

A METACOGNITIVE PERSPECTIVE LANGUAGE INDUCTION TO HIGH SCHOOL LEARNERS' PRIOR KNOWLEDGE AND BELIEFS IN LEARNING ENGLISH LANGUAGE THROUGH SONGS

Vjollca JONUZI¹

^{1*} Department of English Language and Literature, Faculty of Philology, University of Tetova

^{*}Corresponding author e-mail: vjollca.jonuzi@unite.edu.mk

Abstract

Metacognition is an awareness of EFL knowledge processes, and as a crucial aspect of the learning process, it shapes directly learners' beliefs and approaches concerning learning English language acquisition. Metacognition is a beneficial aspect in raising awareness and improving listening comprehension. Metacognition perspectives' strategies in inducing lyric' songs reflect improving listening comprehension proficiency. Metacognition is a process in which an EFL learner is actively involved in processes such as monitoring prior knowledge development and reflection practices toward prospective listening comprehension. The current research center of attention is to verify the effectiveness of inducing song lyrics in the EFL high school curriculum, outline listening activities' for EFL intermediate high school learners, and highlight the relevance of inducing an integrated aspect of listening skills. Additionally, through metacognitive perspective strategies, EFL intermediate Tetova high school learners can reflect on and improve their current level of listening comprehension proficiency.

Furthermore, it emphasizes the metacognitive perspectives in employing a significant content-based learning, such as reading lyrics and listening to songs based on the topics which are closely related to the high school English language curriculum. Furthermore, a multiple-choice metacognitive survey questionnaire was distributed. The aim was to determine the significance of a content-based curriculum integration to high school learners' prior knowledge and to verify the influences on their beliefs in learning EFL through songs. In the second phase, we elicited a selected song lyrics list during the period of the academic year 2021/2022. In the third stage was obtained reflection journal concerning listening logs. To conclude, the significance of the metacognitive perspective on listening skills curriculum integration in teaching intermediate students is marked.

Keywords: *metacognition, music induction, listening comprehension, curriculum integration.*

1. Introduction

The process of FL acquisition tends to be demanding and challenging. Currently, EFL language teachers focus on listening skills improvement instructional practices. Numerous helpful tools exist for facilitating the language acquisition process, such as tools for teaching and reinforcing listening comprehension. Great attention had earned the Tetovo FL musical high school learners while the incorporation of music, in particular song' lyrics in classroom listening task practices. In listening instructional practices, music is a widespread appeal and gives the learners the flexibility to suit the needs of intermediate levels. Moreover, music enables sustainable retention of linguistic content in intermediate FL high school learners.

The impact of music on intermediate students' prior knowledge language acquisition is a relatively new topic of interest, and it has become widely recognized by several scholars and teachers as having significant benefits on the process of second language acquisition. This study intended to identify the students' levels of metacognitive awareness strategies in performing their listening tasks and to examine the influence of the listening strategies with the use of music.

2. Literature Review

Listening Comprehension is an important component of language learning that requires endeavor by the EFL learner. Awareness and the use of listening strategies can help students to learn highly integrative skills on behalf of listening comprehension. Therefore, metacognitive awareness strategies would be useful for intermediate learners to achieve success in their listening tasks and overcome possible obstacles. Students need to consider particular mental strategies to succeed in listening comprehension accomplishment (Goh, 2002), which will assist and facilitate the maintenance of linguistic content while learning EFL. These mental strategies accompanied by the use of music throughout the process of second language acquisition are characteristics of speech, which intend to turn on the satisfying mode of the learner, and process mental activities that will enable and guess new meanings and contexts.

3. Methodology

Fifty high school intermediate students participated in this study. The participants were intermediate high school students enrolled in a regular English language course during the 2021–2022 academic year at a musical high school in Tetovo. In order to obtain results regarding the level of the learners' prior knowledge in relation to metacognitive strategies, students have submitted their items. They were required to complete a metacognitive awareness survey developed by Vandergrift et al. (2006). Secondly, they had to follow a listening log according to the curriculum of the subject. Third, the students submitted reflection log journals.

3.1. Metacognitive awareness

Learning is a process and beliefs about English language learning lie at the core of this process. Music has a significant positive effect on memory, a potential to boost analytic listening skills, and enhance learning awareness (Mashayekh & Hashemi, 2011). Using a developing approach in EFL learners' listening instructional practices brings forward a process of reasoning insights. In this case, music-mediated oriented experience in EFL intermediate high school learners develops students' interpersonal competencies into a more inclusive response through listening task performances. Research has found that metacognitive awareness marks the EFL learners' listening comprehension performance. The MALQ also was set to assess L2 learners' metacognitive development by researchers and instructors and as a guide for learners to reflect on their own strategy use and personal knowledge.

3.1 Metacognitive Questionnaire

In order to attest to the effectiveness of incorporating music into listening strategies in the EFL curriculum and to attain data regarding the perspectives of induction of music in learning the EFL high school students enrolled in a regular English language course during the 2021–2022 academic year submitted a metacognitive questionnaire developed by Vandergrift et al. (2006).

3.2. Learning log reflection journal

Metacognitive awareness strategies can be one of the ways to raise awareness for listening tasks. Additionally, metacognition can act as a guiding process, to learning, in which the learner is using strategies to plan, monitor, and evaluate language use and language learning. The reflection-log questionnaire managed at the end of each month and respondents submitted a self-report of the strategies that they used to complete the task as well as their general feelings concerning listening logs. The following is described the set-up plan based on the (Lovett, 2008) circle of goals, strategies, and evaluations of the student data.

International Journal of Contents, 16(4), 50–67. <https://doi.org/10.5392/IJOC.2020.16.4.050>



Figure 1. Writing Listening Logs and Its Effect on Improving L2 Students' Metacognitive Awareness and Listening Proficiency. Lee, Y.-J., & Cha, K.-W. (2020).

3.3. Procedures

We collected data in the form of metacognitive behavior through continuous observation during the academic year 2021/2022. Furthermore, we set a metacognitive awareness strategies instruction for students. The benefits of improving their listening comprehension reveal aspects of student metacognition as a strategy used in playing music in the background while teaching EFL. Moreover, metacognition as an aspect that refers to various useful ways of knowledge transfer in the classroom enables the development of listening EFL learners' analytic skills. The multiple-choice questionnaire (MCQ) developed by Vandergrift et al. (2006) was modified and adjusted for my own personal research purposes.

Moreover, we used reflection journals to promote metacognition perspectives by implementing instructional strategies that encourage EFL students to engage in reflection, self-assessment, and critically thinking by using song lyrics and music as a motivation to inspire interest in listening skills accomplishment. The MALQ survey consists of 21 items that consist of five elements: problem-solving (6 items), planning and evaluation (5 items), mental translation (3 items), personal knowledge (3 items), and directed attention (4 items). This 6-point Likert scale MALQ is set to identify the level of metacognitive awareness for listening comprehension and as an experience in order to reflect and evaluate themselves upon completing the listening comprehension tasks. In the following figure, we will present an outline of scale data from the metacognitive multiple-choice survey questionnaire:

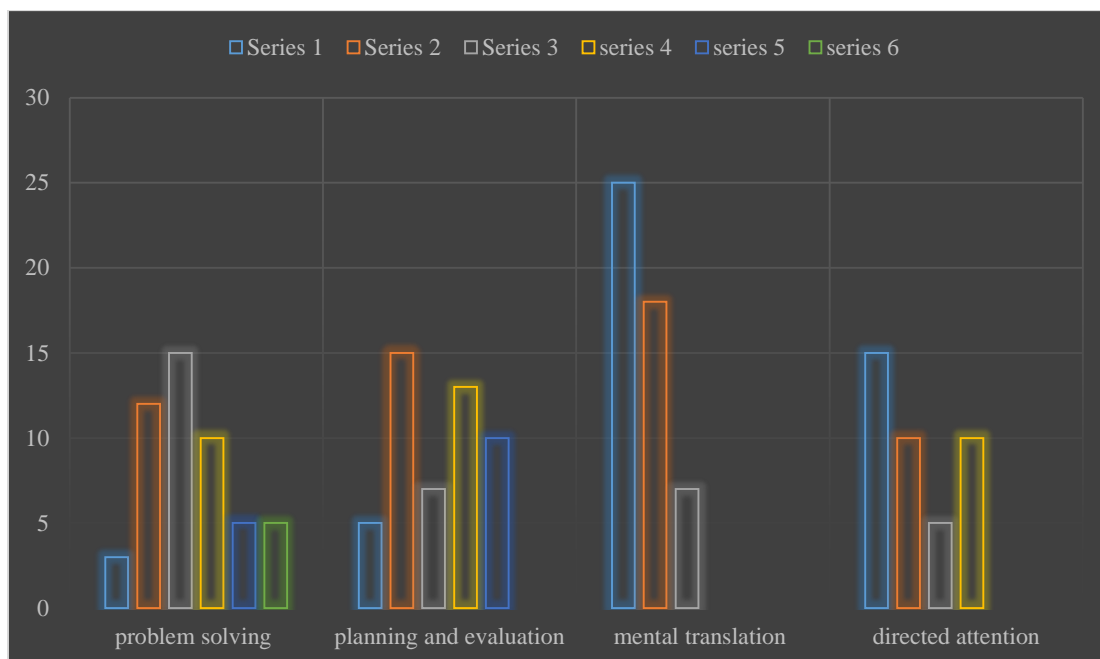


Figure 2. A metacognitive multiple-choice survey data result.

Data collected through the (MALQ) and responses examined different aspects of metacognitive awareness represented by the MALQ factors related to listening performance and individual differences in metacognitive awareness. The results showed a significant positive relationship between learners' metacognitive awareness and listening performance. In the following, we will present the Metacognitive Awareness Listening Questionnaire (MALQ) topics:

Listening logs' topics

School- Musical high school Tetova, North Macedonia

Month	Topic-content	Intermediate students	Source
September	Career	50	Youtube
November	Mistery	50	Youtube
December	Family	50	Youtube
January	Nature	50	Youtube
February	Home	50	Youtube
March	Free time	50	Youtube
April	Hi-tech world	50	Youtube
May	Entertainment	50	Youtube
Total	8	50	8

Table 1. Example of a student's listening log.

We designed activities and instructions for lessons that highlight the listening process in particular song lyrics included. Performance metacognitive awareness with regard to prior knowledge of listening strategies used and perceptions of difficulty following a listening task. During the eight lessons, the learners demonstrated some knowledge about issues that influenced their listening and strategy use. Analysis of individual issues showed a significant relationship between listening performance and the strategies of directed attention and problem solving as well as an overall confidence among the participants in the study.

It also shown significant intrapersonal variation in different aspects of metacognitive awareness. Finally, after the listening activity, a reflection process helped to encourage the strategy of assessment. After the eight lessons, all the students reported a deeper understanding of the process and the demands of listening, increased confidence in completing listening tasks, and better strategic knowledge for coping with comprehension difficulties. Individual post-listening reflections on their listening experience, and teacher-facilitated discussions that focused on specific aspects of metacognitive knowledge about listening.

4. Analysis of data

This study analysis aims to inspect the influence of music as a learning tool throughout the process of EFL listening skills in intermediate musical high school students, the linguistic impacts of music on listening skills, and the significance of incorporating music into the EFL language-learning curriculum. Moreover, the impact of music during the process of memorizing linguistic content is marked. The study data acknowledge the metacognitive awareness of listening strategies and the relationships among perception and learners' beliefs on strategies and perspectives of song lyrics use. In the context of metacognitive perspective strategy, the results provided show that metacognitive perspectives enhance EFL language listening, and suggest that EFL learners improve their listening skills due to awareness of EFL listening as process-oriented comprehension of learning EFL through songs.

The research conducted by analyzing the MALQ and students' listening logs. Moreover, the research listening logs could influence high-school EFL learners' metacognitive awareness. The Metacognitive Awareness Listening log (MALL) applied to examine the learners' knowledge of their listening process. The obtained research findings are as follows: First, significant relationship between EFL students' listening comprehension and metacognitive awareness is marked. Second, the students had an opportunity to reflect on learning through a content-based approach to song lyrics' listening monthly activities listening logs. Third, as the students' listening proficiency improved at the end of the school year evidences that introducing listening logs along with classroom lessons helped the students improve their listening ability.

5. Discussion and conclusion

The current research outlines the scale of metacognitive instruction for EFL learners and discusses the significance that highlight the listening skill processes. Considering the learners' beliefs, the current study intended to reshape a learners' beliefs practice as a useful practice in credit of learner' awareness raising. In addition, the occurrence of a change in the learners' beliefs is marked. The research provides individual post-listening reflections on their listening experience and teacher-facilitated discussions that focused on explicit aspects of metacognitive knowledge about listening to song lyrics'. In the context of which the beliefs analyzed how learners' interactions can bring about changes in the learners' beliefs system during the lessons, the learners demonstrated some prior knowledge about influences on their listening and strategy use.

They reported a deeper understanding and the demands of listening, increased confidence in completing listening tasks, and better strategic knowledge for coping with comprehension difficulties. In general, the learners endorsed a context-based listening instruction approach.

6. Limitations

Like any other research work, this study does have limitations. As the study lasted for one academic year and carried out the listening approach intervention because this approach is somewhat of a vast concept and is a completely new approach and not familiar to the EFL learners. One limitation is based on the participants of this study were taken from only one high school which could not lead the study to represent all schools in the town. Thus, a large sample of participants would obtain a more factual data.

7. References

- [1]. Agathopoulou, E. (2007). EFL student teachers' beliefs and the effect of a second language acquisition course. Paper presented at the 14th International Conference of the Greek Association of Applied Linguistics. Thessaloniki, Greece. Retrieved on 9 August 2014 retrieved from: <http://www.enl.auth.gr/gala/14th/Papers/English%20papers/Agathopoulou.pdf>
- [2]. Baleghizadeh, S., & Rahimi, A.H. (2011). The relationship among listening performance, metacognitive strategy use and motivation from a self-determination theory perspective. *Theory and Practice in Language Studies*, 1, 61–67. [Google Scholar]
- [3]. Bozorgian, H. (2012). Metacognitive strategy instruction in English as foreign language (EFL) listening skill (Unpublished doctoral dissertation). Queensland University of Technology, Brisbane, Queensland, Australia. [Google Scholar]
- [4]. Gebreezabhar, G. (2016). An evaluation of the design of vocabulary tasks and their implementation with reference to grade nine English textbook [Unpublished master dissertation]. Addis Ababa University.
- [5]. Goh, C.C.M., & Taib, Y. (2006). Metacognitive instruction in listening for young learners. *ELT Journal*, 60, 222–232. [Crossref], [Google Scholar]
- [6]. Grimm, Shelby, "Language Learning from the Developmental and Neurocognitive Perspective: An Examination of the Impact of Music on Second Language Acquisition"
- [7]. Liu, X.L., & Goh, C.C.M. (2006). Improving second language listening: Awareness and involvement. In T.S.C. Farrell (Ed.), *Language teacher research in Asia* (pp. 91–106). Alexandria, VA: TESOL. [Google Scholar]
- [8]. Mareschal, C. (2007). Student perceptions of a self-regulatory approach to second language listening comprehension development (. Unpublished doctoral dissertation). University of Ottawa, Ottawa, Ontario, Canada. [Google Scholar]
- [9]. O'Bryan, A., & Hegelheimer, V. (2009). Using a mixed methods approach to explore strategies, metacognitive awareness and the effects of task design on listening development. *Canadian Journal of Applied Linguistics*, 12, 9–37. [Google Scholar]
- [10]. Rahimi, M., & Katal, M. (2012). Metacognitive listening strategies awareness in learning English as a foreign language: A comparison between university and high school students. *Procedia - Social and Behavioral Sciences*, 31, 82–89. [Crossref], [Google Scholar]
- [11]. Sewbihon-Getie, A. (2021). The Effectiveness of Using the Lexical Approach to Developing Ethiopian EFL Learners' Vocabulary Competence/La efectividad del uso del Enfoque Lexico para desarrollar la competencia de vocabulario en estudiantes etiopes de ingles como lengua extranjera.
- [12]. Shirzad, M., Rasekh, A. E., & Dabaghi, A. (2017). The effects of input and output tasks on the learning and retention of EAP vocabulary. *Theory and Practice in Language Studies*, 7(2), 145+. <https://link.gale.com/apps/doc/A489987559/AONE?u=anon~b5ae1ddd&sid=bookmark-AONE&xid=596dce48>
- [13]. Singhal, M., 2001, 'Reading, proficiency, reading strategies, metacognitive awareness and L2 learners', *The Reading Matrix* 1(1), 1–23, available from www.readingmatrix.com.
- [14]. Vandergrift, L., & Goh, C. (2012). *Teaching and learning second language listening: Metacognition in action*. New York: Routledge. [Crossref], [Google Scholar]
- [15]. Words in the Mind: An introduction to the mental lexicon. Blackwell. Attar, E. M., & Allami, H. (2013). The effects of teaching lexical collocations on speaking ability of Iranian EFL learners.