

A COMPARATIVE STUDY OF THE EFFECTIVENESS OF TEACHING LISTENING MODELS*

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Abstract

Four models, namely Traditional Model, Metacognitive Model, Process Model and Adapted Model, for the development of the listening skill were trialled on 56 2nd Year Physics students of the Hpa-an University to discover which of the four would be most suitable for Myanmar students at the tertiary level. The results were analyzed and it was found that the Adapted Model was most suitable.

Keywords: Traditional Model, Metacognitive Model, Process Model, Adapted Model

Introduction

Listening can be regarded as one of the important life skills which is evidently used in daily communication. According to Spataro and Bloch (2017), listening is a critical communication skill and an essential element of management education which helps students understand the basics of cooperation and team work. Attentive listening is composed of non-verbal signs such as simile (e.g. 😊), eye contact, posture, distracting and mirroring and of verbal signs such as remembering, reflecting, clarifying and summarizing. Most Myanmar students are weak in listening in English as listening skill has been neglected in the curriculum for years. Therefore, there is an urgent need for students to develop their listening skill with the help of the methods which suit student levels. Demographic factors such as student levels, age, gender, educational background, family, needs and expectations were taken into consideration in carrying out this research.

Literature Survey

Of all four skills of a language, listening and reading are receptive skills whereas writing and speaking are productive skills. Wolvin and Coakely (1996) claimed that listening is much more successful if students know their purpose of listening. They are known as (1) Discriminative

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* Best Paper Award Winning Paper in English, (2018)

listening, (2) Comprehensive listening, (3) Therapeutic listening, (4) Critical listening, and (5) Appreciative listening. Different frameworks for listening proposed by Rost and Wilson (2013) are (1) Affective, (2) Top Down, (3) Bottom Up, (4) Interactive Frame, and (5) Autonomous Frame.

Listening Sub-Skills

Listening skill is composed of sub-skills which are required for students to get better results in doing listening comprehension questions. Once students know its sub-skills, they are more likely to be successful listeners. Vandergrift and Goh (2012) proposed sub-skills for listening. They are: (1) Listening for gist, (2) Listening for details, (3) Predicting, (4) Making inferences, (5) Inferring meaning from contextual clues, and (6) Evaluating. All these listening sub-skills can be regarded as the fundamentals for improving listening skills.

Think Aloud Training

Think-Aloud process is of vital importance in examining why students make mistakes. Teachers can think of remedial work on less able students by observing their responses based on metacognitive process. O'Malley, Uhl Chamot and Kupper (1989) cited in McLafferty (2015) proved that "students need to think through content in a conversational manner to engage the metacognitive thinking process." Vandergrift (2003) also asserted that teachers can check students' understanding by training students to engage in Think-Aloud process.

Teaching Listening Models

Different scholars proposed various teaching listening models which they believe are the best for improving students' listening skills. They are known as (1) Traditional Model, (2) Metacognitive Model by Vandergrift and Goh (2012), and (3) Process Model by Field (2008). What is more, principles from these listening models were adapted into adapted model. Steps and procedures for each model can be seen in the following.

Traditional Model

Traditional model used in teaching listening had been used over time before the emergence of other effective teaching listening models. There are three main stages known as Pre-listening, While-listening and Post-listening. The steps used in each stage are as shown in the following diagram.



Figure 1: Traditional Model

Although Traditional Model used to be popular in most English language classrooms, most language teachers had realized its shortcomings. In short, this model focuses on what to answer listening questions rather than how to answer.

Metacognitive Model

In order to compensate the limitations of traditional model, Vandergrift and Goh (2012) proposed another teaching listening model known as Metacognitive Model. There are three main stages in this model namely, (1) Planning, (2) Monitoring and (3) Evaluating Approach and Outcomes.



Figure 2: Metacognitive Model

The weakness of this metacognitive model is that it puts too much focus on thinking aloud. Too much reflection sections consume more time than is necessary. Metacognitive process throughout the section can cause fatigue, disappointment and lack of interest.

Process Model

There is another model proposed by Fields (2008) and it is known as Process Model. If compared to Traditional Model and Metacognitive Model, Process Model has more strengths rather than weaknesses.

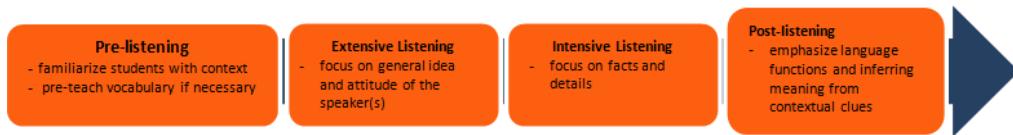


Figure 3: Process Model

Process model has become popular among English language teacher worldwide. However, this model does not focus on how to listen. Its focus is only on language functions and inferences using contextual clues and other listening strategies have been neglected.

Think-Aloud training was given as it is a bridge which communicates teacher and students, and which helps teachers figure out ways to develop students' listening skill. Think-Aloud sessions adapted from the Think-Aloud theory by Vandergrift (2003) were given to students. In the first half of June 2017, students were given half-drawn pictures and had to think of what the pictures were. In the second half, students had to reflect the thoughts which led them to predict what the pictures were. Starting from the first half of July 2017, students were exposed to A1 listening exercises and the researcher elicited the thoughts on how they got the answers. Then A2 listening exercises were given and the students had to reflect how and why they get answers in the second half of July. Starting from August, listening exercises from Straightforward B2 were taught in order using teaching listening models proposed by scholars such as Vandergrift and Goh (2012) and Fields (2008).

Al Amin and Greenwood (2012) used a qualitative quasi-experimental study to explore the impact of metacognitive listening strategy on students' listening comprehension. It is proved that there was "a slight improvement on the students' listening performance and their metacognitive listening awareness". Vandergrift and Goh (2012) cited in Doddis (2016) stated that metacognitive strategies facilitate the improvement on the listening skills of each individual student.

It is pressed in this paper that models of teaching listening should be designed and modified to suit the needs of our students. The results of the research proved that students' performance dramatically improved when they engaged in a teaching listening model which was designed to suit their needs and abilities.

Aim and Objectives

This paper aims to provide the effectiveness of different teaching listening models with regard to their results.

This paper attempts to answer the following questions.

1. What are the benefits of Think-Aloud section?
2. How teaching listening model is adapted to suit the needs of target students?
3. What are the results of different teaching listening models – traditional model, metacognitive model, process model and adapted model?
4. How effective is the adapted model in developing the students' listening skill?

Methods

Mixed method which includes both qualitative method and quantitative method was used in this research. Students' answers were analyzed using quantitative method and the possible causes of errors were interpreted through qualitative method. In carrying out this research, data were collected from 56 students attending Second Year BSc Physics at the University of Hpa-an. Their ages range from 18-21 years old. First, students were given a 6-hour Think Aloud training in which they have to express what they think and reflect their mind. In this training, students were encouraged to think aloud based on half-drawn pictures, given situations and sample listening exercises. That training is of vital importance in doing this research as there was only limited time for the researcher to go through interviewing session with each student. After that training, students were exposed to listening exercises using different teaching listening models such as

Traditional Model, Metacognitive Model, Process Model and Self-Designed Model.

Research Subjects

The subjects chosen in doing this research were Second Year BSc students specializing in Physics in the University of Hpa-an in 2017. Their ages range from 18-21 years old. They come from similar family background which includes breadwinners who earn their living by fishing, farming, doing hard labour in border areas, and buying and selling. Some students also do part-time jobs like shop assistants in local mini-stores and in the grocery stores of their family, and workers in boarder areas during the holidays between first semester and second semester.

Straightforward 2B

Straightforward 2B is written by Philip Kerr, Ceri Jones and John Waterman and published by MacMillan. It is well-known for its components such as transparent structure, pragmatic methodology and varied content. Its version has been done for sale in Myanmar only. It focuses on the following criteria:

1. Clear student progression and self-checking
2. Pick-up-and-use practicality
3. Intuitive, easy-to-follow format
4. Flexibility and adaptability
5. Supported by one of the most comprehensive Teacher's Books around.

The nature of Straightforward series is that exercises were put in linear order. The following table reinforces this order in Straightforward 2B. The easiest exercises were at the beginning of the course book and the most difficult ones were at its end.

Table 1: Level of listening comprehension exercises

		1B	1D	2B	2D	3A	3B	3D	4B	4D	5B	5D	6B	6D
Q&A	Fam		3		2	2		2	2+1		2		1	
	Ans	7		6		1	1		2+1	4	3	2	3	
GF		5										9+5		5
EI			5											
M	MPh			6	3	5	6	4						1
	MSe						8							
T/F					6			6			4			6
IC		1	1	1				1					1	1
Opinion		1				2		1		5	1		1	
NT							1			1				
Seq									8	6			(6)	
Roleplay											1			
MCQ													1+(6)	
Ref.													6	
Total		14	6	13	9	8	16	12	11	16	9	16	18	13
		41				36			36			47		
Q&A=Question and Answer						MSc=Matching (Sequencing)								
Fam=Familiarizing						T/F=True/False								
Ans=Answer						IC=Inferring meaning from contextual clues								
GF=Gap filling						NT=Note Taking								
EI=Error Identification						Seq=Sequencing								
M=Matching						MCQ=Multiple choice question								
MPh=Matching (Phrases)						Ref.=References								

Listening exercises from Unit 1B to 2D were taught using traditional model, from 3A to 3D, using metacognitive model, from 4B to 5B, using process model, and from 5D to 6D, using adapted model. The level of difficulty level has been shown using colours. Yellow represents listening for gist, orange symbolizes listening for specific details, red for making inferences and evaluation, and green for lead-in questions whose purpose is to familiarize students with what they are going to listen.

Adapted Model

In order to minimize the shortcomings of different listening models, an adapted model for teaching listening has been designed.

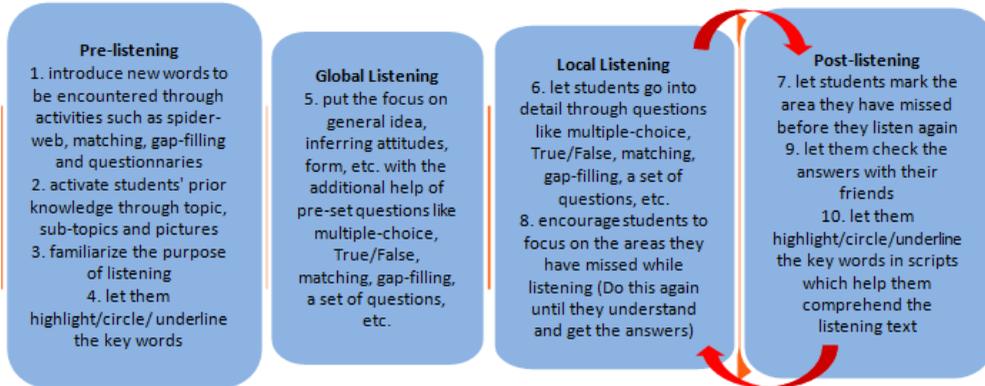


Figure 4: Adapted Model

This model focuses not only on new words but also on language expressions. In addition to these, inferring attitudes of speaker(s) helps students improve their thinking skill in their real-life context. What makes this adapted model stand out from other models of teaching listening is that this model allows students to compensate the areas they have missed. Besides, this model lets students learn from their peers in collaborative learning environment.

Teaching Listening using traditional model

The following lesson plan is based on the discipline of traditional model which is teacher-centred and students listen passively with focus on correct answer.

Lesson Plan

Class: Second Year Foundation

Semester: Second Semester

Resources: Straightforward Coursebook, Audio Aids, whiteboard

Week	Day	Time	Lecture topic/ Procedures/ Activities	Interactions
1	3	15 mins	<p>Topic: Unit 3B: Unusual homes</p> <p>Lesson Aim:</p> <ul style="list-style-type: none"> ➤ To introduce Ss to the advantages and disadvantages of living in a residence ➤ To improve Ss' listening strategies <p>Lesson Objectives:</p> <ul style="list-style-type: none"> ➤ To introduce different types of residence ➤ To give Ss exposure to real-life problems with living ➤ To enable Ss to predict, make sense using contextual clues, to listen for gist, to evaluate their listening strategies and respond based on what they have known from listening <p>Planning the task (Pre-listening)</p> <p>T tells Ss to list different types of houses in pairs.</p> <p>T tells Ss to think of disadvantages of living in such houses.</p> <p>T lets Ss know that predicting and making sense of context before listening is useful.</p> <p>T lets Ss scan pictures on Page 26.</p> <p>T tells Ss to match the pictures with the types of houses.</p> <p>T tells Ss to discuss the strategies they use in thinking about types of houses.</p>	<p>(T=Teacher, Ss=Students)</p> <p>T→Ss</p> <p>T→Ss</p> <p>T→Ss</p> <p>Ss↔Ss</p>
		25 mins	<p>Monitoring (While-listening)</p> <p>T tells Ss to listen to the audio and answer the places where each person lives.</p> <p>T lets Ss check their answers with their friends and share their thoughts on how they get their answers.</p> <p>T plays the recording again and lets Ss make notes on the best and worst things about where they live.</p> <p>T checks Ss' answers.</p> <p>T tells Ss the effectiveness of using strategies like predicting and making sense of context.</p>	<p>T→Ss</p> <p>Ss↔Ss</p> <p>T→Ss</p> <p>T↔Ss</p>
		10 mins	<p>Evaluating (Post-listening)</p> <p>T encourages Ss to reflect the usefulness of strategies they have discussed when they listened to the recordings in pairs.</p> <p>Then, T tells Ss to share their effective strategies in groups of 4.</p> <p>T winds up the strategies used in previous listening activities.</p>	<p>T↔Ss</p> <p>Ss↔Ss</p> <p>T→Ss</p>

Teaching listening using process model

Fields (2008) proposed process model which is composed of pre-listening, extensive listening, intensive listening and post-listening. This model is much more systematic than traditional model and metacognitive model as it encourages students understanding of general ideas first, and only after that, detailed comprehension. In addition, language functions are focused and are used in activity that follows post-listening stage. Sample use of process model in teaching listening can be seen in the following lesson plan.

Lesson Plan

Class: Second Year Foundation Semester: Second Semester

Resources: Straightforward Coursebook, CD player, whiteboard

Week	Day	Time	Lecture topic/ Procedures/ Activities	Interactions
1	1	15 mins	<p>Topic: Unit 5B: Cold calling</p> <p>Lesson aim:</p> <ul style="list-style-type: none"> ➤ To arouse Ss' prior knowledge on junk calls ➤ To improve Ss' listening strategies <p>Lesson Objectives:</p> <ul style="list-style-type: none"> ➤ To introduce Ss to a series of cold calling ➤ To encourage Ss to predict possible answers with regard to contextual clues ➤ To enrich phone language expressions <p>Pre-listening</p> <p>T tells Ss to discuss some unknown phone calls from telephone operators and advertisers in groups of 4. T also takes part in discussion. T invites one representative from each group to share their story at the front of the class. T tells Ss to guess the answers to the questions on Page 46. T let Ss discuss in pairs.</p>	<p>(T=Teacher, Ss=Students)</p> <p>T→Ss</p> <p>T↔Ss</p> <p>T→Ss</p>
		20 mins	<p>While-listening</p> <p>(a) Extensive Listening</p> <p>T plays the recording and lets Ss answer True/False. T checks their answers.</p> <p>(b) Intensive Listening</p> <p>T tells Ss to listen to the dialogue again and note down five differences between the credit card that the salesman describes and the credit card on the envelope. T tells Ss to check their answers.</p>	<p>T→Ss</p> <p>T→Ss</p>
		15 mins	<p>Post-listening</p> <p>T highlights useful words and phrases in listening scripts. T asks Ss to repeat the dialogue by using the information on the envelope. T winds up the lesson by revising the main idea of listening comprehension, detailed information about phone language and highlighted words and phrases.</p>	<p>T→Ss</p> <p>T→Ss</p>

Teaching listening using adapted model

In order to weaken the shortcomings of teaching listening models as much as possible, a model for teaching listening is proposed. It is composed of pre-listening, while-listening which can be divided into global listening and local listening, post-listening and follow-up activities. What makes this model more significant is that it includes back-and-forth stage which allows students to go back to local listening stage from post listening stage, thereby encouraging students to consciously hunt what they have missed. This model does not teach theories or strategies for effective listening directly. In addition, follow-up activities are used to digest what students have learned from listening comprehension.

Lesson Plan

Class: Second Year Foundation

Semester: Second Semester

Resources: Straightforward Coursebook, PowerPoint, activity sheets, whiteboard

Week	Day	Time	Lecture topic/ Procedures/ Activities	Interactions
12	1	15 mins	<p>Topic: Unit 5D: Paperwork</p> <p>Lesson aim:</p> <ul style="list-style-type: none"> ➤ To help Ss enrich their vocabulary ➤ To improve Ss' listening skills <p>Lesson Objectives:</p> <ul style="list-style-type: none"> ➤ To introduce Ss with vocabulary for office supplies ➤ To encourage Ss' observant nature ➤ To expose Ss to the format of the order form used in business ➤ To enable Ss to hunt information quickly ➤ To introduce Ss to the verbs used in business <p>Pre-listening</p> <p>T elicits Ss the stationery used in offices and schools using a spider web.</p> <div style="text-align: center;"> <pre> graph TD Stationery((Stationery)) --- Pen Stationery --- Stapler Stationery --- Pencil Stationery --- Books Stationery --- Folders </pre> </div>	<p>(T=Teacher, Ss=Students)</p> <p>T↔Ss</p> <p>T→Ss</p>

Week	Day	Time	Lecture topic/ Procedures/ Activities	Interactions						
		30 mins	<p>Follow-up activities</p> <p><u>Activity 1</u></p> <p>T tells Ss to repeat the dialogue after her while she reads out with correct pronunciation and accent.</p> <p>T puts Ss in pairs and lets them practise the dialogue between Pippa and Dave</p> <p>T tells Ss to swap their roles.</p> <p>T randomly calls forth 5 or 6 pairs of Ss and lets them practise in front of the class.</p> <p><u>Activity 2</u></p> <p>T elicits Ss the office supplies they have learned again.</p> <p>T reminds Ss to think of any other office supplies besides these.</p> <p>T elicits more office supplies.</p> <p>T puts Ss in groups of 5 and demonstrates the Conversation Chain activity.</p> <p>T tells Ss to use a certain kind of office supplies one time only.</p> <p>T: Conversation, conversation starting with office supplies – Clip</p> <p>S1: Paper, S2: Stapler, S3: Pen, S4: Folder, S5: Biros, S1: Card, S2: Sellotape, S3: Pin, S4: Calculator, S5: Phone...</p> <p>Ss who cannot continue with another kind of stationery have to leave the game until only one S who is left is the winner.</p> <p>T winds up the lesson by letting Ss reflect KWL chart</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%;">What I KNOW</th> <th style="width: 33%;">What I WANT to know</th> <th style="width: 33%;">What I have LEARNED</th> </tr> </thead> <tbody> <tr> <td style="height: 20px;"></td> <td></td> <td></td> </tr> </tbody> </table>	What I KNOW	What I WANT to know	What I have LEARNED				<p>T→Ss</p> <p>Ss↔Ss</p> <p>T↔Ss</p> <p>T→Ss</p> <p>T↔Ss</p> <p>Ss↔Ss</p> <p>T↔Ss</p>
What I KNOW	What I WANT to know	What I have LEARNED								

Findings

The listening performance of students is presented through the use of numbers and percentages. Grey areas refer to the exercises which were asked to activate students' prior knowledge and to provoke their critical thinking. There were no accurate answers for such questions. For this reason, answers for questions in grey areas were not graded. Percentages were calculated based on how many percentage of the answers was correct. In student's

thinking aloud for why they get a particular answer, **a** refers to "translation", **b** refers to "prediction", **c** refers to "keyword" and **d** refers to "detail understanding".

Outcomes of Traditional Model

In this section, students were taught listening exercises through Traditional Model. Firstly, students' prior knowledge was activated through pictures, topic and sub-topics. Then they had to engage in looking for facts and details. They had to use their schema and what they heard from listening. According to Table 2, most students relied on translation and prediction to get the answer when they were taught using traditional model. In addition, the percentage of getting correct answers was very low up to 25% on average. The followings are the results of students' listening performance after teaching listening sections through Traditional Model.

Table 2: Outcomes for teaching listening using Traditional Model

No.	Unit	Page No.	Question Type	Focused listening sub-skills	No. of Ques.	Questions	Why do you use this answer?				Score	%	
							a	b	c	d			
1	1B: Daily lives	6	Question and Answer	Listening for Details (LfD)	7	1							
						4.(1)	20	34	1	1	15	27	
						2	14	42	0	0	16	29	
						3	21	28	5	2	11	20	
						4	15	39	1	1	14	25	
						5	25	24	6	1	16	29	
						6	12	30	12	2	12	21	
	Total										84	25	
				Gap-filling	Listening for Gist (LfG)	5	5 (1)	20	26	6	4	24	43
							2	23	26	5	2	17	30
							3	19	28	5	4	16	29
							4	21	31	3	1	19	34
							5	20	31	3	2	25	45
	Total										101	36	

No.	Unit	Page No.	Question Type	Focused listening sub-skills	No. of Ques.	Questions	Why do you use this answer?				Score	%	
							a	b	c	d			
2	1D: First Impressions	10	Question and Answer	Inferring	3	1.							
						2.							
						3.							
				Error Identification	5	1	23	22	5	6	27	48	
						2	14	39	1	2	15	27	
						3	15	41	0	0	18	32	
			4			12	42	2	0	8	14		
			5	17	38	1	0	20	36				
Total										88	31		
3	2B: Unusual journeys		Matching	Listening for Gist (LfG)	6	1	12	23	18	3	28	7	
						2	3	16	26	11	33	8	
						3	16	12	13	15	39	10	
						4	1	11	23	21	48	12	
						5	4	13	21	18	54	14	
						6	0	37	2	17	38	10	
	Total										240	71	
				Question and Answer	Listening for Specific Information (LfSI)	6	1	1	33	12	10	46	14
							2	4	20	23	9	32	10
							3	11	13	28	4	21	6
							4	6	38	11	1	7	2
							5	3	37	12	4	12	4
			6				12	36	4	4	11	3	
Total										129	38		
			Information Check	Listening for Specific Information (LfSI)	1								
4	2D: Getting around	20	Matching	LfG	3	1	23	15	12	6	24	43	
						2	29	11	11	5	16	29	
						3	2	12	4	38	44	79	
	Total										84	50	
				True/ False	LfSI	6	1	16	11	6	23	30	54
							2	21	12	2	21	27	48
			3				3	20	21	12	20	36	
			4				9	22	25	0	12	21	
			5				4	38	11	3	7	13	
			6				12	32	12	0	7	13	
Total										103	31		

Outcomes of Metacognitive Model

In the first stage of Metacognitive model, teacher aroused students' attention through pictures, topic and sub-topics. Next, students were encouraged to discuss listening strategies which they believed would be helpful for upcoming listening exercise. In the second stage of Metacognitive model, students had to evaluate what they understood and check if listening strategies they had discussed worked. The last stage is known as Evaluating Approach and Outcomes in which students had to engage in reflection section again. In unit 3A to 3D, most of the sub-skills for listening are listening for gist and listening for specific information. The average percentage of correct answers for all the exercises done is 46%. When it came to reflection section, it is found that only a few students could explain how they got the answer to the questions whereas most of them would say that they were only guessing. It can be seen in the following table that students used guessing most of the time.

Table 3: Outcomes for teaching listening using Metacognitive Model

No.	Unit	Page No.	Question Type	Focused listening	No. of Ques.	Questions	Why do you use this answer?				Score	%
				sub-skills			a	b	c	d		
1	3A: Dream homes	24	Asking for opinion		1							
			Matching	LfG	5	1	12	33	10	1	26	46
		2				12	23	21	0	17	30	
		3				11	31	8	6	23	41	
		4				16	31	7	2	15	27	
		5				10	33	11	2	22	39	
Total										103	37	
			Follow-up Asking for opinion		1							
2	3B: Unusual homes	26	Matching	LfG	6	1	7	39	9	1	21	38
						2	8	31	13	4	28	50
						3	7	25	17	7	31	55
						4	3	21	23	9	24	43
						5	0	26	25	5	25	45
						6	16	23	17	0	22	39
		Total										130

Outcome of Process Model

In order to help students improve their listening skills, Process Model was used to teach listening exercises from Unit 4B to 5B. In pre-listening stage, teacher familiarized students with what they were going to listen. If necessary, vocabulary to be encountered in listening text was pre-taught. In extensive listening stage, students had to listen for general information and detail information was required in intensive listening. After listening, students had to learn language functions and were encouraged to learn how to infer meaning from contextual clues. As this model emphasized language functions, an average student got 98% in sequencing which based on connectives. What made the results of Process Model different from those of other models was that more students were likely to use searching keywords and became confident about the answer they gave according to their reflection on why they chose such answers.

Table 4: Outcomes for teaching listening using Process Model

No.	Unit	Page No.	Question Type	Focused listening sub-skills	No. of Ques	Questions	Why do you use this answer?				Score	%	
							a	b	c	d			
1	4B: Twists of fate	36	Question and Answer	LfG	2		0	23	22	11	19	34	
							2	48	6	0	7	13	
		Total										26	23
			Question and Answer	LfSI	1							0	0
			Sequencing	LfD	8		28	7	21	0	25	45	
										27	48		
										27	48		
										23	41		
										31	55		
										31	55		
								20	36				
					32	57							
Total										216	48		

No.	Unit	Page No.	Question Type	Focused listening sub-skills	No. of Ques	Questions	Why do you use this answer?				Score	%	
							a	b	c	d			
2	4D: Fancy that!	40	Sequencing	LfD	6		0	4	38	14	56	100	
										56	100		
										54	96		
										55	98		
										53	95		
										56	100		
		Total										330	98
			Explaining Language Expressions	LfG	5	1	11	7	35	2	51	91	
				Evaluating		2	21	11	24	0	48	86	
						3	25	9	22	0	34	61	
						4	8	23	22	3	41	73	
	5	19				28	9	0	28	50			
Total										202	61		
3	5B: Cold calling	46	Questions activating	-	2								
			Picture Talk	Predicting	3								
			True/False	LfSI	4	1	1	20	29	6	44	79	
		2				9	19	23	5	37	66		
		3				11	28	12	5	32	57		
		4				11	29	13	3	24	43		
		Total										137	61
			Identifying Differences	LfD	1	5 differences	5	8	29	14	230	70	
			Repeating the dialogue	LfD	1								
			Roleplay	-	1								

Outcomes of Adapted Model

The purposes of designing an adapted model for teaching listening are to lessen the weaknesses of different teaching listening models and to come up with more effective steps for local students to improve their listening skills. In addition to improving listening skills, students became more critical and creative with regard to the fact that their performance was dramatically better in listening questions such as Question and Answer and Error Identification questions. Besides, collaborative learning environment gave rise highly to the cooperative teamwork.

Table 4: Outcomes for teaching listening using Process Model

No.	Unit	Page No.	Question Type	Focused listening	No. of Ques.	Questions	Why do you use this answer?				Score	%
				sub-skills			a	b	c	d		
1	5D: Paperwork	50	Question and Answer	Predicting	2							
			Gap-filling	LfG	9	1	9	10	26	11	21	38
		2				7	5	31	15	47	84	
		3				1	11	23	21	28	50	
		4				4	13	21	18	39	70	
		5				3	16	26	11	38	68	
		6				7	11	23	15	46	82	
		7				5	5	25	21	41	73	
		8				4	5	29	18	36	64	
		9				0	37	2	17	49	88	
	Total										345	68
		Gap-filling	LfG	5	1	2	13	23	18	52	93	
	2				3	11	31	11	45	80		
	3				7	11	23	15	48	86		
	4				5	3	27	21	43	77		
5	3				6	29	18	37	66			
Total										225	68	
2	6B: Getting away	56	Question and Answer	Predicting	1							
			Multiple Choice	LfSI	1					243	72	
			Question and Answer	LfSI	3	1	12	10	22	12	55	98
		2				8	23	22	3	51	91	
3	9	11				29	7	40	71			
Total										146	87	

No.	Unit	Page No.	Question Type	Focused listening	No. of Ques.	Questions	Why do you use this answer?				Score	%	
				sub-skills			a	b	c	d			
13	6D: Travel plans		Gap-filling/ Multiple Choice	LfG	6	1	23	3	22	8	49	88	
						2	28	0	9	19	52	93	
						3	9	0	22	25	43	77	
						4	23	3	22	8	43	77	
						5	28	0	9	19	40	71	
						Total							
			Reference to the Context	LfSI	6	1	0	6	26	24	56	100	
						2	8	13	21	14	55	98	
						3	3	16	26	11	48	86	
						4	7	11	23	15	48	86	
						5	0	5	30	21	34	61	
						6	4	13	21	18	42	75	
		Total										283	84
			Asking for Opinion	Evaluating	1								
		13	6D: Travel plans	60	Matching	LfG	4	1	7	5	27	17	53
2	5							1	34	16	45	80	
3	15							3	26	12	40	71	
4	1							2	39	14	39	70	
Total										177	79		
	Completion			LfG	5	1	2	5	27	21	55	25	
						2	4	1	34	17	55	25	
						3	6	0	33	17	52	23	
						4	0	5	41	10	42	19	
						5	6	6	27	17	36	16	
Total										240	86		
	True/False			LfSI	6	1	5	5	27	19	56	100	
						2	0	1	38	17	52	93	
						3	4	6	27	19	48	86	
						4	4	2	33	17	42	75	
		5	6			5	28	17	43	77			
		6	5			2	26	23	34	61			
Total										275	82		

The research revealed that traditional model did not allow students to come up with outcomes. They might be able to get answers to listening exercises with the help of teachers' explanation. In addition, after learning how to do well in listening exercises, they might not have confidence and satisfaction. They were not taught how to answer listening questions. Another

teaching listening model requires students to focus too much on listening strategies. The most thought-provoking question to be answered by this model is “Do students engaging in metacognitive model actually know the strategies?” This model sometimes causes students to get exhausted in discussing listening strategies in detail.

Of all models proposed by scholars, process model can be regarded as a model from which students can get better results. What was more, students could learn language functions and usages. However, students were not exposed to different listening strategies except inferring meaning from contextual clues. This leads to the fact that there is still an urgent need to design a model which suits the needs of students. As adapted model was used in accordance with the needs of target students, the results were much more impressive. The strength of this model according to this research is that students had a chance to learn from their peers and to think aloud well as Think-Aloud sections had been given at the initial state of adapted model. Furthermore, after different lessons were done through scholarly models and the adapted model, the outcomes are as in the followings.

Table 6: Findings on the research

No.	Model Factors	Traditional Model	Metacognitive Model	Process Model	Adapted Model	
1	Strength	Vocabulary enrichment	Listening strategies	Lead-in and focus on language functions	Lead-in and focus on language and language functions	
2	Shortcomings	Spoon-feeding method	Too much focus on reflection	Rigid	Time constraint	
3	Percentage of correct answers	40%	40%	60%	77%	
4	Keller's Model of Motivation	Attention	No	No	Yes	Yes
		Relevance	No	Yes	Yes	Yes
		Confidence	No	Yes	Yes	Yes
		Satisfaction	No	Neutral	Yes	Yes

All the results of survey showed that every model had its strengths and weaknesses. Although traditional model was at its best in enriching students' vocabulary, it focused on answers only. Metacognitive model helped students learn listening strategies but too much focus on reflection caused fatigue and lack of interest. Process model resulted in more promising outcomes. However, the steps were not flexible and there was no mentioning of remedy for less able students. Adapted model also focused on language expressions but, unlike process model, this model is a "back and forth" model as it allows students to check and modify their answers if necessary. The percentage of correct answer increases and the highest percentage can be found in adapted model. In terms of Keller's ARCS model, students felt satisfied with their performance most in adapted model.

Discussion

Al Amin and Greenwood (2012) insisted that inconsistency between curriculum and examination system is the main cause of avoiding listening skill at secondary level education in Bangladesh. With regard to students' reflection, it is also true in Myanmar context as one of the reasons why students in Myanmar are weak in listening skills is that listening has been neglected in curriculum and is not tested in examination.

As Vandergrift and Goh (2012) cited in Doddis (2016) pointed out, the outcomes of teaching listening using metacognitive model showed that "metacognitive pedagogical sequence incorporates a cooperative pedagogical approach, since the discussions with other learners facilitate the improvement on the listening skills of each individual student". Results of teaching listening using metacognitive model in this research are in line with what Vandergrift and Goh stated. Awareness on listening strategies helps students have better understanding of the listening text. Lesson plans on teaching listening should be based on teaching how to listen rather than teaching what to listen.

Conclusion

This paper suggests models for teaching listening, and proved the effectiveness of teaching listening models and the development of students' listening proficiency level through different models. In addition, the benefits of Think-Aloud sections can be seen in stages of research. Having done in Think-Aloud training, students could express how they engage in listening activities. Moreover, strengths and weaknesses of each teaching listening model were displayed through students' performance. In addition, results of the research reinforced that a model worked at its best when it was designed to suit the needs, levels, capacities and expectations of target students. In Myanmar, an implementation on developing listening skills of students starting from pre-school level to tertiary level is required. Most students are weak in listening proficiency due to the fact that it is a skill neglected for decades. The limitation of this research is that proposed model has never been used with students at school level and those at other universities besides Physics Specialization in University of Hpa-an. Further research on teaching listening to students at school level using adapted model can be done. It is hoped that practices in this paper can be useful for teachers who are teaching listening skills and students who would like to improve their listening proficiency.

Acknowledgements

First and foremost, I would like to express my gratitude to Dr. Kyi Shwin, Rector, Yangon University of Foreign Languages for his encouragement to do action research. Second, I would like to offer my special thanks to Dr. Mi Mi Aung, Pro-rector and Dr. Yin Myo Thu, Acting Pro-rector, Yangon University of Foreign Languages. My heart-felt thanks go to Dr. Ni Ni Aung, Professor and Head of English Department, Yangon University of Foreign Languages who wholeheartedly contributed her vast knowledge. Special thanks are also given to Dr. Alvin Pang, Dean of Training Research Consultancy and Assessment Department, Regional Language Centre for inspiring me with effective methodology on listening and speaking skills. I would like to extend my gratitude to all the colleagues of the English Department who willingly shared their knowledge on teaching listening.

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