

The use of TBLT and metacognitive awareness in enhancing the speaking competence of second language learners: a case study in Chinese students learning beginner level Italian language

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Abstract

This case study analyses the use of Task Based Language Teaching and metacognitive awareness for enhancing oral proficiency in a group of Chinese students learning beginner level Italian language. The implementation of TBLT and metacognitive awareness in the classroom is explained. Followed by the methodology used for the research. The qualitative data was gathered from students' diaries while the quantitative data comes from standardized exam results. Subsequently the data is qualitatively and quantitatively analyzed, comparing both the experimental and control groups. The study displays the impact on both the speaking and listening skills of the students. It also shows a deeper awareness of their metacognitive skills and suggests lower performance anxiety, while heightening the students' self-esteem and motivation.

Keywords

TBLT; metacognitive awareness; oral production; Chinese students; speaking

1. Introduction

Speaking is a basic communication skill and its importance when learning a second language is well understood. When learning a second language, this ability is fundamental for personal, academic and professional success. Moreover, the negotiation of meaning (Long 1996)¹ through conversation plays a substantial role in facilitating language acquisition. But is oral competence really taught in the classroom? As Swain (1985) points out in her Comprehensible Output Hypothesis, how can students learn to produce a discourse in a second language if they never train to do so? It is well known that comprehensible input is crucial in SLA (Krashen 1981), and as more research has pointed out, it helps the learner in creating a mental representation of the L2 (Gass 1997, VanPatten & Benati, 2010; VanPatten & Williams, 2007).

Furthermore, other studies show that negotiation of meaning is the beginning of grammatical acquisition (Gass & Selinker 1992; Gass 2012, 2013; Long 1996) In this case, the functions of the output are the following: it gives learners the chance to use their linguistic resources in a meaningful way, it can help them test their hypothesis on how language works and it "may force the learner to move from semantic processing to syntactic processing" (Swain 1985:249). As Swain (1985: 249) states: "producing the target language may be the trigger that forces the learner to pay attention to the means of expressions needed in order to successfully convey his or her own intended meaning". For these reasons task-based activities, where the focus is on meaning rather than on form, offer students occasions to practice an authentic communicative use of the target language. Furthermore, students' metacognitive awareness (cognition about thinking and learning processes) can be a useful scaffold

¹ "Negotiation of meaning is the process in which, in an effort to communicate, learners and competent speakers provide and interpret signals of their own and interlocutor's perceived comprehension, thus provoking adjustments to linguistic form, conversational structure, message content, or all three, until acceptable level of understanding is achieved" (Long 1996: 418)

in the development of L2 acquisition and it will allow learners to become more independent and improve the quality of their linguistic achievements.

This case study describes different types of task-based speaking activities aimed not only at developing fluency and accuracy but also at increasing the awareness of the strategies to improve students' speaking performance in a course for beginners of Chinese nationality, learning Italian in the People's Republic of China.

2. Theoretical background

It is very well known that input is a necessary condition for second language acquisition (SLA) to take place, but alone it is not sufficient. Output is crucial as well. According to VanPatten, Smith and Benati (2019) "output is generally defined as any attempt by a L2 learner to produce language in spoken, written, or signed form – although most L2 research on output deals with oral output". SLA theories differentiate between output as practice and communicative output/communicatively embedded output. The first one, output as practice, refers to language produced for the mere aim of producing language while the second one, communicative output, refers to the one learner produce to convey meaning in a specific context and for a distinct reason. Some linguists believe that output is necessary for SLA, others that it is just beneficial. The position of DeKeyser (2015) is that some sort of output is necessary in SLA so that declarative knowledge can develop into procedural², which can eventually become automated for the scope of speaking.

Most scholars agree that output can serve in SLA: interacting with others in L2 might benefit learners since it can provide more input and moreover negotiation of meaning can help learners build a mental representation of the L2. Nonetheless, there is no concordance on what type and how much the interaction with other speakers can influence learners and produce intake. In 1985, Swain proposed her Comprehensible Output Hypothesis, meaning that learners need to be "pushed toward the delivery of a message that is not only conveyed, but that is conveyed precisely, coherently, and appropriately" (Swain 1985: 249). Over the years, Swain has softened her positions, more recently stating how output can push the development of the learner's language system. Further, much research has dealt with Long's Interaction Hypothesis examining the interaction between native speakers (NS) and non-native speakers (NNS) on how modification can facilitate comprehension and what the impact on the learner's second language acquisition might be (e.g., Gass 1997, 2003; Mackey & Philp 1998; *inter alia*). It can be considered that output itself does not create intake, but output can trigger changes in how learners perceive the input, and consecutively modify the mental representation of the L2. From another perspective, output is crucial for the development of the speaking skill.

In any case, if we pose the question "Who is a good second language speaker?". Some people might answer that it is someone who can speak fluently, grammatically and confidently, others say that it is someone who sounds like or almost like a native speaker as far as pronunciation and prosody goes; for some it's someone who can influence others with speech. Nonetheless, building the speaking ability in a foreign language is not simple. Speaking is a highly complex, interactive process. In fact, it involves mental, articulatory and also social processes: the speaker needs to form in his/her mind an idea of what he/she intends to say; utterances are produced that need to be intelligible by the listener(s); the speaker needs to also understand the social conventions that lie underneath a certain genre of discourse, in order to be appropriate for the context and acceptable for the listener(s).

But what actually happens when speaking? What are the processes that our brain goes through? Levelt (1989) identifies three phases for speech planning and production. The first one is conceptualization: the speaker selects the information they want to convey; the second one is formulation: the speaker makes utterances, often in real time, conveying meaning directly to form;

² For a detailed study on declarative/procedural study see Ullman 2001.

the third one is articulation: the speaker phonologically encodes the information they want to share through the activation and control of the articulatory systems and its muscles. Besides these three phases above, self-monitoring plays a part when speech is processed: that is checking what it is said and how it is said (Bygate 1998). For NS these processes usually occur all in a very brief time, overlapping each other and also recursively, but for NNS they might be sequential. While NSs don't take this into consideration and are mostly unaware of these processes underlying speaking, some language learners might experience problems with one or more of these processes, especially beginners. Neurocognitive science and social psychology add more insight to speech performance including factors such as the perceptual systems that underlie speech production, utterance fluency features (e.g., speech rate, hesitation and pausing), motivation (e.g., willingness to communicate, beliefs, language and identity, and the concept of L2 self), the social or interactive communicative context, and fluency-relevant perceptual and cognitive experiences (e.g., exposure, opportunities for repetition practice) (Segalowitz 2010). In summary, research studies on SLA suggest that output is useful since it helps verifying hypotheses on the way the second language works, it allows the automatization of learned linguistic structures and it favors a more comprehensible, more accurate production in the target language. Therefore, teaching can become an opportunity to give learners a bigger variety of contexts and types of interaction where output is required so to take advantage of the important functions that output takes in the development of SLA and to potentiate its role.

In 1979, Hymes defined communicative competence as the ability to use language effectively in a communicative context. Successively, Canale and Swain (1980) developed the concept of communicative competence identifying its components: grammatical, discourse, sociolinguistic and strategic competence. Canale (1983) added the phonological knowledge and the lexical knowledge. But to simply know about grammar, vocabulary and pronunciation is not enough in itself, the speaker needs to learn how to use them synergistically and moreover to be able to use it appropriately to the context and to the other speakers involved in the interaction in a cultural and sociolinguistic perspective. Goh & Burns (2012) acknowledge that for effective communication learners need to be skilled in at least in the following four competences:

- phonological: produce accurate sounds at the segmental and supra-segmental level: articulate vowels and consonants, use appropriate intonation, etc.;
- speech function: perform communicative functions (request, explain, etc.) through speaking;
- interaction management: deal with face to face interactions: start, sustain and end them, offer and take conversational turns, etc.;
- discourse organizational skills: knowledge of discourse routines, grammar and vocabulary consistency, etc.

As Nakatani (2006) finds out in the creation of the Oral Communication Strategy Inventory, there are a variety of strategies that speakers use to be more efficient in conveying the meaning that they intend. Those strategies include paraphrasing, asking for clarification and repetition, comprehension checks and so on, but also paralinguistic and non-verbal cues such as gestures and facial expressions. It should also be kept in mind that another factor that deeply influences speaking, discourse genre, conversational turns, and many other features of oral interaction is culture. Learners should be made familiar with different types of genres, should be helped in understanding what is appropriate for a certain social situation or interlocutor, the concept of register should be introduced in the speaking activities when taught in the classroom. Most of the time, during the lessons, attention is bestowed more on the final output of speaking than on the process to achieve it.

The oral competence is henceforth somewhat transient. Teachers, through the use of activities to raise the metacognitive awareness might lead to more accuracy and fluency of the learner's speech, while simultaneously developing autonomy in the language learning process on the part of the students. Yet explicitly teaching the oral competence to second language learners involves planning, monitoring, evaluating and feedback. Task based language learning and teaching (from now on TBLT) makes use of tasks for learning a second or a foreign language. "Task" has been defined by

many scholars (Skehan 1998; Bygate, Skehan & Swain 2001; Nunan 2004; Ellis R. 2009; *inter alia*) but in summary a task is a structured teaching activity with an extra-linguistic scope where the focus of the learners is on the meaning more than on how learners are speaking. In this case, the teacher plays a fundamental role in planning the activity and in guiding the students during and after. First of all, the students prepare for the task with the help of the teacher: the instructions for implementing the activity are explained and there is a review of the lexicon needed to accomplish the task. Some research shows that pre-task activities can help the students prepare, find speech strategies and organize the discourse (Wigglesworth & Elder 2010). Secondly, the students, divided into dyads or small groups, will perform the activity while the teacher monitors their work and eventually helps them. The task can be performed orally, but also with the aid of writing. It can include different types of activity such as comparing, categorizing, organizing, stating opinions, etc. After completing the task, each dyad or group presents its work to the rest of the class. The instructor organizes the presentations and at the end feedback is given by both the teacher and the students. It is at this stage that the focus shifts to how language is used, on the forms used to address their grammatical and pragmatic adequacy.

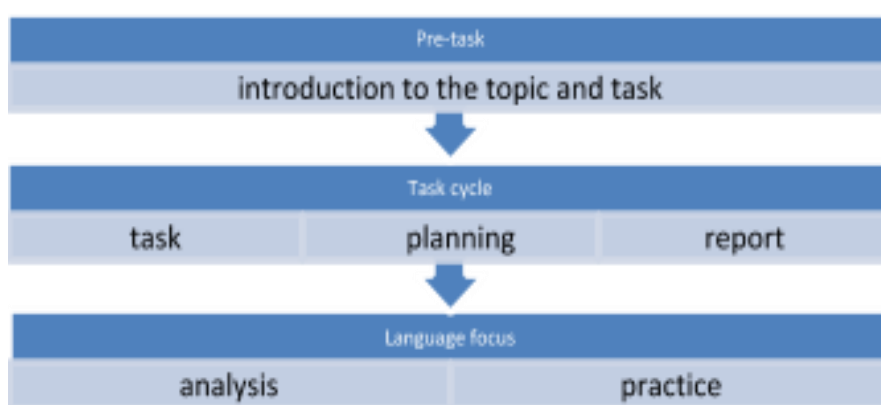


Fig. 1. Task based learning components (adapted from Willis 1996: 38)

Broadly there are three types of speaking tasks that encourage genuine communication among learners: communication-gap tasks, discussion tasks, and monologic tasks (Goh & Burns 2012). Communication-gap tasks are those where students have only a part of the materials and solely through communication with other learner(s) will be able to complete the task. Discussion tasks create an even more authentic context for speaking and interaction because learners share their personal views with one another. When they have to discuss an open or controversial topic, for example, learners can draw on their own background knowledge, experience and beliefs. When a consensus or solution is required, they will have to negotiate with one another for an outcome that everyone can agree on.

Another factor that should be considered is the effect of planning time (Ellis R. 2008) and time pressure (Bygate 2008) on speech production that may account for the direct impact of listening strategies on speaking proficiency. Planning speech is related to the lack or presence of forethought and organizational preparation (Ochs 1979, cited in Ellis R. 2008) or the actions a speaker may take to plan the content or linguistic forms of a message before or while production (Ellis R. 2005). Planning time can impact fluency, complexity, and accuracy of speech production (Yuan & Ellis 2003) and has been reported to be a crucial factor in the development of appropriate speech production skills (Bygate 2008). Students should be given the linguistic means (vocabulary, etc.) and time to prepare for the task, but also let them consider what they are trying to achieve, and finally receive suggestions on ways to improve. In addition, it is important to remember that without feedback, noticing (Schmidt 2001; Swain & Lapkin 1995; Benati 2016) may not occur, that is learners could

pay little or no attention to some formal aspects of the language such as grammar or pronunciation therefore students could also be led to use inaccurate or ungrammatical expressions being they can be somewhat understood and they are not required to recast or correct what they have said. This underscores the importance that should be given to the post-task phase. Goh and Burns (2012) developed a Teaching Speaking Cycle Pedagogical Model where the steps to carry out the task are made clear in a systematic way: first of all it is necessary to address the importance of metacognitive awareness in speaking for language learning; secondly the task procedure should be explained in detail and the necessary language knowledge about it should be reviewed; thirdly the task can be performed; after the task has been presented to the class, the attention goes to either language, analyzing the errors that have been made, or it focuses on the skills and strategies used to accomplish the task; successively the task is repeated, but slightly different so students can improve; then students can reflect on their learning and enhance their awareness about it (this stage can be done individually, in pairs or in small groups); finally helped by the learners own ideas that came out in the previous phase, an overall feedback is given by the teacher, by peers or both. It provides a scaffolding system for the students to improve their oral competence.



Fig. 2. the Teaching Speaking Cycle Pedagogical Model (adapted from Goh & Burns: 2012)

In addition, affective factors, both individual (motivation, anxiety, self-esteem) and relational (sense of relationship with the interlocutor, emotions related to the relationship with the interlocutor), should not be underestimated, since affective development in humans seems to be closely related to cognitive development (Arnold 1999). In particular anxiety is a very common feeling related to speaking in second language classes and therefore it should be addressed and discussed as well as suggest ideas to reduce it, making the classroom atmosphere more positive and comfortable for learners.

Furthermore, it is well known that language learners have their own beliefs. Wenden (1991: 163), refers to those concepts as “the stable, stable although sometimes incorrect knowledge that learners have acquired about language, learning and the language learning process; also referred to as knowledge or concepts about language learning or learner beliefs”. According to Flavell (1976: 232), metacognitive knowledge is “the knowledge concerning one’s own cognitive processes and products or anything related to them, e.g., the learning-relevant properties of information or data”. Metacognitive knowledge can be divided into three main categories: personal variables (how one perceives himself/herself as a learner), task variables (how accomplishing a task is perceived) and strategic variables (perceptions about how to execute a task). Different studies (Wenden 1991;

Chamot & O' Malley 1994; Alexander 2008) show that students with high metacognitive awareness are more active and autonomous in the learning process. Metacognitive awareness can be developed in the classroom through the aid of activities that focus on the process of learning such as diaries, etc. (Nunan 1988; Ellis & Sinclair 1989; Bailey 1990; Chamot & O' Malley 1994; Matsumoto 1996).

After a brief introduction of the literature that set the foundation of this study, we will focus on the question underlying the empirical observation which is: "Can TBLT, associated with a focus on metacognitive awareness, enhance the oral competence in second language learners?"

3. Data and methods

The research was carried out in 2019 in the People's Republic of China in a three month course of Italian for beginners. The Chinese students were learning Italian as a second language since they were going to apply for the Marco Polo and Turandot Programs. Those Programs were founded respectively in 2006 and 2009 and are agreements between the Chinese and the Italian governments which allow Chinese students to attend Italian Universities, Music Conservatories and Fine Arts Academies. Once students graduate, their degree will be recognized by both countries. The course was held 5 days a week, each day consisted of 6 hours of instruction. Additionally, more time in the late afternoon was dedicated to self-study tutored by bilingual trainees. The students were 18-19 years old when the study was done. They had just finished Chinese high school and had taken the *gaokao*³ with a score that allowed them to participate in the above mentioned programs. The fields they were thinking of specializing in once in Italy were quite different, ranging from Economy and Finance, Architecture, Urbanistic development, to Arts and Music. Signing a permission paper, all the participants agreed that the data collected during the course could be used anonymously for research and eventual publications.

During the three month Italian language course the experimental group, made of 12 students, was exposed to six separate sessions where the tasks on language and metacognitive awareness were performed. The outline for the design of the course followed the Teaching Speaking Cycle Pedagogical Model proposed by Goh & Burns (2012; Graph 2). The control group, made of 6 students, was not exposed to the above mentioned treatment. The tasks proposed were meant to be gradual so they wouldn't be too difficult for the students to perform and they would meet the students' abilities. To keep the motivation high the tasks were designed to be useful in a communicative context once the learners would be in Italy and for some of the topics chosen a needs analysis was done before the task was designed. The duration of each session was about 60-90 minutes. The students used their mobile phones to record the task and a chat software to communicate with the teacher, send the recorded audio files and receive personal and group feedback. Moreover, according to the needs of the tasks, some templates (e.g. a fidelity card request form, etc.) were given to the students to help them in the performance. The feedback given was about pronunciation, prosody, and also about the grammaticality of the sentence and the social and pragmatic appropriateness of the enunciated.

³ Gaokao is the "National Higher Education Entrance Examination" and it is held on the same days all over China and it is a prerequisite to undertake university in P.R.C..

Session	Description/Topic	Modality
1	<p>Introduction</p> <p>The students were given a small notebook to be used specifically for this class. A few questions were asked to raise their awareness on the value of the development of the speaking skill. The students wrote the answers in the notebook. They were free to use Chinese since they were not competent enough in Italian to do so. Afterwards, the students shared their perceptions with the classroom. Successively they were asked to write down 8 things they were able, after the first week of classes, to ask and say in Italian. They were given 15 minutes. After that the teacher checked and then students were asked to record themselves using their mobile phones and then send the recording to the teacher via chat. This activity was done singularly to not embarrass students and try to keep performance anxiety as low as possible. When the students had accomplished the task, the students were gathered together and a few more questions to stir awareness about the task just performed were asked, the students had to write their answers on the notebook. After class was dismissed, students were asked to listen to their recordings and write down their perceptions about it. The teacher listened to the recordings and gave personal feedback through the chat, while an overall feedback was given at the beginning of the following session. At this time students contributed as well on the feedback. They were asked to repeat the task at home and send the audio file to the teacher.</p>	Single
2	<p>Fill a form</p> <p>Students were asked to fill out a form to obtain a fidelity card. In turns, the first one was the interviewer and one the customer.</p> <p>Before the task, the activity was explained and the expressions, as well as the register needed (formal), to perform it were reviewed through a brainstorming activity.</p> <p>Then the students had to discuss together and write down a dialogue that allowed them to accomplish the task. Successively they had to record it (both turns) and send it to the teacher by chat.</p> <p>Afterwards, the students were asked to write in the notebook the answers to a few questions to raise their awareness about the development of the speaking skill, the strategies used, the peer work, etc.</p> <p>Then the students were asked to listen again to their recording before the next session and write down their perceptions about it. At the beginning of the next session, these were discussed together (students used the L1 being they couldn't yet express themselves in such articulate mode in the second language) and an overall feedback was given by the teacher (the personal feedback was given to each dyad via chat). The students were asked to record the task again as homework. Another feedback was given and more reflections on the second performance were done on the students' part.</p>	Dyads
3	<p>Invite and reply to an invitation (phone call)</p> <p>The procedure was similar to the previous task. In this case, some reflections about the proper register to use when inviting someone to do something were brought up (formal and informal) as well as the appropriate social and cultural way to reply to an invitation in a polite</p>	Dyads

	or acceptable manner.	
4	Ask information and buy a train ticket Similar procedure as previous tasks.	Dyads
5	Make a grocery list for dinner and go to buy the items needed Similar procedure as previous tasks.	Small group
6	Ask information about a house to rent Similar procedure as previous tasks.	Small group

Tab. 1. Summary of the tasks proposed for the study

The researcher made copies of what students wrote in their notebooks when answering to the metacognitive awareness input given during class. In the last sessions some students started using some words and sentences in Italian.

4. Data analysis

The present study accounts for a mixed method of research (Johnson, Onwuegbuzie, & Turner 2007), using both quantitative and qualitative data collection and analysis. The quantitative analysis of the data allows a more objective and at the same time a deeper understanding of the phenomenon, while the qualitative analysis concedes a closer look into the sociological aspects that learners undergo during the treatment (Hesse-Biber 2010). Creswell and Plano Clark (2007:5) about mixed method research state that “its central premise is that the use of quantitative and qualitative approaches in combination provides a better understanding of research problems that approach alone”. Therefore using both quantitative and qualitative data can maximize strength and reduce the limitations of the use of a single method. It also adds multiple points of view: objective and subjective, unbiased, and biased.

A quantitative analysis of the data was made comparing the results of the standard A2 CILS exam taken at the end of the course in the P.R.C.. The CILS (Certificato di Italiano come Lingua Straniera, Certificate of Italian as a Foreign Language) of the Università per Stranieri di Siena (Siena Foreign University, Italy) is a Italian Language proficiency certification that follows the levels of the Common European Framework of Reference for Languages.⁴ The CILS center at the Siena Foreign University is an Institutional member of the EALTA (European Language Testing Association) and an affiliate member of the ALTE (Association of Language Testers in Europe).⁵ The test is divided into five parts: listening comprehension, reading comprehension, language structures, writing and speaking. For level A1 and A2 each part can be given a maximum of 12 points; above the score of 7 the part is considered passed.

The Mann-Whitney U test was used to evaluate the significant difference in the average of the two groups on the standard A2 CILS test results. Being the sample size was small (12 students for the experimental group and 6 students for the control group), the normality assumptions necessary for a parametric statistical test, such as T-Test or one-way ANOVA, could not have been respected, therefore the Mann-Whitney U test was chosen to compare the results of each part of the A2 level CILS test, which the two groups of students took at the end of the Italian course. The data used for the comparison, the results of the A2 CILS test, were measured on a qualitative ordinal scale, therefore making a test on the ranks better suited. Moreover, the two samples can be considered independent since students were randomly assigned to each group and the two groups of students

⁴ For more information, visit: <https://www.coe.int/en/web/common-european-framework-reference-languages/level-descriptions> (last visited September 2020)

⁵ For more information about the CILS center, visit: https://cils.unistrasi.it/6/Centro_CILS.htm (last visited September 2020)

weren't in contact during or before the test session, being they attended the course in two different cities in China. For this research, the null hypothesis (H0) being that the average of the test results between the two groups were the same for each part (listening comprehension, reading comprehension, language structures, writing and speaking) and the alternative hypothesis (H1) that the distributions in the two independent groups are not equal. All the p-values calculated through the Mann-Whitney U test are really close to zero (see Annex), showing that the difference between the experimental group and the control group for each part of the A2 CILS exam exists. The ranking of the parts of the test from the most to the least different is the following: speaking, reading comprehension, listening and comprehension, writing and language structures. This set of data shows that the TBLT and metacognitive awareness treatment had a strong impact on speaking competence. We could also assume that the practice helped in the recollection of vocabulary in the writing part and possibly facilitated the recognition of the words during the listening and comprehension part. The Mann-Whitney U test also allows us to think that the part that was more concerned with the explicit knowledge of the grammar, the linguistic structure one, was the part where the experimental group and the control group were more similar.

On a qualitative point of view, the notes of the students were analyzed as well as the feedback given. At the beginning most of the feedback given by the teacher was regarding pronunciation (both the right emission of the phonemes and the stress of the words), prosody and the appropriate register to be used (formal vs. informal). Later on, the focus was more on the socio-pragmatic way of expressing the meaning, the appropriateness according to the context where the oral interaction would take place. So the feedback shifted from a more linguistic one to a more pragmatic, socio-cultural one.

As far as what the students wrote in their diaries, a summary was made and the feedback of the learners on the activities was grouped into the following considerations:

- students understood very well the importance of the speaking competence, both as a basic communication skill and as fundamental mean of success for their future life and academic studies in Italy;
- learners felt the pre-task activities helped them reviewing the content that had been done in class in the previous days;
- participants felt that the activities would be useful for their future, being the tasks dealt with simulation of real life situations;
- students asserted that the tasks helped them to understand the use of words and expressions in context;
- they also claimed that working in groups would help gather more ideas: "*what I can study with 3 classmate (is) more than (with) one partner*";
- they stated that recording themselves was somewhat awkward at the beginning but at the end they understood the importance of it and of listening to themselves again later on, and admitted being less and less embarrassed about recording their voices;
- some students also felt that working with peers helped them in being less shy and heightened their self-esteem making them feel better and more confident about themselves and their oral performance;
- some also perceived an improvement on their fluency and intonation when speaking;
- a few learners also said the task activities made them more interested in Italy, its culture and its language;
- one student in one of the groups felt there was too much confusion.

The students' feedback is overall positive and it shows a growing awareness of their language skills. It also tells us about the improvement they perceive on both speaking performance anxiety and self-esteem.

5. Conclusions

The research done confirms the fact that outwardly teaching speaking in the classroom can improve the oral competence. Moreover, TBLT can be a powerful tool since it gives learners a way to work actively on language, and it makes use of real-life situations, thus capturing the interest of the students and heightening their motivation. The findings of the case-study also reveal that metacognitive awareness of speaking strategies can have a significant positive effect on learners' oral proficiency. But it can bring improvements in other skills as well. Furthermore, the words of the students show an overall satisfaction that increased their motivation in the study of the target language, and the recognition of the usefulness of the activities proposed. The learners also mentioned the improvement in fluency when speaking as well as the diminished stress level and lower performance anxiety. While more exhaustive studies should be undertaken, a clear skills improvement in students who are taught using TBLT can be seen.

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ANNEX

Mann-Whitney U test results for each part of the A2 CILS exam.

	p-value
Speaking	6,74779489301184E-14
Listening and comprehension	3,0034138176594E-12
Reading and comprehension	5,52532479340055E-13
Language structures	2,93572795089732E-11
Writing	8,08256285816657E-12