AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN INDIVIDUAL DIFFERENCES AND USE OF LISTENING COMPREHENSION STRATEGIES BY TERTIARY LEVEL ADVANCED LEARNERS OF ENGLISH

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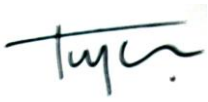

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ABSTRACT

AN INVESTIGATION INTO THE RELATIONSHIP BETWEEN INDIVIDUAL DIFFERENCES AND USE OF LISTENING COMPREHENSION STRATEGIES BY TERTIARY LEVEL ADVANCED LEARNERS OF ENGLISH

The aim of this study is to investigate the use of listening comprehension strategies by advanced learners of English. The study also explores possible relationships between use of strategies and some individual differences such as gender, perceived level of English, and listening task performance.

Data was collected from a sample of 65 advanced level undergraduate preparatory program students at School of Foreign Languages at Çanakkale Onsekiz Mart University, Çanakkale. Two instruments were administered: Listening Comprehension Strategy Questionnaire prepared in two forms, adapted from Vandergrift(2006) Goh (2000) O'Malley(1985); and TOEFL Listening Comprehension Test. The data was analysed through SPSS 16.0.

Data analysis revealed that "going on listening despite difficulty", "getting on back despite losing concentration", "reconstructing meaning", "encouraging himself to continue listening" and "trying to relax before/during listening" were the most preferred items. While "imitating physical actions", "taking notes as sentence", "giving rewards", "asking for clarification" and "paying attention to visuals" were the least common strategies preferred in listening lessons.

According to the findings, there were significant differences in the use of "transfer, note taking and prediction" strategy types during the listening task with regard to gender. However, no statistically significant relationship was found between the listening comprehension strategy use and the listening comprehension achievement.

The study concludes that although students may have strong preferences for certain listening comprehension strategies, probably performance in listening comprehension is influenced by other stronger factors which this study did not control.

ÖZET

BİREYSEL FARKLILIKLAR VE ÜNİVERSİTE DÜZEYİNDEKİ İLERİ İNGİLİZCE ÖĞRENCİLERİNİN DİNLEDİĞİNİ ANLAMA STRATEJİLERİ KULLANIMI ARASINDAKİ İLİŞKİ ÜZERİNE BİR ARAŞTIRMA

Bu çalışmanın amacı, ileri derecede İngilizce öğrenenlerin dinlediğini anlama stratejilerini kullanımını araştırmaktır. Ayrıca bu çalışmada, dinlediğini anlama stratejileri ile cinsiyet, algılanan İngilizce seviyeleri gibi bireysel farklılıklar ve dinlediğini anlama başarıları arasındaki olası ilişki de araştırılmıştır.

Veri, araştırmanın örnekleminde yer alan Çanakkale Onsekiz Mart Üniversitesi, Yabancı Diller Yüksekokulu İngilizce Hazırlık Programı'na devam eden 65 ileri düzey lisans hazırlık öğrencisinden toplanmıştır. Veri toplama işlemi Vandergrift(2006) Goh (2000) O'Malley(1985) çalışmalarından uyarlanan iki versiyonlu Dinlediğini Anlama Stratejileri Anketi ve "TOEFL Dinlediğini Anlama Testi" kullanılarak gerçekleştirilmiştir. Verilerin çözümlenmesi için SPSS 16.0 programı kullanılmıştır.

Araştırma bulguları, "zorluk çekilmesine rağmen dinlemeye devam etme", "konsantrasyon kaybedilse bile tekrar dinlemeye geri dönme", "yeniden anlam oluşturma", "kendini dinlemeye devam etmek için cesaretlendirme" ve "dinleme öncesi ve esnasında kendini sakinleştirmenin" katılımcılar tarafından en çok tercih edilen maddeler olduğunu göstermektedir . Öte yandan, "fiziksel eylemleri taklit etme", "cümle halinde not tutma", "kendini ödüllendirme", "açıklama isteme" ve "görsellere dikkat etme" dinleme dersleri esnasında en az kullanılan stratejiler olarak tespit edilmiştir.

Araştırma bulgularına göre, dinleme görevi sırasında "aktarım, not tutma ve tahmin yürütme" strateji türlerinde cinsiyete gore önemli farklılıklar kaydedilmiştir. Katılımcıların dinleme stratejileri ile dinlediğini anlama başarıları arasında anlamlı bir ilişki kaydedilmemiştir.

Son olarak bu çalışmanın sonuçları göstermektedir ki, katılımcıların dinlediğini anlama stratejileriyle ilgili kesin tercihleri olsa bile, dinlediğini anlama esnasındaki performans bu çalışmada yer almayan başka güçlü faktörlerden etkilenmektedir.

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LIST OF ABBREVIATIONS

EFL	:	English as a Foreign Language
ELL	:	English Language and Literature
ELT	:	English Language Teaching
L1	:	Mother Tongue
L2	:	Second Language
LCS	:	Listening Comprehension Strategies
LCSI	:	Listening Comprehension Strategy Inventory
LCSQ	:	Listening Comprehension Strategy Questionnaire
LCT	:	Listening Comprehension Test
SPSS	:	Statistical Package for Social Sciences
TOEFL	:	Test of English as a Foreign Language
YDYO	:	Yabancı Diller Yüksekokulu

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CHAPTER I
INTRODUCTION

1.0 INTRODUCTION

This chapter consists of seven sections. The first section starts with a brief description of the background of the study. The second section provides the purpose of the study and the research questions. The third section includes the significance of the study. The fourth section describes the assumptions of the study while the fifth section gives information about the limitations of the study. The sixth section states the scope of the study. Finally, the last section gives a brief summary of Chapter I.

1.1 BACKGROUND OF THE STUDY

1.1.1 Language Learning Strategies

Language learning strategies have been defined and classified by many scholars(Richards and Platt, 1992; Cook, 2001; O'Malley&Chamot, 1990). All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Cook (2001) claims that *learning strategy* is a choice that the learner makes while learning or using the second language that affects learning. People who are good at languages might tackle L2 learning in different ways from those who are poorer or they might behave in the same way but more efficiently.

1.1.2 Listening Comprehension Strategies

Language is an explicit tool through which people listen, speak, read and write with each other. In case of difficulty in any of these four skills, communication would not occur appropriately. Studies indicate that people spend most of their time for listening (Vandergrift, 2002; Ertürk, 2006).

Comprehending the spoken form of language is one of the most important and difficult tasks for a language learner. When it is compared to other skills, it can be seen that listening is generally neglected. The stems of this neglect come from two sources; most language learners are not likely to be exposed native speakers, also the nature of listening comprehension is not understood adequately (Paulsten& Bruder, 1976).

The role of the learner in the listening process is the key point for understanding how listening mechanisms work and we could maintain these mechanism efficiently. Yet, listeners seen as passively absorbing the language models provided by textbooks, teachers and tapes. Listening does not equal to hearing. Listening is an active process in which students receive, construct meaning from aural messages, relate what they hear to their existing knowledge and respond to spoken and or nonverbal messages in order to define what is going on and what the speakers are trying to express (Nunan, 1999).

Although listening is seldom taught in the schools, researchers and educators have been aware that more time is spent in listening than in other components of the communication process, and that most school instruction occurs in a speaking-listening context. Thus, recently, listening strategies are started to be researched and written about frequently (Devine,1967;Rubin, 1981; Wenden, 1985; Oxford,1990).

Listening strategies are techniques or activities that contribute directly to the comprehension and recall of listening input. Vandergrift (1996) found explicit examples about the strategies learners use while listening; metacognitive strategies(such as planning and monitoring), cognitive strategies such as linguistic inferencing and elaborating) and socio-affective strategies (such as questioning and self-encouragement) (Carter&Nunan,2001).

Apart from Vandergrift(1996), Goh (1998) classified the listening comprehension strategies into two categories: cognitive strategies and metacognitive listening strategies. The listening strategies she found out are given below briefly:

1. Cognitive Strategies: Inferencing, Elaboration, Prediction, Conceptualization, Fixation, Reconstruction.

2. Metacognitive Listening Strategies: Directed Attention, Comprehension Monitoring, Real-time Assessment of Input, Comprehension Evaluation, Selective Attention.

Similarly, O'Malley (1989) defined the listening comprehension strategy types below:

1. Metacognitive Listening Comprehension Strategies: Directed attention, Selective attention, Self-management, Self- monitoring, Self-evaluation and Self-reinforcement

2. Cognitive Listening Comprehension Strategies: Repetition, Directed Physical Response, Translation, Grouping, Note taking, Deduction, Imagery, Auditory representations, Key word, Conceptualization, Elaboration, Transfer, Inferencing, Question for clarification, Resourcing. Listeners need to restructure the speakers' intention by using both bottom-up and top-down strategies and by connecting old and new coming knowledge.

There have been two major approaches to explain the listening process called the *top-down* and *bottom-up* approaches. The bottom-up strategies are text based; the listener relies on the language in the message, that is, the combination of sounds, words, and grammar that creates meaning. Bottom-up strategies include listening for specific details, recognizing cognates, recognizing word-order patterns (Vandergrift, 2003; Eastman, 1991).

The top-down approach starts from the opposite end. Listeners will actively interpret what they hear in terms of their understanding of the situation and the world in general.Top-down strategies are listener based. Top-down strategies include :listening for the main idea , predicting, drawing inferences, summarizing (Goh, 1997; Gebhard, 1996).

Anderson and Lynch(1998) describe the bottom-up processing as "listener as tape-recorder", and top-down processing as "listener as active model builder"(cited in Seferoğlu & Uzakgören, 2004:224).

Research has shown that successful learners are autonomous, reflective, and are actively involved in their learning. These learners are aware of how learning takes place and the best learning strategies for themselves (Wenden, 1985). Seferoğlu & Uzakgören (2004) mention that an awareness of the strategies for listening comprehension will result with better listening courses.

According to Oxford (1990) a strategy is neither good nor bad. It is neutral until its use is considered. She further explains what makes a strategy positive and helpful for a learner as follow:

> "A strategy is useful if the following conditions are present: (a) the strategy relates well to the task at hand; (b) the strategy fits the particular student's learning style preferences to one degree or another; and (c) the student employs the strategy effectively and links it with other relevant strategies. Strategies that fulfill these conditions make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations"(Oxford, 1990:8)

The relationship between the individual differences of the students, listening task performance of the students and use of listening comprehension strategies reported by them can be confirmed, the findings will contribute to English Language Teaching and Learning field,the educators and foreign language learners. Apart from other studies which explore the relationship between some factors and use of listening comprehension strategies (Ertürk, 2006) and explore training for listening comprehension strategies (Seferoğlu & Uzakgören 2004; Odacı, 2006), this study aims to find out whether students actually use listening comprehension strategies they report using in the questionnaire.

1.2 PURPOSE OF THE STUDY AND RESEARCH QUESTIONS

The purpose of the current study is to investigate the use of listening comprehension studies by advanced learners of English. It also aims to find out whether students actually use strategies they report using in the questionnaire. Further, this study aims to explore possible relationships between use of strategies and some individual differences such as gender and listening task performance.

Research Questions:

RQ1 *What listening comprehension strategies do students report using in general?*

RQ2 *What listening comprehension strategies do students report using on a listening task?*

RQ3 *Is there any significant relationship between the listening comprehension strategies used on listening task and their students' listening task performance?*

RQ4 *Is there any significant relationship between the listening comprehension strategies reported to be used in general by students and their listening task performance?*

RQ5 *Are there any significant differences between the listening comprehension strategies used by students with regard to gender?*

RQ6 *Are there any significant differences between the listening comprehension tests scores of students with regard to gender?*

1.3 SIGNIFICANCE OF THE STUDY

To prove the relationship between the frequency of use of listening comprehension strategies and individual differences is assumed to make contribution to field and to the people who work in this field, through improving listening skills in English Language Teaching.

This study aims to explore the possible differences between the listening comprehension strategies students actually use and the strategies they report using in the questionnaire. This difference may show language specialists and language teachers that how students actually use listening comprehension strategies rather than they report using.

After the determination of frequency and effectiveness of listening comprehension strategies employed by the learners, some suggestions could be made to language teachers who would like to increase the awareness and frequency of strategy use during the English lessons.

Finally, in the light of the findings of this study, book writers and curriculum specialists could design curriculums, activities and choose materials that that support the effective use of listening comprehension strategies and teaching efffective and active listening.

1.4 ASSUMPTIONS OF THE STUDY

This study has the following assumptions:

The students are expected to be willing to participate in this study. They are also considered to answer the questionnaires honestly. In addition, the students are expected to be aware of the frequency and exactness of the listening comprehension strategies they use. Because the sample of students are chosen from English Language Teaching and English Language Literature departments who have been exposed to many listening activities and/or listening tasks before participating in this study.

The students' Listening Strategy Questionnaire scores determine how frequently they use these strategies. The listening comprehension test is valid and reliable as it has been taken from a TOEFL test and considered as a standardized test over the world (Philip, 2000).

1.5 LIMITATIONS OF THE STUDY

The limitations of this study are as follows:

The first limitation of the current study is that, the study is only carried out with the undergraduate English preparatory program students of English Language Literature and English Language Teaching Department at the School of Foreign Languages, Çanakkale Onsekiz Mart University. Also the majority of the participants are female.

The listening comprehension strategy use and listening comprehension test scores are examined only with regard to gender and the language medium of education after preparatory program. Other factors which may affect the listening comprehension strategy use and listening comprehension achievement (previous experience in language learning, the task, etc.) are not included in this survey.

1.6 ORGANIZATION OF THE STUDY

This thesis is composed of five chapters. Chapter One introduces the background, purpose, research questions, significance, assumptions, and limitations of the study. Some key terms are also defined in this part. In Chapter Two, literature review on nature of listening and especially on the listening comprehension strategies are presented. Chapter Three explains the methodology. In this Chapter, research method is described. After the description and construction of the questionnaire, implementation is explained in detailed way. In Chapter Four, the findings of the study are given and discussed. With summary, suggestions and implications; the study is concluded in Chapter Five.

1.7 SUMMARY

Firstly, this chapter aimed to provide basic information about the necessity of listening and the use of listening comprehension strategies in English Language Teaching and Learning. Next, the purpose of the study and the research questions were presented. Later, the significance, assumptions, and limitations of the study were included. Finally, the organization of the study was presented.

CHAPTER II
LITERATURE REVIEW

2.0 INTRODUCTION

This chapter aims to review different studies about listening comprehension strategies. Main issues related to listening in foreign language learning are stated. Some listening comprehension strategies categorized by language specialists are discussed.

2.1 NATURE OF LISTENING

When people communicate with one another through language, they speak and listen and read and write. A person who lacks proficiency in any one of these skills is handicapped in the process of communicating. In spite of the fact that listening consumes the most time as compared with the other language skills the study of it is still neglected at all educational levels (Elliff, 1957).

Most school instruction occurs in a speaking-listening context. Studies indicate that adults spend forty-five percent of their time each day in listening and children listen 57.5 percent of their classroom activity time (Elliff, 1957). One reason listening skills have been so slow in becoming a part of the formal instruction program at most schools is that many people confuse "listening" with "hearing." Listening had often been considered something which could just be picked up by learners. Thus, teachers saw little need for developing a specific research agenda to teach listening. Listening is actually more than hearing as it involves sensing, interpretation, evaluation, and response as well (Seferoğlu & Uzakgören, 2004).

Listening is more than merely hearing words. Listening is an active process in cognitive psychology in which students receive, construct meaning from aural passages, relate what they hear to their existing knowledge and respond to spoken and or nonverbal messages in order to define what is going on and what the speakers are trying to express.

Listening is a highly complex, interactive process "by which spoken language is converted to meaning in the mind" (Lundsteen, 1979:1).

Nunan (1999) use the metaphor of Cinderella for the listening skill in second language learning. He states that it has been overlooked by its elder sister, speaking. For most people, being able to claim knowledge of a second language means being able to speak and write in that language.

As it provides input for the learner, Rost (1994) points out that listening is vital in the language classroom. Without understanding the input at the right level, learning cannot begin. He provides several important reasons for emphasizing listening. First, for any learning to occur it is essential to get comprehensible input and listening provides comprehensible input for listener. Second, listeners need to interact with speakers to achieve understanding. Third, listening comprehension helps learners to be in right conditions for language acquisition and development of other language skills and via listening exercises listeners draw their attention to new forms (vocabulary, grammar, interaction patterns) in the language. Therefore, listening exercises could be used to develop learners' effective listening strategies and to overcome their listening problems (Hasan,2000). Nunan (1999) states that "…learners' failure to understand the language they hear is an impetus, not an obstacle, to interaction and learning. Authentic spoken language presents a challenge for the learner to attempt to understand language as native speakers actually use it" (Nunan, 1999: 200).

2.1.1 Listening Models

Listening comprehension of foreign language listeners differs in terms of the reasons for listening, steps and techniques used during listening process. Knowing the context of a listening text and the purpose for listening greatly reduces the burden of comprehension (Rinehart, 1994). Here are given four commonly applied listening models and their main features:

2.1.1.1 Notional/Informational Listening

The first part of the functional listening is made up of notional/informational listening approach (Brown&Yule,1983 cited in Barın,1997). Motivation is directed to message instead of language.

In order to check out whether the listening text is understood or not, students are given some exercises about this text. Students acquire listening skills such as skimming, scanning and problem solving skills by the help of this method.

2.1.1.2 Situational Listening

It can be said that situational listening is the same as informational listening from some applicational aspects. Motivation is again towards message not language. Students are expected to listen selectively even if they can not understand the whole text. Listening activities are chosen from phone calls and texts, meetings and dialogues. It is important to understand the place time and sequence of the events, how they occur. Especially while listening to phone calls being able to say the exact number is required (Barın, 1997).

2.1.1.3 Discrimination Listening

Generally, this listening activity is used by foreign language teachers. In discrimination listening, linguistic features such as stress, intonation, rhythm, vowel and consonant sounds and rhythmic flow of speech, are paid attention to develop comprehension and speaking skills (Barın, 1997).

2.1.1.4 Sound Spelling Listening

The main purpose in this listening process is to reinforce the difference between spoken language and written language rules. There may be discriminative sounds in target language and to figure out these sounds can be helpful to improve listening comprehension skills of the students (Barın, 1997).

2.1.1.5 Schema listening model

The term schema was first used by Piaget in 1926, so it was not an entirely new concept. Schema theory deals with the listening process, during which listeners are expected to combine their previous experiences with the text they are hearing.

Zeng (2007) asserts that schema refers to an organized structure of knowledge consisting of past experiences stored in our long term memory. It is defined by cognitive terminologists as “the building blocks of cognition”, as well.

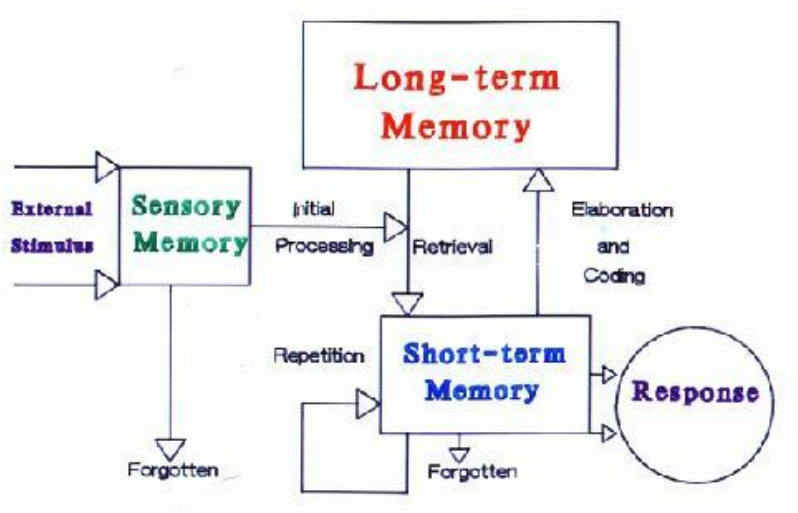
Carrell and Eisterhold (1983) claimed that any text either spoken or written does not itself carry meaning until a text provides directions for learners as to how they should understand meaning from their own previously acquired knowledge (Zhang,2006).

It is argued that activating learners' stored knowledge structure (schemata) to enhance comprehension and creating new schemata are far more important than imparting new knowledge of the language system (Zeng, 2007). A listener's comprehension depends on his or her ability to relate the information that she gets from the text with her pre-existing knowledge. Listeners integrate the new information from the text into their pre-existing schemata (background knowledge and global understanding) (Wallace, 2001). Schemata influences not only how they recognize information, but also how they store it (Zhang, 2006:28). According to Rumelhart, (1997) "Research has shown that the accumulation of schemata contributes most to efficient comprehension and retention of new listening material which are getting more difficult as students progress along the way" (Zeng 2007:33).

2.1.2 Oral Input

Listening is a complex skill and this process is explained in different terms by many researchers. Oxford (1998) states that each listening process involves "a transformation of 'input' into 'intake' fundamentally. She defines this transformation as a change from the whirling buzz of noise into a meaningful subset that is internalised by the learner.

Everything to which a learner is exposed does not become intake, only some parts the learner pays attention become so (Odacı, 2006). Because, processing capacity of human brain is limited as there is a control mechanism called affective sensory filter that keeps input-the information comes from the environment out of the listener. The input that is able to pass from the filter reaches the short term memory by the help of strategies. Short term memory in which the input turns into intake-comprehended information- is controlled and limited with its limited capacity. Here the knowledge that is thought about, activates background knowledge, however it can only be used for a specific and limited time unless it goes to long term memory. In long term memory the intake goes in relevant spaces into brain. The information than is stored and become knowledge and can be used whenever demanded (Call, 1985). Below there is given a schema that explains the processes while input is turning into intake and eventually knowledge:



Atkinson and Shiffrin (1968).

Figure 1: Information Processing Theory

2.2 THE PROCESSES OF LISTENING

The role of the learner in the listening process has been seen as sponge-like. Learners passively absorb the language models provided by textbooks and tapes. However, there has been evidence to suggest that listening that is, making sense of what has been heard, a constructive process in which the learner is an active participant (Hadley, 2001).

As Field(1998) mentions, in the late 1960s and early 1970s listening lessons based on a format that input comprehension and the practice were superior. Stages in listening comprehension lessons were pre-teaching of new vocabulary, extensive listening where questions about general context are answered and intensive listening where detailed questions are answered. Afterwards, examination of vocabulary and/or exponents of grammar and use of play and repeat/play and predict/recall words were coming (Field, 1998:110).

Over the past 30 years, fundamental changes have been started to taken part in listening lessons. Different from 60s lessons, some additions have been made and there are now some or all of the six stages in lessons including pre-listening (for context and motivation); extensive listening - questions to establish the situation; pre-set questions or pre-set task; extensive listening; review of questions or task and finally inferring new vocabulary/ examination of functional language (Field, 1998:110).

Listening is not only a highly refined skill which includes a number of different cognitive and affective process of a unidirectional receiving of audible sounds but also a

psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain, and an interactive process as the brain acts on the impulses (Brown, 2001). Seferoğlu & Uzakgören (2004: 223) summarizes some marking features of the listening process as interpretive, active and interactive. They assert listening is an interpretive process through which listeners generate internal texts differ from what they hear. Therefore, the listener, has to put all his energy to communicate with the text. They also mention that listening is an active process where the listener use necesary strategies which will lead him to the meaning. The teacher should train the students on these skills and show paths to effective listening.

Thirdly they describe listening as an interactive process during which the listener does not always just listen, but he also responds to the speaker or asks questions for clarification.

Also Richards(1983) proposes a tentative model of the listening process that involves the following steps:

"Determining the type of the interaction or speech event(such as conversation, lecture, discussion, or debate) in which the listener is involved
Recalling scripts/schemata relevant to the situation
Making inferences about the goals of the speaker
Determining the propositional meaning of the utterance
Assigning an illocutionary (functional) meaning to the message and
Remembering and acting upon the information, while deleting the original form of the message" (cited in Hadley,2001:184)

2.2.1 Top-down vs Bottom-up Processes

Listening comprehension involves two types of processes that interact freely with each other to help listeners construct a meaningful interpretation of what they hear: bottom-up and top-down processes. (Eastman, 1991; Vandergrift, 2003)

Anderson and Lynch (1988) describe the bottom-up processing as "listener as tape-recorder", and top-down processing as "listener as active model builder" (Seferoğlu&Uzakgören, 2004) In order to comprehend, listeners need to restructure the speakers' intention by using both bottom-up and top-down strategies and by connecting what they already know and the new coming knowledge.

Goh (1997) defines the top down processing strategies as to require listeners to make use of their knowledge and experience to enhance their understanding whereas bottom up strategies as to involve analyzing words and sentence structures.

Similarly, Gebhard (1996) explains the bottom up processing as a process of decoding a message that the listener hears through the analysis of sounds, words, and grammar while top down processing refers to using background knowledge to comprehend a message. He argues that a successful bottom-up processing depends on recognition of sounds, words, and grammar.

However, successful top-down processing relies on having background knowledge that differs according to the needs to comprehend the meaning of a message. This background knowledge can be in the form of previous knowledge about the topic, situational knowledge or else schemata or plans about the overall structure of events and the relationship between them.

Nunan (1989) handles these two processes more broadly and mentions the bottom up processing includes *'Scanning the input to identify familiar lexical items; Segmenting the stream of speech into constituents; Using phonological and grammatical cues to organize the input'*

Nunan (1989) provides examples for top down processing such as; '*Assigning an interaction to part of a particular event and assigning places, persons or things to categories'*. Moreover, he continues with '*inferring cause and effect relationships; the topic of a discourse; the sequence between events; missing details'*. Finaly he adds *anticipating outcomes* (Nunan, 1989:26).

In order to use these processes efficiently and effectively, to balance a top-down, strategies-based approach with remedial, bottom-up training is needed. While a top-down approach would develop real-life listening skills, it is not adequate for developing word recognition skills. At the same time, a more remedial bottom-up skills approach would develop word recognition skills, but it must be used reasonably at early levels of language learning so that an inefficient translation approach to listening will not be developed (Eastman, 1991; Vandergrift, 2003).

2.3 LISTENING VS. READING

Reading and listening are two language skills that each language learner, be it L1 or L2, has to develop so as to communicate. This is especially true when considered the fact that more than three-fifths of all communicative interaction involves comprehension skills and that reading and listening are two comprehension channels of communication (Hadly, 2001). In other words, listening and reading are the two receptive language skills (Long 1986 Hadly, 2001).

These two language skills, though often equally important for language learners to develop, may vary in ways in which they take place. This section, then, aims to explore similarities and differences between listening and reading as languages skills.

Considering similarities between the skills, the first can be said to be that they are both cognitive in nature. This is especially apparent when searching for what listeners and readers do when they are engaged in listening or reading tasks. Sticht (1979) defines listening and reading "use the same language system for representing the same thoughts, that is, they share the same meaning system" (Aarnoutse et al.1997:210). Similarly, Devine (1967: 154) claims "each is concerned with the decoding half of the communication process and seems to be a complex of related skills components." Readers, for example, have been shown to employ mental processes such as translation, inferencing while similarly listeners also are engaged in the same processes. This indicates a strongly cognitive perspective on the both. Interestingly, these two skills used to be seen as passive skills but with such cognitive orientation they need to be seen as receptive skills through which language learners are actively involved in receiving linguistic input from environment rather than remaining passive as empty vessels awaiting loading (Devine,1967).

As reported by Rivers (1968) listening and reading skills share frequently similar goals and highly complex comprehension processes which can be characterized as problem-solving activities as they involve hypotheses formation, inference drawing and resolving the uncertainties to figure out the meaning that is exemplified in the metaphor that is made by Bernhardt and James (1987). They liken the comprehension process of these two skills to jigsaw puzzle. At first reader or listener selects the pieces in order to build up the puzzle till to form a hypothesis about the whole picture. If one can form the initial hypothesis correctly, the image of the whole picture comprehended like it should be.

However, if there are problems in comprehension, wrong interpretations might be done. Thus, the puzzle can break down especially when there are missing or wrong cut pieces (Hadley, 2001).

Listening and reading can complement each other. Just like reading, in listening, there are also two simultaneous and complementary ways of processing a text. In top-down processing, learners use their prior knowledge to make predictions about the text. In bottom-up processing, learners rely on their linguistic knowledge to recognize linguistic elements -vowels, consonants, words, sentences- to do the construction of meaning(Lingzhu,2003). Likewise, Ehrmann (1963) emphasizes the distinct relation between the skills of reading and listening in which two components play an important role: decoding and language comprehension. In order to develop one skill, it is needed to use the other. She claims that reading comprehension in any language can not be possible without knowing and understanding the meaning of words idioms, phrases which are combined to express a thought. The learner who has had an opportunity to listen to good language in his environment will be better equipped to learn to read his mother tongue (also L2) than the learner from a poor language background who will have to struggle with the meaning of unknown words. The more a learner exposes to target language aurally, the more he improves his vocabulary repertory and so does his reading skills.

Contrary to the fact mentioned by Ehrmann above, Mecartty (2000 in Vandergrift 2004) argues that even if the comprehension processes in listening and reading share similar characteristics, vocabulary knowledge is less important for listening. Rivers (1968) further claims another diversity about the nature of input and the way to process that input in listening and reading skills. Similarly, Aksu (2008) draws attention to the distinction between listening and the other skills, especially the other so-called receptive skill reading and in order to explain these differences extensively, he mentions some items in the following ways :

First of all, listening and reading differ in terms of discourse, in the former discourse is written yet in latter it is aural. Spoken language that moves along a time axis is more abstract against the written language which is visually presented and durable. The listener has no control over the mostly unexpected material, what the speaker will say cannot be predicted (Aksu, 2008; Hadley, 2001).

One of the most common problems language learners, especially foreign language learners, face with during listening is the variation of the temp of speech. Language learners usually perceive the listening texts as very fast and cannot control the pace of their study. However, the nature of reading generally enables the learners to study at an appropriate pace for their recognition. Furthermore, the medium of language might be very different (accents, slang or jargon use, pitch of speech) in listening. The listener has to deal with variations in pronunciation, dialect, and accent while in reading the medium of language is similar, mostly formal (Aksu, 2008; Hadley, 2001).

In addition, listening takes a greater load on the memory. Because, there is no opportunity of going back to previous text in order to check or revise comprehension during the speech occurs in authentic environment. In listening there is no option of focusing the listener's attention on something aside from the main argument of the text, and then returning to the tread later, as one does in reading, either (Ridgway, 2000). On the other hand, readers have chance to focus on important points or using some strategies such as paraphrasing, summarizing and translation which facilitate comprehension.

Another difference can be observed in the perceptions of learners who favor different learning styles. Reading texts are suitable for visual and tactile learners whereas listening texts are generally favored by auditory learners.

Still, a relationship between listening and reading does seem to exist, and despite the ordinary differences, it is worthwhile to continue the investigations into the nature and extent of this relationship. According to Devine (1967:155) "Future studies might explore the relationships between specific listening skills (e.g., listening to follow the speaker's plan of organization, or listening to recognize a speaker's inferences) and specific reading skills (e.g., reading to follow a writer's plan of organization, or reading to recognize a writer's inferences)".

2.4 ACTIVE LISTENING

Listening, is a very important way of learning, it is a critical skill for making and keeping relationships as well. However, all listening activities may not result in understanding. Porter&Grant (1992) argues that efficient listening occurs only when listeners focus both physical and mental energy on what a speaker is saying. Sitting passively and not attending consciously does not mean listening but merely hearing.

It limits the ability to absorb and interpret information accurately. Active listening is one of the best ways to come nearer to understanding what a speaker says.

Çiftçi (2007) explain that active listening activities done by parents, teachers and even students will make communication and understanding easier both at home and at school. Attention and psychological situation of listener plays an important role in getting message. Speaker wants to know to be listened and listener wants to satisfy him and make him believe that he is being listened. If the listener takes participation in listening process she/he also becomes active like speaker.

If one is a good listener, he will benefit from the instructions and will have better social relationships which is seen as a contemporary requirement. Santrock (2004) asserts "Bad listeners 'hog' conversations. They talk 'to' rather than 'with' someone. Good listeners actively listen. They do not just passively absorb information. Active listening means giving full attention to the speaker, focusing on both the intellectual and the emotional content of the message.

Santrock (2004) mentions some good strategies for developing active listening skills below:

The first habit of listening is to pay attention to the person who is speaking. Giving the speaker full attention and attending not only with your ears but with your whole body are important points.

Secondly, one may be either unfamiliar with the subject or has never felt motivated to learn about it, yet taking a positive attitude, a good approach toward listening would be helpful to find out new information eagerly.

Paraphrasing is another good habit for active listening. One can state in his own words what the other person has just said. Paraphrasing is started with words like "Let me see, what I hear you saying is…" or "Do you mean…?" (Santrock,2004).

Good listening also includes acting in a way that is considerate of the other person. As a part of listening, you should seek to help the person feel good about themselves. Having someone pay close attention and show interest is very flattering and usually feels good (Straker,2008). To give verbal or nonverbal feedback in a competent manner leads the speaker to an accurate idea of how much progress the speaker is making in getting a point across.

Santrock (2004) suggests that show disagreement with the argument and not with the person and show acceptance of their right to differ with you, while stating your opposition to what they say.

2.5 LISTENING PROBLEMS

When listening to the target language, language learners face difficulties. Although the types and the extent of difficulty differ, these problems cause major obstacles in front of language learners. For many years, linguists have been trying to figure out common problems that language learners encounter.

Underwood (1989) organizes the major listening problems which are mainly based on the gaps that occur during the comprehension processes in listeners' mind such as lack of control over the speed at which speakers speak, not being able to get things repeated, the listener's limited vocabulary, failure to recognize the "signals," problems of interpretation, inability to concentrate, and established learning habits (Chen, 2005).

Goh (2000) investigates the difficulties of language learners and relates each problem to one of three cognitive processing phases; perception, parsing, and utilization. Anderson (1995:37) defines perceptual processing "…is the encoding of the acoustic or written message. In listening, this involves segmenting phonemes from the continuous speech stream".

During parsing, words are transformed and input is encoded to establish a meaningful representation in short-term memory, and utilization concerns the listeners' drawing different types of inferences to complete the interpretation and make it more personally meaningful, or use the mental representation to respond to the speaker (Chen, 2005).

Goh (2000) lists those listening comprehension problems in relation to three cognitive processing phases. During the perception phase, the possible listening difficulties are:

1. not recognizing words they know;

2. neglecting the next part of a text when thinking about meaning;

3. not chunking streams of speech;

4. missing the beginning of texts; and

5. concentrating too hard or not being able to concentrate.

During the parsing phase, the possible listening problems are:

1. quickly forgetting what is heard;

2. not being able to form a mental representation from words they heard; and

3. not understanding subsequent parts because of earlier problems.

Finally, during the utilization phase, the possible listening problems are:

1. understanding words but not the message and

2. confusion about key ideas in the message

To figure out the difficulties of language learners during listening comprehension process is an implicit attempt. However, unless the source of these problems is found, there would not be remarkable progress. Hence, the reasons of listening problems are investigated in many studies.

Goh (2000) points out that listener difficulties may be influenced by a number of factors, such as speech rate, background knowledge; and adds some of the students do not have adequate knowledge about learning more effectively (Goh, 1997). As she states, first they need to be aware of the nature of the listening comprehension process and strategies.

2.6 LANGUAGE LEARNING STRATEGIES

The term language learning strategy has been defined by many researchers. Richards and Platt (1992:209) state that learning strategies are "intentional behavior and thoughts used by learners during learning so as to better help them understand, learn, or remember new information."

Wenden (1991) describes strategies as ‘Learning strategies are mental steps or operations that learners use to learn a new language and to regulate their efforts to do so.’ (Wenden,1991:18 cited in Aziz,2007)

All language learners use language learning strategies either consciously or unconsciously when processing new information and performing tasks in the language classroom. Cook (2001) claims that *learning strategy* is a choice that the learner makes while learning or using the second language that affects learning. People who are good at languages might tackle L2 learning in different ways from those who are less good or they might behave in the same way but more efficiently. Here are general definitions of the main language learning strategy categories:

Oxford(1990) explains language learning strategies as “specific actions or behaviours accomplished by students to enhance their learning” .

O'Malley and Chamot (1990:1) defines learning strategies as “the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information.”

Nyikos (1996:111 cited in Yeşilbursa, 2002) calls them “deliberate steps taken by learners to make learning easier and retrieval more efficient through planful approaches”.

Similarly Tarone (1983: 67) defined a strategy as "an attempt to develop linguistic and sociolinguistic competence in the target language to incorporate these into one's interlanguage competence" (Ertürk,2006:23).

2.6.1 Features of Language Learning Strategies

Taking all these definitions given in the previous section into consideration, the fundamental features of language learning strategies are their being conscious, organized and specific actions that contribute the learners aims.

Oxford (1990) states the features of language learning strategies:

1. contribute to the main goal.
2. allow learners to become more self-directed.
3. expand the role of teachers.
4. are problem-oriented.
5. are specific actions taken by the learner.
6. involve many aspects of the learner, not just the cognitive.
7. support learning both directly and indirectly.
8. are not always observable.
9. are often conscious
10. can be taught.
11. are flexible.
12. are influenced by a variety of factors. (Oxford, 1990:9)

2.6.2 Classification of Language Learning Strategies

Language learning strategies have been classified by many scholars such as Rubin (1987) ,Stern (1992), Oxford (1990) and O'Malley (1985) in different ways.

Rubin(1981), one of the pioneers in the field of strategies, identified two kinds of learning strategies: those contributing directly to learning and those contributing indirectly to learning. She classified language learning strategies into three groups: Learning Strategies ,Communication Strategies ,Social Strategies

Rubin (1987) further categorizes the learning strategies into cognitive and meta-cognitive strategies. She again subdivides these two categories and create six main classes of cognitive strategies.

O'Malley et al. (1985: 582-584 cited in Kadubiec, 2009) divide language learning strategies into three main subcategories: Metacognitive, Cognitive and Socioaffective Strategies. Metacognitive Strategies are strategies which involve "knowing about learning, and controlling learning through planning, monitoring and evaluating the learning activity" (O'Malley, 1988: 422). Cognitive Strategies involve repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing. Socioaffective Strategies are related with social-mediating activity and transacting with others. Cooperation and question for clarification are the main socioaffective strategies (Brown 1987: 93-94).

Contrary to O'Malley, Oxford (1990) prefers to use the word 'system' rather than taxonomy or classification system, since it "implies a clear set of hierarchical relationships" (Oxford 1990: 239) and terms it a New System of Language Learning Strategies. Oxford divides language learning strategies into two main classes: direct and indirect, further subdivided into six groups (Figure 2):

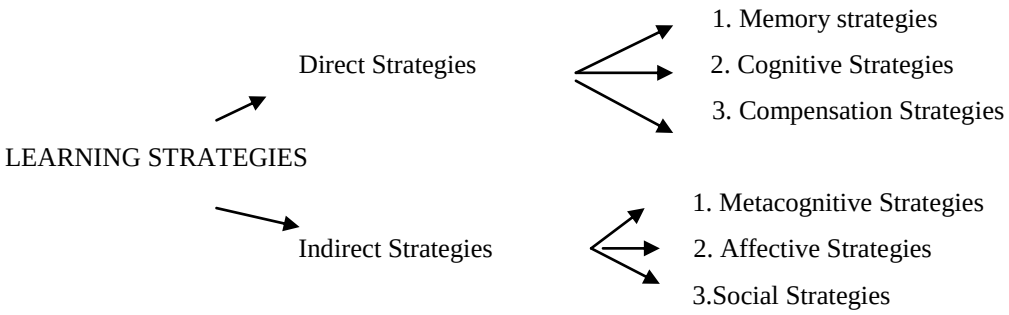


Figure 2. Oxford's Strategy Classification System: Overview (Oxford, 1990:16)

Recently, Stern (1992) figures out five main language learning strategies. Stern (1992:263) argues that the learner must "decide what commitment to make to language learning, set himself reasonable goals, decide on an appropriate methodology, select appropriate resources, and monitor progress, evaluate his achievement in the light of previously determined goals and expectations".He explains three similar strategies under different names as; *Communicative – Experiential, Interpersonal and Management and Planning Strategies*.(Kadubiec, 2009)

However, most of these attempts to classify language learning strategies reflect more or less the same categorizations of language learning strategies without any radical changes. Here are general definitions of the main language learning strategy categories:

2.6.1.1 Direct strategies

Memory Strategies

Memory strategies help learners link one item or concept with another but do not involve deep understanding. Learners remember information via rhyming, mental pictures, a combination of both sounds and images, location on a page or board or writing down key word.

Cognitive Strategies

Cognitive strategies are more limited to specific learning tasks and they involve more direct manipulation of the learning material itself. Repetition, resourcing, translation, grouping, note taking, deduction, recombination, imagery, auditory representation, key word, contextualization, elaboration, transfer, inferencing are among the most important cognitive strategies.

Compensation Strategies

They are less directly related to language learning because the focus is on the process of participating in a conversation and getting meaning or clarifying the intention of speaker. Compensation strategies are used by speakers when faced with some difficulty such as communication ends or misunderstanding. Learners make up for missing knowledge by guessing from context, using synonyms and talking around the missing word (Oxford, 1990; Celce-Murcia, 2007).

2.6.1.2 Indirect Strategies

Metacognitive Strategies

It can be stated that metacognitive is a term to express executive function, strategies which require planning for learning, thinking about the learning process as it is taking place, monitoring of one's production or comprehension, and evaluating learning after an activity is completed. Among the main metacognitive strategies, it is possible to include advance organizers, directed and selective attention, self-management, functional planning, self-monitoring, self-evaluation.

Socio-affective Strategies

As to the socioaffective strategies, it can be stated that they are related with social-mediating activity and transacting with others. Cooperation, asking questions to get verification, asking for clarification of a confusing point, asking for help in doing a language task, talking with a native-speaking conversation partner, and exploring cultural and social norms) are the main socioaffective strategies. They help the learner work with others and understand the target culture as well as the language. Other social strategies are identifying one's mood and anxiety level, tallking about feelings, rewarding oneself for good performance (Oxford, 1990; Celce-Murcia, 2007).

2.7 LISTENING COMPREHENSION STRATEGIES

Listening comprehension strategies are techniques or activities that contribute directly to the comprehension and recall of listening input (Ma'arif, 2008). Listening comprehension strategy use is the aspect of language that has been dealt with many times by the pioneers of English language studies. Thus, there have been a great deal of ideas on different types of listening strategy use.

McDonough and Shaw (1998) mention that listening comprehension consists of various micro skills according to the view which the listener seen as "a processor of language." These micro skills are explained under three headings: processing sound, processing meaning, context and knowledge (Odacı, 2006). The micro skills are listed below:

"a. Processing sound
- Segment the stream of sound and recognise word boundaries
- Recognise contracted forms
- Recognise the vocabulary actually being used
- Recognise sentence and clause boundaries in speech
- Recognise stress on longer words, and the effect on the rest of the word
- Recognise the significance of paralinguistic features, mostly intonation
- Recognise in pitch, tone and speed of delivery
b. Processing meaning
- Organise the incoming speech into meaningful sections
- Identify redundant material
- Think ahead, and use language data to anticipate what a speaker may be going on to say
- Store information in the memory and know how to retrieve it later, by organising meaning efficiently as possible.
c. Context and knowledge
- know context; physical setting, the number of listeners, speakers, their roles and relationship to each other.
- Bring knowledge to a listening experience"(Odacı,2006:13).

O'Malley et al. (1989) conducted a pioneering study specifically focusing on Listening Comprehension Strategies in language second language acquisition, and they tried to classify the listening comprehension strategies used by second language learners. According to their classification model, listeners employ metacognitive, cognitive and socioaffective strategies to facilitate comprehension and to make their learning more effective (Vandergrift, 2002, Ertürk, 2006). Goh (1998) mentions two main classifications for LCS. She omits socio-affective strategies and defines only metacognitive and cognitive strategies.

Similarly, Vandergrift (1997) classifies the listening comprehension strategies into two categories: cognitive strategies and metacognitive listening strategies. However, different from O'Malley (1985) and Goh (1998), he gives broader explanation for listening comprehension strategies and subdivides the main ones into detailed categories (Carter&Nunan,2001).

Metacognitive Listening Comprehension Strategies

O'Malley et al. (1989) divides metacognitive strategies into 5 subsets. They give description of these strategies like below:

1. Directed attention: Directed attention is to discard all unrelated items or information and to focus on basic parts of the listening task.

2. Selective attention: Selective attention is to make a decision on using specific aspects of language input in order to receive the information.

3. Self-evaluation and self-reinforcement: Self- evaluation and self-reinforcement is the capacity to assess one's own judgment skills in terms of completeness and accuracy and self-encouragement following the successfull accomplishment of the task.

4. Self-monitoring: Self-monitoring, usually supported by selective and directive attention, refers to be aware of one's own features and to check,verify and correct his/her comprehension.

5. Self-management: Self-management refers to one's preaparations regarding the conditions that helps him/her in his/her learning and comprehension.

(O'Malley et al. 1985).

Goh (1998) makes similar descriptions for metacognitive strategies. She classifies them as "*directed attention, selective attention"* and renames two of them as "*comprehension monitoring* and *comprehension evaluation"*. On the contrary, Goh omits self-management strategy. Instead of it, she mentions *"real time assessment of input"* that can be defined as noticing the problems in the listening process such as the existence of unknown words (Goh, 1998).

Differently, Vandergrift (1997) explains only 4 metacognitive strategies; "*planning, monitoring, evaluation* and *problem identification"*. He collects directed attention, selective attention, self-management strategies under the heading of *"Planning"*. This stage begins with the recognition of the things to do for the listening task including the preparation of a sound plan and the elimination of any possible obstacles. He also gives explanation for *"advance organization"*strategy. At this stage, the aim is to clarify the objectives and get ready for the task with the appropriate staretegies to deal with it.

Vandergrift (1997) also inserts *problem identification* that is a stage where the problems on completing the task successfully are defined clearly. However, he divides monitoring into two;

1. Comprehension monitoring Comprehension monitoring is to check, verify and to correct one's comprehension of listening task, at the local level.

2. Double-check monitoring Double-check monitoring requires checking, verifying or correcting one's comprehension level during the second time through the listening task.

Cognitive Listening Comprehension Strategies

O'Malley et al. (1985) mention 14 different subcategories for cognitive listening comprehension strategies. The most expansive division is made by them. Here are given strategies and definitions:

1. Repetition: Repetition refers to the limited use of a language model including overt practice and silent rehearsal.

2. Directed Physical Response: Directed Physical Response is to make use of the physical action to relate new information such as making imitations or only listening to the instructions of the task.

3. Translation: Translation refers to the use of first language information that the learner has already got in guessing the meaning of the new words of the foreign language.

4. Grouping: Grouping means to order or classify smilar materials in terms of certain features.

5. Note taking: Note-taking is a means of organizing the information as a summary, regarding the main points and important ideas present in the context.

*6. Deduction***:** Deduction refers to make a conclusion from the facts and information presented in the listening context.

7. Imagery: Imagery means to use the mental pictures to relate and make sense of new information by relating one another.

8. Auditory Representation: Auditory Representation stands for the sound-word or sound-phrase matches that the learner processes throught the listening task.

9. Key word: Key word refers to getting information by extracting meanings by the help of familiar words or already known words of the unknown parts.

10. Contextualization: Contextualization refers to the placement of a new word in a meaningful language sequence.

11. Elaboration: Elaboration refers to the use of relating new information o other similar concepts.

12. Transfer: Transfer can be defined as making use of previous information about a language item in oder to solve the problems in the new concepts of a language item.

13. Inferencing: Inferencing is to predict meanings of new items by looking at the context thoroughly.

14. Resourcing: Resourcing is to use target language materials as reference.

(Vandergrift,2002; Ertürk,2006)

In parallel with O'Malley et al. (1985), Vandergrift (1997) classifies the cognitive strategies into seven; *Inferencing, elaboration, imagery, translation, transfer, repetition* and one strategy named as *summarization* (called Deduction inO'Malley's study)

However, different from others, he gives broader explanation for elaboration and inferencing strategies and subdivides the main ones into detailed categories (Carter&Nunan,2001). Here are given strategies and their subcategories:

1 Inferencing Inferencing is the way of guessing unknown language items or completing the missing parts in the task by using the received information.

1a Linguistic inferencing Linguistic inferencing is the use of known words in order to find the unknown ones.

1b Voice inferencing Voice inferencing is the use of tone of use in order to find out the meaning of unknown words of a sentence.

1c Extralinguistic inferencing Extralinguistic inferencing is to use the sounds at the background and the information about the relation between the speakers or any other situational referrents in order to find out the meanings of unknown words.

1d Between-parts inferencing Between-parts inferencing is to use the information beyond sentence level to guess the meaning.

2 Elaboration Elaboration is the use of prior knowledge such as the information from outside the conversational context in order to complete the missing parts of the listening task.

2a Personal elaboration Personal elaboration means using the previous personal experience to get clarification.

2b World elaboration World elaborations refers to the use of the experince and knowledge of the world.

2c Academic elaboration Academic elaboration is the use of academic knowledge that has been gathered in academic situations.

2d Questioning elaboration Questioning elaboration means using a number of questions and world knowledge to estimate the outcomes of the context.

2e Creative elaboration Creative elaboration is to create a fiction or a different point of view to keep up wtih the context.

Goh (1998) divides the cognitive strategies into 6 sections. Inferencing and elaboration are the same as other studies. However, she adds *prediction, conceptualization, fixation, reconstruction* types. Below are the definitions and explanations of the cognitive listening comprehension strategy use of Goh (1998) :

1. Prediction:

Prediction is to deduct the content of the context by the help of the topic.

2. Conceptualization:

Conceptualization can be defined as the listener's attempts of relating the new information to get a further acceptable interpretation out of the context.

3. Fixation:

Fixation requires a great deal of attention on the context in order to understand.

4. Reconstruction:

Reconstruction can be described as the use of new words to strenghten the existing knowledge.

Socioaffective Listening Comprehension Strategies

Merely, O'Malley et al. (1985) emphasize Socioaffective Listening Comprehension Strategies (or sometimes called socioaffective or social-affective). They imply two types:

1. Cooperation: Cooperation refers to the making us e of verbal signs of the people around the listener to clarify the meaning.

2. Question for clarification: Question for Clarification is to demand repetition, explanation or examples from the speaker for a beter understanding of the context.

2.7.1 Studies Related to Listening Comprehension Strategies

Listening is the least explicit of all the language skills by means of its nature of processes, in which comprehension cannot be externally observed. It could only be possible to reach some results by the help of listeners' reports about their own listening processes. Therefore research on listening comprehension requires special techniques which assist researcher in the study. (Ertürk 2006)

To explore the types of listening comprehension strategies, Murphy (1985; 1987 cited in Ertürk, 2006) carried out research with university students. the researcher used Think-aloud protocols and oral and written responses were analyzed. Twelve specific strategies were identified and classified into four groups: recalling, (paraphrasing, revising, checking), speculating (inferring, connecting, personalizing, anticipating), probing (analyzing the topics, analyzing the conventions of language, evaluating the topics), and introspecting (self-evaluating, self-describing). The results showed significant difference between high achievers and low achievers with regard to the frequency of strategies they employed. High achievers applied the strategies of elaborating, anticipating, conclusion drawing, self-describing, and inferencing more often than low achievers.

Vandergrift (1996; 1998; 1999)conducted a series of studies focusing on the types of listening comprehension strategy used by listeners at different levels of proficiency. With the help of retrospective self-report technique, researcher came up with explicit examples of both metacognitive, such as *planning* and *monitoring*, cognitive, such as linguistic *inferencing* and *elaborating*, and socio-affective strategy use, such as *questioning* and *self-encouragement*. Listeners were reported to employ metacognitive strategies more frequently at higher levels of proficiency. Interestingly, female participants reported a greater number of metacognitive strategies than male participants (cited in Ertürk,2006).

Goh (1998) carried out a study to identify the cognitive and metacognitive strategies and tactics employed by high ability and low ability listeners and she compared the use of two strategy groups through retrospective verbal reports. It was found that metacognitive strategies were used frequently by both high and low ability listeners. Selective attention, directed attention, real-time assessment of input, self-monitoring and self-evaluation were among the metacognitive strategies reported as frequently employed by the high ability participants. According to Goh (1998) low ability listeners were not able to employ metacognitive strategies in all three areas of planning, monitoring and evaluation; and this is in line with the difference between two groups in the study.

Hasan (2000) conducted another study with 81 native speakers of Arabic learning English as a foreign language for academic purposes in the ESP Centre at Damascus University. They belong to different fields of study, such as medicine, sciences, engineering, agriculture, and economics. They were enrolled in a three-month intensive English language course designed to take them from an intermediate level of general

English to a level adequate for postgraduate study in their fields of specialisation. All students were exposed to spoken texts of general English. At the time of the experiment the students were about half way through their course. They were applied to a questionnaire consisted of 34 questions. The study shows that effective listening strategies, such as the use of pre-listening information and background knowledge of the topic to help them understand the text, improve the quality of listening comprehension. On the other hand, the study also shows that students partly use ineffective strategies such as listening to every detail to get the main idea of the spoken text.in listening comprehension.

Vandergrift (2003) conducted a study that reports on an investigation of listening strategy applications by grade 7 students learning French The types of strategies used and the differences in strategy use by more skilled and less skilled listeners were examined. Think-aloud data were coded and analyzed both quantitatively and qualitatively. Significant differences were found in the use of the category of metacognitive strategies as well as in individual strategies for comprehension monitoring, questioning for elaboration, and translation.

Hsueh (2008) reports a paper on the interrelationship between learners' listening strategy use across listening ability, and learning style. A sample of 101 Taiwanese university EFL students was surveyed with two questionnaires of listening strategy use and learning style. The results suggested that there was a statistically significant difference between the strategy use and the attainment levels Second, the findings also suggested that listening strategy use was significantly associated with learning styles.

2.7.1.1 Studies in Turkey

Listening comprehension strategy use are relatively small in number in Turkey. The reason for limited research on listening comprehension strategy in Turkey could be focus on general learning strategy use, not focusing on any particular strategy use in language skills.

Yeşilbursa (2002) carried out a study with a group of ELT students at Gazi University, by administering an inventory. They were given training in a combination of metacognitive stratregies for listening. The findings showed that the subjects used compensative and metacognitive strategies at high level.

However, no significant difference was found between the pre and post test results of the experimental group nor between the post test results of control and experimental group.

Uzakgören and Yesilbursa (2004) tried to see the impact of strategy training on learner's achievement. The study took place at the English Preparatory School of an English medium university with beginner leveled forty-one learners. The qualitative data were collected through two means: a survey questionnaire and think-aloud protocols. The results obtained indicate that a majority of the participants think that listening is very important in learning English and it is a hard skill. The most common reason,which make listening hard, was the pronunciation and the accent of the speaker. According to the think–aloud protocols provided information about the strategies that are used by the subjects making use of schemata is the most common strategy used by the participants. The second and third most common strategies are "predicting or anticipating the content of the message" and "selecting relevant and ignoring irrelevant messages." The least used strategies are "making use of structure of the text" and "checking accuracy of comprehension."

Odacı(2006) conducted a study to find out whether explicit listening comprehension strategy training increases learners' use of listening comprehension strategies and whether it affects students' listening comprehension proficiency level. 40 prep students at Osmangazi University in Foreign Languages Department participated in this study. Firstly, the students stated their problems in listening comprehension through oral and written reports. The experimental group of 20 students received listening comprehension strategy training explicitly and the control group implicitly for seven weeks. Both groups were also given the Listening Comprehension Strategy Inventory (LCSI) enquiring 13 listening comprehension strategies and a Toefl listening test at the end of the study. The results of both were compared with the control group's. The results of LCSI revealed that at the beginning of the study, both groups used the listening comprehension strategies with no significant difference between them. However, after the explicit training, the experimental group used more strategies than the control group. The results showed that experimental group used inferencing, translation, prediction, listening to your body, note-taking, comprehension evaluation and comprehension monitoring strategies more than they did before the explicit listening comprehension strategy training. On the other hand, the control group used the listening comprehension strategies equally

before and after the training with no significant difference between them. Only note-taking strategy was used more effectively.

Ertürk(2006) conducted a similar study with intermediate level undergraduate preparatory program students at the School of Foreign Languages at Dokuz Eylül University. the findings were indicated that the most common behaviors displayed by the participants were related to ‘asking for clarification’, ‘arranging/ planning one’s own learning’ and ‘comprehension monitoring’ strategies. “Quitting listening in case of any unknown vocabulary during the activity”, “taking notes of every word heard in the activity” behavior concerning ‘note taking’ strategy and the visual aids, and prepare oneself mentally for the activity” were found to be the least common behaviors exhibited in listening lessons.

There were no statistically significant differences between the listening comprehension strategy use listening comprehension achievement of the participants with regard to gender and language medium of education after preparatory program.

2.8 SUMMARY

In literature review part of this thesis, fundamental issues about listening and listening comprehension are clarified. Then, the similarities and differences between listening and reading skills are presented.

In the second part of this chapter, the definition of the ‘language learning strategies’, ‘listening comprehension strategies’ are given.

CHAPTER III
METHODOLOGY

3.0 INTRODUCTION

This chapter consists of six sections. The first section starts with objectives of the study and the research questions. The second section gives information about setting, participants and the instruments while the third section describes the data collection for the study. The fourth section states the procedures for data analysis. Finally, the last section gives a brief summary of Methodology Chapter.

3.1 OBJECTIVES OF THE STUDY AND RESEARCH QUESTIONS

The purpose of the current study is to investigate the possible relationship between the individual differences of the students, success of the students and use of listening comprehension strategies

In addition to this, this study also aims to find out whether the frequency of listening comprehension strategies use and listening achievements of the students indicate significant differences with regard to gender.

Research Questions:

RQ1 *What listening comprehension strategies do students report using in general?*

RQ2 *What listening comprehension strategies do students report using on a listening task?*

RQ3 *Is there any significant relationship between the listening comprehension strategies used on listening task and their students' listening task performance?*

RQ4 *Is there any significant relationship between the listening comprehension strategies reported to be used in general by students and their listening task performance?*

RQ5 *Are there any significant differences between the listening comprehension strategies used by students with regard to gender?*

RQ6 *Are there any significant differences between the listening comprehension tests scores of students with regard to gender?*

3.2 METHODOLOGY

3.2.1 Setting and Participants

The current study was conducted with undergraduate Preparatory Program students at the School of Foreign Languages, Çanakkale Onsekiz Mart University in the fall term of 2009-2010 academic years.

There were a total of 68 students involved in the data collection process. However, the students who did not take any of the instruments have been disregarded in this research. After 3 participants have been removed and their responses have been eliminated, 65 participants were included in the final analysis.

Students attending the Compulsory Preparatory Class at the School of Foreign Languages at Çanakkale Onsekiz Mart University were required to take an English Placement Test prepared by the instructors at the beginning of the term. Students who scored 60 or above out of 100 on the placement test were exempted from the Compulsory Preparatory Class and continued their education in ELT or ELL Departments while the students who scored below 60 on the placement test had to attend Compulsory Preparatory Class for a year. They were instructed 24 hours per week (YDYO Regulations- Article 8 http://yadem.comu.edu.tr/ydyo/Yonergesi.pdf).

The participants were from English Language Teaching and English Language Literature Departments. The students were assumed to have had adequate experience with English listening comprehension because they had been exposed to a series of listening activities both in the classes and in the exams before they entered university.

Distribution of students with regard to the gender can be viewed in Table 1 below.

Table 1. The Distribution of the Participants with regard to Gender

	Frequency	Percent
Male	14	21,5
Female	51	78,5
Total	65	100,0

As it can be seen in Table 1 of all the 65 participants in the research, 51 of them are female and 14 of them are male.

The distribution of the participants involved in the research with regard to department after preparatory program is shown in Table 2.

Table 2. The Distribution of the Participants with regard to Department after Preparatory Program

	Frequency	Percent
ELT	48	73,8
ELL	17	26,2
Total	65	100,0

Furthermore, 44 of the participants classified themselves in upper-intermediate proficiency level, while 20 considered to be in advanced proficiency level and a student did not mentioned any respond for this item, This is presented in Table 3.

Table 3. The Distribution of the Participants with regard to Language Proficiency

	Frequency	Percent
Upper-intermediate	44	68.75
Advanced	20	31.25
Total	64	100,0

3.2.2 Materials and Instruments

First of all, a Listening Comprehension Strategy Use Questionnaire adapted from different questionnaires applied in similar studies (Vandergrift, 2006; Goh, 2000; O'Malley, 1985) was conducted. The instrument consisted of 59 five-point Likert-type items that measure the frequency of strategy use with responses ranging from *"1=never"*

to *"5=always"*. The statements in the questionnaire were translated into Turkish and categorized according to metacognitive, cognitive and socio-affective listening comprehension subgroups. There were 20 metacognitive, 33 cognitive and 6 socioaffective items. Metacognitive strategies refer to planning, monitoring and evaluating one's production or comprehension while cognitive strategies involve more direct manipulation of the learning material itself. As to the socioaffective strategies, it can be stated that they are related with social-mediating activity and transacting with others (Celce-Murcia,2007).

All items were written in simple present tense as the aim here was to learn about the participants' perceived strategy use. There was another part used to gather demographic information of the participants in the research, such as gender, age, department and what they considered to be their level of English proficiency and listening comprehension.

In order to determine students' listening achievement, a Listening Comprehension Test was applied to them. The instrument, Listening Comprehension Test, was a listening part of a TOEFL test (Philips, 2000). This instrument was chosen as the participants took part in this study have proficiency level range from upper-intermediate to advanced. The test is a 25 item (divided into six sections), 40 minute tape-recorded listening test. Participants heard a short conversation or a speech and then chose one of the four printed possible choices.

The second Listening Comprehension Strategy Use Questionnaire was identical to the first one. Merely, the statements were prepared in simple past tense as it was a post-test and the aim was to find out what listening comprehension strategies students used during the listening task. When responding to the questionnaire item, respondents specified how frequently they employed each statement while they were taking the Listening Comprehension Test by choosing one of the adverbs. (*Always, usually, sometimes*, *rarely* and *never*)

The questionnaires were translated into Turkish before administration in order to avoid any errors that may have arisen due to language proficiency. For both questionnaires, translation, back-translation method was used. First the researcher translated the questionnaire into Turkish. Then, the back-translation was done by a different translator who was ELT M.A student. After the back-translation, the original and back-translated instruments were compared and points of divergence (from 1 to 10) were noted by a third

one. According to the results, the coherence between original and back-translated questionnaire is %89. (X=8.9)

To finalize the validity of the instruments were examined by three ELT specialists to verify their appropriateness. The instruments were sent them via mail. They checked the instructions of the questionnaire and each item. The clarity and comprehensibility of the items were discussed. They suggested some alterations for the instruction part. In addition, they declared the omission of an item as two of the items may have contained very similar meaning. According to their feedback final draft was prepared.

3.3 PROCEDURES FOR DATA COLLECTION

The data collection procedure was started at the fall term of the 2009-2010 education year in School of Foreign Languages, Çanakkale Onsekiz Mart University.

First of all, 65 preparatory class students were given Listening Comprehension Strategy Use Questionnaire that also includes questions about demographic information of the students. The Questionnaire was given in Turkish – the native language of the participants- to maximise ease of administration and ensure greater accuracy of the results.

The participants were briefly informed of the purpose of the research and its components by their instructor. They were also asked to answer the questions sincerely as it is extremely important for the credibility of the results of the study. It took about 25-30 minutes to complete the questionnaire.

As a second step, students took a listening comprehension test made up of multiple choice questions. The listening comprehension test was conducted by listening and speaking instructor of the students. The participants were required to complete the Listening Comprehension Test made up of 25 questions divided into six sections in about 40 minutes and to write their answers on a sheet. Each question was scored with 1 point thus the highest score that can be get from this test was 25 points.

Afterwards students were again given Listening Comprehension Strategy Use Questionnaire in order to learn about their actual listening strategy use and preferences. However, this time items were prepared with simple past tense to emphasize the shift in temporal relationship. Similar to former questionnaire it took approximately 25-30 minutes to answer the items in the questionnaire. Finally, the separate answer sheets were collected and the responses of the participants were put on computer for data analysis.

The flow of the research collection is illustrated in Figure 3.

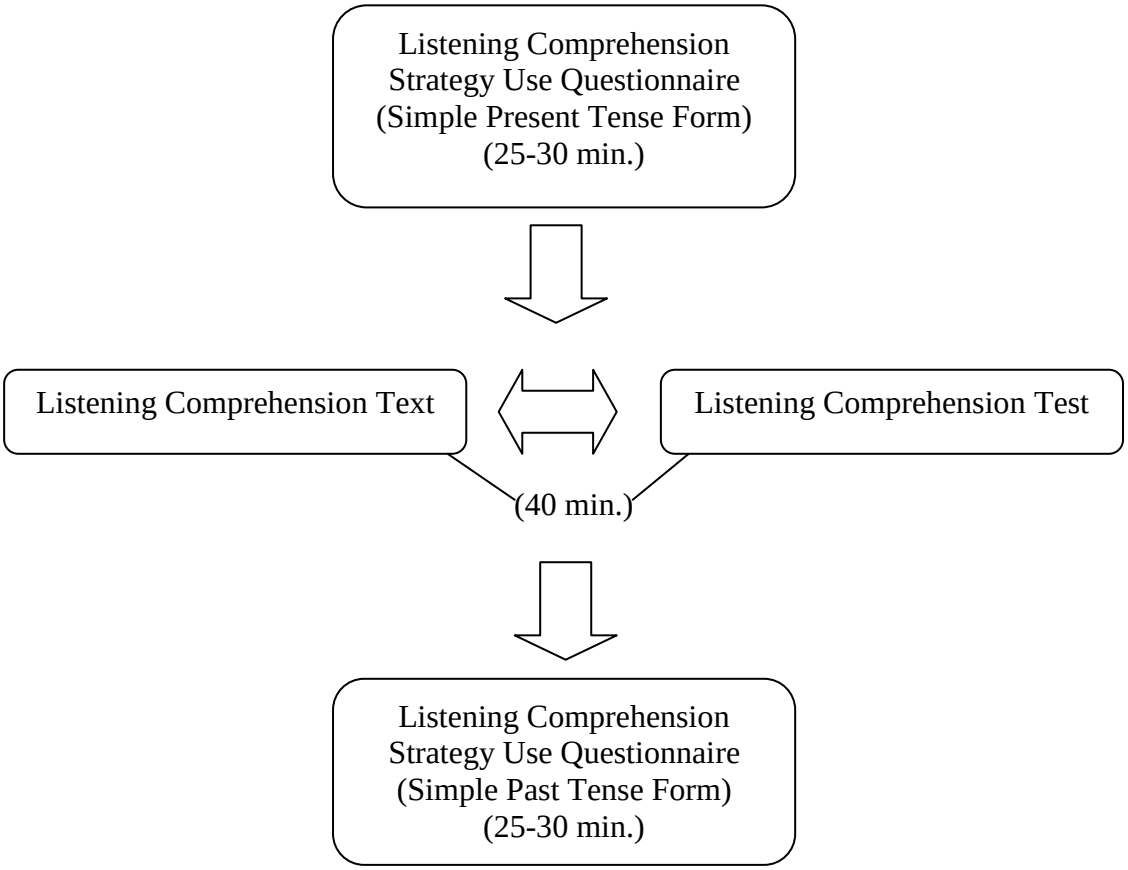


Figure 3: Procedure for Data Collection

3.4 DATA ANALYSIS

The data collected through instruments was analyzed by using the Statistical Package for Social Sciences (SPSS 16.0).

This study aims to find out answers for six research questions. To analyze the data obtained, Frequency, Mean, Percentage and Standard Deviation have been tabulated. Descriptive statistics were applied to determine the rank order of any statement in Listening Comprehension Strategy Use Inventory from the most frequently employed to the least frequently used and the categorization of the strategies.

Paired Sample T–Test has been used to reveal whether there are significant relationships between the actual and general listening comprehension strategy use of the participants.

Afterwards, Independent Sample T-Test was used to search for the possible differences in the use of listening comprehension strategies in terms of gender.

Finally, in order to identify whether there are any significant differences between the listening comprehension tests scores of the participants in this research with regard to gender, Independent Sample t-test was conducted.

3.5 SUMMARY

This chapter presented the methodology applied in this study. In addition, the pilot and the main study were mentioned with their settings, participants, instruments. Afterwards procedures for data collection and analysis of the study were explained in a detailed way.

CHAPTER IV

FINDINGS AND DISCUSSION

4.0 INTRODUCTION

In this chapter, the data and related findings are presented in detail. The findings of the main study are discussed under the headings of Research Questions (**RQ**). The tables are given for the research questions.

4.1 RESULTS OF THE STUDY AND DISCUSSION

4.1.1 RQ1: What listening comprehension strategies do students report using in general?

To answer this question, the scores of the participants that they got from the Listening Comprehension Strategy Questionnaire were collected. Afterwards, the arithmetic mean and the Standard Deviation of each statement were calculated. With regard to arithmetic means, the statements of the questionnaire were listed in a descending order.

In Table 4. the mean values and standard deviation of listening comprehension strategies reported to be used in general under three headings were given.

Table 4: Descriptive Statistics of Strategy Use in General

Strategies	N	Mean	Std. Deviation
Metacognitive general	56	3.8104	.42741
Cognitive general	55	3.5699	.40780
Socioaffective general	62	3.3387	.72489

As it can be concluded from Table 4 metacognitive listening comprehension strategies(X= 3.81) are reported to be used more frequently than cognitive (X=3.57) and socioaffective strategies (X= 3.34). This is in line with Vandergrift's study (1998). He mentioned that listeners were reported to employ metacognitive strategies more frequently at higher levels of proficiency.

Vandergrift et al. (2006) defines metacognition as thinking about one's thinking or the human ability to be conscious of one's mental processes. The results show that the participants in this study have adequate experience and awareness to figure out their listening comprehension strategy use as they prefer metacognitive listening comprehension strategies frequently.

In addition, the reason for employing socioaffective strategies least frequently may be stemmed from the nature of listening task. It offers tape-recorded situations to the participants. Thus, they could not use socioaffective listening comprehension strategies such as question for clarification or uptaking.

4.1.1.1 Metacognitive Listening Comprehension Strategies Used in General

The frequency of metacognitive listening comprehension strategy categories used in general, number of participants and Standard derivation were given in Table 5.

Table 5: Descriptive Statistics for Metacognitive Listening Strategy Categories Used in General

Metacognitive Listening Strategy Categories	N	Mean	Std. Deviation
Selective attention	65	4,0285	.64384
Directed attention	65	3.9795	.65252
Self evaluation	65	3.7227	.58601
Self monitoring	65	3.5192	.63324
Pre listening preparation	65	3.0923	.97984

“Selective attention” refers to focus on specific fragments of the language in order to have a clear information (Goh,1998) (X=4.02) and “directed attention” (X=3.97) that means to discard all unrelated items or information and to focus on basic parts of the listening task (OMalley, 1989) are used most frequently according to Table 5.. This result is parallel with study of Odacı (2006) she found that the participants generally use directed attention strategy.

The frequency of metacognitive listening comprehension strategies used in general were given in Table 6.

Table 6 : Descriptive Statistics for Metacognitive Listening Strategies Used in General

Strategy Type	Metacognitive Listening Comprehension Strategies	N	Mean	SD
Selective Attention	s7 I pay attention to tones.	64	4.33	.778
Self-evaluation	s20I ask myself whether I should re-listen	65	4.18	.846
Directed attention	s3 I encourage myself to continue listening	60	4.12	.922
Directed attention	s1 I try to get back on track when I lose concentration.	64	4.08	.783
Selective Attention	s4 I pay attention to discourse markers	65	4.08	.735
Self-evaluation	s16 I evaluate my failure after listening.	63	4.06	.965
Selective Attention	s5 I pay attention to visuals.	65	4.03	1.075
Selective Attention	s6 I pay attention to body language	65	3.97	.250
Self-evaluation	s15 I evaluate my level of success after listening.	65	3.95	.022
Self-evaluation	s17 After listening, I think about what I might do differently next time.	65	3.95	.975
Directed attention	s2 I continue to listen for clarification in spite of difficulty.	65	3.82	.934
Self-monitoring	s19 After listening I ask myself how far I've understood from the text	65	3.80	.971
Self-monitoring	s10 I monitor my comprehension of listening using contexts	65	3.77	.897
Selective Attention	s8 I pay attention to pauses.	63	3.76	.962
Self-evaluation	s13 I evaluate comprehension of listening using prior knowledge	65	3.60	.915
Self-evaluation	s12 I evaluate comprehension of listening using contexts,	65	3.55	.867
Self-monitoring	s11 I monitor my comprehension of listening using prior knowledge.	65	3.46	.792
Pre-listening preparation	s9 I decide on how to listen to the text before I listen.	65	3.09	.980
Self-monitoring	s18 After listening I try to classify the information I comprehend.	65	3.05	1.124
Self-evaluation	s14 I evaluate comprehension of listening using external resources.	65	2.75	1.016

The results of descriptive statistics performed to identify the most and the least common strategies used by the participants reveal that the most frequently used strategy is item 7 "paying attention to tones" (X= 4.33). It is related to *"selective attention*" strategy. Following this, item 20, "asking himself whether he should re-listen" (X= 4.18), related to "*self evaluation*" strategy item 3 "encouraging himself to continue listening"(X=4.12) related to "*self reinforcement*" are employed. After, item 1"getting on back despite losing concentration"(X=4.08) related to "*directed attention*" and item 4 "paying attention to discourse markers" related to "*selective attention*" are preferred with the same frequency. (X=4.08)

The findings in Table 6 also demonstrate that the least common strategies employed by the participants are item 14 "evaluating comprehension of listening using external sources" related to "*self-evaluation*" (X=2.75). Following that, item 18 "classifying information after listening" related to "*comprehension monitoring*" (X=3.05) item 9 "deciding how to listen in advance" related to "*pre-listening preparation*" (X=3.09) were at the bottom of the list. Furthermore, item 11 "monitoring comprehension of listening using prior knowledge" related to *"self-monitoring*" (X=3.46) and item 12 "evaluating comprehension using context" related to *"self-evaluation"* (X=3.55) were sometimes displayed strategies (X≤ 3.6)

Similarly, Chen (2009) states in his study, in the metacognitive category, the strategies of direct attention and selective attention were used predominately while the strategy utilizations of planning, monitoring and evaluation were scarcely used.

According to Oxford (1990) good language learners manage their own learning process through metacognitive strategies, such as paying attention, self-evaluating, and self-monitoring. It can be seen from the results above, participants prefer the same strategies as what Oxford mentioned. Thus, the students use effective listening comprehension strategies and they are also aware of their listening comprehension processes.

4.1.1.2 Cognitive Listening Comprehension Strategies Used in General

The frequency of cognitive listening comprehension strategy categories used in general were given in Table 7.

Table 7: Descriptive Statistics for Cognitive Listening Strategy Categories Used in General

Cognitive Listening Strategy Categories	N	Mean	Std. Deviation
Imagery	65	4,0436	,83660
Inferencing	65	3,8158	,60396
Contextualization	64	3,7031	,79041
Prediction	65	3,6714	,57591
Translation	65	3,5692	1,18545
Reconstruction	65	3,4615	,78714
Elaboration	65	3,4410	,66955
Repetition	65	3,4103	,86956
Transfer	65	3,3846	1,05612
Note taking	65	3,2628	,88330
Directed physical response	64	2,1719	1,22869

The findings for the table above states that participants used the “imagery” strategy type the most. (X=4.04) Following that After that “inferencing” comes with a mean value of (X=3.81). Vandergrift (1997) explains inferencing as the way of guessing unknown language items or completing the missing parts in the task by using the received information, he also divides inferencinginto four sub-categories; linguistic inferencing, voice inferencing, extralinguistic and between-parts inferencing.

At the bottom of the list, “directed physical response” takes place (X=2.17). Participants may not think it is efficient to to make use of the physical action to relate new information such as making imitations (O’Malley et al, 1985).

The frequency of Cognitive listening comprehension strategies used in general, mean values and standard deviations were given in Table 8.

Table 8. : Descriptive Statistics for Cognitive Listening Strategies Used in General

Strategy Type	Cognitive Listening Comprehension Strategies	N	Mean	SD
Imagery	s38 I visualize scenes, objects, events etc. being described	64	4.23	,831
Inferencing	s21 I infer missing parts using contexts/ co-text	65	4.11	.753
Inferencing	s22 I infer unfamiliar words using contexts/co-text	64	4.06	.924
Prediction	s31 I predict general meaning before listening using title.	65	4.03	.865
Reconstruction	s50 I reconstruct meaning using words heard.	63	4.00	.842
Imagery	s39 I visualize the words I hear	64	3.95	1.030
Imagery	s40 I visualize the sentences/ phrases I hear	63	3.90	.962
Inferencing	s26 When I do not understand I try to guess the meaning by the help of the visual aids in the environment.	65	3.89	.970
Repetition	s43 I repeat a word/ phrase that I hear mentally while listening	64	3.83	1.001
Inferencing	s24 I infer unfamiliar words using prior knowledge	65	3.78	.944
Prediction	s32 I predict unfinished utterances using contexts.	64	3.77	.771
Inferencing	s25 When I dont understand . I try to guess the meaning by looking at speaker's body language	65	3.75	1.061
Prediction	s34 I predict unfinished utterances using prior knowledge	64	3.70	.849
Contextualization	s51 I relate one part of the text to another.	64	3.70	.790
Prediction	s33 I predict unfinished utterances using co-text	65	3.65	.891
Note-taking	s48 I try to write down important points while listening.	65	3.65	1.037
Inferencing	s23 I infer missing parts using prior knowledge.	65	3.63	.876
Prediction	s30 I predict general meaning before listening using visuals	65	3.60	1.012
Translation	s41 I translate in my head as I listen	65	3.57	1.185
Prediction	s29 I predict general meaning before listening using contexts	65	3.57	.935
Elaboration	s35 I use prior knowledge to elaborate (understand) the text.	65	3.54	.903
Elaboration	s36 I use my knowledge of the context to understand the text.	65	3.54	.752
Inferencing	s27 When I dont understand I try to guess the meaning by the help of the audial aids in the environment.	65	3.49	1.134
Note-taking	s47 I take down notes as words and phrases.	65	3.48	1.120
Prediction	s28 I predict general meaning before listening using prior knowledge	64	3.42	.989
Repetition	s45 I rehearse the pronunciation of content words.	64	3.42	1.081
Transfer	s42 I use my knowledge about Turkish to facilitate listening.	65	3.38	1.056
Note-taking	s49 I sketch the meaning of I hear.	63	3.37	1.126
Elaboration	s37 I use my knowledge of text structure to understand the text.	65	3.25	.830
Repetition	s44 I repeat a word./ phrase I hear orally while listening.	64	3.00	1.182
Reconstruction	s55 I paraphrase what I hear to check understanding	65	2.97	1.104
Note-taking	s46 I take down notes as full sentences	65	2.57	1.159
Directed Physical Response	s52 I imitate the physical actions that take place in the listening task	64	2.17	1.229

As Table 8 stated. the first item frequently prefered is item 38 "visualizing objects. events etc. described" (X= 4.23) related to "*Imagery"* cognitive listening strategy. Imagery means to use the mental pictures to relate and make sense of new information by relating

one another (O'Malley et al.. 1989). It can be understood that participants generally try to visualize what they have heard in their minds. Mental pictures may be effective to comprehend and concretize listening.

Afterwards. item 21 (X=4.11) and item 22 (X=4.06) were marked which are about inferring missing parts or unfamiliar words by using contexts/ co-text. Again it can be concluded that other materials given besides listening may be useful to make inference about gray areas. Item 31 (X=4.03) is related to "prediction" that means to deduct the content of the context by the help of the topic (Goh .1998) and item 50 (X=4.00) is related to reconstruction. using of new words heard to strenghten the existing knowledge.

On the contrary. item 52 "imitating physical actions in listening task" (X=2.17) related to "*directed physical response*". item 46 "taking notes as full sentences" (X=2.57).item 55 "pharaphrasing what is heard to check understanding" (X=2.97) and item 44 "repeating a word/phrase while listening" (X=3.00) are the least employed 4 items. Item 37 "using structure knowledge to understand text" (X=3.25) is explained by Vandergrift (1997) as *Academic elaboration* that refers to the use of academic knowledge that has been gathered in academic situations. When it is looked at the content of the items above. it can be seen that students abstain from all unrelated information or situations that take them away the listening task such as writing long sentences. or doing physical actions. paraphrasing.

4.1.1.3 Socioaffective Listening Comprehension Strategies Used in General

In Table 9. mean values and Standard deviations of strategy categories used in general were given.

Table 9: Descriptive Statistics for Socioaffective Listening Strategy Categories Used in General

Socioaffective Listening Strategy Categories	N	Mean	Std. Deviation
Uptaking	65	3.6000	1.01242
Self reinforcement	65	3.3000	1.01474
Question for clarification	65	3.2718	.88367

The most frequently used strategy type is “uptaking”(X=3.6) while “question for clarification” (X=3.27) is among the least preferred strategy types. Ertürk (2006) declared that the most common behaviors displayed by the participants concerning listening activities were “asking no question while listening” (X=3.57). which is related to *question for clarification* and “attending the listening lessons without any preparation” (X= 3.55). which is related to *pre listening preparation.* As these were negative statements. it is normal that they get the highest scores in the questionnaire. Maybe as Ridgway (2000) states students need more practice or different types of activities in using these strategies.

The frequency of Socioaffective Listening Comprehension Strategies used in general. mean values and standard deviations were given in Table 10.

Table 10 : Descriptive Statistics for Socioaffective Listening Strategies Used in General

Strategy type	Socioaffective Listening Comprehension Strategies	N	Mean	SD
Self reinforcement	s57 I try to relax before and during listening.	65	3.89	1.017
Uptaking	s56 I use mimicry to indicate that I have not understood.	65	3.60	1.012
Question for Clarification	s54 I ask speaker for repetition when I do not understand what I hear.	63	3.43	1.058
Question for Clarification	s53 I ask speaker for clarification when I do not understand what I hear.	64	3.20	1.143
Question for Clarification	s59 During listening. I share how much and whether I understand with my friends or my teacher.	65	3.18	1.044
Self reinforcement	s58 I give myself rewards for my success in listening task.	65	2.71	1.455

Table 10 reveals that the frequency of socioaffective listening comprehension strategy use. it can be seen that item 58 “rewarding oneself for success in listening task” is the least preferred item (X=2.71). However. it is not an odd result as the culture of participants (Turkish) is a society in which people neither reward themselves or be rewarded by others for their success.

Following this. item 59. “to share the level of comprehension with others” (X=3.18). related to “*self reinforcement*” strategy. and and item 53 “asking speaker for clarification” (X=3.20) and item 54 “asking speaker for repetition”(X=3.43) related to “*question for clarification*” are reported to be among the least common socioaffective strategies used by the participants. Item 57 “trying to relax before and during listening” related to “*self reinforcement*” get the highest mean value (X=3.89). Also. item 56 “using mimicry to indicate not understood” related to “uptaking” (X=3.60) is used generally.

It can be concluded from the values above that the participants reported that they preferred metacognitive strategies more frequently during their listening experiences. Whereas the least common 5 items are chosen from cognitive and socioaffective strategies.

4.1.2 RQ2 What listening comprehension strategies do students report using on a listening task?

To answer this question. the scores of the participants that they got from the Listening Comprehension Strategy Questionnaire (Past Form) were collected. Afterwards. the arithmetic mean and the Standard Deviation of each statement were calculated. With regard to arithmetic means. the statements of the questionnaire were listed in a descending order.

Table 11: Descriptive Statistics of Listening Comprehension Strategy Reported Using on a Listening Task

Strategies	N	Mean	Std. Deviation
Metacognitive actual	57	3.6257	.48765
Cognitive actual	58	3.2974	.62684
Socioaffective actual	64	2.8490	.93564

As it can be seen in Table 11 that metacognitive listening comprehension strategies(X= 3.63) are reported to be used more frequently than cognitive(X=3.30) and socioaffective strategies (X= 2.85). Different from Table 4. the participants use listening comprehension strategies less than they reported to use in general. Social desirability may be the reason for this. Students may want to display themselves as active and aware listening comprehension strategy users.

Chamot et al.(1987 cited in Ok. 2003) discovered that cognitive strategy use decreased and metacognitive strategy use increased as foreign language course level increased. but that social-affective strategy use remained low across all course levels. This is in line with this study which indicates metacognitive strategies are preferred mostly but socioaffective ones are the least preferred strategies.

4.1.2.1 Metacognitive Listening Comprehension Strategies Used on a Listening Task

To calculate the frequency of listening strategy categories used in general. the scores of the participants that they have get from Listening Comprehension Strategy Category in the Questionnaire were collected. Afterwards. the arithmetic mean and the Standard Deviation of each cstrategy category were calculated. With regard to arithmetic means. the categories of the questionnaire were listed in a descending order.

Table 12: Descriptive Statistics for Metacognitive Listening Strategy Categories Used on a Listening Task

Metacognitive Listening Strategy Categories	N	Mean	Std. Deviation
Directed attention	65	4.2077	.79932
Self-evaluation	65	3.5711	.58416
Self-monitoring	65	3.4769	.71769
Selective attention	65	3.4133	.76490
Pre_listening preparation	64	3.1563	1.26263

The findings for the table above states that participants used the “directed attention” strategy type (X=4.20) .that means to discard all unrelated items or information and to focus on basic parts of the listening task (OMalley. 1989). the most. (X=4.20) Following that “self-evaluation” comes with a mean value of (X=3.57). Goh(1998) called self evaluation *Real-time assessment of input* and explained it as noticing the problems in the listening process such as the existence of unknown words. The results are in line with the values before and “pre-listening preparation” employes the lowest score. (X=3.15)

Table 13 reports the frequency of metacognitive listening comprehension strategies preferred by students during the listening text applied for this study.

Table 13: Descriptive Statistics Actual Metacognitive Listening Strategy Use

Strategy types	Metacognitive Listening Comprehension Strategies	N	Mean	SD
Directed attention	as2 I continued to listen for clarification in spite of difficulty.	65	4.34	.923
Directed attention	as1 I tried to get back on track when I lose concentration.	65	4.23	.880
Self-evaluation	as20 I asked myself whether I should re-listen	65	4.17	.782
Directed attention	as3 I encouraged myself to continue listening .	64	4.05	.933
Selective attention	as7 I paid attention to tones.	64	4.00	1.084
Selective attention	as8 I paid attention to pauses.	63	3.95	.851
Self-monitoring	as19 After listening I asked myself how far I had understood from the text	65	3.94	.950
Self-evaluation	as12 I evaluated comprehension of listening using contexts	65	3.82	.846
Self-evaluation	as16 I evaluated my failure after listening.	64	3.81	1.082
Selective attention	as4 I paid attention to discourse markers.	65	3.80	.905
Self-monitoring	as10 I monitored my comprehension of listening using contexts	65	3.80	.833
Self-evaluation	as17 After listening. I thought about what I might do differently next time.	65	3.78	1.053
Self-evaluation	as15 I evaluated my level of success(or comprehension) after listening.	64	3.67	1.128
Self-evaluation	as13 I evaluated comprehension of listening using prior knowledge	64	3.23	1.050
Pre-listening Preparation	as9 I decided on how to listen to the text before I listened.	64	3.16	1.263
Self-monitoring	As11 I monitored my comprehension of listening using prior knowledge.	65	3.02	1.038
Selective attention	As5 I paid attention to visuals.	64	2.75	1.543

The results of descriptive statistics performed to identify the most and the least common strategies used by the participants while taking listening comprehension test reveal that the most common strategies are item 2 “going on listening despite difficulty” (X= 4.34) and item 1. “trying to get on back when losing concentration” (X= 4.23). related to “*directed attention*” strategy. Following these. item 20. “asking himself whether he

should re-listen" (X= 4.17). related to "*self evaluation*" strategy. item 3 "encouraging himself to continue listening"(X=4.05) related to "*self reinforcement*" are reported to be among the five most common strategies used by the participants during the listening task.

The findings in Table 13 also demonstrate that the least common strategies employed by the participants. Item 14 "evaluating comprehension of listening using external sources" related to "*self-evaluation*" get the lowest mean(X=2.52) in the metacognitive strategy use results. Following that. item 6 "paying attention to body language" (X=2.55) and item 5 "paying attention to visuals" (X=2.75) related to "*selective attention*" were at the bottom of the list. Furthermore. item 18 "classifying information after listening" related to "*comprehension monitoring*" (X=3.05) and item 11"monitoring comprehension of listening using prior knowledge" related to *"self-monitoring*" (X=3.02) were sometimes displayed strategies (X≤ 3.6). It is opposite to the findings of Vandergrift's (1998) and Ertürk's (2006) studies which obtained from the analysis the participants revealed that in the group of metacognitive strategies. *comprehension monitoring* appeared to be a superordinate strategy. *Comprehension monitoring* was also considered to be one of the crucial strategies. which differentiated more skilled listeners from the less skilled ones. (Vandergrift. 2003 cited in Ertürk. 2006). The reason for this may be the listening task type. Participants may not use prior knowledge while listening to the task. Also. the students in this study were all advanced learners of English. They most probably use listening comprehension strategies consciously. with careful orchestration. creativity and targetting the task. The level of the participants was close and it could not be discriminated the slight differences between their use of strategies.

4.1.2.2 Cognitive Listening Comprehension Strategies Used on a Listening Task

Table 14 reports the frequency of cognitive listening comprehension strategy types preferred during the listening text applied for this study.

Table 14: Descriptive Statistics for Cognitive Listening Strategy Categories Used on a Listening Task

Cognitive Listening Strategy Categories	N	Mean	Std. Deviation
Imagery	65	3.8872	.95065
Contextualization	65	3.8308	.94487
Reconstruction	65	3.5462	.78920
Prediction	65	3.5355	.77554
Elaboration	65	3.5077	.70245
Translation	65	3.4923	1.10571
Transfer	64	3.4844	1.16826
Inferencing	65	3.3744	.75278
Repetition	65	3.0231	.98331
Notetaking	65	2.6218	1.37973
Directed physical response	65	2.2615	1.27814

Table 14 reveals that “imagery” (X=3.88) and “contextualization” (X=3.83) are used most frequently. According OMalley (1989) contextualization refers to the placement of a new word in a meaningful language sequence. On the third place “reconstruction” comes (X=3.54) which refers to the use of new words to strenghten the existing knowledge (Goh. 1998).

The least common listening strategy types did not alter and “directed physical response” (X=2.26). and “note taking” (X=2.62) are at the bottom of the list again. Besides these. “repetition” refers using a chunk or words more than once in a listening context (Vandergrift. 1997) is not used frequently by the participants.

Table 15 mentions the frequency of Cognitive listening comprehension strategies preferred by students during the listening text applied for this study.

Table 15: Descriptive Statistics Actual Cognitive Listening Strategy Use

Strategy types	Cognitive Listening Comprehension Strategies	N	Mean	SD
Reconstruction	as50 I reconstructed meaning using words heard.	64	4.22	.745
Inferencing	as21 I inferred missing parts using contexts/ co-text.	65	4.03	.809
Imagery	as38 I visualized scenes. objects. events etc. being described .	65	3.97	1.159
Inferencing	as22 I inferred unfamiliar wo6texts/co-text	65	3.95	.975
Imagery	as39 I visualized the words I heard.	65	3.91	1.114
Prediction	as32 I predicted unfinished utterances using contexts	64	3.84	.859
Imagery	as40 I visualized the sentences/ phrases I hear.	65	3.78	1.082
Elaboration	as36 I used my knowledge of the context to understand the text.	65	3.74	.906
Prediction	as34 I predicted unfinished utterances using prior knowledge.	65	3.69	.983
Prediction	as33 I predicted unfinished utterances using co-text	65	3.68	.868
Repetition	as43 I repeated a word/ phrase that I heard mentally while listening	65	3.63	1.153
Inferencing	as23 I inferred missing parts using prior knowledge.	64	3.61	1.093
Inferencing	as24 I inferred unfamiliar words using prior knowledge.	65	3.60	.997
Prediction	as31 I predicted general meaning before listening using title.	65	3.60	1.297
Prediction	as29 I predicted general meaning before listening using contexts.	65	3.58	1.144
Translation	as41 I translated in my head as I listen	65	3.49	1.106
Transfer	as42 I used my knowledge about Turkish to facilitate listening.	64	3.48	1.168
Elaboration	as37 I used my knowledge of text structure to understand the text.	65	3.45	.985
Prediction	as28 I predicted general meaning before listening using prior knowledge.	64	3.39	1.242
Elaboration	as35 I used prior knowledge to elaborate the text.	65	3.34	.989
Inferencing	as27 When I did not understand I tried to guess the meaning by the help of the audial aids in the environment	65	3.31	1.274
Reconstruction	as55 I paraphrased what I heard to check understanding.	65	2.86	1.391
Repetition	as45 I rehearsed the pronunciation of content words.	65	2.85	1.228
Note-taking	as49 I sketched the meaning of I heard.	64	2.80	1.482
Note-taking	as48 I tried to write down important points while listening.	65	2.74	1.564
Inferencing	as26 When I did not understand I tried to guess the meaning by the help of the visual aids in the environment	65	2.66	1.503
Repetition	as44 I repeated a word./ phrase I hear orally while listening.	64	2.58	1.456
Note-taking	as47 I took down notes as words and phrases.	65	2.54	1.521
Inferencing	as25 When I did not understand . I tried to guess the meaning by looking at speaker's body language	65	2.46	1.542
Note-taking	as46 I took down notes as full sentences.	63	2.33	1.459
Directed Physical Response	as52 I imitated physical actions that take place in the listening task	65	2.26	1.278

The result of descriptive statistics above reveal that item 50 “reconstructing meaning using words” (X=4.22) item 21 “inferring missing parts using contexts/ co-texts” (X=4.03) related to *inferencing* are the most frequently used statements. Afterwards. item 38 “visualizing scenes. objects. events” (X=3.97). item 22 “inferring unfamiliar words using contexts/co-texts” (X=3.95) and item 39 “visualizing the words heard” (X=3.91) are prefered. Here are two strategy types could be marked. visualization and inferencing. Participants find these two strategies effective during listening comprehension tasks. However. item 46 “taking notes as full sentences” (X=2.33) item 25 “guess the meaning from speaker’s body language” (X=2.46). item 47 “taking down notes as words/phrases” (X= 2.54) and item 44 “repeating a word/phrase while listening” (X=2.58) are the least employed 4 items. It can be concluded that taking notes is not a favored strategy type it may interrupt the flow of listening. Ertürk (2006) mentions a similar result and “taking notes of every word heard in the activity” related to “note taking” strategy was the least common behaviors displayed in listening lessons in her study. too.

In addition. as this task is a tape-recorded one. participants did not have chance to interact with the speakers. they did not guess the meaning by looking at the speaker’s body language neither.

According to Chen’s study (2009) the strategies of inferencing. understanding each word/detail. fixation and replay were the mostly commonly reported cognitive strategies being used. On the contrary to present study. another common strategy was repetition in Chen’s study. In addition. visualization that was most frequently used strategy in our study took place among the least preferred strategies in Chen’s study.

4.1.2.3 Socioaffective Listening Comprehension Strategies Used on a Listening Task

Table 16 reports the frequency of socioaffective listening comprehension strategy types preferred during the listening text applied for this study.

Table 16: Descriptive Statistics for Socioaffective Listening Strategy Categories Used on a Listening Task

Socioaffective Listening Strategy Categories	N	Mean	Std. Deviation
Uptaking	65	3.2462	1.35820
Self-reinforcement	65	3.0923	1.06026
Question for clarification	65	2.5436	1.24662

Table 16 reveals a parallel result with Table 9. The most frequently used strategy type is "uptaking"(X=3.24). Also. "question for clarification" (X=2.54) is the least preferred strategy type. The preferences of the participants did not change during the listening task.

Table 17 mentions the frequency of socioaffective listening comprehension strategies preferred by students during the listening text applied for this study.

Table 17: Descriptive Statistics Actual Socioaffective Listening Strategy Use

Strategy types	Socioaffective Listening Comprehension Strategies	N	Mean	SD
Self-reinforcement	as57 I tried to relax before and during listening	65	3.85	1.149
Uptaking	as56 I used mimicry to indicate that I had not understood.	65	3.25	1.358
Question for clarification	as59 During listening. I shared with my friends or my teacher.how much and whether I understand.	65	2.75	1.490
Question for clarification	as54 I asked speaker for repetition when I did not understand what I heard.	65	2.51	1.470
Question for clarification	as53 I asked speaker for clarification when I did not understand what I heard.	64	2.37	1.453
Self-reinforcement	as58 I gave myself rewards for my success in listening task.	65	2.34	1.471

According to the Table 17. item 57 "trying to relax before and during listening" (X=3.85) employed the highest score. It is related to "*self-reinforcement"*following the successful accomplishment of the task.

After that. item 56 “using mimicry to indicate not understood” related to uptaking (X=3.25) used in the second place. It refers using kinesics and paralinguistics to signal the "interiocutor" to go on (Young. 1997).

Item 58 “giving reward for success in listening” related to “self reinforcement” (X=2.34) item 53 “asking for clarification” (X=2.37) were rarely displayed strategies (X≤ 2.5). Furthermore. item 54 “asking for repetition” (X=2.51) is under the heading of least frequently used socioaffective strategies.

It is clear that the participants reported that they preferred metacognitive strategies more frequently during the listening comprehension test. Whereas the least common 5 items are chosen from cognitive and socioaffective strategies.

4.1.2.4 Difference Between the Use of Listening Comprehension Strategies of the Participants in General and During the Listening Task

A paired samples t-test was conducted taking mean values of general listening strategies and mean values of actual listening strategies categorized in three; Metacognitive. cognitive and socioaffective. Results of the paired samples t-test are presented in Table 18.

Table 18: Paired samples t-test Difference between general and actual strategy use

STRATEGIES	Mean	N	SD	Mean difference	T	Df	Sig.
Metacognitive general	3.8720	48	.39319	.25694	3.987	47	.000
Metacognitive actual	3.6151		.49271				
Cognitive general	3.5856	50	.41196	.27750	3.731	49	.000
Cognitive actual	3.3081		.61997				
Socioaffective general	3.3443	61	.72958	.51366	4.207	60	.003
Socioaffective actual	2.8306		.95039				

Participants' mean score for general use of metacognitive strategies was 3.87; for general use of cognitive strategies has been 3.59; for genral use of socioaffective strategies was 3.34.

Parallel with what people say they do in general. the mean score for what they reported to have done during the listening task ordered statistically from the most used to the least used as: actual use of metacognitive strategies(X=3.62) >actual use of cognitive strategies (X=3.31)>actual use of socioaffective strategies (X= 2.83).

The means for all the three categories were higher than 2.5. which indicated that the participants were generally aware of using Listening Comprehension Strategies. In addition. the most frequently used strategies by the students have been metacognitive strategies and the least frequently used ones have been socioaffective strategies.

As can be seen in Table 18. it can be said that there are clearly observable differences between what people say they do in general and what they reported to have done during the listening task. For example. they report that they often use metacognitive listening strategies (X=3.8720) However. they reported that they did not use metacognition as frequently in the listening task (X= 3.6151). The difference was highly significant (p<. 000). It is not different for use of cognitive listening strategies. Participants declared that they prefer cognitive listening strategies with a mean of (X=3.5856). in fact they marked cognitive ones (X=3.3081) less during the listening task. Similarly. the difference was statistically significant. (p<. 000).

4.1.3 RQ3 Is there any significant relationship between the listening comprehension strategies used on listening task and students' listening comprehension task perfromance?

The third research question of this study aims to investigate the relationship between the listening comprehension strategy use of the participants on listening task and their listening comprehension test scores and indicate whether any statistically significant relationship between them.

Table 19: ANOVA the Relationship between Strategies Reported Using in a Listening Task and Test Scores

			N	Sum of Squares	Df	Mean Square	F	Sig.
Test scores	Socioaffective	Between Groups	64	10.264	12	.855	.972	.487
		Within Groups		44.887	51	.880		
		Total		55.151	63			
	Metacognitive	Between Groups	57	2.720	12	.227	.941	.517
		Within Groups		10.597	44	.241		
		Total		13.317	56			
	Cognitive	Between Groups	58	3.364	12	.280	.663	.777
		Within Groups		19.033	45	.423		
		Total		22.397	57			

To the contrary what was expected. the correlation analysis of the listening comprehension strategy use scores and the listening comprehension test scores of the participants revealed that there was no significant relationship between the listening comprehension strategy use and task performance in the current study.

4.1.4 RQ4 Is there any significant relationship between the listening comprehension strategies reported to be used in general by students and their listening comprehension task perfromance?

The following research question of this study aims to investigate the relationship between the listening comprehension strategies reported to be used by the participants and their level of listening comprehension test scores and indicate whether any statistically significant relationship between them.

Table 20: ANOVA the Relationship between Strategies Reported to be Used in General and Test Scores

			N	Sum of Squares	Df	Mean Square	F	Sig.
Test scores	Metacognitive	Between Groups	56	3.118	12	.260	1.613	.124
		Within Groups		6.929	43	.161		
		Total		10.048	55			
	Cognitive	Between Groups	55	2.410	11	.219	1.434	.193
		Within Groups		6.570	43	.153		
		Total		8.980	54			
	Socioaffective	Between Groups	62	7.803	12	.650	1.314	.241
		Within Groups		24.251	49	.495		
		Total		32.054	61			

As it can be concluded from the Table 20 no significant relationship exists between listening comprehension test scores and listening comprehension strategy use of the participants. However. it is obvious that in general strategy use the participants who scored higher use metacognitive strategies more frequently while in actual listening comprehension strategy use. students who had higher test scores preferred cognitive strategies.

According to Ok (2003) three points of view exist in the studies with respect to strategies of less effective language learners. The first view is that less effective learners do not really know what strategies they use; they cannot describe their strategies (Nyikos 1987). The second perspective is that such learners use fewer strategies than more successful learners. Less effective learners employ mundane strategies such as translation. memorization. and repetition (Nyikos 1987). The third viewpoint is that ineffective learners may be aware of their strategies and may use as many strategies as the more effective learners do. However. less skilled learners apply these strategies in a randomly. without careful orchestration (Ok. 2003).

4.1.5 RQ5 Are there any gender differences in use of listening comprehension strategies?

The fifth research question in this study aims to investigate whether the listening comprehension strategy use of the participants indicates significant differences with regard to gender.

As for the analysis of this problem. the listening comprehension strategy use scores of the female participants and the male participants were put together. Later. the arithmetic means and the standard deviations of those scores were computed. Lastly. Independent Sample *t*-test was done in order to determine whether there are any statistically significant differences between the arithmetic means of the female and male participants. This calculation was done for both general strategy use and actual strategy use of the participants.

4.1.5.1 Gender Differences in General Use of Listening Comprehension Strategies

Table 21 indicates the gender differences in general listening strategy use while Table 22 describes the gender differences in actual listening strategy use.

Table 21: Independent sample t-test gender differences in general strategy use

STRATEGIES	Gender	Mean	N	SD	Mean difference	T	df	Sig.
Metacognitive	Female	3.8636	44	.39915	.24856	1.823	54	.341
	Male	3.6151	12	.48751				
Cogitive	Female	3.5799	43	.41583	.04609	.343	53	.901
	Male	3.5339	12	.39291				
Socioaffective	Female	3.3469	49	.69874	.03925	.172	60	.704
	Male	3.3077	13	.84669				

Therefore. data gathered from 51 females and 14 males have been put under the analysis. The mean numbers of general strategy use of females in three categories have been respectively that 3.86 for metacognitive strategies. 3.58 for cognitive strategies and 3.35 for socioaffective strategies. The mean numbers of males have been 3.62 for

metacognitive strategies. 3.53 for cognitive strategies and 3.30 for socioaffective strategies. No significant differences have been observed although there was noticable gender difference in the use of metacognitive strategies.

4.1.5.2 Gender Differences in Use of Listening Comprehension Strategies on the Listening Task

Table 22: Gender differences in strategy use Independent sample t-test

STRATEGIES	gender	Mean	N	SD	Mean difference	T	df	Sig.
Metacognitive actual	Female	3.6455	45	.50073	.09392	.589	55	.718
	male	3.5516	12	.44738		.630		
Cogitive Actual	Female	3.2852	48	.65324	-.07109	-.324	56	.238
	male	3.3562	10	.50544		-.383		
Socioaffective actual	Female	2.7767	50	.95036	-.33048	-1.172	62	.482
	male	3.1071	14	.86382		-1.237		

The mean numbers of actual strategy use of males in three categories have been respectively that 3.55 for metacognitive strategies. 3.36 for cognitive strategies and 3.17 for socioaffective strategies. The mean numbers of females have been 3.65 for metacognitive strategies. 3.29 for cognitive strategies and 2.78 for socioaffective strategies.

The mean difference between general and actual use of strategies is very close as seen. All three strategies seem more favored by females however. opposite to the general belief -that asserts females more organized and more successful in language learning- during the listening task applied for this study. males were likely to use socioaffective strategies more than females. The reason for this may be the language level of the participants. Advanced level learners may become homogeneus and not indicate differences in listening strategy use with regard to gender.

Moreover. as for the analysis of use of listening comprehension strategy categories. the listening comprehension strategy use scores of the female participants and the male participants were put together according to 19 strategy types.

Later, the arithmetic means and the standard deviations of those scores were computed. Lastly. Independent Sample *t*-test was done in order to determine whether there are any statistically significant differences between the arithmetic means of the female and male participants.

Table 23 indicates gender differences in general use of listening strategy types and table 24 indicates gender differences in use of listening strategy types during the task.

Table 23: Independent sample t-test gender differences in listening strategy category use in general

	gender	N	Mean	Std. Deviation	Mean Difference	t	df	Sig.
Directed attention	male	14	3.8214	.34877	-.20145	-1.024	63	.087
	female	51	4.0229	.71026		-1.478		
Selective attention	male	14	3.6786	.62534	-.44594	-2.378	63	.659
	female	51	4.1245	.62067		-2.367		
Self monitoring	male	14	3.3214	.61573	-.25210	-1.327	63	.938
	female	51	3.5735	.63304		-1.349		
Self evaluation	male	14	3.5204	.66679	-.25784	-1.471	63	.518
	female	51	3.7782	.55620		-1.326		
Pre listening preparation	male	14	3.1429	1.16732	.06443	.216	63	.282
	female	51	3.0784	.93473		.190		
Inferencing	male	14	3.5510	.56551	-.33740	-1.888	63	.664
	female	51	3.8884	.59895		-1.952		
Prediction	male	13	3.4927	.48924	-.21788	-1.216	62	.532
	female	51	3.7106	.59587		-1.368		
Elaboration	male	14	3.5476	.75795	.13585	.670	63	.439
	female	51	3.4118	.64838		.612		
Imagery	male	14	4.0714	.73005	.03548	.139	63	.394
	female	51	4.0359	.87007		.154		
Translation	male	14	3.4286	1.39859	-.17927	-.498	63	.290
	female	51	3.6078	1.13276		-.442		
Transfer	male	14	3.1429	1.23146	-.30812	-.966	63	.249
	female	51	3.4510	1.00625		-.861		
Repetition	male	14	3.4286	.69711	.02334	.088	63	.345
	female	51	3.4052	.91728		.103		
Notetaking	male	14	3.2679	.96807	.00642	.024	63	.812
	female	51	3.2614	.86891		.022		
Reconstruction	male	14	3.3929	1.04105	-.08754	-.366	63	.008
	female	51	3.4804	.71387		-.296		
Contextualization	male	14	3.6429	.74495	-.07714	-.320	62	.851
	female	50	3.7200	.80913		-.336		
Directed physical response	male	14	2.3571	1.39268	.23714	.635	62	.217
	female	50	2.1200	1.18907		.581		
Question for clarification	male	14	3.3571	1.05785	.10878	.405	63	.517
	female	51	3.2484	.84022		.355		
Self reinforcement	male	14	3.2500	1.08752	-.06373	-.207	63	.737
	female	51	3.3137	1.00479		-.197		
Uptaking	male	14	3.7857	.97496	.23669	.772	63	.161
	female	51	3.5490	1.02594		.795		

Table 23. mentions that the most common strategy types for female participants are “selective attention”(X=4.12). “imagery”(X=4.03) and “directed attention”(X=4.02). Similarly. male students prefer “imagery” (X=4.07). “directed attention” (X=3.82) and “uptaking” (X=3.78) most frequently. It is the same as the least frequently used strategy type. “directed physical response” get the lowest score from both gender group (female X= 2.12 and male X= 2.35) . The reason for this may be the participants’ level of English as they are all advanced learners of English. Vandergrift. 1998). put forward that there were differences in listening comprehension strategy use between successful and less successful listeners in terms of type and number of the strategies they employ (cited in Ertürk.2006) Only strategy that indicates statistically significant difference according to gender is “reconstruction”

Considering the results of Ok (2003). and the present study. it might be concluded that there are differences in strategy use between males and females at lower levels. but as students advance in their level. less of a relationship can be observed between gender difference and strategy use.

Table 24: Independent sample t-test gender differences in listening strategy category use during the listening task

	gender	N	Mean	Std. Deviation	Mean Difference	T	df	Sig.
Uptaking	male	14	3.2857	1.26665		.122		
	female	51	3.2353	1.39411	.05042	.129	63	.378
Directed attention	male	14	3.8810	.48229		-1.755		
	female	51	4.2974	.84808	-.41643	-2.376	63	.069
Selective attention	male	14	3.4821	.78290		.377		
	female	51	3.3944	.76671	.08770	.373	63	.990
Pre_listening preparation	male	13	3.2308	1.53590		.237		
	female	51	3.1373	1.20033	.09351	.204	62	.095
Self_monitoring	male	14	3.3571	.78883		-.702		
	female	51	3.5098	.70171	-.15266	-.656	63	.711
Self evaluation	male	14	3.4796	.41784		-.659		
	female	51	3.5963	.62323	-.11667	-.823	63	.124
Inferencing	male	14	3.2347	.64281		-.781		
	female	51	3.4127	.78163	-.17800	-.874	63	.627
Prediction	male	14	3.4082	.41878		-.691		
	female	51	3.5705	.84763	-.16233	-.995	63	.034
Elaboration	male	14	3.4048	.57257		-.616		
	female	51	3.5359	.73659	-.13119	-.711	63	.205
Imagery	male	14	3.8333	.80331		-.237		
	female	51	3.9020	.99397	-.06863	-.268	63	.309
Translation	male	14	3.7857	.89258		1.123		
	female	51	3.4118	1.15198	.37395	1.299	63	.087
Transfer	male	13	4.0000	.81650		1.815		
	female	51	3.3529	1.21365	.64706	2.285	62	.046
Repetition	male	14	3.3690	.71066		1.501		
	female	51	2.9281	1.03132	.44094	1.848	63	.146
Note taking	male	14	2.9405	1.16503		.975		
	female	51	2.5343	1.43093	.40616	1.097	63	.025
Reconstruction	male	14	3.7857	.80178		1.289		
	female	51	3.4804	.78077	.30532	1.269	63	.847
Contextualization	male	14	3.5714	.64621		-1.163		
	female	51	3.9020	1.00509	-.33053	-1.484	63	.398
Directed physical response	male	14	2.7857	1.12171		1.761		
	female	51	2.1176	1.29069	.66807	1.908	63	.346
Question for clarification	male	14	2.9048	1.12796		1.229		
	female	51	2.4444	1.26959	.46032	1.315	63	.370
Self reinforcement	male	14	3.3214	.93247		.912		
	female	51	3.0294	1.09276	.29202	.999	63	.562

Table 24 indicates that female and male participants preferred similar strategy types frequently. Female students commonly used “directed attention”(X=4.29). “contextualization”(X=3.90) and “imagery”(X=3.83) strategy types likewise male participants employed “ transfer” (X=4.00). “directed attention” (X=3.88) and “imagery”(X=3.83) strategy types. respectively. It can be understood that students focused on the input by avoiding any unrelated items and without letting the problems interfere during the listening task . They also used mental pictures to comprehend the new coming information.

The differences in top 3 strategies according to gender is that contextualization. which refers to the placement of a new word in a meaningful language sequence. is favoured by female students. Yet. among the most common strategies preferred by male participants. transfer took place. Transfer can be defined as making use of previous information about a language item in order to solve the problems in the new concepts of a language item (O’Malley. 1989).

Similarly. the least frequently used strategy types were the same for both male and female students. “Directed physical response”(for females X=2.11; for males X=2.78) “question for clarification” (for females X=2.44; for males X=2.90) and “note taking” (for females X=2.53; for males X=2.94) were the strategies that got the lowest mean values. This is in keeping with. general strategy use and strategy type use of the participants.

It is obvious that male students had higher scores and employed strategies more frequently than female ones.

It was found that there was statistically significant difference between female and male participants in the use of prediction. transfer and note taking listening comprehension strategies. In addition. in general use. reconstruction indicates a significant difference. It does not concur with Goh’s study (2002).and Ertürk’s study (2006) which pointed out that differences between two genders appeared to indicate small but no significant difference in listening comprehension strategy use.

4.1.6 RQ6 Are there any significant differences between the listening comprehension tests scores of students with regard to gender?

The last research question in this study aims to investigate whether the listening comprehension test scores of the participants indicates significant differences with regard to gender.

As for the analysis of this problem. the listening comprehension test scores of the female and the male participants were calculated. Later. the arithmetic means and the standard deviations of those scores were computed. Lastly. Independent Sample *t*-test was done in order to determine whether there are any statistically significant differences between the arithmetic means of the female participants and their male counterparts.

The findings gathered from that process are presented in Table 25.

Table 25 : Gender differences in listening comprehension test scores Independent sample t-test

Gender	Mean	N	SD	Mean difference	T	Df	Sig.	Level of Sig.
Female	13.69	51	2.665	.043	.053	63	.829	p>0.05
Male	13.64	14	3.003		.049	18.997		

The data analysis reveals that the arithmetic means of the test scores of the female participants (X= 13.69) and the male participants (X= 13.62) are very close to each other. The results also demonstrate that the standard deviation of the test scores of the male participants is 3.00 whereas that of the female participants is 2.66 This value indicates that there is no statistically significant difference between the comprehension achievement scores of the female and male participants at the level of 0.05 in this listening comprehension test.

The reason for this result may be the sample of the participants. The students in this study were chosen from ELL and ELT departments and they all had sufficient experience about foreign language learning. These participants passed many exams and classified into the same classes. Their language proficiency level may eliminate the gender differences in listening comprehension test scores.

4.2 SUMMARY

In this chapter. the findings of the statistical analysis regarding the research questions are given in detail in tables. Then. the results are discussed. Some suggestions related to these results will be given in the following chapter of the study.

CHAPTER V

CONCLUSION

5.0 INTRODUCTION

In this chapter. the summary of the study and the conclusion are presented. Afterwards. suggestions and implications are given for further studies.

5.1 SUMMARY OF THE STUDY

5.1.1 Summary of the Methodology

The purpose of this study was to investigate to investigate the use of listening comprehension studies by advanced learners of English. The study also explored possible relationships between use of strategies and some individual differences such as gender. perceived level of English. and listening task performance.

In this study. quantitative research methodology was followed. After reviewing the literature related to Language Learning Strategies and Listening Comprehension Strategies. the research questions were written. In order to find the answers to these questions. the Listening Comprehension Strategy Questionnaire (LCSQ) prepared in two forms. adapted from Vandergrift (2006). Goh (2000). O'Malley (1985) was prepared. Moreover. some specialists in 'English Language Teaching' were consulted. According to their ideas and alterations the questionnaires were modified. While some items were omitted. some items were added before implementing it in the main study. Afterwards. TOEFL Listening Comprehension Test (LCT) was taken by the participants in order to determine their listening achievement levels.

The current study was conducted with 65 undergraduate Preparatory Program students at the School of Foreign Languages. Çanakkale Onsekiz Mart University in the fall term of 2009-2010 academic years. The participants were from English Language Teaching and English Language Literature Departments.

The students were assumed to have had adequate experience with English listening comprehension because they had been exposed to a series of listening activities both in the classes and in the exams before they entered university.

Descriptive Statistics was used in order to analyze the data obtained through the questionnaires and listening comprehension test. The researcher analyzed the data by means of paired sample t-test. independent sample t-test and bivariate correlations via SPSS (Statistical Package for Social Sciences) 16.0 (The results of the analyses were given in detail in previous chapter).

5.1.2 Summary of the Main Findings

According to the findings of current research. metacognitive listening comprehension strategies are reported to be used more frequently than cognitive and socioaffective strategies in general. Selective attention (Metacognitive). Imagery (Cognitive). Uptaking (Socioaffective) are the most frequently used strategy types in general while Pre_listening preparation (Metacognitive). Directed physical response (Cognitive) and Question for clarification (Socioaffective) are among the least frequently used types.

Similarly. second research question of this study asserts that participants prefer metacognitive listening comprehension strategies more frequently than cognitive and socioaffective strategies during the listening task. In addition. Directed attention (Metacognitive). Imagery (Cognitive). Uptaking (Socioaffective) strategy types take the first places. Pre_listening preparation (Metacognitive). Directed physical response (Cognitive). Question for clarification (socioaffective) get the lowest mean value under the heading of strategy types.

The current study also reports that no significant relationship exists between listening comprehension test scores and listening comprehension strategy use of the participants. However. it is obvious that in general strategy use the participants who scored higher use metacognitive strategies more frequently while in actual listening comprehension strategy use. students who had higher test scores preferred cognitive strategies.

There were no significant relationships between listening comprehension strategy use and achievement. Despite the general discussions. the correlation analysis of the listening comprehension strategy use scores and the listening comprehension test scores of the participants revealed that there was no significant relationship between the listening

comprehension strategy use and the comprehension achievement both in general and on the application of listening task.

Another research question of the current study aimed to find out any difference in listening comprehension strategy use with regard to gender. It was found that there were significant differences between female and male participants' use of transfer. note-taking and prediction listening comprehension strategy types.

In line with these. study interests with the difference in listening achievement with regard to gender of the participants. However. a significant difference cannot be found according to the results of this study.

Some important conclusions were drawn. In the last part of the study. suggestions for further study were presented.

5.2 CONCLUSIONS

The main purpose of this study is to find out what listening comprehension strategies the participants use. The fundamental thing that the study concludes is that general use may be and is different from actual use. It can be concluded that participants assert themselves different than they are in real life. Because the participants use listening comprehension strategies less than they reported to use in general.

The difference between actual and general use of listening comprehension strategies may be stemmed from data collection instruments. Questionnaire may not always reveal actual use of listening comprehension strategies. As listening is an intrinsic process. participants' preferences about listening comprehension strategies can not be observed and they are leaded by only students' responds to the questionnaire items.

Even though the reported use of listening comprehension strategies differ from the listening comprehension strategies which the participants use during listening comprehension test. the most preferred items in two groups are generally under the heading of metacognitive strategies. Advanced level learners do employ metacognitive strategies. reflecting their experience in language learning.

The current study shows that advanced level participants employ similar listening comprehension strategies. Language proficiency affects the use of listening comprehension strategies. Similarly. listening task performance scores of advanced level learners do not differ significantly.

The study concludes that although students may have strong preferences for certain listening comprehension strategies. probably performance in listening comprehension is influenced by other stronger factors which this study did not control.

5.3 IMPLICATIONS

5.3.1 Pedagogical Implications

The study findings reveal that participants reported that they use some listening comprehension strategies more frequently than they actually do while taking the listening task and test. This might because of students not being aware of listening strategies or not being aware of how to use these strategies. Therefore. students may need a strategy training in order to use listening comprehension strategies effectively and to improve their listening skills.

Furthermore. students might be lectured about specific listening comprehension strategies required for different text types (E.g. real life listening tasks or authentic materials). Language teachers or instructors should supply environments that students can be exposed to listening and activities that let learners use different types of listening comprehension strategies.

The current study deals with advanced learners of English. However. both good and poor listeners might be included in this study to figure out different use of listening comprehension strategies according to participants' level.

5.3.2 Methodological Implications

This study might be developed through more controlled processes such as verbal reports or interviews under more controlled circumstances.

Different data collection techniques could be used as listening is a cognitive process and cannot be observed. For example. self reports can be used to gather data about language learners' listening problems and problems during the application of listening

comprehension strategies. Think-aloud protocols can also be helpful for gathering valuable data about learners' listening processes and problems.

Different comprehension types might be taken into consideration while evaluating the data collected. To make inferences or to comprehend intended meaning might give listeners opportunity to employ other listening comprehension strategies rather than they used in this study.

Similarly. reason for listening can change the use and effectiveness of listening strategies markedly. The participant who listens for grasping general meaning or who tries to fill in the missing parts. naturally. prefers different kind of strategies.

The listening comprehension task given to the participants is a tape-recorded text that is made up of monologues. Yet. other interaction types might be effective in the employment of cognitive and especially socioaffective listening strategies that could not be used as frequently as metacognitive ones during this study.

The listening test in the current study is made up of 6 sections that the students are required to use many different strategies. However. it may be helpful to focus on tasks that using only specific strategies is needed to comprehend and complete each one.

5.4 SUGGESTIONS FOR FURTHER STUDIES

This study focused on use of listening comprehension strategies in a monologue type of listening task. Future research can look into use and effectiveness of strategies in different listening types such tasks can include interactions. lectures. dialogues. For example. real life listening task or authentic materials could be chosen and students could be helped to use not only metacognitive and cognitive but also socioaffective strategies frequently.

It can be suggested for further research that. to figure out the use of listening comprehension strategy. different kind of materials could be chosen apart from questionnaires. More introverted instruments such as diaries. self-reports or interviews can help to reach better results in order to illuminate the introspective nature of the listening process.

In this study merely basic literal meaning was taken into consideration. One of the different comprehension types. for example intended meaning. can be chosen.

Furthermore. this study was carried out 65 students at the Preparatory School. The same study could be carried out with an increased number of students in a longer period of observation. The length of the observation could make a difference in the frequency use of and type of listening comprehension strategies. The increased number of students also provides more concrete data for listening strategy use.

Another suggestion could be studying with participants in different language proficiency levels. This study was conducted to tertiary level advanced learners of English. Future research can attempt to study on mixed leveled participants to reveal the possible difference between the use of listening comprehension strategies with regard to language proficiency.

Finally. most of the participants are female. More leveled distribution of male-female sample can be chosen for further studies in order to find out possible gender effect on listening comprehension strategies and achievement.

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APPENDICES

APPENDIX A

Listening Comprehension Strategy Use Questionnaire (Present Form)

DİNLEME STRATEJİLERİ ANKETİ

Değerli Katılımcı,
Bu anket, siz İngilizce öğrencilerinin İngilizce bir metni dinlerken kullandığınız dinleme stratejilerini belirleyebilmek ve bunun sonucunda sizlere daha iyi hizmet sunabilmek amacıyla hazırlanmıştır. Bu ankette doğru ya da yanlış cevap bulunmamaktadır. Bu yüzden sizlere sorulan sorulara vereceğiniz içten cevaplar, daha sağlıklı sonuçlara ulaşabilmemize katkıda bulunacaktır. Bu ankette sizden, daha sonra verilecek başka bir anket ile birleştirilip daha sağlıklı sonuçlar elde edebilmek için adınız sorulmaktır. Vereceğiniz bütün cevaplar kesinlikle gizli tutulacak ve değerlendirmenizin bir parçası olarak KESİNLİKLE kullanılmayacaktır.

Bu ankette size 58 cümle verilmektedir. Sizden bu ifadeleri okuduktan sonra , bu ifadede belirtilen davranışları ne kadar sıklıkla yaptığımız belirtmeniz istenmektedir. Her bir soru için beş (5) seçenek bulunmaktadır. Bunlar sayılarla ifade edilmiştir. Her bir sıklık için bir sayı değeri vardır. Bunlar *Hiç* (1), *Nadiren* (2), *Bazen* (3), *Genellikle* (4) ve *Her zaman* (5)'dır. Lütfen şimdi aşağıdaki ifadeleri okuyup, başkalarının nasıl yaptığını ya da ideal olarak ne yapmanız gerektiğini düşünmeden sadece size en çok uyan seçeneği seçiniz.

Katılımınız için şimdiden teşekkür ederiz.

Tuğçe AKBAL
ELT Yüksek Lisans Öğrencisi

	Hiç	Nadiren	Bazen	Genellikle	Her zaman
1. Konsantrasyonumu kaybettiğimde dinlediğim şeye yoğunlaşmaya çalışırım	1	2	3	4	5
2. Zorluk çeksem de dinlemeye devam ederim.	1	2	3	4	5
3. Dinlemeye devam etmek için kendimi cesaretlendiririm	1	2	3	4	5
4. Dinlerken anlamamı kolaylaştıracak bazı bağlamsal ipuçlarına (buna rağmen, önce, sonra, vb.) dikkat ederim.	1	2	3	4	5
5. Dinlediğim metinle ilgili görsel materyallere dikkat ederim.	1	2	3	4	5
6. Dinlediğim kişinin vücut diline dikkat ederim.	1	2	3	4	5
7. Dinlediğim kişinin tonlamasına dikkat ederim.	1	2	3	4	5
8. Konuşmadaki duraklamalara dikkat ederim.	1	2	3	4	5
9. Dinlemeden önce dinleme metnini nasıl dinleyeceğime karar veririm.	1	2	3	4	5
10. Dinlediğimin ne kadarını anladığımı metnin akışından yola çıkarak gözlemlerim.	1	2	3	4	5
11. Dinlediğimin ne kadarını anladığımı önceki bilgilerimi kullanarak gözlemlerim.	1	2	3	4	5
12. Dinlediğimin ne kadarını anladığımı metnin akışına dikkat ederek değerlendiririm.	1	2	3	4	5
13. Dinlediğimin ne kadarını anladığımı önceki bilgilerimi kullanarak değerlendiririm.	1	2	3	4	5
14. Dinlediğimin ne kadarını anladığımı dış kaynakları kullanarak değerlendiririm.	1	2	3	4	5
15. Dinlemeyle ilgili başarımı dinleme sonunda değerlendiririm.	1	2	3	4	5
16. Dinlemeyle ilgili başarısızlığımı dinleme sonunda değerlendiririm.	1	2	3	4	5
17. Dinleme sonunda bir dahaki sefere neyi farklı yapmam gerektiği hakkında düşünürüm.	1	2	3	4	5
18. Dinleme sonunda edindiğim bilgiyi sınıflandırmaya çalışırım.	1	2	3	4	5

19. Dinleme sonunda kendime dinleme metninin ne kadarını anladığımı sorarım.	1	2	3	4	5
20. Kendime tekrar dinlememin gerekip gerekmediğini sorarım.	1	2	3	4	5
21. Eksik kısımları metnin akışına bakarak tahmin ederim.	1	2	3	4	5
22. Bilinmeyen kelimelerin anlamlarını metnin akışına bakarak tahmin ederim.	1	2	3	4	5
23. Eksik kısımları önceki bilgilerimi kullanarak tahmin ederim.	1	2	3	4	5
24. Bilinmeyen kelimelerin anlamlarını önceki bilgilerimi kullanarak tahmin ederim.	1	2	3	4	5
25. Dinlediğimi anlamadığım zaman konuşmacının vücut dilinden ne dendiğini anlamaya çalışırım	1	2	3	4	5
26. Dinlediğimi anlamadığım zaman ortamdaki görsel ipuçlarını kullanarak anlamı çıkarmaya çalışırım.	1	2	3	4	5
27. Dinlediğimi anlamadığım zaman ortamdaki seslerden yola çıkarak tahminde bulunurum.	1	2	3	4	5
28. Dinlemeden önce mevcut bilgilerimi kullanarak konu hakkında genel bir tahminde bulunurum.	1	2	3	4	5
29. Dinlemeden önce metnin akışına bakarak konu hakkında genel bir tahminde bulunurum.	1	2	3	4	5
30. Dinlemeden önce dinleme metniyle ilgili görsellere bakarak konu hakkında genel bir tahminde bulunurum.	1	2	3	4	5
31. Dinlemeden önce başlığa bakarak konu hakkında genel bir tahminde bulunurum.	1	2	3	4	5
32. Sözün gelişinden ne denmek istediğini tahmin ederim.	1	2	3	4	5
33. Söz içinde kullanılan ifadelerden, tamamlanmamış cümlenin anlamını tahmin ederim.	1	2	3	4	5
34. Tamamlanmamış ifadeleri konu hakkındaki genel bilgilerimi düşünerek tahmin ederim.	1	2	3	4	5
35. Dinleme metnini anlamak için önceki bilgilerimden yararlanırım.	1	2	3	4	5
36. Dinleme metnini anlamak için metnin akışıyla ilgili bilgilerimi kullanırım.	1	2	3	4	5
37. Dinleme metnini anlamak için metnin yapısı hakkındaki bilgilerimden yararlanırım.	1	2	3	4	5
38. Betimlenen yerleri, nesneleri, olayları vb. gözümde canlandırırım.	1	2	3	4	5
39. Duyduğum kelimeleri gözümde canlandırırım.	1	2	3	4	5
40. Duyduğum cümleleri/ söz öbeklerini gözümde canlandırırım.	1	2	3	4	5
41. Dinlerken duyduklarımı Türkçe'ye çeviririm.	1	2	3	4	5
42. Dinlediğimi daha iyi anlamak için Türkçe'den yararlanırım.	1	2	3	4	5
43. Dinlerken duyduğum sözcükleri içimden (kafamdan) tekrar ederim.	1	2	3	4	5
44. Dinlerken duyduğum sözcükleri sesli olarak tekrar ederim.	1	2	3	4	5
45. Anahtar sözcüklerin telaffuzunu tekrar ederim.	1	2	3	4	5
46. Dinlediklerimi cümleler halinde not ederim.	1	2	3	4	5
47. Dinlediklerim hakkındaki önemli kavramları not ederim.	1	2	3	4	5
48. Dinlerken duyduğum önemli noktaları not ederim.	1	2	3	4	5
49. Dinlerken duyduklarım hakkında karalama yaparım.	1	2	3	4	5
50. Duyduğum kelimelerden anlam çıkartmaya çalışırım.	1	2	3	4	5
51. Dinleme metninin parçalarını birbirine bağlarım.	1	2	3	4	5
52. Dinleme metninde yer alan fiziksel eylemleri taklit etmeye çalışırım.	1	2	3	4	5
53. Dinlediğimi anlamazsam konuşmacıdan açıklamasını isterim.	1	2	3	4	5
54. Dinlediğimi anlamazsam konuşmacıdan tekrarlamasını isterim.	1	2	3	4	5
55. Anladığımı kesinleştirmek için duyduğum şeyleri kendi cümlelerimle tekrar söylerim.	1	2	3	4	5
56. Dinlediğimi anlamazsam bunu mimiklerimle belli ederim.	1	2	3	4	5

57. Dinlemeden önce ve dinleme esnasında kendimi rahatlatmaya çalışırım.	1	2	3	4	5
58. Dinlediğimi doğru anladığımda kendimi ödüllendiririm.	1	2	3	4	5
59. Bir dinleme alıştırmasını yaparken bir konuyu, ne kadar, neden anlayıp anlamadığımı öğretmenimle ya da arkadaslarımla konusarak paylasırım	1	2	3	4	5

Adınız ve Soyadınız: .....

Cinsiyet: K E **Yaş:**.....

Bölümünüz: İngilizce Öğretmenliği İngiliz Dili ve Edb.

Yabancı Diller Y.O. Hazırlık ..... (Okuduğunuz bölümü yazınız)

İngilizce seviyeniz: Elementary Intermediate Upper Intermediate Advanced

İngilizce Dinlemede kendinizi nasıl değerlendirirsiniz: Başarısız Normal İyi Mükemmel

APPENDIX B

Listening Comprehension Strategy Use Questionnaire (Past Form)

DİNLEME STRATEJİLERİ ANKETİ

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Katılımınız için şimdiden teşekkür ederiz.

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	Hiç	Nadiren	Bazen	Genellikle	Her zaman
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4. Dinlerken anlamamı kolaylaştıracak bazı bağlamsal ipuçlarına (buna rağmen, önce, sonra, vb.) dikkat ettim..	1	2	3	4	5
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6. Dinlediğim kişinin vücut diline dikkat ettim.	1	2	3	4	5
7. Dinlediğim kişinin tonlamasına dikkat ettim.	1	2	3	4	5
8. Konuşmadaki duraklamalara dikkat ettim.	1	2	3	4	5
9. Dinlemeden önce dinleme metnini nasıl dinleyeceğime karar verdim.	1	2	3	4	5
10. Dinlediğimin ne kadarını anladığımı metnin akışından yola çıkarak gözlemledim.	1	2	3	4	5
11. Dinlediğimin ne kadarını anladığımı önceki bilgilerimi kullanarak gözlemledim.	1	2	3	4	5
12. Dinlediğimin ne kadarını anladığımı metnin akışına dikkat ederek değerlendirdim.	1	2	3	4	5
13. Dinlediğimin ne kadarını anladığımı önceki bilgilerimi kullanarak değerlendirdim..	1	2	3	4	5
14. Dinlediğimin ne kadarını anladığımı başka kaynakları kullanarak değerlendirdim..	1	2	3	4	5
15. Dinlemeyle ilgili başarımı dinleme sonunda değerlendirdim.	1	2	3	4	5
16. Dinlemeyle ilgili başarısızlığımı dinleme sonunda değerlendirdim.	1	2	3	4	5
17. Dinleme sonunda bir dahaki sefere neyi farklı yapmam gerektiği hakkında düşündüm.	1	2	3	4	5
18. Dinleme sonunda edindiğim bilgiyi sınıflandırmaya çalıştım.	1	2	3	4	5

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35. Dinleme metnini anlamak için önceki bilgilerimden yararlandım.	1	2	3	4	5
36. Dinleme metnini anlamak için metnin akışıyla ilgili bilgilerimi kullandım.	1	2	3	4	5
37. Dinleme metnini anlamak için metnin yapısı hakkındaki bilgilerimden yararlandım.	1	2	3	4	5
38. Betimlenen yerleri, nesneleri, olayları vb. gözümde canlandırdım.	1	2	3	4	5
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41. Dinlerken duyduklarımı Türkçe'ye çevirdim.	1	2	3	4	5
42. Dinlediğimi daha iyi anlamak için Türkçe'den yararlandım.	1	2	3	4	5
43. Dinlerken duyduğum sözcükleri içimden (kafamdan) tekrar ettim.	1	2	3	4	5
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45. Anahtar sözcüklerin telaffuzunu tekrar ettim.	1	2	3	4	5
46. Dinlediklerimi cümleler halinde not ettim.	1	2	3	4	5
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48. Dinlerken duyduğum önemli noktaları not ettim.	1	2	3	4	5
49. Dinlerken duyduklarım hakkında karalama yaptım.	1	2	3	4	5
50. Duyduğum kelimelerden anlam çıkartmaya çalıştım.	1	2	3	4	5
51. Dinleme metninin parçalarını birbirine bağladım.	1	2	3	4	5
52. Dinleme metninde yer alan fiziksel eylemleri taklit etmeye çalıştım.	1	2	3	4	5
53. Dinlediğimi anlamadığımda konuşmacıdan açıklamasını istedim.	1	2	3	4	5
54. Dinlediğimi anlamadığımda konuşmacıdan tekrarlamasını istedim.	1	2	3	4	5
55. Anladığımı kesinleştirmek için duyduğum şeyleri kendi cümlelerimle tekrar söyledim.	1	2	3	4	5

56. Dinlediğimi anlamazsam bunu mimiklerimle belli ettim.	1	2	3	4	5
57. Dinlemeden önce ve dinleme esnasında kendimi rahatlatmaya çalıştım.	1	2	3	4	5
58. Dinlediğimi doğru anladığımda kendimi ödüllendirdim.	1	2	3	4	5
59. Bir dinleme alıştırmasını yaparken bir konuyu, ne kadar, neden anlayıp anlamadığımı öğretmenimle ya da arkadaşlarımla konuşarak paylaştım.	1	2	3	4	5

Adınız ve Soyadınız: .....

Cinsiyet: ☐ K ☐ E **Yaş:**.....

Bölümünüz: ☐ İngilizce Öğretmenliği ☐ İngiliz Dili ve Edb.

☐ Yabancı Diller Y.O. Hazırlık ..... (Okuduğunuz Bölümü yazınız)

İngilizce seviyeniz: ☐ Elementary ☐ Intermediate ☐ Upper Intermediate ☐ Advanced

İngilizce Dinlemede kendinizi nasıl değerlendirirsiniz: ☐ Başarısız ☐ Normal ☐ İyi ☐ Mükemmel

APPENDIX C

Listening Comprehension Test

Listening Exercise

PART I: Listen and Circle

1. Why does the woman go to see her professor?
a) To ask for more time to finish her project
b) To talk about ideas for her project
c) To discuss a problem she has with her boss
d) To find out how her project will be graded

2. When is the project plan due?
a) At the end of the month
b) The next week
c) On the first day of next month
d) The following day

PART II: Listen and Circle

3. What is the main idea of the lecture?
a) Children need guidance in developing their social skills
b) Children do not care much about the feelings of other people
c) Children go through stages of mental and social development
d) Children become more egocentric when they are teenagers

4. At what age is a child least able to recognize the thoughts of other people?
a) Twelve
b) Four
c) Fifteen
d) Eight

5. Why does the professor say this: *"they (children) have to handle real objects in order to solve problems."*
a) To challenge a conventional theory about abstract thinking.
b) To explain why children are sometimes rude to other people
c) To give examples of enjoyable classroom activities for children
d) To illustrate how children must experience directly to understand

6. What can be inferred about children in the multiple role-taking stage?
a) They prefer taking roles that younger children will admire
b) They know that different social roles require certain behavior
c) They know how to amuse their classmates by role playing.
d) They understand that every person has only one social role

PART III: Listen and Circle

7) Why does the student speak to his professor?
a) He wants advice about how to organize his paper.
b) He needs help for preparing for the midterm exam.
c) He is concerned about his grade for the course.
d) He wants permission for his brother to visit the class.

8) What reason does the student give for not completing his assignments?
a) He has spent a lot of time helping a family member.
b) He had difficulty understanding the assignments.
c) He forgot the schedule for turning in assignments.
d) He had to work extra hours at his bio-research job.

9) When were the assignments due?
a) October 1 and 13
b) October 21 and 30
c) October 4 and 30
d) October 2 and 3

10) What point does the professor make about the student's work?
a) His work was better in the past.
b) His work is the worst in the class.
c) His work will improve if he studies.
d) His work should be his top concern.

11) Why does the student say: '*Don't worry! I'll get it together.*'?
a) To convince his professor that he will complete the work.
b) To help his professor better understand the problem.
c) To state that he will turn in all assignments the next day.
d) To show his professor that he is not worried about his grade.

PART IV: Listen and Circle

12) What is the main idea of the lecture?
a) Advertising is effective in selling products.
b) Television research is an interesting view.
c) The television industry should be regulated.
d) Television promotes a culture of consumerism.

13) According to the professor, why do researchers study television?
a) To learn about the types of programs.
b) To decide which programs to export.
c) To understand the culture of the society.
d) To measure how well it sells products.

14) According to the professor, why do advertisers have control over TV programming?
a) Advertisers have the best ideas about what viewers want.
b) The television industry depends on money from advertisers.
c) Most television stations are owned by large corporations.
d) The government permits advertisers to vote for programs.

15) Why does the professor say this: *"this kind of life may look glamorous and desirable but it is all at the expense of personal relationships."*?

a) To warn students not to spend more money than they can afford.
b) To argue that TV images of life lack depth and meaning.
c) To recommend that students watch only high-quality programs.
d) To show that TV programs can contribute to personal growth.

16) What is the professor's opinion of television?
a) TV has been unfairly criticized by the intellectuals
b) TV has had a mostly negative effect on the society
c) TV is the best way to advertise products and services
d) TV should be appreciated for creating a wealthy society.

PART V: **listen carefully and answer the questions.**

17) What is the purpose of the conversation?
a) The woman is requesting an interview with the dean
b) The man is interviewing the woman for a job in the office
c) The man wants to discuss a change in the course schedule.
d) The woman wants to enroll in the communications program.

18) Why does the woman want to meet with the dean?
a) To tell him that she enjoyed his lecture
b) To request a change in the school calendar
c) To ask for a letter of recommendation
d) To learn about his ideas and vision

19) What can be inferred about the dean?
a) He is an excellent public speaker
b) He generally does not give interviews
c) He has been dean for only a short time
d) He is in his office two days a week

20) When will the meeting with the dean take place?
a) In two weeks
b) In three weeks
c) The next week
d) The next day

PART VI: listen carefully and answer the questions.
You will listen twice (4x5pts.)

21) What are the students mainly discussing?
a) Differences between economics and accounting
b) The rising costs of owning a business
c) The concept of opportunity cost
d) Various costs that businesses face

22) How does the man help the woman understand a concept that she finds difficult?
a) He makes a list of terms for her to study
b) He asks her to explain a similar concept
c) He reads a passage from their textbook
d) He illustrates the concept with an example

23) According to the man, how does an economist's view of costs differ from that of an accountant?
a) An economist tries to lessen the effect of costs
b) An economist's definition of costs never changes
c) An economist looks at a broader range of costs
d) An economist uses a computer to calculate costs

24) What can be inferred about the true cost of a college education?
a) It is not as expensive as it appears
b) It continues to increase each year
c) It is more than the woman can afford
d) It includes the cost of lost income

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25) The accent used throughout this exam is typically
a) AMERICAN ENGLISH
b) BRITISH ENGLISH
c) AUSTRALIAN ENGLISH
d) CANADIAN ENGLISH

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D
11	A	B	C	D
12	A	B	C	D
13	A	B	C	D
14	A	B	C	D
15	A	B	C	D
16	A	B	C	D
17	A	B	C	D
18	A	B	C	D
19	A	B	C	D
20	A	B	C	D
21	A	B	C	D
22	A	B	C	D
23	A	B	C	D
24	A	B	C	D
25	A	B	C	D

End of Test

APPENDIX D

The Classification of Items in Listening Comprehension Use Questionnaire

Strategy Categories	Questionnaire Items
Metacognitive (Directed attention)	1. Konsantrasyonumu kaybettiğimde dinlediğim şeye yoğunlaşmaya çalışırım
Metacognitive (Directed attention)	2. Zorluk çeksem de dinlemeye devam ederim.
Metacognitive (Directed attention)	3. Dinlemeye devam etmek için kendimi cesaretlendiririm
Metacognitive (Selective Attention)	4. Dinlerken anlamamı kolaylaştıracak bazı bağlamsal ipuçlarına (buna rağmen, önce, sonra, vb.) dikkat ederim.
Metacognitive (Selective Attention	5. Dinlediğim metinle ilgili görsel materyallere dikkat ederim.
Metacognitive (Selective Attention	6. Dinlediğim kişinin vücut diline dikkat ederim.
Metacognitive (Selective Attention	7. Dinlediğim kişinin tonlamasına dikkat ederim.
Metacognitive (Selective Attention	8. Konuşmadaki duraklamalara dikkat ederim.
Metacognitive (Pre-listening preparation)	9. Dinlemeden önce dinleme metnini nasıl dinleyeceğime karar veririm.
Metacognitive (Self-monitoring/ Comprehension monitoring)	10. Dinlediğimin ne kadarını anladığımı metnin akışından yola çıkarak gözlemlerim.
Metacognitive (Self-monitoring/ Comprehension monitoring)	11. Dinlediğimin ne kadarını anladığımı önceki bilgilerimi kullanarak gözlemlerim.
Metacognitive (Self-evaluation)	12. Dinlediğimin ne kadarını anladığımı metnin akışına dikkat ederek değerlendiririm.
Metacognitive (Self-evaluation)	13. Dinlediğimin ne kadarını anladığımı önceki bilgilerimi kullanarak değerlendiririm.

Metacognitive (Self-evaluation)	14. Dinlediğimin ne kadarını anladığımı dış kaynakları kullanarak değerlendiririm.
Metacognitive (Self-evaluation)	15. Dinlemeyle ilgili başarımı dinleme sonunda değerlendiririm.
Metacognitive (Self-evaluation)	16. Dinlemeyle ilgili başarısızlığımı dinleme sonunda değerlendiririm.
Metacognitive (Self-evaluation)	17. Dinleme sonunda bir dahaki sefere neyi farklı yapmam gerektiği hakkında düşünürüm.
Metacognitive (Self-monitoring/ Comprehension monitoring)	18. Dinleme sonunda edindiğim bilgiyi sınıflandırmaya çalışırım.
Metacognitive (Self-monitoring/ Comprehension monitoring)	19. Dinleme sonunda kendime dinleme metninin ne kadarını anladığımı sorarım.
Metacognitive (Self-evaluation)	20. Kendime tekrar dinlememin gerekip gerekmediğini sorarım.
Cognitive (Inferencing)	21. Eksik kısımları metnin akışına bakarak tahmin ederim.
Cognitive (Inferencing)	22. Bilinmeyen kelimelerin anlamlarını metnin akışına bakarak tahmin ederim.
Cognitive (Inferencing)	23. Eksik kısımları önceki bilgilerimi kullanarak tahmin ederim.
Cognitive (Inferencing)	24. Bilinmeyen kelimelerin anlamlarını önceki bilgilerimi kullanarak tahmin ederim.
Cognitive (Inferencing)	25. Dinlediğimi anlamadığım zaman konuşmacının vücut dilinden ne dendiğini anlamaya çalışırım
Cognitive (Inferencing)	26. Dinlediğimi anlamadığım zaman ortamdaki görsel ipuçlarını kullanarak anlamı çıkarmaya çalışırım.
Cognitive (Inferencing)	27. Dinlediğimi anlamadığım zaman ortamdaki seslerden yola çıkarak tahminde bulunurum.
Cognitive (Prediciton)	28. Dinlemeden önce mevcut bilgilerimi kullanarak konu hakkında genel bir tahminde bulunurum.
Cognitive (Prediciton)	29. Dinlemeden önce metnin akışına bakarak konu hakkında genel bir tahminde bulunurum.
Cognitive (Prediciton)	30. Dinlemeden önce dinleme metniyle ilgili görsellere bakarak konu hakkında genel bir tahminde bulunurum.
Cognitive (Prediciton)	31. Dinlemeden önce başlığa bakarak konu hakkında genel bir tahminde bulunurum.
Cognitive (Prediciton)	32. Sözün gelişinden ne denmek istediğini tahmin ederim.
Cognitive (Prediciton)	33. Söz içinde kullanılan ifadelerden, tamamlanmamış cümlenin anlamını tahmin ederim.

Cognitive (Prediciton)	34. Tamamlanmamış ifadeleri konu hakkındaki genel bilgilerimi düşünerek tahmin ederim.
Cognitive (Elaboration)	35. Dinleme metnini anlamak için önceki bilgilerimden yararlanırım.
Cognitive (Elaboration)	36. Dinleme metnini anlamak için metnin akışıyla ilgili bilgilerimi kullanırım.
Cognitive (Elaboration)	37. Dinleme metnini anlamak için metnin yapısı hakkındaki bilgilerimden yararlanırım.
Cognitive (Imagery/ Visualization)	38. Betimlenen yerleri, nesneleri, olayları vb. gözümde canlandırırım.
Cognitive (Imagery/ Visualization)	39. Duyduğum kelimeleri gözümde canlandırırım.
Cognitive (Imagery/ Visualization)	40. Duyduğum cümleleri/ söz öbeklerini gözümde canlandırırım.
Cognitive (Translation)	41. Dinlerken duyduklarımı Türkçe'ye çeviririm.
Cognitive (Transfer)	42. Dinlediğimi daha iyi anlamak için Türkçe'den yararlanırım.
Cognitive (Repetition)	43. Dinlerken duyduğum sözcükleri içimden (kafamdan) tekrar ederim.
Cognitive (Repetition)	44. Dinlerken duyduğum sözcükleri sesli olarak tekrar ederim.
Cognitive (Repetition)	45. Anahtar sözcüklerin telaffuzunu tekrar ederim.
Cognitive (note-taking)	46. Dinlediklerimi cümleler halinde not ederim.
Cognitive (note-taking)	47. Dinlediklerim hakkındaki önemli kavramları not ederim.
Cognitive (note-taking)	48. Dinlerken duyduğum önemli noktaları not ederim.
Cognitive (note-taking)	49. Dinlerken duyduklarım hakkında karalama yaparım.
Cognitive (Reconstruction)	50. Duyduğum kelimelerden anlam çıkartmaya çalışırım.
Cognitive (Contextualization)	51. Dinleme metninin parçalarını birbirine bağlarım.
Cognitive (Directed Physical Response)	52. Dinleme metninde yer alan fiziksel eylemleri taklit etmeye çalışırım.

Socioaffective (Question for Clarification)	53. Dinlediğimi anlamazsam konuşmacıdan açıklamasını isterim.
Socioaffective (Question for Clarification)	54. Dinlediğimi anlamazsam konuşmacıdan tekrarlamasını isterim.
Cognitive (Reconstruction)	55. Anladığımı kesinleştirmek için duyduğum şeyleri kendi cümlelerimle tekrar söylerim.
Socioaffective (Uptaking)	56. Dinlediğimi anlamazsam bunu mimiklerimle belli ederim.
Socioaffective (Self Reinforcement)	57. Dinlemeden önce ve dinleme esnasında kendimi rahatlatmaya çalışırım.
Socioaffective (Self Reinforcement)	58. Dinlediğimi doğru anladığımda kendimi ödüllendiririm.
Socioaffective (question for clarification)	59. Bir dinleme alıştırması yaparken bir konuyu, ne kadar neden anlayıp anlamadığımı öğretmenimle ya da arkadaşlarımla konuşarak paylaşırım.