statistically a significant increase in the use of one types of strategy which is evaluation (p = 0.0023).The result for the control group in Table 9. in contrast did not show any significant difference.

Table 9. Result of Independent Sample t-test for Main Categories of Strategy Use Score for Control Group.

_ Independent t-test difference (pre-post)

Main category		*Mean*	*SD*	*df*	*t*	*p*
Planning	Pre	23.4	4.24			
	Post	23.45	5.72	19	0.032	0.4874
Monitoring	Pre	24.15	5.25			
	Post	24.25	4.38	19	0.065	0.4744
Evaluation	Pre	20.35	4.67			
	Post	21.9	4.13	19	1.06	0.1512

Note: p-value was calculated at α=0.05 level. 0.4874 > 0.05, 0.4744 > 0.05, 0.1512 > 0.05.

Further independent sample t- test was computed in order to identify which specific sub categories of strategies that were used more by the students after the training.

Table 10. Result of Independent t-test for Sub-categories of Strategy Use Score for Treatment group

- Independent t-test Difference (pre-post)

Sub category		***Mean***	***SD***	***df***	***t***	***p***
Advanced organization	Pre	13.55	25.03			
	Post	13.65	28.75	19	1.28	0.108
Directed attention	Pre	3.15	13.73			
	Post	3.8	16.56	19	-0.53	0.3011
Selective attention	Pre	3.6	15.64			
	Post	3.8	16.56	19	-0.157	0.4385
Self-management	Pre	6.75	19.73			
	Post	7.7	22.48	19	- 0.655	0.2602
Plan monitoring	Pre	3.15	13.73			
	Post	4.15	18.09	19	-0.79	0 .2196
Comprehension	Pre	3.55	15.47			
Monitoring	Post	3.85	16.78	19	-0.333	0.3714
Strategy monitoring	Pre	10.45	23.54			
	Post	11.6	26.12	19	- 0.732	0.2366
Double monitoring	Pre	6.95	20.37			0.2847
	Post	7.8	22.78	19	-0.579	
Production evaluation	Pre	6.3	18.39			
	Post	8.15	21.36	19	-1.312	0.0126
Performance	pre	6.1	17.86			
evaluation	Post	7.55	22.05	19	-1.028	0.01584
Strategy evaluation	Pre	3.7	16.13			
	Post	4	17.44	19	-0.231	0.4099

Note: p-value was calculated at α =0.05

Table 11. Result of Independent t-test for Sub-categories of Strategy Use Score for Control Group.

Main category		***Mean***	***SD***	***df***	***t***	***p***
Advanced organization	Pre	13.2	24.28			
	Post	13.2	24.35	19	0	0.5
Directed attention	Pre	3.4	14.82			
	Post	3.05	13.29	19	0.189	0.426
Selective attention	pre	3.7	16.13			
	Post	3.7	16.13	19	0	0.5
Self management	Pre	6.55	19.16			
	Post	7.1	20.7	19	-0.390	0.3540
Plan monitoring	Pre	6.7	19.57			
	Post	7.1	20.73	19	0.3905	0.354
Comprehension monitoring	Pre	3.75	16.35			
	Post	3.55	15.47	19	0.159	0.4377
Strategy monitoring	Pre	6.95	20.29			
	Post	6.95	20.31	19	0	0.5
Double monitoring	Pre	7.15	20.88			
	Post	6.8	19.87	19	0.245	0.4045
Production evaluation	Pre	7.05	20.59			
	Post	7.3	21.35	19	0.014	0.4945
Performance evaluation	Pre	6.4	18.19			
	Post	7	20.44	19	-0.429	0.3364
Strategy evaluation	Pre	3.8	16.56			
	Post	4.	17.	19	-0.229	0.4107

Note: p-value was calculated at α=0.05 levels

Table 10, and Table 11, revealed that the results of independent sample t-test for groups of students. The results show that there was a significant difference in the strategy use mean scores of two sub-categories of strategies for the treatment group namely production evaluation and performance evaluation (p = 0.0126), (p = 0.01584) respectively a sub-category of evaluation. On the other hand, the control group was not progress any of the sub groups.(refer Table.11).

Results from the analyses of MLSQ briefly as the independent sample t-test revealed that the total use of meta cognitive strategy, the use of main categories of meta cognitive strategies and the use of sub categories of meta cognitive strategies by the treatment and control groups comparatively summarize as follows:

1. The total strategy use score between the treatment and control groups based on the independent sample t-test analysis the treatment group $t(19) = 2.6$, $p = 0.0088$ and its mean scores of pre and post training MLSQ (pre, $M = 68$,$SD = 11.4$) and (post, $M = 78.2$, $SD = 12.88$). On the other hand, the control group $t(19) = 0.7$, $p = 0.2283$, and its mean scores of pre and post training MLSQ were (pre, $M = 66.7$, $SD = 10.42$) and (post, $M = 69.6$, $SD = 11.65$). Therefore, the total strategy use on the basis of the independent sample t-test the treatment group better statistically significant than the control group because $p < 0.05$.

2. The result of independent sample t-test for main categories of strategy use score for treatment group. One of among the main category of meta cognitive strategies is planning. The use of this strategy as the statistical independent sample t-test revealed that $t(19) = 0.52$, $p = 0.3045$). This indicated that statistically insignificant and the mean scores of pre and post (pre, $M = 23.7$, $SD = 4.75$) and (post, $M = 27.1$, $SD = 7.9$). Generally, this main category of meta cognitive strategy was not used because statistically insignificant $p > 0.05$.

3. The result of independent sample t-test for main categories of strategy use score for treatment group revealed that the second main category that is monitoring $t(19) = 2.12$, $p = 0.237$. The mean scores of pre and post training MLSQ were (pre, $M = 24.35$, $SD = 4.68$) and (post, $M = 27.4$, $SD = 4.48$). Thus, we can deduce the result from the independent sample t-test analysis was statistically insignificant $p > 0.05$.

4. One of among the main category of meta cognitive strategy is evaluation. The result of independent sample t-test for main categories of strategy use score for treatment group indicated that $t(19) = 0.76$, $p = 0.0023$. And the mean scores of pre and post training MLSQ were (pre, $M = 19.65$, $SD = 4.12$) and (post, $M = 23.55$, $SD = 3.55$). Unlike planning and monitoring this strategy was statistically significant $p < 0.05$.

5. The general overview of independent sample t-test for main categories of strategy use scores for control group; one of among the main category of meta cognitive strategy is planning. As the independent sample t-test depicted $t(19) = 0.032$, $p = 0.4874$, and pre and post mean scores were (pre, $M = 23.4$, $SD = 4.24$) and (post, $M = 23.45$, $SD = 5.72$). Therefore, this strategy statistically insignificant because $p > 0.05$, the strategy was not used.

6. The result of independent sample t-test for main categories of strategy use score for control group revealed that under main category in monitoring $t(19) = 0.065$, $p = 0.4744$. The mean scores of pre and post MLSQ were (pre, $M = 24.15$, $SD = 5.25$) and (post, $M = 24.25$, $SD = 4.38$). Like planning the monitoring strategy was not outperformed by the group as it was statistically insignificant $p > 0.05$.

7. Evaluation is among the main categories of meta cognitive strategies. Based on the result of independent sample t-test for main categories of strategy use score for control group indicated that $t(19) = 1.06$, $p = 0.1512$, and the mean scores of pre and post were (pre, $M = 20.35$, $SD = 4.67$) and (post, $M = 21.9$, $SD = 4.13$). From this evidence it was concluded that the strategy was not used because $p > 0.05$ which meant statistically insignificant.

In summary, the control group was not outperformed in any of the main categories of meta cognitive strategy because they were statistically insignificant, $p > 0.05$.

8. On the ground of the result of independent sample t-test for sub categories of strategy use score for treatment group was interpreted as follows: The sub categories of meta cognitive strategies are advanced organization, direct attention, selective attention and self-management which were categorized under main category of planning. Under main category of monitoring: plan monitoring, comprehension monitoring, strategy monitoring and double monitoring. Similarly, under main category of evaluating: production evaluation, performance evaluation and strategy evaluation.

8.1. To begin with, advanced organization $t(19) = 1.28$, $p = 0.108$, and its mean scores of pre and post training MLSQ were (pre, $M = 13.55$, $SD = 25.03$) and (post, $M = 13.65$, SD

= 28.75). This strategy is the sub categories of meta cognitive strategies as the independent sample t-test depicted statistically insignificant $p > 0.05$.

8.2. The second sub strategy under the main category of planning is directed attention $t(19) = -0.53$, $p = 0.3011$, and the mean scores of pre and post MLSQ were (pre, M = 3.15, SD = 13.75) and (post, M = 3.8, SD = 16.56), Like advanced organization, directed attention was not used because statistically insignificant $p > 0.05$.

8.3. The third sub category of planning is selective attention $t(19) = -0.157$, $p = 0.4385$, and the mean scores of pre and post were (pre, M = 3.6, SD = 15.64) and (post, M = 3.8, SD = 16.56). Thus, the strategy was not used because $p > 0.05$ which meant statistically insignificant.

8.4. The fourth sub category of planning is self- management. According to independent sample t-test for sub categories of strategy use score for treatment group revealed that $t(19) = -0.655$, $p = 0.2602$. The mean scores of pre and post MLSQ were (pre, M = 6.75, SD = 19.73) and (post, M = 7.7, SD = 22.48). Like the rest of the sub strategies, which were categorized under planning, this strategy was statistically insignificant because $p > 0.05$. This implied that the strategy was not used.

In general, like main category (planning) the sub-categories were not used by the treatment group since $p > 0.05$.

8.5. Among the sub categories of monitoring is plan monitoring. According to the result of independent t-test for sub-categories of strategy use score for treatment group, this strategy $t(19) = -0.79$, $p = 0.2196$. The mean scores of pre and post were respectively (pre, M = 3.15, SD = 13.73) and (post, M = 4.15, SD = 18.09). Therefore, it was concluded that statistically insignificant. The group did not use this strategy because $p > 0.05$.

8.6. Comprehension monitoring is the sub category of monitoring as the result of independent sample t-test for sub-categories of strategy use score for treatment group depicted that $t(19) = -0.333$, $p = 0.3714$, and the mean scores of pre and post treatment

MLSQ were (pre, M = 3.55, SD = 15.47) and (post, M = 3.85, SD = 16.78) respectively. This strategy was not used because statistically insignificant $p > 0.05$.

8.7. Likewise, under monitoring, strategy monitoring is one of the sub-categories. Based on the evidence $t(19) = -0.732$, $p = 0.2366$. The mean scores of pre and post of MLSQ were respectively (pre, M = 10.45, SD = 23.54) and (post, M = 11.6, SD = 26.12). From these data we deduced that this sub-strategy was not used because statistically insignificant $p > 0.05$.

8.8. Eventually, among the sub-categories of monitoring is double monitoring. As a result of independent sample t-test for sub-categories of strategy use score for treatment group revealed that $t(19) = -0.579$, $p = 0.2847$, and the mean scores of the pre and post respectively (pre, M = 6.95, SD = 20.37) and (post, M = 7.8, SD = 22.78). It was statistically insignificant $p > 0.05$.

Generally, based on the result of independent t-test for sub-categories of strategy use score of treatment group, like main-category (monitoring), the sub-categories were not statistically significant. Thus, they were concluded that these strategies were not used.

8.9. Under the main-categories of evaluation is production evaluation. This sub-category strategy according to the result of independent sample t-test strategy use score $t(19) = -1.312$, $p = 0.0126$, and the mean scores of pre and post were (pre, M = 6.3, SD = 18.39) and (post, M = 8.15, SD = 21.36). This strategy statistically significant $p < 0.05$, this implied that it was used by the group to accomplish listening tasks.

8.10. Performance evaluation is among the sub- categories of evaluation. As the independent sample t-test showed $t(19) = -1.028$, $p = 0.01584$, and the independent t-test difference of mean scores of pre and post were (pre, M = 6.1, SD = 17.86) and (post, M = 7.55, SD = 22.05) respectively. Like production evaluation, performance evaluation was statistically significant $p < 0.05$. The last but not the least sub-categories of evaluation that is strategy evaluation $t(19) = -0.236$, $p = 0.4099$, and the mean scores of both pre and post MLSQ were (pre, M = 3.7, SD = 16.13), while (post, M = 4, SD = 17.44). Since it was statistically insignificant, $p > 0.05$, the strategy was not used.

To sum up, based on the result of independent t-test for sub-categories of strategy use score for treatment group the result was in line with main categories. In the main categories planning and monitoring strategies were statistically insignificant. Whereas evaluation was statistically significant, in essence this strategy was used. Similarly, in sub-categories of strategy use except product evaluation and performance evaluation the rest of sub-strategies statistically insignificant $p > 0.05$. They were not used by the treatment group during the listening lesson was progressing.

9. Regard to the result of independent t-test for sub-categories of strategy use score for control group. Likewise, the sub strategies which were analyzed earlier the control group strategy use interpreted according to these sub strategies: advanced organization, directed attention, selective attention, self-management, plan monitoring, comprehension monitoring, strategy monitoring, double monitoring, production evaluation, performance evaluation and strategy evaluation.

9.1. According to the result of the independent sample t-test for sub-categories of strategy use score the result of advanced organization $t(19) = 0$, $p = 0.5$. The mean scores of pre and post training MLSQ were (pre, $M = 13.2$, $SD = 24.28$) and (post, $M = 13.2$, $SD = 24.35$). This strategy statistically insignificant because $p > 0.05$. Therefore, the control group did not use this strategy.

9.2. Directed attention is one of the sub-categories as the strategy use score for control group revealed that $t(19) = 0.189$, $p = 0.426$. The pre and post mean scores were (pre, $M = 3.4$, $SD = 14.82$), and (post, $M = 3.05$, $SD = 13.29$).As $p > 0.05$, the strategy was statically insignificant.

9.3. One of the sub-categories of meta-cognitive strategy is selective attention according to the result of the independent sample t-test was $t(19) = 0$, $p = 0.5$. The mean scores of strategy use pre and post respectively (pre, $M = 3.7$, $SD = 16.13$) and (post, $M = 3.7$, $SD = 16.13$). Thus, $p > 0.05$ this implied that the control group did not use it.

9.4. Self-management is one of among the sub categories the result of independent t-test for sub-categories of strategy use score for control group revealed $t(19) = -0.390$, $p =$

0.3540, and pre and post mean scores (pre, M = 6.55, SD = 19.16) and (post, M = 7.1, SD = 20.73). Like the above three sub-strategies this was not also used.

9.5. The sub-strategy, plan monitoring as the independent sample t-test indicated t(19) = 0.3905, p = 0.354. The mean scores of pre and post training MLSQ were (pre, M = 6.7, SD = 19.57) and (post, M = 7.1, SD = 20.73). This strategy was not statically significant because p > 0.05.

9.6. Based on the result independent sample t-test for sub-categories of strategy use score for control group revealed that the two sub –categories comprehension strategy monitoring, and double monitoring respectively t(19) = 0.159, p = 0.4377, and the mean scores of pre and post were (pre, M = 3.75, SD = 16.35) and (post, M = 3.55, SD = 15.47). Strategy monitoring t(19) = 0, p = 0.05, and the mean scores of pre and post were (pre, M = 6.95, SD = 20.29) and (post, M = 6.95, SD = 20.31). Double monitoring t(19) = 0.245, p = 0.4045. The mean scores of pre and post MLSQ were (pre, M = 7.15, SD = 20.88) and (post, M = 6.8, SD = 19.87). According to the independent sample t-test for sub-categories of strategy use score for control group all these sub-strategies statically insignificant because p > 0.05. Therefore, the strategies were not used.

9.7. Finally, under the main category of evaluation, sub- categories of meta cognitive strategy: production, performance and strategy evaluation. Based on independent sample t-test for sub-categories of strategy use score for control group these sub-strategies use score respectively as follows: production evaluation t(19) = 0.014, p = 4945, and the mean scores of pre and post (pre, M = 7.05,SD = 20.59) and (post, M = 7.3, SD = 21.35). Performance evaluation t(19) = -0.429, p = 0.3364. The mean scores of pre and post MLSQ were (pre, M = 6.4, SD = 18.19) and (post, M = 7, SD = 20.44). Strategy evaluation t(19) = -0.229, p = 0.4107. The mean scores of pre and post respectively (pre, M = 3.8, SD = 16.56) and (post, M = 4, SD = 17). Similarly, all these strategies were statistically insignificant because p > 0.05.

Generally, based on the result of independent sample t-test for sub-categories of strategy use score for control group none of the sub-strategies statistically significant since the value of alpha level less than the value t-tabulated (critical value) (p > 0.05). This

implied that all the sub-strategies were not used by the control group the listening lesson were progressing.

4.2. Discussion

In order to establish the homogeneity of the two groups in terms of listening knowledge, an independent sample t-test was carried out, to examine the difference between the performances of the two groups on the listening test before the meta-cognitive strategy training. The result indicated that there was not any significant difference ($t(38) = 1.09$, $p > 0.05$. The mean scores of the subjects in the control group and the subjects in the treatment group were (Mean = 12.8), and (Mean = 12.5) respectively. Thus, in simple words the two groups were homogenous in terms of listening knowledge at the beginning of the training. The t-value was analyzed by independent sample t-test and displayed in Table 3.

The calculated p-value is below the threshold value that is .05, which means that the groups are homogenous in terms of their listening performance.

After a month meta cognitive listening strategy training for the treatment group and listening courses in the usual way for control group had been given both groups took part in a post test. This aimed at to be able to compare any improvement in the treatment group's listening performance with that in the control group at the end of the training Table 4, revealed that the results of the listening test in the two groups were compared by using independent sample t-test statistical procedure. The result indicated that the mean scores of the treatment group (Mean = 13.95) were significantly ($t(19) = 3.46$, $p = 0.007 < 0.05$, different from the control group (Mean = 12.5). In other words, the treatment group surpassed the control group in terms of listening performance at the end of the treatment.

Researcher of listening comprehension strategies (Bacan,1992a, 1992b;Henner-Stanchina, 1987; Murphy, 1985; Vandergrift, 1996) have found that listeners who were able to use various listening strategies flexibly were more successful in comprehending

spoken text, whereas listeners without the ability to apply adequate listening strategies tended to concentrate only on the text or word-for word decoding. Therefore, the use of listening strategies seems to be important indicator of whether a listener is skillful listener or not.

> …this was conducted with an experimental and control group who participate were beginner-level students. The aim was to observe the effect of meta cognitive listening strategy training on the listening performance of learners. The experimental group received meta cognitive strategy training while the other did not. After the implementation, learners took a test that revealed that the experimental group did better statistically. Therefore, the conclusion is that strategy training should be incorporated into regular listening teaching programs to help learners more effective listeners (Coskun, 2010, p.506).

These above quoted idea depicted that learners who apply strategies were effective in their learning. Particularly meta cognitive listening strategy training had positive and significant relation with listening proficiency. Furthermore, even unskilled listeners were able to benefit from the strategy training. As a result, meta cognitive strategy training was recommended to be a part of the regular listening teaching programs to help learners more effective listeners.

According to the following scholars claim revealing that meta cognitive strategy training facilitated L2 listening comprehension and is useful for L2 listening improvement (Anderson, 2002; Goh, 2008; O'Malley & Chamot 1990; Thompson & Rubin; 1996; Vandergrift, 1997; Vandergrift, 2003)

Generally, the treatment group after the training used the meta cognitive strategies effectively because their achievement significantly progress.

In line with this, MLSQ was filled pre and post of MLST. Accordance with the result of the pre questionnaire the mean scores of the treatment group and the control group respectively were (M = 68.2) and (M = 66.7). After the meta cognitive strategy training

in listening learning, the same questionnaire was distributed to the treatment and control group again with the purpose of digging out in what aspect the meta cognitive strategy training changed the students' employment of meta cognitive strategies.

Based on, Table 7. results of independent t-test for the total strategy use score between treatment and control group. The mean score of the treatment group was (M = 78.2) and t-value (t (19) = 2.6, p = 0.0088). Whereas, the control group mean score was (M = 69.6) and t-value (t (19) = 0.76, p = 0.2283). These implied that the total use of strategy by the treatment group was statistically significant because $p = 0.0088 < 0.05$. On the other hand the total use strategy by the control group was statistically insignificant because $p = 0.2283 > 0.05$. It was evident that the strategy training exerted a significant on students' use of meta cognitive strategies in terms of listening learning the mean score of the second questionnaire greatly improved. Similarly, a study was conducted by Vandergrift and Tafaghodtari (2010) in Canada learners trained in meta cognitive knowledge the strategies have positive effects on their performance, their comprehension of meta cognitive process also allowed them to have a greater ability to concentrate on their tasks, which can based as self-regulated.

According to the result of independent sample t-test for main categories of strategy use score for treatment and control group comparatively after MLST. The treatment group mean scores of planning, monitoring and evaluating were respectively (M = 27.1), (M = 27.4) and (M = 23.55). In addition to this, the t-values (t (19) = 0.52, p = 0.3045), (t (19) = 2.12, p = 0.237) and (t (19) = 0.76, p = 0.0023. While the control group mean scores of planning, monitoring and evaluating were (M = 23.45), (M = 24.25) and (M = 21.9). Similarly, the t-values were (t (19) = 0.032, p = 0.4874), (t (19) = 0.065, p = 0.4744) and (t (19) = 1.06, p = 0.1512). Based on this statistical analysis only the treatment group in planning main category strategy use outperformed statically significant that was $p = 0.0023 < 0.05$.

In a nut shell, accordance with the independent t-test statistical analysis revealed that effects of MLST (meta cognitive listening strategy training) on listening

comprehension, the findings of this study indicate that the adjusted post- test mean score for the treatment group is slightly higher than those of the control group. Likewise, as the independent sample t-test indicated that there is statistically significant difference in strategy use of the students who followed the training.

On the contrary, the students in the control group both the test and the MLSQ have not made any statistical significant on the listening performance of the students. The finding is consistent with these of Vandergrift and Tafaghodarri (2010) "learners trained in meta cognitive knowledge the strategies have positive effect on their performance "(p. 469). A study was conducted in 2010 by Coskun "meta cognitive strategy training positively affects their performance with the language" (p. 506). A similar study was conducted at a Colombian University "Meta cognitive strategy training positively affects their performance with the language" (Atehortin, 2010: p. 65). "Strategy contributing to effective listening are now better understood" (Rost, 2001: p.12).

According to O'Malley and Chamot (1990) emphasized teaching of strategies will involve a considerable investment in time, resource and effort in order to be effective. Basing their argument on the cognitive language teaching learning theory, they started that similar to any other complex cognitive skills a strategy has to go through the cognitive associative and autonomous stage of learning before it can become proceduralised. Since meta cognitive listening strategies are considered executive or higher order strategies (as briefly discussed in the introduction part) some scholars said the seven sense that is especial thinking power which enable to see invisible. Thus, it might require even longer time for learner to gain sufficient practice to elicit their knowledge.

To sum up, from these points of view the independent sample t-test comparing the total mean of strategy use between pre and post test yield a significant difference for the treatment group only. When further independent sample t-test conducted on the main types of meta cognitive listening strategy use, it was revealed that the use of evaluation the treatment group seemed to have increased significantly after the MLST. As far as the

control group is concerned, there was no significant difference found in any of the main types of strategies with regard to sub categories of meta cognitive strategy use similarly the treatment group used significantly product evaluation and performance evaluation. In contrast of the sub categories the control group did not show any significant difference. It can be deduced from these findings that MLST to a certain extent had been effective at making the learner in the treatment group use more of the strategies not only in terms of types but also, in frequency. Therefore, it could be argued that the MLST has helped the learner become better listeners as they seemed to use more meta cognitive strategies associated with good listeners after the training.

Chapter Five: Summary, Conclusion and Recommendations

This part of the study deals with the summary of major findings, the conclusions drawn, and the recommendations forwarded on the basis of the findings.

5.1. Summary of the Major Findings

The main purpose of this study was to explore the current use of meta cognitive strategies in the actual EFL classes at Seka Preparatory School. In order to conduct this study forty students were selected from grade twelve students. Then, using systematic random sampling method twenty students were selected and grouped under treatment and the rest twenty students under control group. The treatment group received training for four weeks a material was developed by the trainer basing (Chamot and O'Malley, 1994; Vandergrift et al. 2006). Similarly, parallel tests were administered for both groups which the Cronbach's alpha of the current scale was .74 indicating satisfactory reliability that was their level of difficulty and item discrimination. As it was experimental research quasi experimental research design was employed as a design of the study. Overall, the following basic research questions and hypothesis were stated and answered. The basic research questions were.

1. Is there a positive and significant relation between proficiency level and use of Meta cognitive listening strategy?

2. What are the meta cognitive strategy types used by the learner in listening classes?

3. To what extent do EFL learners use Meta cognitive strategies in listening classes?

4. Does meta cognitive strategy training improves listening proficiency?

Based on the analysis and interpretation of the data, the following major findings were obtained in relation to the basic research questions.

- The meta cognitive strategy has a great role in enhancing the learners' listening proficiency. One can recognize looking into the data. First, in the pre test the

treatment group mean score was (M = 12.5) whereas the control group mean score was (M = 12.8). In addition to this, its t-tabulated and t-calculated was t (38) = 1.09, p = 0.1413. This implied that the two groups were homogenous in their listening performance because p > 0.05. Second, after the training the mean scores of the two groups were (M = 13.95) for the treatment group and (M = 12.5) for the control group. And t-calculated and t- tabulated was t(38) = 3.46, p = .007. Thus, after the training the treatment group indicated statistically significant difference. Therefore, MLST has positive and significant relation with learners' listening proficiency.

- As the total strategy use mean scores revealed that the treatment group and control group, the treatment group better outperformed statistically significant than the control group because p = 0.0088 < 0.05. Therefore, this implied that the strength of the evidence against the null hypothesis. Thus, the smaller the p-value, the greater the evidence against the null hypothesis. From this assumption the hypothesis which was hypothesized had strong evidence, the use of meta cognitive strategy has positive and significant relation with EFL listeners' proficiency in listening classes.

To sum up, the study pointed out the training was successful in increasing the meta cognitive use of the learners as a result their achievement significantly progress about their listening process, which is a step closer to turning them into self-regulated listeners. Therefore, meta cognitive strategy use has a positive and significant relation with learners' listening proficiency.

5.2. Conclusion

The study revealed that the treatment group outperformed the control group after the treatment sessions. Once students are made aware of successful strategies and more importantly discover the learning strategies that suit the best they will be better motivated this able to become more effective learners. When students learn how to plan for a listening task, how to monitor their comprehension and how to evaluate their performance, they take on more responsibility for their learning which is a pre-requisite

for self-regulated learning. Self-regulated learners actively participate in the process of task completion and have a clear plan for dealing with different problems and can monitor their plan which leads to greater success. Meta cognitive strategy instruction raises the awareness of students about planning, monitoring and evaluating, this aiding to develop self-regulated learning which results in improved performance. The result of the study suggests that strategy training on the whole contribute to improving the students' language skills, in this case listening. When the students are trained how to learn they will become effective learners and know how to cope with the learning task. In completing a listening task, self-regulated learners can evaluate the challenges of the task. She/he informed about their own level of proficiency, and accordingly uses the appropriate strategy to successfully accomplish the task. Vandergrift (2002) states that "teaching for meta cognitive provides language learners with the knowledge and tools for meaningful transfer of learning so that they know how to listen to and understand authentic texts outside of the classroom" (p.573).

The result of this study reveals that strategy instruction has a positive effect on the listening performance of students. It raises the meta cognitive knowledge of students and result in improved performance. When students are made aware of meta cognitive strategies they take on more responsibility their learning that is necessary for self-regulated learning.

The result of the present study provides some direction for teachers to promote students' meta cognitive listening strategies of planning, monitoring and evaluation. Teachers may need to introduce the concept of language learning strategies to students and make students familiar with the learning strategies. One of the basic problems of most Ethiopian (particularly, in the context of Seka Preparatory School) EFL learners is the listening skill, so teachers may need to provide instruction and practice in using meta cognitive strategies especially in planning, comprehension monitoring and evaluation strategies, which have positive influence on their performance. Foreign language teachers should be engage in an ongoing process of determining the kinds of strategies which have potential for improving students' listening ability and motivation.

In a nut shell, meta cognitive strategies should be incorporated in the texts with the tasks that help language learners able to self-manage, self-regulated and autonomous for their learning.

5.3. Recommendations

Currently, the foreign/ second language teaching learning theory emphasis learner-centered, so using meta cognitive strategies and strengthening the foreign language autonomous learning ability are particularly important to improve learning outcome. For this reason, meta cognitive strategy training is a corner stone so as to make learners autonomous, self-regulated and self-manager of their learning (Vandergrift and Tafagohodri, 2010).

On the basis of the finding and conclusion drawn, the following recommendations were forwarded.

1. Meta cognitive strategy training should be combined with courses (student texts). A combination of meta cognitive strategy training plays a crucial role in improving the students autonomous learning ability. Thus, MLST should be a part of the course.

2. Teachers can play a key role in making students aware of and fostering the acquisition of meta cognitive strategies. So teachers are required to validate the discrepancy between students' views on the strategies and actual practice. Helping students develop meta cognitive awareness in listening process is vital for helping students become strategic and self-regulated listeners.

3. Psychological factors such as perception, motivation, belief and confidence etc. should be taken into consideration when conducting MLST to ensure the effective use of the strategies.

4. Meta cognitive strategy training be able to minimize the overloaded of content and teachers' blame that unable cover the course. In detail, if the students are strategic learners, they will plan, monitor and evaluate their learning autonomously. As a result, teachers become facilitators of the learning rather conductor of the class.

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Appendix A

MALQ Items

Questionnaire to be filled by students

Questionnaire about meta cognitive strategies used in listening comprehension

Dear students I am conducting a study on the effect of learner meta cognitive strategies training and strategy use in listening comprehension. Therefore you are kindly asked to fill out the questionnaire, honestly and carefully. Thanks in advance for your active participation in this questionnaire about meta cognitive strategies used in the listening comprehension process. There are 20 questions in this questionnaire, and for each question, there are five numbers to choose.

1means "never true of me."
2means "usually not true of me."
3means "sometimes true of me."
4means "usually true of me."
5means "always true of me."
Please read the questions carefully and mark the number with a tick(√) according to your own experience.

		1	2	3	4	5
1	I have a clear goal in listening learning.					
2	I have a short term and long term plan.					
3	I would continuously adjust the plan according to the present situation.					
4	I will preview the questions to get a clear understanding of the listening task before listening.					
5	I decide which plans or strategies to use to get the correct answer in advance before listening.					
6	I will make clear of the central listening issues and focusing whole attention on them before listening.					

7	I will pay selective attention to particular issues, such as the requirements of the listening task or the given time for answer the questions.					
8	I will adjust my physical condition, such as deep breathing to help myself focus on what the speaker is saying.					
9	I know when to use certain listening strategies and how to use them.					
10	I will check and correct my understanding of the listening tasks according to listening input while listening.					
11	I will check whether my choice of the answer is correct while listening. If there are errors I will correct it immediately.					
12	I will monitor and check my listening process according to my own learning style. For example, when I can't understand the contents, I will move on to the next part.					
13	I will monitor and check the used strategies while listening and according to the current situation, I will adjust them if they do not work.					
14	I will monitor whether my proposed plans work while listening.					
15	I will be aware of tracking my understanding and my chosen answers based on the previous listening comprehension contents.					
16	I will assess my answers based on the understanding of the listening material after listening.					
17	I will evaluate my performance and ability in completing the listening task after listening.					
18	I will assess the strategies used in the listening process after listening					
19	I will evaluate how much I have learned about the language repertoire (i.e. words, phrases) appearing in this listening comprehension task after listening.					
20	After accomplishing a certain task, I will consider how to do it better the next time.					

Appendix B

CALLA

1. Preparation Phase: Ask students to think of how they approach a listening task by having small groups fill out a handout like the one shown. Have a representative from each group report the strategies students already use in listening. Point out the variety of strategies available and the element of choice- a strategic learner can make an informed choice of strategy depending on the requirement of the task and his or her individual learning style.

Sample Handout

Talk with your classmates; imagine you have to listen to a news story in English. What do you think about or do at this time? (Possible answer will be given)

Before listening

What the story will be about. (From previews or headlines)

While listening

What the point of the story is?

After listening

What I think about the story?

(Choose someone from your group to report your answers to the class)

2. Presentation Phase: Model the focus strategy for performing a task similar to that which the students will tackle in the lesson. "When I am driving and get stuck in a big traffic jam, I sometimes try listening to the traffic report on the radio. I don't try to understand everything that is said about all the places in the city. I just listen casually until I hear the name of the road I'm on. Then my ears perk up and I listen harder for what is keeping me from getting where I want to go. This is selectively attending. I know

what I need to hear the most and I decided to only pay attention to that part. I'm listening for the name of this road I'm on, and then I listen harder."

3. Practice Phase: Remind students of the strategies studied previously for before, during and after listening. In small groups, ask the students to form groups, and give each group a map with cities marked on it that are in the weather report. Ask each group to listen for the weather in a specific city. Students should be reminded to selectively attend while they are listening

4. Evaluation Phase: Ask each group to present the weather they heard for their city. If the group was able to get all of the weather information, ask if they felt selectively attending helped them.

5. Expansion: Students extend the usefulness of the learning strategy by applying it to new situation or learning for them.

e.g. Arranging and planning their learning

Appendix C

Teaching Learning Strategies Checklist
Self-Evaluation

Preparing

Often	Sometimes	Rarely	
☐	☐	☐	1.I ask students about the strategies they already use
☐	☐	☐	2.I include activities such as think aloud and discussion to help students be aware of their strategies

Presentation

Often	Sometimes	Rarely	
☐	☐	☐	I choose strategies to teach by matching them with the task
☐	☐	☐	I gives the strategies a name and explains it
☐	☐	☐	I tells students why and when to use strategy is.
☐	☐	☐	I model how to use the strategy is on a task.

Practicing

Often	Sometimes	Rarely	
☐	☐	☐	I choose challenging tasks for students.
☐	☐	☐	I give students opportunities to practice the strategies
☐	☐	☐	I remind students to use a strategy they have just Learned or to choose from the strategies they Know.
☐	☐	☐	I emphasize students' thought processes by asking them how they figured something out.
☐	☐	☐	I point out any strategies I see students using .
☐	☐	☐	I praise good thinking more than correct answer

Evaluating

Often	Sometimes	Rarely	
☐	☐	☐	I encourages students to evaluate their own strategies use.
☐	☐	☐	I discuss with students which strategies they find most useful with the tasks practiced.

☐	☐	☐	I encourages students to independently choose strategies.
☐	☐	☐	I find explicit learning strategies prompts when students take responsibility for the strategy
☐	☐	☐	I evaluate how I teach strategies revise appropriately.

Extending

Often	Sometimes	Rarely	
☐	☐	☐	I talk with students about how they can use the strategies in other subjects and life situation

Appendix D

Performance Checklist for Listening

Student name_____Date_____

(Place check mark in the 'yes' column when verifying each statement)

Before listening	yes	no
I understand the task(what I have to do after I have finished listening)		
I Know what I must pay attention to while I listen.		
I have asked the teacher for clarification, if necessary.		
I have attempted to recall all that I know about the topic.		
I have attempted to recall what I know about the type to text I will listen to and the type of information I will probably hear.		
I have made prediction on what I am about to hear.		
I am ready to pay attention and concentrate on what I am about to hear.		
I have encouraged myself.		
After listening		
I concentrate on the task to be accomplished.		
I attempted to verify my predictions.		
I revise my prediction accordingly.		
I focused my attention on the information needed to accomplish the task		
I used background noises, tone of voice and other clues to help the guess at the meaning of words I did not understand.		
I used key words, cognates and word families to understand the text.		
I used my knowledge of the context and of text structure to understand the text.		
I evaluate the topic/ plausibility of what I understand. .		

Appendix E

Listening text 1

A listening comprehension pre-test for experimental and control group.

Number……..

Direction: This listening comprehension test consists of 14 multiple choice items. Listen carefully while the text being read. After you listen the text twice you will be given 14 minutes to answer the questions.

Until a hundred years or so ago, it was commonly believed that volcanoes were entrances to hell and that eruptions were caused by the gods, who were angry. They are named after Vulcan, who the people of Ancient Rome believed was the god of fire. However, it is now known that a volcano is an opening in the ground where material from inside the Earth erupts onto the surface. This material may be red-hot molten rock or gas or pieces of rock debris or ash. There are three different kinds of volcanoes. An active volcano is one which erupts regularly. However, some volcanoes erupt only once every hundred years or so. These are called dormant or sleeping. Others which have not erupted for hundreds or thousands of years are said to be extinct or dead.

Volcanoes are found all over the world on faults in the Earth's crust. One of these faults is the East Africa Rift valley and as you may already know there are several volcanoes along the Rift Valley such as Oldoinyo Lingai in Tanzania and Nyjragongo in Democratic Republic Congo, near the border with Uganda and Rwanda. Both of these are active volcanoes. Mount Kilimanjaro is an extinct volcano. The largest volcano in the world is Mauna Loa in the Hawaian islands in the Pacific Ocean. It rises 10,000 meters high from the sea bed to its summit, which is 4,000 meters above sea level.

Volcanoes have devastating effects on the surrounding environment. The most dramatic eruptions are accompanied by an explosion. For example, in 1980 the huge explosion of Mount St. Helens in the USA blew 410 meters off the top of the mountain. Volcanoes

under the sea can cause tsunamis bringing devastation to communities living in coastal areas. Lava flows from a volcano destroy everything in their path: forests, roads, bridges, houses, entire villages. Clouds of gas and ash can poison and suffocate both animals and people. Immediately after a major eruption, the area around the volcano looks like the landscape on the moon: everything is covered with grey rock and dust. Within a few years; however, life returns as new plants and animals appear. The impact of volcanoes is not only negative. For example new islands have been formed by volcanic eruptions and of course, the soils around volcanoes are rich and fertile.

Because of the devastation they cause, scientists try to predict when a major eruption is going to occur. This is not easy and they cannot make precise prediction. Most active volcanoes have regular volcanic activity which may consist of earth tremors or emissions of gas from the crater. When this activity increases, it can be a sign that there is going to be an eruption. Another indication is bulges in the mountainside caused by rising magma. Another way to predict an eruption is to observe animal life around the volcano. Snakes for example are said to leave their holes in the ground as its temperature increases. Birds also are said to disappear.

Listening text 2

A massive 7.0 magnitude earthquake has struck about 15km south-west of the Haiti capital Port-au- Prince, quickly followed by two strong aftershocks of 5.9 and 5.5 magnitudes. As yet there is no official word on causalities, through the Red Cross has said the number could run into thousands with 3 million directly affected by the quake.

The tremor hit at 16h53(21h53 GMT) on Tuesday the US Geological Survey said. Phone lines to the country failed shortly afterwards. Last night the city was in total darkness with thousands of people sitting in the streets or wandering around, shocked and confused with nowhere to go, while others were desperately trying to dig victims out of the rubble by flashlight. Most of those with houses still standing slept in the street, fearing more aftershock would hit.

As dawn broke this morning the extent of the devastation became apparent. Much of the city is now in rubble, including the president palace, UN HQ and other buildings. The UN has reported a large number of its personnel missing. China, Jordan and Brazil too

have said that members of their peace keeping forces are missing and feared dead. The manager of the Hotel Montana popular with tourists told the French news agency that 200 guests and staff are unaccounted for.

The earthquake was not a surprise to seismologists who had predicted for years that the fault line which cuts through the island would give way and result in a high magnitude quake. However what they had not been able to predict was exactly when this would happen.

Haiti is the poorest country in the Americas and has suffered a number of recent disasters, including four hurricanes and storms in 2008 that killed hundreds.

Listening text 1

A listening comprehension pre-test for experimental and control group.

Number…….

Direction: This listening comprehension test consists of 14 multiple choice items. Listen carefully while the text being read. After you listen the text twice you will be given 14 minutes to answer the question.

1. What were volcanoes believed until hundred years and so ago?

A. they were entrance to hell. B. they were molten rocks. C. they were gases. D. they were god of fire.

2. Who volcanoes are named after?

A. active volcano, Roman god of fire. B. dormant volcano, Roman god of fire. C. extinct volcano, Roman god of fire. D. Vulcan, Roman god of fire.

3. What is volcano known now?

A. It is caused by gods. B. It is a material from inside the Earth erupts onto the surface.

C. It is an ash which remain last long. D. It is a gas that blows in the atmosphere.

4. Which one is brought to the surface by volcano?

A. molten rock B. gas C. rock debris D. all

5. How many kinds of volcanoes are mentioned in the text?

A. 3 B. 2 C. 4 D. 1

6. Among the type of volcanoes which erupts regularly is called.

A. red-hot volcano B. dormant volcano C. active volcano D. extinct volcano

7. Where are volcanoes found?

A. Oldoinyo Lingai in Tanzania B. all over the world on faults in the Earth's crust.

C.Nyjragongo in Democratic Republic Congo D. Mauna Loa in the Hawaian ilands.

8. Which one is not among the Rift Valley Volcanoes?

A. Mauna Loa B. Oldoinyo lingai C. Nyjragongo D. Mauna Loa

9. How many meters did the largest volcano in the world rise?

A. 4000 B. 410 C. 1980 D. 10,000

10. what is a typical example of a volcanic explosion can do?

A. destroys forests, fields, roads etc. B. tsunamis C. explode off the tops of mountain

D. poison and suffocate animals and people

11. Which one is the effect of undersea eruption?

A. poison and suffocate animals and people. B. tsunamis C. destroys forests, fields, roads,

houses etc. D. explodes off the tops of mountain.

12. What kind of landscape is after an eruption observed?

A. look like a landscape on the mountain. B. look like a landscape on the Earth's crust

C. look like a landscape on the Rift Valley D. look like a landscape on the moon.

13. With a few years, after a major eruption what will happen?

A. new plants and animals appear. B. clouds of gas and ash can poison and suffocate both

animals and people. C. everything is completely destroyed. D. a sign of volcano remain

on the surface.

14. Signs that help us to predict when a volcano is going to erupt.

A. earth tremors or gas emission from the crater. B. bulges caused by rising magma.

C. snakes leave their homes, birds disappear. D. all

Listening text 2

Question 15-20 are based on the following news. Likewise, listen carefully the news is presented by news reader and at the end of the news; you will be given 6 minute to answer the questions. Now, listen to the news.

15. Which one is correct according to the reporter?

A. the phone line to the country failed Longley B. thousands of people sitting in their home

s C. much of the city is safe. D. a large number of UN personnel has missed.

16. Which part of the Haitian capital Port-au-Prince greatly affected?

A. north-west B. east-west C. south-west D. south-east

17. Aftershocks of 5.9 and 5.5 magnitude of earthquake what is occur?

A. Port-au- Prince has been struck by a massive 7.0 magnitude earthquake.

B. the Red-Cross has said 3 million directly affected by the quake.

C. the US Geological Survey announces the effect of the quake.

D. the peace keeping forces hold an operation.

18. Why the earthquake was not a surprise to seismologists?

A. because they have measured the magnitude. B. because they have known when it occurs. C. because it has suffered a number of recent disasters. D. because they had predict for years

19. What were the recent disasters Haiti has been suffered?

A. earthquake B. hurricanes C. storms D. all

20. Who told 200 gusts and staff are unaccounted for?

A. the Haiti president B. the manager of the hotel C. the Red- Cross representative

D. the reporter

Listening text 1

A listening comprehension post-test for treatment and control group.

Number……..

Direction: This listening comprehension test consists of 15 multiple choice items. Listen carefully while the text being read. After you listen the text twice you will be given 15 minutes to answer the questions.

My name is Semira I grew up in Lekemti. At home I have my parents, two brothers and three sisters. I got my law degree from Addis Ababa University and then wanted to go further with the law so applied for a scholarship to London University I now live in Britain where I am a barrister, that is a lawyer who works in the high court, I am now 28 years-old having been here five years.

Living away from home has not been easy for me. My parents though I would come back home after two years and then get married. But I have worked hard and taken all the chances that come along. As a result I now have a job here, my own flat and my life is quite settled.

Everyone at home thinks I am very rich and have a luxurious life. However, when my brother and his wife came to visit me and they were shocked that instead of having a big car. I have to wait for buses in the rain. They were also surprised to see my flat, it is tiny, just one bedroom, a small sitting room, a kitchen and a bathroom. They had to sleep on the floor.

Nonetheless I am well off compared to some of those who come here. There are people who come in illegally and they live in terrible condition and have to do awful work for hardly any money. All the time they are worried that the police will find them and send them away.

When I arrived here myself, the police interviewed me for about an hour, even though I had visa and a letter from London University. They did not make me feel welcome. It was a shock. But then at my college everyone was very nice and I was so busy that I

didn't have time to be homesick. As I got used to it, I began to miss home London is huge with so many buildings cars and people. The weather is often cold and grey. I miss the sunshine, blue sky, the beautiful trees and flowers at home and the smiling faces of the people in the street. Here people in the street don't smile, they are too busy!

You cannot really generalize about English people, some are friendly, and others are not. But a good thing about London is that it is a very international city. There is just about a very nationality you can think of, so it is not too difficult for an Ethiopian. There are many Africans around and we have clubs, and all sorts of things to go to if we want. There are people from my home area in London too, and sometimes I meet them to speak my language and we cook as well. The best thing is that I am able to send money home to my family. It is helping them to build a house.

I am not married but I have met a nice young man. Also from Ethiopia! But he is from the east of the country and he does not speak my language. We are planning to get married and as he is a lawyer too, our dream is to go home and open our own law practice. I hope that will happen one day I want our children to be Ethiopians.

Listening text 2

Question 16-20 are based on the following text. Likewise, listen carefully the text is presented and at the end of the reading; you will be given 5 minute to answer the questions. Now, listen to the text.

Do films have a positive or negative influence on society? To answer this question we can go right back to the ancient Greeks, over two thousand years ago. The philosopher Plato wrote of poetry that the "influence is pervasive and often harmful." Since it is "unregulated by philosophy, it is a danger to soul and community." However, another Ancient Greek, Aristotle, argued that music, drama, and tragedy play a useful role in society as they are a means by which people can purge their negative emotions. So there you have it, the same debate has been going on for two millennia.

Nowadays, few would argue that films are in themselves harmful, but many feel that many films have a corrupting influence, particularly on young people. Their impact is powerful too, as films are widely viewed and the viewing experience is intense especially in cinema with their large screen and surround sound.

There are several issues that cause concern. Perhaps the one most commonly cited is violence. It is common even in mainstream films to several people to be gunned down, or knifed or attacked in some other gruesome way. The effects of such action on the person pulling the trigger or the relatives of the victim are always shown. Thus the message is constantly being driven home that killing people is part of daily life.

Another issue concerns the behavior shown particularly in Western films which is in marked contrast to that considered appropriate in other cultural contexts; we may see young people talking back to older relatives or men and women entering into and out of sexual relationships with no commitment on either side. Such content is felt to be unsuitable in many parts of Africa, Asia and Middle East.

What are the good qualities of films? Well, great films lift our spirits by showing the triumph of the human spirit in difficult circumstance. They can also educate us out of our prejudice and stereotypes and last but not least, they can entertain us and make us laugh.

Listening text 1
A listening comprehension post-test for treatment and control group.

Number…….

Direction: This listening comprehension test consists of 15 multiple choice items. Listen carefully while the text being read. After you listen the text twice you will be given 15 minutes to answer the question.

1. How many brothers and sisters does semira have?

A. three brothers and two sisters. B. two brothers and three sisters. C. two brothers and

Two sisters D. three sisters and three brothers.

2. Where did she grow up?

A. in London B. in Addis Ababa C. in Lekemti D. in Britain

3. While she was moving to London how old she was.

A. 25 years old B. 24 years old C. 23 years old D.22years old

4. How long has she been in London?

A. 5 years B. 4 years C. 6 years D. 3 years

5. Why did she go to London?

A. her parents transferred to London B. got a job as a barrister C. wanted to study law further D. all

6. How is Semira getting living away from home?

A. It easy for her B. It is as easy as her home land C. It is a little bit difficult D. It is not easy for her

7. Which is wrong about her present situation?

A. she has studied law at Addis Ababa University B. she has a job as a barrister

C. she has her own flat D. she is quite settled in London

8. What were her brother and his wife impression?

A. they were frightened B. they were satisfied C. they were shocked D. they were annoyed

9. What does everybody think at home about Semira?

A. as if she is very rich and have luxurious life B. as if she has a big car

C. as if she has a big flat D. all

10. What are the advantages of her life to be there?

A. London is an international city with many Africans B. she able to meet up with other Ethiopians from her area C. she able to send money home D. all

11. Why are illegal immigrants worried about all the time?

A. because they live in terrible condition B. because they will be found and send away by police C. because they have to do awful work D. because they are paid hardly any money

12. Which one is mentioned as a disadvantage of her life in London?

A. she is not well off compared to other Ethiopians B. the police interviewed her and send back C. the people of London not very friendly D. due her busyness she couldn't be homesick

13. Which one is not mentioned as her future plans?

A. raises her children as Ethiopians B. return to Ethiopia and opens a law practice with her boy friend C. marry her Ethiopian boy friend D. to build a house

14. How was she felt by a London police?

A. she was very excited B. she was very anxious C. she was shocked D. she was very proud

15. What will be the possible topic to this text?

A. Semira and her study B. Semira"s autobiography C. study in London D. the success of Semira

Listening text 2

Question 16-20 are based on the following text. Likewise, listen carefully the text is presented and at the end of the reading; you will be given 5 minute to answer the questions. Now, listen to the text.

16. Who is greatly affected by films?

A. people who view corrupting films B. people who view powerful films C young people who have intense experience of viewing D. people whom less feeling than others

17. According to Aristotle's point of view music, drama and tragedy play are

A. gradually affect human soul B. not controlled by law and regulation

C. harmful to soul and community D. get rid bad thought and feelings

18. What are the issues people worry about?

A. killing people in the real world is the result of films B. the problem with the violence in many films is that it is shown as something ordinary C. films, which is accepted by most people, are contain scenes of several people killed, or knifed or attacked D. all

19. Which one is true about the text?

A. western films are not popular in other parts of the world B. great films have many beneficial effects C. seeing a film in a cinema has a corrupting impact on the viewer D. all films show us how human beings can overcome difficulties

20. Western films are

A. appropriate to other cultural context B. mostly accepted in Africa, Asia and Middle East

C. reflect the real world appropriately D. contrast to in Africa, Asia and Middle East cultural context because do not like children to talk back to their parents

Appendix-F

An Application of Meta cognitive Strategy Model in English Listening Classes

A Training Material for Treatment Group

Jimma University

March 2015

Introduction

This training material is designed for the purpose of supplement the study which is conducted entitled by "The Effect of Learner Meta cognitive Strategy Training and Strategy Use in English Listening Classes." Thus, the material consists of the theoretical and practical aspect of teaching meta cognitive strategies integrated with listening activities.

In detail, first the concept of meta cognitive strategy and its main and sub categories is briefly discussed. Second, similarly the concept of listening comprehension is slightly over viewed. Eventually, Oxford's eight-step model and O'Malley and Chamot (1990) strategy instructional model CALLA (Cognitive Academic Language Learning Approach) is integrated with the listening activities briefly discussed.

Due to the fact that the study is conducted in grade 12 students who selected systematically by random sampling, the entire listening texts are taken from Grade 12 student's text book. On the ground of this the meta cognitive strategies integrated with the listening activities so as to enable the treatment group engage with the application of meta cognitive strategies. For each activity the teacher prepare an action plan.

Meta cognitive Strategies

Meta cognitive strategies are management techniques by which learners control the learning process via planning, monitoring, evaluating and modifying their learning.

Planning: determining comprehension or learning and objective and deciding the means by which the objectives can be achieved.

Monitoring: checking the progress of unfolding comprehension or overall listening development plans.

Evaluating: determining the success of one's efforts at processing spoken input or the outcome of a plan for improving one's listening abilities.

The meta cognitive strategies of listening are as follows:

When students learn to listen, they can preview comprehensively a concepts principle, or set of materials of listening tasks and associate these with what they have already known. Over viewing comprehensively often comprise three steps: knowing why an activity is being done, including necessary vocabulary, and making associations with what have already been known. For instance, getting ready to carry out a listening task students can listen a kind of brainstorming. They can also brainstorm in groups to predict the topic and generate ideas. Moreover, before learners rush to listen a text they think aloud and share ideas without worrying about the correctness of the thought.

Table 2 shows an inventory of listening strategies based on O'Malley and Chamot (1990), Vandergrift (1997) and Oxford (1990).

Meta Cognitive Strategies	Categories	Sub categories	Example
	Planning	1.Advance organization	i.e., making clear of the aim of the task.
		2.Organizational planning	i.e., proposing plans or strategies for handling the task.
		3.Direct attention	i.e., deciding to pay whole attention on the learning task in advance to ignore the distraction.
		4.Selective attention	i.e., deciding to pay more attention to the specific or detailed aspects to complete the learning tasks.
		5.Self-management	i.e., finding and arranging the condition which can assist the completion of the learning task.
	Monitoring	1.Comprehension monitoring	i.e., checking the understanding of the task based on the input.
		2.Production monitoring	i.e., checking and correcting the production of the task.
		3. Auditory and Visual monitoring	i.e., making decisions based on how input sounds and looks.
		4.Styling monitoring	i.e., checking or correcting the output based on one's internal learning style.
		5.Strategy monitoring	i.e., tracking whether the used strategies work.
		6.Plan monitoring	i.e., checking whether the advanced plans work.
		7.double checking	i.e., tracking one's understanding based on the previous input or through input for the second time.
	Evaluation	1.production evaluation	i.e., assessing the output after the completion of the learning task.
		2.Performance evaluation	i.e., evaluating one's overall performance during the task.
		3.Ability evaluation	i.e., judging one's ability in the performance of the task.
		4.Stategy evaluation	i.e., evaluating the used strategies.
		5, Language repertoire evaluation.	i.e., assessing how much one has known of the language , such as the words

This table shows that the main and sub categories of the meta cognitive strategies. It is necessary to point out that all the components of meta cognitive strategies not only the three categories, but also their sub categories are independent variable that determine the

score of the students as well as can be used separately. On the other hand, all the components of meta cognitive strategies interact with each other. In other words, they can be used individually in one listening stage or in some listening stages, or sometimes they can be used together in one listening stage or in some listening stages.

Paying attention as a meta cognitive learning strategy of listening is useful to improve one's listening. It has two models directed attention can be equivalent to concentration which implies deciding generally to pay attention to a listening task and avoid distracters. Selective attention involves deciding in advance to focus on particular aspects of such as content, organization, tone, vocabulary etc. Students can also make efforts to find out how to improve their listening skills by listening news, reading books etc.

Before learners rush to listen a text, they need to break up the given time into some minutes and allocate these to different tasks such as to listen the main ideas (gist), predict, guess etc. Setting goals and objectives as a meta cognitive strategy of listening including striving to improve one's listening skills in order to succeed in his/her study.

Identifying the purpose of a listening task involves identifying the general nature of a listening task its specific requirement, resource available, and the need for further sources before learners start listening. For example, if students are asked to listen news about weather forecasting, first they are provided the map of the town or city of a particular place. This adequately supports each idea with evidences.

After checking if the learners have the necessary Knowledge on these, they look for additional information from someone or somewhere. Seeking practice opportunity, as a meta cognitive strategies of listening, includes going to the target language cinema, attending a meeting where the language is spoken, communicating with pen-pals in the target language etc.

Self-monitoring involves identifying errors of one's own listening and determining which ones cause serious confusions and then tracking the sources and eliminating such errors. Learners can help each other to monitor their listening error, without instructor's direct intervention, and read and comment on each other's answers. They may ask their

instructor to mark up serious errors and then themselves figure out the correct forms by helping each other and using internet, you tube, blog etc.

Self-evaluation. This strategy involves reviewing one's own listening by accomplishing the tasks. Generally, these main and sub-categories are a cyclic process, these processes not only raise learners' awareness about strategy use also often much needed scaffolding while learners are working with listening texts. Learners who successfully use these strategies to improve their comprehension will also experience an increase in motivation.

Teachers modeling and scaffold listening practice in meta cognitive process are clearly valuable for helping learners learn how to listen.

Meta cognitive learning activities should aim at deepening learners' understanding of themselves as L2 listeners and the demands and processes of L2 listening, as well as teaching learners how to manage their comprehension and learning.

"I have argued elsewhere for the need to focus on a process- based approach to teaching listening"(Goh, 1997, 2002a)

Meta cognitive instruction for L2 listening development elicits and enhances learners' knowledge about learning to listen, as well as helps learners use effective strategies for managing their comprehension and overall listening development.

Meta cognitive instruction in listening can be beneficial in at least three ways.

1. It improves affect in listening, helping learners to be more confident, more motivated and less anxious.

2. It has a positive effect on listening performance.

3. Weak learners potentially benefit the greatest from it.

The Training Framework

The present training first makes use of Oxford's eight-step model and O'Malley and Chamot (1990), strategy instruction model CALLA(Cognitive Academic Language

Learning Approach). Thus, the training process following these models and taking account the actual condition of the subjects into account. The teacher is responsible for the process of planning and preparation, which are included in the first five steps.

Determine the learners' needs and the time availability. The learners who will receive the training last for a month integrating with the regular session. As the instruction play a significant role in improving their listening skills it is given considering the need of the learners.

Select strategies well. The teacher selects the meta cognitive strategies related to the needs and characteristics of the learners'.

Consider integration of strategy training. "Learners sometimes rebel against strategy training that is not sufficiently linked with their language learning." (Oxford, 1990). In order to make the learners better understand how the strategies can be used in a meaningful context, the teacher integrates strategy training into learning tasks and materials concerning listening, reading and vocabulary.

Consider motivational issues. In the phase the teacher consider the motivational integrated into the training program. After the students have gone through the strategy assessment phase their motivation is high because they want to be efficient learners and they are interested in participating in the training.

Preparing materials and activities. In the training the teacher integrates the chosen texts with the action plan together with the activities. At the same time they are required to write down their learning strategies when they are preparing for the lesson. The materials reflect the typical kinds of learning tasks that are included in the program. In addition, these materials include strategy training practice and reinforcement activities.

Conduct completely informed training. In the process of training, at first the students try to do a language task without any training about the target strategy and they comment on their strategy they used to do the task. Then the teacher explains and demonstrate the new strategies and informs the learners are completely as possible what strategies they are being taught, the value and purpose of complying these strategies and ways that they

can transfer the strategies to other learning tasks. After the learners have gained some awareness of and control over their patterns of strategy use, they are provided with strategy based tasks.

Evaluate the strategy training. In the process of the training, when finishing a task the students comment on their strategy and explore the reason why the strategies help. These self- assessment help to practice the strategies of self-monitoring and self-evaluating.

Revise the strategy training. The evaluation in step 7 will suggest revision for the material. Based on the students' feedback this may lead back to step 1 in which learners' need and characteristics will be reconsidered.(Oxford,1990).

Actual CALLA practice is part of the whole training program. O' Malley and Chamot (1990) CALLA procedure is integrated in step 5 and step 6 of Oxford's eight-step model.

The CALLA lesson plan includes learning strategy instruction. Content area topics and language development activities. I t includes both teacher-directed and learner-centered activities. The lesson is divided into five phases: Preparation, Presentation, Practice, Evaluation and expansion activities. The teaching goals are: content objectives, language objective and strategy objective.

Preparation: In the phase of preparation the teacher finds out what the students already know about the concepts in the subject area to be presented and practiced, what gaps in prior knowledge need to be addressed and the way the students have been taught to fulfill a learning activity.

Presentation : In the phase of presentation new information is presented and explained by the teacher. The process is teacher-centered, during which the teacher presents the learning strategies which are to be practiced by students.

Practice : In the phase of practice the lesson is learner-centered, as the students engage in the learning activities to practice the new learning strategies presented in the preparation and the presentation phase. The teacher acts as a facilitator to help students assimilate the new information. In the phase the students cooperate in their learning the students work

together in small groups to clarify their understanding of the information previously presented and new material and the way to apply the learning strategies to their learning.

Evaluation: In the phase of evaluation, the students check the level of their performance so that they can understand what they have learned and what they need to review. In the phase the teacher helps to assess the students' learning production, the teacher focuses on the meaning of the students' answer. The learning strategies practiced in the phase are self- evaluation.

Expansion activities: In the phase of expansion, students are given opportunities to think about the new skills they have gained applying them to their new learning tasks. In the phase the strategies presented and practiced in the former phase are discussed and practiced again. (O'Malley and Chamot, 1990).

Action plan-1

Objectives:

In this lesson the trainees (the treatment group) will learn

-The use of planning, monitoring and evaluation model for learning listening
- Listening sub- skills useful for learning listening English

Step-1. Planning Activity

1. What do you think about the topic?

2. What will be the beginning of the story?

3. Guess the meaning of the following words:

Shopping mall bumped into engagement ring fancy restaurant priest cathedral pregnant

Step-2. Monitoring Activity

Keep in mind the following questions in the first listening time and do them in the second listening.

1. Where was his wife introduced?

2. Who did introduce?

3. Where did they meet together?

4. What did he invite her?

5. What did they do till they got married?

6. What was the name of the baby girl?

Step-3. Evaluation Activity

1. What have you learnt about this story?

2. Predict the end of the story.

3. Write down a similar story “my school and I”.

Listening text -1

My wife and I

I love telling the story about how we met, got married and had our first child. She first caught my attention when I was hanging out at the shopping mall. My friend introduced me to her and we spent the afternoon making small talk. I liked her a lot but I didn't see her for a few months. Then one day, we bumped into each other at a soccer game. I asked her to have some coffee with me. During that first date we talked for a long time and she began to trust me with a lot of her secrets. After an hour or so, I was lucky enough to get her numbered I called her up the next day and made a date for Saturday. When I picked her up at her house I was so happy. We went out and during the date we really got to know each other. Well, after that I fell completely in love with her. We dated for four months and then I went out and bought an engagement ring. I proposed to her in a fancy restaurant, and she said yes. We set the date in June and we were married by a priest in the local cathedral. After that we settled down and began to make decisions together. We wanted a family, so my wife became pregnant the following year. We were so happy together. We decided to buy a home and spent the next four months furnishing the house in order to get ready for the baby. Finally, we chose a name –Francis- for our baby girl. I was such a simple and happy time…

Action Plan -2

Objectives:

In this lesson the trainees (the treatment group) will learn

-the use of planning, monitoring and evaluation model for learning listening.

-comprehend the listening text and do the exercises

Step-1 Planning Activity

Get a group of five students discuss the types of strategies you may use depending on the requirement of the task and your learning style.

Now, you are going to listen a text entitled "Ethiopia must move forward". What do you think about or do at this time?

From the topic what the story will be about.

Step-2. Monitoring Activity

What is the central idea of the speech?

Discuss the types of strategies you use.

Are the strategies working? If say so, justify within your group. If not, evaluate and alter the possible strategies which enable to perform the tasks.

List your notes under each subtitle

Things Ethiopia to be proud	Things Ethiopia to be ashamed of

Stage-3. Evaluation Activity

Report the general idea of the text orally

Which strategies are most helpful for these tasks discuss and reflect?

Look for doctor Kaunda's (the former president of Zambia) speech from the internet and check your listening comprehension.

Listening text-2

Ethiopia must move forward

Ethiopia has much to be proud of. A land of great beauty, the cradle of human kind, one of the oldest countries in the world, an independent nation since ancient times with a magnificent archeological and historical heritage. A land of so many cultures we almost can't count them. And yet to most people in the world nowadays. Ethiopia is a land of hunger, poverty and war. I am not going to focus today on why that is but rather on what we can do to move forward to a place in the world that would make our ancestors proud.

In fact the first point I want to make it is that we must move away from our great historical heritage which, in truth, has became a burden. We must leave it behind. What do I mean by this? Firstly we have to throw away the vestiges of the past. Many Ethiopians are proud of the fact that we have our own calendar and our own clock. But in the era of globalization this cannot continue. Yes, the church can carry on with them, but in schools, offices and in business they must go. By the same token. Amharic and other local language have to be taken out of schools and work place and replaced with English. In order to take our place in the modern world we must not only be able to speak but also use a world language. I knew these changes will be painful at first, but it only be recognizing that we have to adapt to life in the 21st century that we can truly progress.

My next point concerns on institution which has been the foundation of society in Ethiopia, in Africa and in many other parts of the world the extended family. It is a wonderful thing in many ways, it give us roots and supports us throughout our lives, but it, too, is a burden.

I am not saying get rid of families, but we have to say our responsibilities start and end with our immediate family. Any young person with promise has so many expectations placed upon them by distant relatives that it is often intolerable. Once they get a good job, everyone has a stake in their good fortune. Uncles, aunts, cousin, brothers and sisters with their own families. It is too much it stifles careers, and is one of the major causes of corruption, which in turn is one of the root causes of our underdevelopment.

What I am proposing today is drastic, some would say too extreme. Yet such problems as we face cannot be solved easily, everyone recognize that. It is time to face up to the reality of what is holding us back.

Action Plan -3

Objectives:

By the end of this lesson the trainees (the treatment group) will be able to:

-demonstrate their knowledge of planning, monitoring and evaluating model in listening comprehension.

-identify strategies that match with the tasks.

-do the tasks effectively.

Step-1 Planning Activities

According to the topic which strategies you are going to use. Discuss within your group.

Imagine you are going to listen a three employee's talk. What do you think about or do at this time?

Step-3. Monitoring Activity

While you are listening identify the three employees talk and write A, B or C in each statement.

1. S/He responsible for receiving and passing an book orders.

2. S/He got a job at the garage.

3. S/He worked as a receptionist.

4. S/He enrolled in a three years course.

5. S/He responsible the construction equipment.

6. S/He found it difficult to get a job.

7. S/He lives in a hotel.

8. S/He has got a son and a daughter.

9. S/He left school with the certificate of secondary education.

10. S/He has been working for three years an administrative work.

Do the following questions.

Write a short summary of for each employee talk.

To what extent selective attention helpful to perform the task? Discuss within your group.

How would you over control the destructors?

Do the tone voice, key words, and background noises are helpful to understand each text?

Step-3. Evaluation Activities

1. What have you learned about these people? Write down a few points.

2. Think of what job you would like to do. How could you overcome problems which you have faced?

3. Are the strategies match with the tasks? Discuss and reflect your answers.

4. Apply these strategies to new situation.

Listening text-3

Three employees talk

A

When I left school I got a job in my uncle's hotel in Lalibela where I worked as a receptionist and then front office manager for about six years. This was useful experience as I learnt the basic skills of hotel management. Then I enrolled in a three year- course in hotel management at the Catering and Tourism Training institute. I was lucky enough to do the practical part of the course in a chain of luxury hotels where I worked as a front office assistant manager. It was on completion of this course that I got the job as manager here in one of our national parks. We later mainly for foreign tourists. It is quite small, we only have 40 rooms and I have to do everything! Marketing bookings, guest relation, arranging tours and excursions for the guests, food ordering, accounts, personnel management and anything else that comes up! I live in the hotel, in a small house in the gardens with my wife and we have one child.

My work is always interesting and everyday there is a new challenge. Living here in this beautiful place far from the city. I am very lucky but it is a hard, twenty-hour job. I always have my mobile phone switched on. Whenever I am so that staff can call me if there is a problem. The main quality you need is the ability to be calm in a crisis! Also, you mustn't get angry with guests even when they are being difficult and you have to find solution to problems that seem impossible.

B

I left school after Grade 10 but found it difficult to get a job I knew I wanted to do something practical and in the end I got a job at a garage I was employed to serve petrol and then I started helping the mechanics and eventually I was made a full-time mechanic. I was determined to improve my situation and studied in my spare time. I joined evening classes at the Driver and Mechanics Training Center and after completing a basic course for auto mechanics. I went on to do a specialist course in motor engines. This meant I could apply for jobs requiring qualifications. I am now chief mechanic in a regional branch of a large plant hire company. I am responsible for all the construction equipment. As well as supervising the servicing and repair of the equipment, my job involves keeping records of jobs done, parts that have been used and so on. The firm is very strict about record keeping. I don't have a supervisor on site, but the camping trusts me to do my job thoroughly and honestly and I can see that this is the way to get on. Once you start trying to trick the camping, and I have seen others do it that is a fast track to nowhere. I am thinking about doing a degree in a mechanical engineering which would mean I could apply for the job of national plant manages and be in charge of all the equipment country-wide. That would be a very responsible job and the salary would be much better than the one I have now, which actually isn't too bad. I have worked hard to get where I am and I still have a way to go to get where I want, and there are no free rides. I have to put in the time and effort. I am married and I have got a son and a daughter, who are both at primary school. My wife also works in the company, but in a different department.

C

I worked for a company which publishes educational books what do I do? Well, it is difficult to say exactly. I usually tell people that I am the one who keeps the camping going! Most of the work that is done here lands on my desk at some time or other. For example, invoicing, either sending out invoices or paying them, they come to me first I am also responsible for receiving and passing on book orders to our warehouse and then checking that they have been sent and also for sending out samples. If any problems come up, the director relies on me to sort them out. I have to supervise all the administrative staff the receptionists and the secretaries. If we need to recruit staff I have to deal with job adverts and the application process. There are other things as well, but I hope I have given you some idea of the variety of things I do.

The job is never done! When I leave the office every day, there is always a pile of things waiting for the next day. Obviously the job requires good organizational skills and you have got to be able to deal with the employees kindly but firmly. It is very stressful at times but I have learnt to be calm in a crisis and polite to our customers even when they are being unreasonable. On the other hand, the salary is fair for the type of work I do and I have very little time to feel bored!

I left school with the certificate of secondary education and then did a degree in Business Administration for three years. After graduating, I got a job in a small office where I had to do more or less all the administrative work and that was good preparation for the job. I have been doing for three years. I am not married but I am engaged and hope to get married soon. I will definitely continue my job when I am married. In my free time I like emailing my friend and surfing the internet.

Action Plan -4

Objectives;

-By the end of this lesson the trainees (the treatment group) should be able to;

-demonstrate planning, monitoring, evaluating model for learning listening.

-develop skills of answering questions after listening a passage.

Step-1. Listening Activities

So as to get more information about the topic what strategies you have used.

What were the goals you already set? Did you benefit from them? Share your ideas within the group.

Suppose you are listening to an announcement in CNN, but it is so noisy that you couldn't listen properly. What strategies will you be apply?

Look at the pictures of Diknesh and Selam and predict what you have noticed.

Guess the meaning of the following words and phrases and share your answers with other groups.

Paleontologists anthropologists excavation fragments upright pelvic species Australopithecus afarensis ancestor unerupted teeth sediment fossilized skeleton infant girl.

Step-2. Monitoring Activity

Keep in your mind the following questions when you listen to a text being read for gist and then do the questions while you are listening to in detail.

1. When did a team of international paleontologists and anthropologists begin to survey Hadar?

2. How many fragments from a single skeleton had they found after three weeks careful excavation?

3. What did indicate that the skeleton was female?

4. How many percent did the fragments represent?

5. Unlike chimpanzees, what parts of her body identical to modern human?

6. Why the team named Lucy?

7. What was the name given in Ethiopia equivalent to Lucy?

8. Which species did Dinknesh belong to?

9. Where does she find now?

10. Where was Zeresenay's team excavating?

11. What are the similarities and differences between Dinknesh and Selam?

Point out the strategies you are using. Discuss with your group.

Step-3 Evaluating Activity

1. Share your answers with a partner.

2. Evaluate your own strategies.

3. Which strategies are the most useful to perform the tasks? Why?

Listening text-4

Dinknesh and Selam

In the early 1970s a team of international paleontologists and anthropologists known as the Afar Research Institute began to survey Hadar for fossils and other artifacts related to the origin of humans. In 1974 two members of this group, Donald Johanson and Tom Gray, both Americans, made a discovery in a small gully near the Awash River.

After three weeks careful excavation they had 300 fragments from a single skeleton, which represents 40 percent of the total skeleton. The pelvic bone indicated that the skeleton was female. She was 1.1m tall and would have weighed 29kg. In appearance she would have been like chimpanzee from the waist up but her pelvis and leg bones were almost identical to those of modern humans. This means that she undoubtedly walked upright, unlike chimpanzees. The team working on the site, called her Lucy, after a popular song of the time, and that is the name by which she referred to around the world, except in Ethiopia, where she is known as Dinknesh.

Although Dinknesh belonged to the species Australopithecus afarensis and was not human, she was an ancestor of human being. She is important as she shows that bipedalism-walking on two legs –preceded an increase in human brain size, the next key step in human evolution. Dinkinesh's skeleton has been dated to just under 3.18 million years old.

Nowadays, Dinkinesh is stored in the paleoanthropologists Laboratories of the National Museum of Ethiopia in Addis Ababa. On display in the museum is one of the costs of the original skeleton.

Twenty –six years on from the discovery of Dinkinesh Ethiopia Zeresenay Alemseged, of the Max Planck Institution of evolutionary Anthropology in Leipzig, Germany led a team excavating in the Dikiku region, not far from the Awash River where Dinkinesh was found in a black of sandstone he discovered the almost complete fossilized skeleton of an infant girl, like Dinkinesh, Australopithecus afarensis. The remain, consisted of a skull, shoulders, part of the vertebral column, knees, leg, bones, right arm and some ribs. She

was given the name “Selam” and is also in the National Museum of Ethiopia in Addis Ababa.

Along with Selam were found the lower jaw and teeth of adult and t

Along with Selam were found the lower jaw and teeth of adult and the remain of several animals an early elephant, an otter and a hippo. Unerupted teeth still in the jaw were revealed by CT scans, which indicate that she may have about three years old when she died. The skeleton is so well preserved that it is thought that the body was quickly buried by sediment in a flood.

Although Selam is often referred to as Dinkenesh’s daughter in fact the sediment in which she was found dates the remains as 200,000 years older than Dinkenesh. Thus Selam now occupies the position of oldest human- like remains known to science.

Action Plan-5

Objectives:

By the end of this lesson the trainees (the treatment group) will able to:

-use mind-mapping techniques to record information during a listening activity.

-demonstrate the Planning, Monitoring and Evaluating model for learning listening.

-briefly explain the meanings of some words.

-apply strategies to perform effectively tasks.

Step-1. Planning Activity

1. Guess the meaning of the following words and phrases:

Threats wipe asteroid collision modern era catastrophe nuclear bomb deflect pandemic pathogen intensifies spiraling depletion avert proliferation.

2. What are some real threats facing the world?

3. Give examples of some types of future threats.

4. Are the threats an issue here in Ethiopia?

Share your answers within the group.

How much your experiences help to answer these questions?

Individually, compare the strategies to the rest of the group.

Step-2. Monitoring Activity

1. What are the future threats of the globe?

2. What are “asteroid mitigation strategies”?

3. How global pandemic occur?

4. How many super volcanoes are known around the world?

5. Where did the last one erupt?

6. What would be the effect if the supper volcano under Yellowstone national park in the USA erupted?

7. What are the solutions have been mentioned to mitigate the super volcanoes threats?

8. How nuclear weapons could be a threat of the world?

Discuss the strategies such as: double monitoring, selective attention, style monitoring and the like are helpful to accomplish the tasks.

Step-3. Evaluation Activity

1. Sit in group of five and evaluate your answers.

2. Create a small leaflet illustrating the future threats of the world. You can include pictures to express what you have shown in your poster.

3.Evaluate your performance and strategies, then set a goal to improve your listening skills.

Listening text-5

Future Threats

How and when the world is going to end has been the source of endless speculation over the centuries. Geologists shave predicted that our five billion year old planet would of its own accord probably disappear in other five billions years. However, there are some serious threats that even if they didn't destroy the planet itself, could wipe out humanity.

1. Asteroid collision

Collision with an object in space is a threat to our planet, especially if it is of a significant size A n asteroid is a large piece of rock or metal in space orbiting the Sun in geological history they have been known to collide with the Earth. If it happened in the modern era, it could have a serious impact changing landscape and climate in such a way that it is possible humanity would not survive.

To avoid such a catastrophe, scientists have proposed so-called 'asteroid mitigation strategies'. These involve sending a device such as a very large nuclear bomb to the approaching asteroid to blow it up or deflect it from its course. Another idea is a kind of tractor made up of powerful space craft that could pull it away from the Earth before it reaches us. In other words, it is possible that human ingenuity will enable us to defeat this threat.

2. Global pandemic

An epidemic occurs when a large number of cases of a disease occur at the same time. A pandemic is when this happens on global scale. With the speed at which people move

around the world, it is feared that a global pandemic of a yet unknown killer disease could occur on such a scale that huge number of people would die.

It has to be remembered, however, that no pathogen (in other words a bacteria or virus), which causes disease, affect everybody as some people will always have natural immunity. Nonetheless medical researchers have to be aware of possible threats and develop ways of fighting them, such as vaccine or medication, in advance of their occurrence

3. Global Warming

Climate change is a long term significant change in normal weather patterns, such as happened over the last 20 years when populations in different parts of the world have experienced storms, hurricanes, flooding and drought with unprecedented frequency. Some climate scientists have suggested that if global warming continue and intensifies it could make the planet uninhabitable.

There is a debate as to the extent to which global warming is man-made. If it is, then if we stopped the activities that are causing it, then we should be able to prevent it from spiraling out of control. However, the whole basis of our global economy is growth, which to a large extent involves the depletion of natural resources, the cleaning of forests and massive carbon emissions. To persuade people and governments to find other ways of living is an immense challenge.

4**. The eruption of a super volcano**

A super volcano is a large capable of producing volcanic eruptions. There are six known super volcanoes around the world. The last one erupted 74,000 years ago in Indonesia. The super volcano under Yellowstone national park in the USA is due for an eruption. If that happened, the immediate effects would be the deaths of millions of people in North America. In addition the gases released could lead to a huge and sudden increase in global warming, and the dust and debris in the atmosphere could block the sun and cause a worldwide volcanic winter, such as is believed to have happened at other times in the earth's history. These events would inevitably lead to millions of deaths worldwide.

Unfortunately no technology exists to avert a volcanic eruption of any kind, least of all that of a super volcano. All that can be done is far scientists to gain detailed knowledge of what exactly we can expect and when it is likely to happen. Another possibility is to make provision for mass migrations to areas far from the eruption, or the construction of huge underground shelter where populations could live while the effects of the eruption make life impossible above ground.

5. The development of nuclear weapons

Since the Second World War arsenals of nuclear weapons have existed which pose a threat to the existence of humanity. They belong to the small club of nuclear nations such as USA, Russia and china and are targeted on Nations seen as particular threats. The danger of nuclear weapons lies in their accidental development, their use in a regional conflict, for example in the Middle East or by a terrorist organization. A nuclear attack on a center of population would lead to millions of deaths and a quantity of atmospheric dust that would produce a dramatic cooling of temperature across large parts of the globe.

To get rid the world of the threat posed by nuclear weapons, world governments must limit their proliferation and ensure that they do not get into the hands of terrorists. Further, it could be argued that the world should be working towards the abolition of all nuclear weapons.

Action Plan-6

Objectives;

In this lesson the trainees (the treatment group) will learn;

To demonstrate planning, monitoring and evaluating model for learning listening.

To listen to and use cloze activity.

To listen to dictations and write them down.

Step-1. Planning Activity

1. What kinds of films do you enjoy?

2. What do you learn about Ethiopian films as you watch in the internet?

3. Write down some facts about Ethiopian film industry.

4. Discuss the strategies you used to accomplish these tasks.

Step-2 Monitoring Activities

1. Turn down your copy of the listening text. Listen to the passage being read for its gist.

2. Now, listen to the passage again and fill in the missing words in the space provided.

3. Discuss the answers with the other group members.

4. Check your strategies how much match with the given task.

Step-3. Evaluation Activities

1. Create your own a cloze activity. Rewrite it but remove words. Share this with a partner. Give his/her the cloze activity to fill out the spaces as you read the complete version. See if s/he can pick out the missing words.

2. When you practiced the task which strategies were most effective? Why?

Listening text -6

The Ethiopian film industry

Like people everywhere, in Ethiopia we like watching films. Many of us rent DVDs or **videos** or go to cinemas to watch the latest American, **European,** Indian and Arabic films.

Film making has been going on this country for a long time, but **independent** film making didn't take off until after 1992, when the Association of Makers of Ethiopia was founded. This organization aims to improve the quality of **domestic** films by running training programmers here and abroad. Inevitable there is a lack of money and **resource** both the film training and making. Thus many Ethiopian films have been made by

Ethiopians who trained and live abroad. For example, Gondor-born Haile Garima, who made the acclaimed films **Sankofa** (1993) and **Teza** (2008) has been based in USA since 1967. Solomon Bekele, was trained in France, but returned to Ethiopia and in 1992 made the popular and award-winning film **Aster,** a love story. He teaches film at the University of Addis Ababa.

Making films in here is a **challenge** explains Ermias Woldeamlack, director of The Father (2001), an internationally **acclaimed** film which recreates the Mengistu era. To shoot the film he says he had to dust off the old equipment that belonged to the Cinema Corporation of Ethiopia. It had been kept in a cellar and was rotting away.

In the last few years there has been an increase in domestic films film production which has been made possible due to the rise of video production and **digital** film-making. Typical of the new generation are **Tewodros Teshome**, who writes**, acts** and **directs** his own films, such as Cold Flame (2003) and Red Mistake (2006). He also owns his cinema which shows only Ethiopia films Serawit Fikre's films are entirely his own work, too. His most famous work is The Blue Horse (2006). Netanet Kidanemariam is a maker of full-length animated films and Tikeher 'jah' Teffere is an Oscar- nominated **documentary** film maker.

Ethiopia has many stories to tell and the creativity and skill to make films that can be enjoyed both at home and the world over. Only with more training facilities and better **funding** can this be done on a larger scale.

Action Plan-7

Objectives:

-By the end of this lesson the trainees (the treatment group) should be able to:

-use planning, monitoring and evaluating model for learning listening.

-assess the strategies.

-Infer opinion and attitudes from a given text

Step-1. Planning Activity

1. What do you predict from the topic?

3. What have you read about Haile Gerima from internet? Discuss with your group.

Step-2. Monitoring Activity

In your group complete the dialogue corresponding to each question. As you listen, group member #1 is responsible for listening to the part 1 dialogue. Part 2 is for group member # 2 and so on.

What was his background and what kind of plays did his father write?	
When did he leave Ethiopia?	
How did he get into movies?	
He spent fourteen years working on Teza. What inspired it?	

Share your answer with other group.

3. Monitor your strategies of each group used and which group and strategy is more effective.

Step-3 Evaluation Activity

1. Individually, write a report on what you remember from all parts.

2. Write a short description how can you listen to more English every day.

Listening text-7

An interview with a film-maker

Could we start by talking about your background?

Well, I the fourth of ten children and my parents were both teachers, but my father, Tafeka Gerima, was also a playwright and founded a theatre troupe that I often performed with.

What kind of plays did your father write?

He wrote original and often historical drama always submersed in the genuine culture of Ethiopia. This was different from what I learned in school. My sister and I were the first

in our family to go to a so-called modern school where American teacher taught me to spell Connecticut, but nothing about my own country and people.

When did you leave Ethiopia?

In 1967 I was part of the generation of students that left Ethiopia in the 1960s and 70s, and though their political activities radically altered the course of Ethiopia history in a sense, Teza is a memoir of that experience.

How did you get into movies?

I was studying in California with students from Brazil and Mexico. We shared a collective rage. We realized we had been betrayed by the movies. Once you see all these Hollywood movies you have two demonized population of America, black people and Native Americans, and you are scared of them. Blacks were criminal, always, constantly, and violent, and will kill you to rob you. If you saw those movies when you were a kid it aggravates your consciousness. I decided to make movie that told the truth.

You spent fourteen years working on Teza. What inspired it?

There is this phantom story for Africans, that they go abroad, study, and became "somebody". My generation was the most hit by this mythology. But it also has to do with a story I heard as a kid. There was an Ethiopia who went abroad from Gondor and was thrown off a building by racists in America. He came back in a casket. I can't tell you that this was its inception, since it's fuzzy in my head, but basically it was this idea of dislocation. That from the countryside to the city, from the city to Europe or America, you are in search of this ideal that is imposed on you to look at good as those who come from abroad, because you think they are happy. But happiness is relative. Those who came from abroad, are they happy?

Action Plan-8

Objectives:

In this lesson the trainees (the treatment group) will be able to:

-reconstruct orally the original text pretending to be the character orally (as literally as possible) of short passages after listening to it.

-consider strategies which match with the tasks.

-demonstrate the use of planning, monitoring and evaluating model for learning listening.

Step-1. Planning Activity

1. What do you predict from the topic?

2. Have you ever read a magazine? What things does it include?

3. Look at these magazines in your group, as you see, list down the main parts and sections.

Discuss how much advance organization and organizational planning strategies are helpful.

Step-2. Monitoring Activity

Keep the following questions in mind as you listen to the passage for the second time.

1. Why is a specialist article being commissioned?

2. Who build up the magazine piece by piece?

3. Who concern the content of the magazine?

4. Why is it necessary to keep the deadline?

5. Who act as a mediator of editorial staff and printer?

6. What are the duties of editorial staff?

7. How advertisements useful for both the editors and advertisers?

8. Point out evidences that the magazine is not biweekly?

9. Are there any special purposes including photographs in a magazine?

10. What does the saying “producing a magazine is a collaborative process”?

11. What would you do if you were editorial-in-chief in your school's magazine?

Monitor your strategies: selective attention, directed attention, plan monitoring, and the like are useful to accomplish the tasks.

Step-3. Evaluating Activity

In your group, share your answers and correct what you missed.

Evaluate your knowledge of language repertoire.

Listen a similar text and apply the strategies you practiced.

Listening text-8

Magazine jobs

1. I am one of the people who work closely with the editor to decide what is going into the magazine each week I then go away and work on my part of the magazine. The magazine I worked on is quite small so I write articles myself or, if we want a specialist article, I commission someone to write it for us. I also have to decide on the photographs we want to support our articles.

2. My job is not about the content of the magazine but the process of producing it. I have to build up the magazine piece by piece. I see what the editorial staff is working on and help with lay-out as each page is completed and accepted. I have to make sure deadlines are kept and put pressure on the staff if they are falling behind I am the link between the editorial staff and the printer.

3. In any magazine there is a lot of advertising to help us cover all our costs and allow the owner to make money. I maintain contacts with long- standing advertisers and also try to make contact with new ones. Advertisers play an important role in what the magazine

looks like. They often dictate where in the magazine their advertisement goes and the size of it. This can have an impact on our articles, so as I work closely with the editor.

4. Each week I have to make sure that we fulfill the magazine's mission so that our readers are not let down. That means making sure the editorial staff are doing their jobs in the right way and making the final decisions about content and lay-out. Completed article are given to me and I go through them, check them, make changes if I think they are necessary and I often have to cut them so they fit the page. So the job is essentially about making decisions and also, quality control. Producing a magazine is a collaborative process but if there is a boss, I guess it is me.

5. I am not concerned with what you read in the magazine, but it looks like. I am present at the editorial meeting where we decide what is going in the magazine, and I have to decide on the overall look and the front page, which the editor then has to approve. I also advise section editors about photographs and lay-out. We do a lot of our own photography, so I have to organize that as well, which means visiting locations, or arranging sets in our studio and commissioning models.