

EFFECTS OF AWARENESS TEACHING IN METACOGNITIVE STRATEGY THROUGH STORY BOOKS ON THE LISTENING ABILITY OF YOUNG LEARNERS

ผลของการสอนความตระหนักในกลวิธีแก้ปัญหาโดยใช้หนังสือนิทานที่มีต่อความสามารถในการฟังของนักเรียนชั้นประถมศึกษา

Aphinya Prachammueang^{1*}, Waewwalee Waewchimplee²
อภิญา ประจำเมือง^{1*}, แว่วลี แว่วฉิมพลี²

^{1*}Master Student, Teaching English as a Foreign Language, Graduate School, Nakhon Ratchasima Rajabhat University, Nakhon Ratchasima Province, 30000, Thailand

^{1*}นักศึกษาระดับปริญญาโท หลักสูตรการสอนภาษาอังกฤษเป็นภาษาต่างประเทศ บัณฑิตวิทยาลัย มหาวิทยาลัยราชภัฏนครราชสีมา จังหวัดนครราชสีมา 30000 ประเทศไทย

²Lecturer Dr., Faculty of Humanities and Social Sciences, Nakhon Ratchasima Rajabhat University, Nakhon Ratchasima Province, 30000, Thailand

²อาจารย์ ดร. คณะมนุษยศาสตร์และสังคมศาสตร์ มหาวิทยาลัยราชภัฏนครราชสีมา จังหวัดนครราชสีมา 30000 ประเทศไทย

E-mail address (Corresponding author) : ^{1*}apinya.pracham@gmail.com (Auther) : ²waewwalee.w@nrru.ac.th

รับบทความ : 27 กุมภาพันธ์ 2566 / ปรับแก้ไข : 24 พฤษภาคม 2566 / ตอรับบทความ : 21 มิถุนายน 2566

Received : 27 February 2023 / Revised : 24 May 2023 / Accepted : 21 June 2023

DOI :

ABSTRACT

A metacognitive strategy is one of an important approach that can enhance learners' thinking and listening processes. A storybook can makes classroom learning more meaningful in language teaching and be used as a part of the metacognitive strategy teaching well. Storybooks promote a fun language learning process for learners. Therefore, the objectives of this research were: 1) to examine the effect of metacognitive awareness teaching strategies through storybooks on the listening ability of the third graders, and 2) to compare learners' English listening ability posttest with the criterion score of 60%. The study was a quantitative and qualitative research. A group random sampling included 22 third graders. Research instruments including pre-tests, post-tests, and lesson plans approved by the advisor. The data were collected by means of pre-tests and post-tests according to the lesson plan. The data were analyzed using mean statistics, standard deviation, and t-test for one sample. The research results showed that the mean scores of the learners' English listening ability after learning by using metacognitive awareness teaching strategies through the storybooks were higher than before, and the average score of the learners' English listening ability after learning was higher than 60%. It was demonstrated that the use of a metacognitive strategy could create metacognitive awareness learning for learners and using metacognitive awareness teaching strategies through storybooks was able to enhance learners' English listening abilities.

Keywords : Metacognitive awareness teaching strategy, Storybooks, English listening, Young learners

บทคัดย่อ

กลวิธีแก้ปัญหาเป็นแนวทางสำคัญที่สามารถพัฒนากระบวนการคิดและกระบวนการฟังของนักเรียนได้ ซึ่งตัวช่วยหนึ่งที่ทำให้การเรียนรู้ภาษามีความหมายคือหนังสือนิทาน หนังสือนิทานช่วยส่งเสริมกระบวนการเรียนรู้ทางภาษาที่สนุกสนานของผู้เรียน ดังนั้นงานวิจัยนี้จึงมีวัตถุประสงค์เพื่อ 1) เพื่อศึกษาผลของการสอนความตระหนักในกลวิธีแก้ปัญหาโดยใช้หนังสือนิทานที่มีต่อความสามารถในการฟังของนักเรียนชั้นประถมศึกษาปีที่ 3 และ 2) เพื่อเปรียบเทียบความสามารถในการฟังภาษาอังกฤษของนักเรียนหลังการทดสอบด้วยเกณฑ์

ร้อยละ 60 เป็นการวิจัยเชิงปริมาณ กำหนดกลุ่มตัวอย่างแบบเจาะจงเป็นนักเรียนชั้นประถมศึกษาปีที่ 3 จำนวน 22 คน เครื่องมือในงานวิจัยประกอบด้วยแบบทดสอบการเรียนรู้ และแผนการสอน ซึ่งผ่านความเห็นชอบจากอาจารย์ที่ปรึกษาแล้ว ทำการเก็บรวบรวมข้อมูลด้วยแบบทดสอบก่อนและหลังการเรียนรู้ตามแผนการสอน วิเคราะห์ข้อมูลโดยใช้สถิติหาค่าเฉลี่ย ส่วนเบี่ยงเบนมาตรฐาน และการทดสอบค่าเฉลี่ยความแตกต่างก่อนเรียน และหลังเรียน (t-test for one sample) ผลการวิจัย พบว่าคะแนนเฉลี่ยความสามารถในการฟังภาษาอังกฤษ ของนักเรียนหลังจากเรียนรู้แบบความตระหนักในกลวิธีอภิปัญญาโดยใช้หนังสือนิทานสูงกว่าก่อนเรียน และคะแนนเฉลี่ยความสามารถในการฟังภาษาอังกฤษหลังเรียนของนักเรียนสูงกว่าร้อยละ 60 แสดงให้เห็นว่าการสอน ภาษาอังกฤษแบบความตระหนักในกลวิธีอภิปัญญาโดยใช้หนังสือนิทานสามารถส่งเสริมความสามารถในการฟัง ภาษาอังกฤษของนักเรียนได้

คำสำคัญ : การสอนความตระหนักในกลวิธีอภิปัญญา, หนังสือนิทาน, การฟังภาษาอังกฤษ, นักเรียนชั้นประถมศึกษา

INTRODUCTION

One of the keys to speaking English successfully is having a strong grasp of English listening. This is due to the fact that English voice input is always audible. Learning and teaching English in Thailand has many problems from various causes, especially in listening ability. A number of variables influence students' capacity to master English listening skills, one of which is their level of self-efficacy. From studying previous research, it was found that there are five main points that learners struggle with when learning English; the first issue was difficulties in listening to foreign accents (Setiawati, Ikhsanudin, & Riyanti, 2023, pp. 27-28; Thepvongsa & Klinchan, 2020, p. 193). Learners were confused about intonation and unfamiliar with foreign accents. Next was the speakers' speaking speed. The normal speech of most native speakers was fast, causing the learners to be unable to comprehend the meaning of the sentence. The third issue was misunderstanding what they heard (Pooteang-on, 2019, p. 6). Due to listening to unfamiliar words, sentences, and accents, communication may cause discrepancies. Next was a lack of self-confidence (Hutchinson, 2019, p. 350). with various errors occurring during training, causing learners to lack the courage to express themselves, such as pronouncing a word, etc. The last issue was the lack of motivation techniques in the teaching and learning process. In teaching activities, teachers may focus too much on the subject content and forget about the teaching process which will make the learners enjoy learning as well. Therefore, the learners find it difficult to learn the language and lack motivation to do so. Therefore, the important thing to develop is motivation for learners to learn. In addition, it must create confidence for the learners by allowing them to fully understand the language by themselves and participate in the process of thinking. Actively find the meaning of self-learning without having to wait for the teacher to unilaterally enter the data. Rivas, Saiz, and Ossa (2022, p. 2) Metacognitive awareness of listening strategies also can help learners to understand not only what strategies

they can use or how they should use them but also why, when, and where they are supposed to use them at a particular stage, and how to evaluate their efficacy, along with awareness of the purpose of listening to that might trigger particular strategies (Bakar & Ismail, 2020, p. 1405). Ellis and Brewster (2014, pp. 6-7) indicated that there are many reasons to use storybooks in the classroom. For example, stories are motivating, challenging, and enjoyable and can help develop positive attitudes toward foreign languages, cultures, and language learning. Moreover, listening to stories helps children become aware of the rhythm, intonation, and pronunciation of language as well.

Using metacognitive awareness strategies as a tool of classroom teaching can benefit learners' language learning in many ways. Besides, to promote teaching and learning English listening more interesting, bringing storybooks to apply in the process of teaching is a necessary and appropriate thing to do. The metacognitive awareness teaching strategy through storybooks to develop the listening ability of young learners was therefore used in this research.

RESEARCH OBJECTIVES

1. To examine the effect of metacognitive awareness teaching strategy through story books on the listening ability of the third graders
2. To compare learners' English listening ability posttest with the criterion of 60%

RESEARCH BENEFITS

Essential elements that will lead to teaching and learning management by using metacognitive strategies through storybooks for young learners three main components have to be concerned about a metacognitive awareness strategy approach, strategies for teaching listening, and the tools for teaching storybooks.

Literature Review

Metacognitive Awareness Strategy

The metacognitive awareness strategy is a regulatory system that helps a person understand and control his or her own cognitive, motivational, and problem-solving processes to achieve a specific goal (González et al., 2022, p. 455). It can help learners to understand not only what strategies they can use or how they should use them but also why, when, and where they are supposed to use them at a particular stage, and how to evaluate their efficacy, along with awareness of the purpose of listening to that might trigger particular strategies. Goh and Vandergrift (2021, p. 100) mentioned that the metacognitive awareness strategy can be applied to teaching listening through a three-step teaching process: a) planning, the stage that promotes the learner's plan on listening, b) monitoring, the stage that encourages

learners to check their understanding of listening after doing various activities, and c) evaluating, the stage that encourages learners to assess strategies and listening effectiveness. Moreover, Flowerdew and Miller (2005, pp. 73-74) suggested metacognitive strategies to support teaching listening in the classroom, which can be divided into three stages according to the process of metacognitive awareness. In the planning stage before entering the listening session, strategies learners should use include: advanced organization, directed attention, selective attention, and self-management. In the monitoring stage or during the listening session, the needed strategies are comprehension monitoring, auditory monitoring, and double-check monitoring. In the evaluation stage, the needed strategies are performance evaluation and problem identification.

Listening strategy

There are several definitions of listening that have been supplied by research, and there has been a discernible change from regarding hearing as a passive talent to giving it an active and crucial part in language learning. Tsauri (2021, p. 263) gives meaning to listening ability to that listening ability is considered not only hearing but also includes the added dimensions of understanding, paying overt attention, analyzing, and evaluating the spoken messages, and possibly acting based on what has been heard. Listening ability is necessary because of providing input for the learners. Furthermore, if learners do not comprehend the input they receive, the learning process simply cannot begin. So, language learning depends on listening ability (Wah, 2019, p. 884). However, in teaching listening to learners, it is necessary to have techniques and methods that will help the listening task succeed and methods that will help the listening task be successful. Since numerous studies show that effective listeners rely more on top-down processes than unsuccessful listeners do, listening literature has a tendency to prefer top-down over bottom-up processes. Both kinds of processes must be considered while teaching listening, and the two methods must be balanced. Additionally, the idea that listening education should play a key part in providing students with methods to help them regulate their own learning process is given weight by the definition of listening as both an active and an interactive process (Al-Jahwari, Mohamed, Al-Barwani, & Abdulraheim, 2019, p. 260).

Storybooks

Martinez-Caballero et al. (2023, p. e89) indicated that storybooks provide chances for learners to indirectly experience and understand important aspects of life as native speakers. Furthermore, storybooks are worth exploring as a tool for promoting social and emotional skills because the narratives allow children to practice perspective-taking, and they may model prosocial behavior. By depicting a concrete example of sharing, for instance, storybooks may facilitate the readers' understanding of what sharing looks like and why people do it. Further, stories exhibit characters interacting with one another in situations relatable to children and enable children to place themselves into the mindset of the storybook character(s). Therefore,

storybooks may serve as a source of mental state information and contribute to the development of the theory of mind, or the understanding of others' intentions, thoughts, and feelings (Petrie et al., 2023, p. 11). According to Nafi'ah, Rohmani, and Toyyibah (2021, p. 61) picture storybooks are books with illustrations and text that are written to tell a tale with a kid-friendly subject. There may even be moments when there are no words at all. Text and images work best together when there is text. For a child who is still unable to read or write, images should be potent enough to communicate a tale on their own. These books foster children's understanding and interpretation so they can become familiar with and conscious of their surroundings. Therefore, utilizing picture storybooks as a medium to teach English to young learners can capture their interest and attention since they offer authentic language use and rich vocabulary relevant to their environment. Moreover, storybooks can help raise children with the power and pleasure of imagination. Storybooks will motivate students to be better than before. Children will also be happy and imaginative so that they are not aware that they are reflecting on how to learn something that makes them better (Febriyanti & Hidayat, 2023, pp. 174-175).

Therefore, bringing storybooks to help in teaching language to young learners is highly appropriate. Storybooks can apply metacognitive strategies to promote both systematic thinking and imagination. It also includes other language skills not only listening skills.

RESEARCH METHODOLOGY

The research objectives in this study aimed to examine the effect of metacognitive awareness teaching strategy through story books on the listening ability of third graders and to compare learners' English listening ability posttest with the criterion of 60%. The research methodology was described in detail as follows:

Population and Sample

The population in this study was 115 of the 3rd graders of 8 elementary schools in Kaeng Sanam Nang district (Nakhon Ratchasima Primary Education Service Area Office 6, 2022). The samples used in this study consisted of 22 of 3rd graders at Bansala Nongkhon School, one of 8 elementary schools in Kaeng Sanam Nang district, Nakhon Ratchasima province who were taking an English course during the second semester of, the academic year 2022. They were selected by cluster random sampling.

Experimental Design

This research was a pre-experimental design; one-group pretest and post-test design. The samples were given a pretest to investigate their prior knowledge related to English learning achievement before learning by using a metacognitive awareness teaching strategy through storybooks. Then, the samples learned using a metacognitive awareness teaching strategy through

storybooks. The six lesson plans were used in the experiment. The class time involved two hours a week and was conducted for six weeks, twelve hours in total. The learning activities provide following the four instructional steps of using a metacognitive awareness teaching strategy through storybooks. After finishing all the lessons, the participants took the posttest to investigate their English listening ability, to compare learners' English listening ability before and after using the metacognitive awareness teaching strategy through storybooks and to compare learners' English listening ability post-test mean score with the criterion score of 60%.

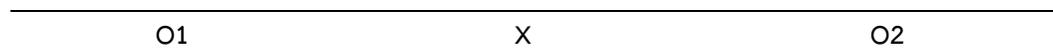


Figure 2 Pre-experimental design of the Study

O1 represents a measurement of the sample's English listening ability before the treatment. x represents the experiment of teaching English by using a metacognitive awareness teaching strategy through storybooks. O2 represents the measurement of the sample's English listening ability after the treatment.

Instrumentation

There were two categories of research instruments: the instruments used in the research procedure and the instruments used in data collection. The instruments used in the research procedure were lesson plans based on a metacognitive awareness teaching strategy through storybooks. There were six lesson plans. Each lesson plan involved a topic of a storybook and contained the vocabulary, sentences, and exercises about the contents of the storybook. The type of exercise provided for learners to ask and answer questions related to the story that they listened to was multiple choice. Additionally, the storybooks were created with the linguistic skill of the young learners in mind, utilizing straightforward words, concepts, and sentences, and featuring animals and plants as the major protagonists, which are situated in an animal habitat, alluding to the natural environment.

Table 1 The topics of lesson plans

| No | Story | Topic | Periods |
|--------------|-----------------------------|-------------------------------------|-----------|
| 1 | | Let's know the caterpillar! | 2 |
| 2 | The very hungry caterpillar | What the caterpillar eats? | 2 |
| 3 | | He is a butterfly! | 2 |
| 4 | | The chameleon can change its color! | 2 |
| 5 | The mixed-up chameleon | The chameleon goes to the zoo! | 2 |
| 6 | | It's good to be myself! | 2 |
| Total | | | 12 |

The instrument used in data collection was the English listening ability test used for the pretest and posttest assessment. The test contained 20 items. The total scores were 20, and the passing score was set at 60%. The time allowed to take the test was one hour. The questions asked learners to identify the correct picture which involves listening to the text that they hear. The operation steps are the following.

The 40 items of the English listening ability test were constructed by following the structure of the Thai Nation's basic education curriculum B.E. 2560 (A.D. 2018) (Ministry of Education, 2018). After that, the English listening ability test was presented to the thesis advisor to check the objectives, accuracy of contents, and language. Then, the English listening ability test was revised following the recommendations of the thesis advisor. The English listening ability test was presented to three experts to check and ensure the language and content validity. The experts rated each item as to whether it was congruent with the objectives. Then, the index of item-objective congruence (IOC) was calculated. The item-objective congruence index is as follows: Congruent = 1, Questionable = 0, and Incongruent = -1. In addition, the English vocabulary learning achievement pretest was revised and edited to accommodate the experts' recommendations. (Phomjui, 2020, p. 217) The result was analyzed for difficulty index (p), including the discrimination index (r) and reliability. The reliability of overall test calculated by Kuder-Richardson 20 formula (KR-20) was 0.73, which could be interpreted that the test had high reliability. The difficulty index of the test was between 0.20-0.80. The acceptable value was equal to, or higher than 0.20 could be accepted. Of the 40 items in the test, only 26 items were satisfactory. In the end, the researcher selected only 20 of the 40 items to make up the test had acceptable test. (Phomjui, 2020, p. 243) The test was then re-edited once again before the experimentation with the samples.

Data Collection

The data were collected during the second semester of the academic year 2022. Before learning, the samples were given a pretest in order to investigate their pre-existing knowledge relating to English listening ability, the researcher spent totaling six weeks developing learners' English listening ability. After learning all six lesson plans by using a metacognitive awareness teaching strategy through storybooks, the samples took the posttest to investigate third graders' English listening ability.

Research Procedure

The researcher follow the research process steps as follows:

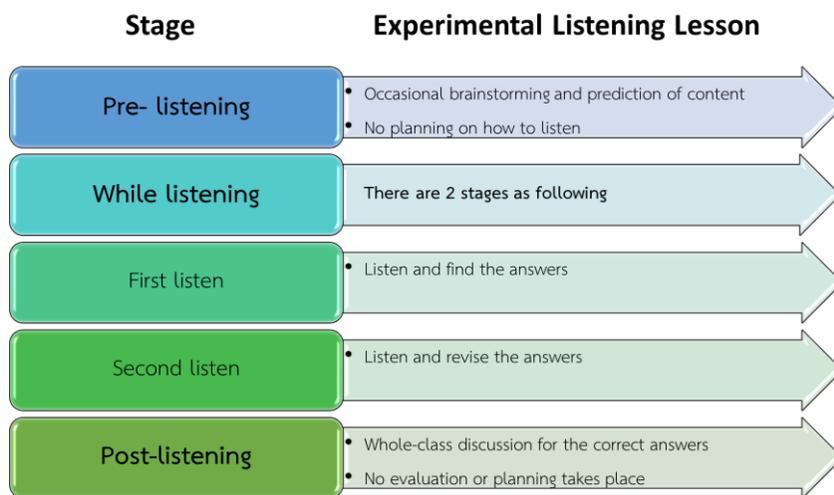


Figure 1 The Stages of the Listening Lessons for the Experimental Groups

The lesson plans are designed in detail by reviewing research and theories on metacognitive awareness teaching strategy. The instructional plans were conducted in the second semester of the 2022 academic year. Each lesson plan took 2 periods, and 60 minutes of class time. Six weeks in all. The lesson plan consists of four stages: planning, monitoring, evaluating, and post-listening. The stages of teaching are as follows; The first stage is the Planning stage: At this stage, the teacher clearly explains the purpose of the task that learners need to do. The teacher provides information, knowledge, and important parts of the story that learners will listen to. The teacher encourages learners to think in connection with their previous knowledge. The second stage is the Monitoring stage: In this stage, learners have to listen 1 time to see an overview of the story. After that, listen again in response to the detailed questions of the story and do some sub-skill practice activities. Learners learn to exchange ideas with others to check their understanding and to check the work that they have done. Learners identify their mistakes and state the cause of that errors. The third stage was the Evaluating stage: At this stage, the teacher gives feedback to learners. Learners exchange their ideas and assess their work. The fourth stage was the Post-listening stage: the stage where the teacher takes the learners beyond the listening text, and uses it as a springboard for further language practice.

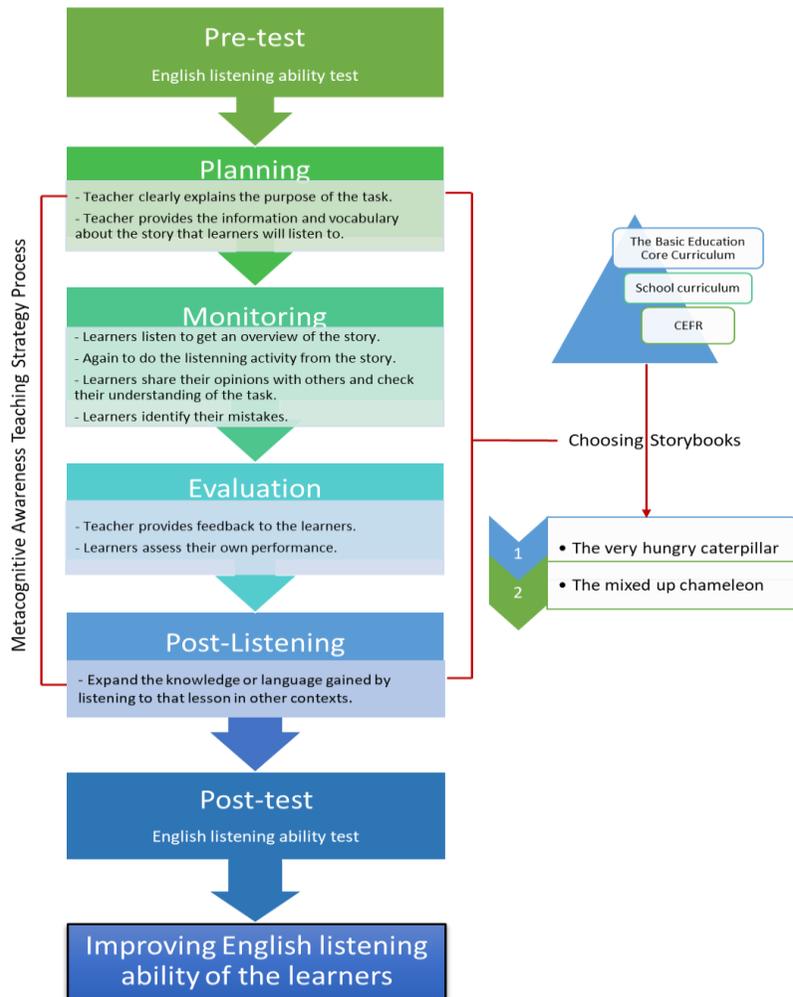


Figure 2 Conceptual Framework of Metacognitive Awareness Teaching Strategy.

Data Analysis

The data from the English listening ability test from the pretest and post-test were analyzed by using mean (\bar{X}), standard deviation (S.D.), and t-test for the dependent. The interpretation of average value ranges is as follows; 1.00-1.80 indicates the lowest level, 1.81-2.60 indicates a low level, 2.61-3.40 indicates a moderate level, 3.41-4.20 indicates a high level, and 4.21-5.00 indicates the highest level (McClelland, 1953, pp. 187-189). The English learning achievement posttest and the English listening ability posttest; mean score was compared with the criterion of 60% using t-test for one sample (Phomjui, 2020, p. 201).

RESEARCH RESULTS

The results from this study investigated the effects of using a metacognitive awareness teaching strategy through storybooks on the third graders' English listening ability. The objectives of this study were; 1) To examine the effect of metacognitive awareness teaching strategy through story books on the listening ability of the third graders. 2) To compare learners' English listening ability posttest with the criterion of 60%. The results from the pretest and posttest were presented in Table 2 through 3. They were divided into two parts as follows;

Table 2 The Comparison of mean scores from the pretest and posttest of the English listening ability of the third graders

| Mode of assessment | n | (\bar{X}) | S.D. | t | df | Sig. |
|--------------------|----|---------------|------|-------|----|-------|
| Pre-test (20) | 22 | 10.45 | 3.53 | 7.16* | 21 | 0.000 |
| Post-test (20) | 22 | 13.91 | 2.83 | | | |

* $p < 0.05$

The results showed that the posttest mean scores of English listening ability of the third graders who had learned via metacognitive awareness teaching strategy through story books were significantly higher than the pretest mean score of English listening ability at the 0.05 level. This indicated that the students' English listening ability had improved after learning via a metacognitive awareness teaching strategy through story books.

Table 3 Comparison of posttest mean score of English listening ability of the third graders with the criterion of 60%

| Mode of assessment | Score 60% | (\bar{X}) | Percentage | S.D. | t | Sig. |
|--------------------|-----------|---------------|------------|------|-------|-------|
| Post-test (20) | 12 | 13.91 | 69.55 | 2.83 | 3.17* | 0.000 |

* $p < 0.05$

According to Table 3, the results showed that the posttest mean score of English listening ability of the third graders who had learned via metacognitive awareness teaching strategy through storybooks was significantly higher than the learners' pretest mean score of English listening ability at the 0.05 level. This indicated that the learners' English listening ability had improved after learning via a metacognitive awareness teaching strategy through story books. Accordingly, the results indicated that learners passed the test with scores higher than the criterion of 60%.

DISCUSSION

Learning English using metacognitive awareness teaching strategies through storybooks was designed based on the metacognitive instruction in listening approach from Goh and Vandergrift (2021, p. 85) related to the metacognitive framework, which draws on three components: experience, knowledge, and strategies. A metacognitive awareness teaching strategy that helps learners become self-knowing, self-directed, and self-managed in their learning. Metacognitive awareness teaching strategy can help learners understand listening in many parts, it helps listeners concentrate and stay on task. These include getting back on track when losing concentration and focusing harder when having difficulty understanding. It helps listeners prepare for listening and evaluate the results of their listening efforts. These include having a plan for listening; thinking about similar texts as a guide; having a goal in mind while listening; and periodically checking one's satisfaction with the ongoing interpretation while listening. This strategy is very useful in participating in the classroom, watching TV, listening to the radio, or talking to other people. It is a technique to facilitate the comprehension process. Besides, The metacognitive strategy instruction improved both the advanced learners' listening comprehension and their metacognitive awareness. It also mediated the relationship between motivation and critical listening skills, which is in good agreement with the results of this study.

In this study, storybooks were one of the essential tools to develop young learners' listening abilities. Storybooks are perfect for very young learners. It contains a harmonious blend of text and illustrations, with one enhancing the other to create the complete story. It is produced according to the interests of young learners. Those illustrations are very important to the learning of children and there are various subjects for young learners to learn about. Moreover, storybooks provide chances for learners to indirectly experience and understand important aspects of life as native speakers. Storybooks are worth exploring as a tool for promoting social and emotional skills because the narratives allow children to practice perspective-taking, and they may model prosocial behavior. Furthermore, storybooks can help develop positive attitudes toward a foreign language, culture, and language learning by being motivating, challenging, and enjoyable. Therefore, storybooks are very suitable to develop the listening skills of young learners.

To further support the effectiveness of using a metacognitive awareness teaching strategy through story books on listening ability, there were consistent findings in previous studies such as the studies of Tiang-uan (2023), Robillos and Bustos (2022), Pooteang-on (2019), Bourdeaud'hui, Aesaert, and van Braak (2021), who found that learning English through a metacognitive awareness teaching strategy, which is a meaningful approach based on listening instruction and using story books, helped enhance learners' listening ability.

Conclusion

According to the study's findings, teaching students metacognitive listening strategies has a positive impact on both their ability to listen and their awareness of their own metacognitive processes. These findings thus increase our understanding of the important role that a listening process-based approach plays in assisting students in using metacognitive techniques to control and achieve successful comprehension. Students who are involved in the planning, monitoring, problem-solving, and evaluation processes are more likely to actively listen to what is being said as opposed to simply receiving it passively. This research was a pre-experimental design, with a one-group pretest and posttest design. The tests consisted of three steps. Before learning, the participants took a pretest in order to assess their prior English listening ability by using a metacognitive awareness teaching strategy through story books. Then, they learned by using the metacognitive awareness teaching strategy through storybooks, and afterward took the posttest to examine the effect of the metacognitive awareness teaching strategy through storybooks on the listening ability of young learners. The results of this study revealed that the posttest mean score of English listening ability of the third graders who had learned by using metacognitive awareness teaching strategy through story books was significantly higher than the pretest mean score at the 0.05 level, and it was also significantly higher than the criterion of 60% at the 0.05 level. The study indicated that the learners' English listening ability improved after learning by using a metacognitive awareness teaching strategy through story books. Thus, the metacognitive awareness teaching strategy through storybooks has the potential to develop young learners' English listening skills.

SUGGESTIONS

Recommendations for Instruction

Before teaching a new topic or new content, the teacher should evaluate the learners' background knowledge in order to be able to design teaching activities to suit the level of the learners. In addition, during the learning process, the teacher should give the learners a chance to participate with their friends in pairs or in groups in order to share ideas and opinions, including encourage learners to use their own way of learning first and actively support them by tactfully inputting content into the activities. Moreover, the teacher should design instructional activities with a variety of methods to help support the different learning styles of each learner.

Recommendations for Further Study

Further research should assess the efficacy of several approaches to teaching English that combine speaking, reading, and writing abilities with a metacognitive awareness teaching style to improve language learning. In order to determine whether the outcomes vary between levels, another research should examine teaching English utilizing a metacognitive awareness

teaching technique with various levels of learners. A metacognitive awareness teaching technique integrated with additional content like movies, cartoons, music, etc. should be investigated in more detail.

REFERENCES

- Al-Jahwari, M., Mohamed, A. M., Al-Barwani, T., & Abdulraheim, A. (2019) The Effect of Metacognitive Listening Strategy Instruction on Omani Grade 11 EFL Learners' Listening Comprehension and Their Metacognitive Listening Awareness. *International Journal of Learning, Teaching and Educational Research*, 18(9), 256-275. <https://doi.org/10.26803/ijlter.18.9.14>
- Bakar, M. A. A., & Ismail, N. (2020). Express students' problem-solving skills from a metacognitive skills perspective on effective mathematics learning. *Universal Journal of Educational Research*, 8(4), 1404-1412.
- Bourdeaud'hui, H., Aesaert, K., & van Braak, J. (2021). Exploring the relationship between metacognitive awareness, motivation, and L1 students' critical listening skills. *The Journal of Educational Research*, 114(1), 40-51.
- Ellis, G., & Brewster, J. (2014). *Tell it Again! The new storytelling handbook for primary teachers*. Retrieved April 29, 2022, from http://www.teachingenglish.org.uk/sites/teacheng/files/D467_Storytelling_handbook_FINAL_web.pdf
- Febriyanti, E. R., & Hidayat, F. (2023). Developing Picture Storybook in English with Wetlands Theme for Young Learners. *Acitya: Journal of Teaching and Education*, 5(1), 171-187.
- Flowerdew, J., & Miller, L. (2005). *Second language listening: Theory and practice*. New York : Cambridge University Press.
- Goh, C. C., & Vandergrift, L. (2021). *Teaching and learning second language listening: Metacognition in action*. New York : Routledge.
- González Cabañes, E., García Fernández, T., Álvarez García, D., Fernández Alba, M. E., & Rodríguez Pérez, C. (2022). Validation of the shortened version of the Metacognitive Awareness Inventory in Spanish university students. *Psicothema*, 34(3), 454-462.
- Hutchinson, M. (2019). Developing self-confidence in students learning English listening & speaking skills II. Case study: students from the department of service industry and language innovation Kasetsart University, Kamphaeng Saen Campus. *Journal of Suvarnabhumi Institute of Technology (Humanities and Social Sciences)*, 5(1), 349-369. (In Thai)
- Martínez-Caballero, M., Melero, Á., Silió-García, T., Aparicio-Sanz, M., & Ortego-Maté, C. (2023). Grief in children's story books. A systematic integrative review. *Journal of Pediatric Nursing*, 69(2023), e88-e96. <https://doi.org/10.1016/j.pedn.2022.12.012>
- McClelland, D. C. (1953). *The Achievement Motive*. New York : Appleton Century Crofts.

- Ministry of Education. (2018). *The basic education core curriculum B.E. 2551 (Revised 2018)*. Bangkok : Ministry of Education. (In Thai)
- Nafi'ah, A. U., Indah, R. N., & Toyyibah, T. (2021). English deixis in picture storybooks for children. *Wanastra: Jurnal Bahasa dan Sastra*, 13(1), 60-65.
- Nakhon Ratchasima Primary Education Service Area Office 6. (2022). *Education Management Information System : EMIS*. Retrieved from https://data.bopp-obec.info/emis/student.php?Edu_year=2565&Area_CODE=3006
- Petrie, A., Robert, M. A. Y. R., Fei, Z. H. A. O., & Montanari, S. (2023). Parent-child interaction during storybook reading: wordless narrative books versus books with text. *Journal of Child Language*, 50(1), 104-131.
- Phomjui, S. (2020). *Techniques for Project Assessment* (7th ed.). Bangkok : Dan Suttha Phim. (In Thai)
- Pooteang-on, P. (2019). *Effects of Using Videos and Metacognitive Strategy Instruction on Listening Comprehension of Sixth-Grade Students at Nakprasith School, Nakhon Pathom*. Independent Study, Master of Education Program in English Language Teaching, Department of Curriculum and Instruction, Graduate School, Silpakorn University, Nakhon Pathom. (In Thai)
- Rivas, S. F., Saiz, C., & Ossa, C. (2022). Metacognitive Strategies and Development of Critical Thinking in Higher Education. *Frontiers in psychology*, 13, 913219. <https://doi.org/10.3389/fpsyg.2022.913219>
- Robillos, R. J., & Bustos, I. G. (2022). Learners' Listening Skill and Metacognitive Awareness through Metacognitive Strategy Instruction with Pedagogical Cycle. *International Journal of Instruction*, 15(3), 393-412.
- Setiawati, S., Ikhsanudin, I., & Riyanti, D. (2023). Self-Efficacy in English Listening. *Journal of English Education Program*, 4(1), 27-34. DOI: 10.26418/jeep.v4i1.55212
- Thepvongsa, V. C., & Klinchan, N. (2020). A Study of Problems in English Listening Comprehension of Matthayomsuksa Students. *Journal of MCU Humanities Review*, 6(1), 189–198. (In Thai)
- Tiang-uan, A. (2023). An Exploration of the Opinions towards the Use of the EWA Application for Improving English Listening Ability of Grade 8 Students at an English Medium Instruction School in Samut Sakhon Province. *Parichart Journal, Thaksin University*, 36(2), 20-34. (In Thai)
- Tsauri, S. S. (2021). The Effect of Dictogloss on Students'listening Achievement. *Jurnal Pajar (Pendidikan Dan Pengajaran)*, 5(2), 262-269.
- Wah, N. N. (2019). Teaching Listening Skills to English as a Foreign Language Students through Effective Strategies. *International Journal of Trend in Scientific Research and Development (IJTSRD)*, 3(6). 883-887.