THE EFFECT OF EXPLICIT LISTENING COMPREHENSION STRATEGY TRAINING ON LISTENING COMPREHENSION STRATEGY USE AND LISTENING PROFICIENCY LEVEL

AÇIK DİNLEME ANLAMA STRATEJİLERİ EĞİTİMİNİN STRATEJİ KULLANIMI VE DİNLEME ANLAMA DÜZEYİ ÜZERİNDEKİ ETKİSİ

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THESIS OF MASTER OF ARTS

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YÜKSEK LİSANS TEZ ÖZÜ

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Bu çalışmanın amacı dinlediğini anlama açık strateji eğitiminin öğrencilerin dinleme anlama stratejilerini kullanımını arttırıp arttırmadığını ve dinleme anlama düzeyine etkisini araştırmaktır.

Osmangazi Üniversitesi Yabancı Diller Bölümünde okuyan 40 hazırlık sınıfı öğrencisi bu araştırmaya katılmıştır. Öncelikle problemi belirlemek için öğrenciler yabancı dilde dinlerken yaşadıkları zorlukları sözlü ve yazılı belirtmiş ve Dinleme Anlama Stratejileri Anketi'ni yanıtlamışlardır. Sonucunda hangi dinleme anlama stratejilerini geliştirmeye ihtiyaç duydukları belirlenmiştir.

Öğrencilerin ihtiyaçları doğrultusunda dinlediğini anlama stratejileri eğitimi planlanmıştır. Aynı dinleme anlama düzeyine sahip olduklarından emin olmak için Toefl dinleme sınavı verilmiştir. 20 kişilik deney grubu 7 hafta süresince dinleme anlama açık strateji eğitimi almıştır. Kontrol grubu dinleme anlama örtülü strateji eğitimi almıştır. Her iki gruba çalışmanın sonunda da çalışmanın başında verilen 13 dinleme stratejisini sorgulayan

Dinleme Anlama Stratejileri Anketi ve TOEFL Dinleme Anlama sınavı verilmiştir ve sonuçları karşılaştırılmıştır.

LCSI sonuçlarına göre, çalışmanın başında iki grup da aralarında anlamlı fark olmadan dinleme anlama stratejilerini bazen kullanmaktadırlar. Ancak, dinleme anlama açık strateji eğitiminden sonra deney grubunun kontrol grubundan daha çok strateji kullandığı ortaya çıkmıştır.

Her stratejinin ortalama kullanım sıklığı da karşılaştırılmıştır. Sonuçlara göre deney grubu çıkarım, çeviri, tahmin, duygularının farkına varma, not alma, anladığını değerlendirme ve anladığını gözlemleme stratejilerini dinleme anlama direk strateji eğitiminden sonra daha çok kullanmaktadırlar. Kontrol grubunda ise örtülü dinleme anlama eğitimi öncesinde ve sonrasında dinleme anlama strateji kullanım sıklıklarında anlamlı bir değişiklik bulunmamıştır. Sadece not alma stratejisi kullanımında gelişme vardır.

Öğrencilere eğitim öncesi ve sonrasında verilen Toefl dinleme anlama sınavı sonuçlarına göre, başlangıçta iki grup arasında anlamlı bir farklılık bulunmamaktaydı. Ancak uygulama sonucunda deney grubu istatistiksel olarak anlamlı bir şekilde kontrol grubundan daha yüksek sonuçlar elde etmiştir.

THESIS OF MASTER OF ARTS

ABSTRACT

THE EFFECT OF EXPLICIT LISTENING COMPREHENSION STRATEGY TRAINING ON LISTENING COMPREHENSION STRATEGY USE AND LISTENING PROFICIENCY LEVEL

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The aim of the present study was 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, in order to determine the problem, the students stated their problems in listening comprehension through oral and written reports. Listening Comprehension Strategy Inventory (LCSI) was also given. As a result, what listening comprehension strategies the students needed to develop were determined.

Listening comprehension strategy training was planned in line with their needs. A TOEFL Listening exam was administered so as to make sure that students' proficiency levels were the same at the beginning of the study. 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 in the "sometimes used" range with no significant difference between them. However, after the explicit listening comprehension strategy training, it was seen that the experimental group used more strategies than the control group.

The mean frequencies of each strategy were also compared. 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. However, no significant difference was found in the use of elaboration, real time assessment, directed attention, reconstruction, arranging and planning for one's learning and asking for clarification strategies. 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.

The results of the Toefl listening comprehension test revealed that after the listening comprehension strategy training, experimental group had a significantly higher level of listening proficiency than the control group. However, at the beginning of the study there was no significant difference between two groups.

JÜRİ VE ENSTİTÜ ONAYI

Tülin ODACI'nın, "THE EFFECT OF EXPLICIT LISTENING COMPREHENSION STRATEGY TRAINING ON THE FREQUENCY OF LISTENING COMPREHENSION STRATGEY USE AND LISTENING PROFICIENCY LEVEL" başlıklı tezi 23/01/2006 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği Programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

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1. INTRODUCTION

For language learning, all the basic language skills –reading, writing, speaking and listening- are of great importance to be able to use the language effectively. Among these skills, listening is a crucial skill for language learners because without understanding the spoken language, problems in communication arise. For effective communication comprehending the message is vital. As Doff (1990) indicates that listening to spoken English is a way of acquiring structures and vocabulary. As listening usually occurs with speaking, listening skill is crucially important for developing speaking skills. Doff (1990) further states that "We cannot develop speaking skills unless we also develop listening skills to have a successful conversation, students must understand what is said to them." As communication involves at least two people, a speaker and a listener, the listener has to decode the meaning the speaker conveys.

Scarcella and Oxford (cited in Oxford, 1998) state that "Listening is a fundamental language skill that typically develops faster than speaking and that often influences the development of reading and writing ability in the new language." It is certainly not an isolated skill. Moreover, in daily life it is the most frequently used language skill.

In the last years there has been a growing interest in listening, its importance and how to improve it. It plays a crucial role in English Language Teaching as a second language and a foreign language. Unfortunately, there is still much to be researched about how learners could be helped develop the listening skill more effectively.

1.1 Listening Process

All native speakers make an effort to comprehend what they listen, usually unconsciously. Moreover, for second or foreign language learners, more effort and concentration are required to comprehend oral passages. In theoretical models, listening is considered to be an active process, not a passive process (Chastain, 1988).

Listening is a complex skill and its process is explained in different terms by many researchers. All aspects of listening involve "a transformation of 'input' into 'intake'- a change from the whirling buzz of noise into a meaningful subset that is internalised by the learner" (Cohen ,1990; Larsen-Freeman and Long, 1991; Ellis, 1986; Scarcella and Oxford,1992; cited in Oxford,1998). Everything to which a student is exposed does not become intake, only some parts the student pays attention become so.

According to Chastain (1988), listening comprehension can be divided into four sequential basic components, each dependent upon the preceding one. The first is the ability to distinguish all the sounds, intonation patterns and voice qualities in the second language and to discriminate between them. The second is the perception of an entire message produced by the speaker. The third is the ability to hold that message in memory until it is processed. Fourth, the listener processes what is said to comprehend the meaning. However, Chastain (1988) points out that discrimination, perceptions and retention make comprehension possible but do not guarantee that understanding will occur. The first step in comprehending the message is to establish the context. The second step is to activate relevant background knowledge and

message. The next step in comprehension is to predict the general content of the message. Proficient listeners anticipate what is coming next. Another step is to sample the meaning-carrying components of the material. The final step is to use samples to verify or reject the previously made predictions. This process of recreating meaning continues in a series of expectations, samples and verifications until the whole message is understood.

1.2 Listening Strategies

Listening is the most fundamental language skill which can be developed and that it should be a clear focus of classroom instruction (Oxford, 1998). The question is how to help learners develop their listening skills. Listening strategies may help them. Learning strategies are "specific actions or behaviours accomplished by students to enhance their learning" (Oxford, 1990).

Goh (1998) has made many studies on listening strategy types and definitions. She classified the listening comprehension strategies into two categories: cognitive strategies and metacognitive listening strategies. The listening strategies she found out as a result of the studies are given below briefly:

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

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

O'Malley (1989) also carried out many studies and defined the listening comprehension strategy types. The types of listening comprehension strategies defined by O'Malley et al (1989) are given below.

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

b. 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.

As listening skill can be developed, teachers should help students use the listening comprehension strategies more effectively. Like teachers, students should also be aware of these strategies to become more successful listeners.

1.3 Strategy Training

As listening is important for learning a language, in recent years there has been a growing interest in what should be done to help students develop and use this skill more effectively; because not all language learners acquire the same listening proficiency level to communicate successfully. Goh (2000) states that "All language learners face difficulties when listening to the target language. Nevertheless, the types and the extent of difficulty differ." Furthermore, she 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 lack adequate knowledge about how they can learn more effectively" (Goh, 1997). As she states, first they need to be aware of the nature of the listening comprehension process and strategies.

Some researchers state that strategy training is still a matter of some debate (Goh, 2002). In the studies carried out by these researchers, it was found that some students could not use the listening comprehension strategies effectively, which causes debate on the effectiveness on listening strategy instruction. Field (1998) states that "it has not been conclusively demonstrated that this kind of strategy training works." Attempts to teach strategies at one time on the analysis-synthesis principle have not necessarily led to greater overall listening competence."

However, there are other studies which suggest strategy training. As Griffiths and Parr (2001) state that teachers should assist the language learning process by promoting awareness of strategies and encouraging strategy use. Besides developing listening, some researchers support strategy training that they believe strategy training will lead to greater learner autonomy. Strategy training raises consciousness about learning strategies, which promotes learner autonomy.

Autonomy is defined as "freedom and ability to manage one's own affairs, which entails the right to make decisions as well" (Scharle & Szabo, 2000, p.4). Breen and Mann (1997, p.134) consider eight different qualities of an autonomous learner: the learner's stance, the desire to learn, a robust of self, metacognitive capacity, management of change, independence, a capacity to negotiate, a strategic engagement with learning. Autonomous learners can monitor and evaluate their learning. They are able to choose the right thing at the right time for the right reasons.

Field (1998) emphasises the importance of the process of listening and states in his article that

> We focus too much on the product of listening and too little on the process. The solution it proposes features various types of micro listening exercise, which can be employed as part of listening training in response to evidence of breakdowns of understanding. The exercises fulfil three different purposes: equipping learners with the subskills that a competent native listener could be expected to possess; familiarising learners with the features of natural conversational speech; and training learners in some smaller scale strategy techniques. Of course these skills and micro strategies practised in isolation must later be combined and applied to longer text. … Major listening strategies involving the creating and checking of inferences are best modelled rather than taught individually (p. 117).

Palmer and Goets (1988, cited in Goh 1997) also state that "First there is evidence to believe that what learners know about their learning can directly influence the process and even the outcome of their learning." If they know about the listening strategies, they know how to improve their listening, which will certainly help them become more autonomous learners. More autonomous learners have the responsibility of their own learning and are aware of the language learning strategies including listening comprehension strategies (Scharle and Szabo, 2000). They can improve their learning on their own with the help of the teachers. Learners should be given opportunities to focus on their own learning process through the development of appropriate strategies for autonomous learning as Brown (2001) suggests.

Vandergrift (1999) emphasises that an awareness and deployment of effective listening comprehension strategies can help students become effective language learners. He also points out that helping students develop strategies can guide students through the mental processes for successful listening comprehension. As Vandergrift, Oxford (1998) also emphasises that "Listening, the most fundamental language skill, can be taught and that it should be a clear focus of classroom instruction."

Some researchers tried to present a model including the steps to be taken by teachers for this kind of instruction (Oxford et al. 1990; O'Malley & Chamot, 1990; cited in Rasekh & Ranjbary, 2003). Olivares (2002) states that the presentation of learning strategies may be done in an implicit manner or may follow different levels of explicitness. She adds "in the implicit format, students are induced to use strategies without being made aware of their relevance and potential. In the explicit approach, the significance of the strategies is explained." According to Ellis (1994, cited in Finkbeiner, 1998) implicit learning is "a process which takes place naturally, simply and without conscious operation and explicit learning "more conscious operation where the individual makes and tests hypotheses in a search for structure."

To sum up, listening has an important role in effective communication and the process of language learning/acquisition, facilitating the emergence of other language skills. For these reasons, teachers should spend some time on students' listening and look for ways of improving students' listening skills. Helping students develop listening comprehension strategies explicitly may help them become more efficient listeners.

1.4 The Problem

The students who attended prep-school at Osmangazi University had difficulty in understanding what they heard from the teacher or cassette. As the first step of strategy training, the learners' needs about listening were tried to be determined. Students stated their experiences in listening through oral and written reports. As a result, it was seen that all students obviously had some problems in listening although the kind and extend of difficulty differ among students. However,

it was seen that they did not know the nature of listening, how to improve their listening, and how to overcome the listening comprehension problems occurring while listening. For instance, a student wrote "while trying to translate the sentences, I miss the other ones during listening." Another student wrote that he understood some words but could not get a meaningful message. A student wrote that he did his best to understand every word he heard, but he couldn't; so he stopped listening. That student was not aware of the fact that he does not have to understand all the words he listened to. As Field (2000) points out that "in real life encounters, understanding is likely to be less than complete. Inability to recognize every word in a text is not a mark of failure; and our learners need to be reassured on this score they need to be trained to form and check hypotheses in order to compensate for gaps in their comprehension." He adds that they should know how to repair the breakdowns of understanding while listening.

In order to gather more information on students' use of listening comprehension strategies, the Listening Comprehension Strategy Inventory developed by Gerçek (2000) was used. The inventory measured 13 strategies that the students needed to revise. As a result of the inventory, it was seen that the students were not able to use the listening comprehension strategies effectively.

The listening comprehension strategies were strongly necessary for the students, because nearly all the students were engineering students which meant the medium of instruction was all or partly English at their departments. The lectures would be in English. Furthermore, because of the globalization and increasing trade, at future workplaces the students will encounter many situations they have to communicate in English. They may need to talk to foreigners or attend tele-conference meetings which are quite common nowadays. So they should be given

guidance about how to develop their listening comprehension and become more autonomous learners. Helping students develop listening comprehension strategies may help students improve the listening skills. In other words, as Oxford (1990) states "learners need to learn how to learn and teachers need to learn how to facilitate this process."

1.5 The Purpose of the Study

Field (1998) and Goh (2000) agree that spending time on helping learners tackle their listening problems is an important part of teaching listening. They emphasise that practice activities which can help learners overcome difficulties are so crucial that students have better control over their listening comprehension. So the students attending prep-school at Osmangazi University will be given listening comprehension strategy training explicitly for seven weeks. At the end of the study, what effect the explicit listening comprehension strategy training will have on students' use of listening strategies and their listening comprehension proficiency level will be found out.

1.6 Research Questions

The research questions for the study are stated below.

1. Does explicit listening comprehension strategy training increase learners' listening comprehension strategy use?

2. Does explicit listening comprehension strategy training affect learners' listening proficiency level?

2. REVIEW OF LITERATURE

This chapter first focuses on the language learning strategies and their classification. Secondly, listening comprehension strategies are presented. Finally it focuses on strategy training and research in listening comprehension strategies.

2.1 Language Learning Strategies

As stated in the first chapter, language learning strategies are "specific actions or behaviours accomplished by students to enhance their learning" (Oxford, 1990). O'Malley and Chamot (1990, p.1) defines learning strategies as "the special thoughts or behaviours that individuals use to help them comprehend, learn or retain new information." Oxford (1990, p.9) lists the features of language learning strategies. According to her list, 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.

The choice of language learning strategies is affected by a number of factors such as learning styles, degree of awareness, gender, cultural background, attitudes and beliefs, type of task, tolerance of ambiguity, nationality, personality traits, (Oxford, 1990; Oxford, http://www.cal.org/ericcll/digest/oxford01.html). Learning style is an important factor affecting it and moreover it is likely that different kinds of learners might benefit from different modes of strategy training (http://www.cal.org/ericcll/digest/oxford01.html).

2.2 Classification of Language Learning Strategies

Different researchers suggest different taxonomy of language learning strategies. According to Rubin, there are three types of strategies used by learners that contribute directly or indirectly to language learning. These are learning strategies, communication strategies, social strategies (http://iteslj.org/Articles/Hismanoglu-Strategies.html). Learning strategies are cognitive learning strategies and metacognitive learning strategies. Communication strategies are less directly related to language learning because their focus is on the process of participating in a conversation and also getting meaning across or clarifying what the speaker has intended. Communication strategies are used by speakers when faced with some difficulty or when confronted with misunderstanding by a co-speaker. Social strategies are the activities learners engage in. They provide the opportunities to be exposed to and practice their knowledge. Although these strategies provide exposure to the target language, they contribute indirectly to learning since they do not lead directly to the obtaining, storing, retrieving, and using of language (Rubin and Wenden 1987:23-27).

O'Malley and Chamot (1990) divide learning strategies into three categories: Metacognitive Strategies, Cognitive Strategies and Social/Affective Strategies.

Metacognitive strategies are the skills which are used to "plan, monitor, or evaluate" a learning task. The main metacognitive strategies are selective attention, planning, monitoring, and evaluation. Cognitive Strategies are directly related to the way in which one perceives information in order to "enhance learning". Rehearsal organization, inferencing, summarizing, deducing imagery and transfer elaboration are among the most important cognitive strategies. Social/Affective strategies involve the interaction with other people or one's control of his feelings. Cooperation, question for clarification and self-talk are the main social/affective strategies. (1990, p.44-46).

When compared to O'Malley and Chamot, Oxford gives a more detailed classification. For this reason, Oxford's classification of language learning strategies will be examined in this study. Her classification will be presented in more detail below.

Oxford (1990) divides strategies into two major classes: direct and indirect, and they are subdivided into a total of six groups: memory, cognitive, and compensation under the direct class; metacognitive, affective, and social under the indirect class. (See Figure 1).
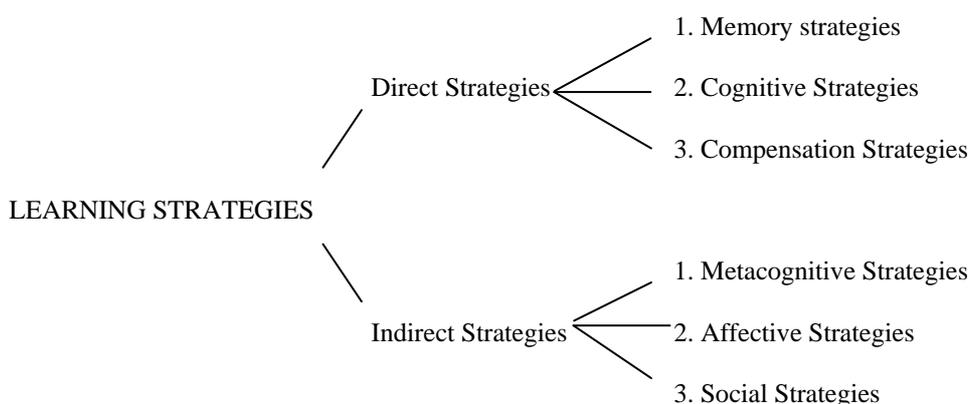
Figure 1. Diagram of Oxford's Strategy Classification System: Overview (Oxford, 1990, p.16)

According to Oxford (1990) direct strategies and indirect strategies support each other and each strategy group is capable of connecting with and assisting every other strategy group. She states that the direct strategies work best when supported by indirect strategies (1990).

2.3 Listening Comprehension Strategies

The listening process provides the base for listening comprehension strategies. McDonough and Shaw (1998) state that listening comprehension requires various micro skills as they see the listener as "a processor of language." These micro skills are explained under three headings: processing sound, processing meaning, context and knowledge. The micro skills under each heading 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.

Goh (1998) has made many studies on listening strategy types and definitions. The listening strategies she found out as a result of the studies are given below:

a. Cognitive Strategies

1. **Inferencing**: listeners fill in missing information such as meanings of unfamiliar words and parts of a text while listening using context, key words, knowledge about the world, knowledge about English and speaker's body language and visual aids.

2. **Elaboration**: listeners relate new information to existing knowledge to produce a more complete interpretation. It also refers to the process by which listeners embellish an interpretation with details to make it more meaningful for them.

3. **Prediction**: enables listeners to anticipate the next part of text by predicting the contents from the title or the topic before listening and anticipating details in the next part while listening.

4. **Conceptualization**: refers to the attempts to relate new information to a wider context or situation in order to produce an acceptable general interpretation of it.

5. **Fixation**: refers to paying close attention to a small part of the spoken text in order to understand it.

6. **Reconstruction**: involves using new words from the text and sometimes background knowledge to construct the meaning of the original input.

b. **Metacognitive Listening Strategies**

1. **Directed attention** is concentrating on the input and avoiding distraction, by maintaining concentration as much as possible, listen closely to every word and continue listening in spite of problems.

2. **Comprehension monitoring** is the process of checking and conforming how well one understands the input during listening by making use of both external and internal resources which include information in the text, visual element, context and prior knowledge.

3. **Real-time assessment of input** is necessary for achieving their comprehension goals during listening. This strategy involves determining the potential value of unfamiliar words and noticing problems during listening.

4. **Comprehension evaluation** is determining the accuracy and completeness of listener's comprehension. It can be done any time after an individual has finished and arrived at some tentative

interpretation. The purpose is to check to what extend the understanding is acceptable.

5. **Selective Attention** means paying attention to specific aspects of the input by listening for gist, listening for familiar of key words noticing the way information is structured, listening for repetition, paying attention to meaning in groups of words and heeding intonation.

O'Malley et al (1989) carried out many researches and defined the listening comprehension strategy types. The inventory to be used in this study based on the listening comprehension strategy types defined by O'Malley et al (1989) and Goh (1998). The types and definitions of listening comprehension strategies defined by O'Malley et al (1989) are given below.

a. Metacognitive Listening Comprehension Strategies

1. **Directed attention** is the elimination of irrelevant parts of the language and focusing on particular parts of the language which learners decide in advance to attend to in a learning task and to ignore all irrelevant distracters.

2. **Selective attention** is deciding in advance to attend to specific aspects of language input or situational details that will cue retention of language input.

3. **Self-management** has been described as understanding the conditions that help learn and arranging for the presence of those conditions.

4. **Self- monitoring** is described as a key process that consists of maintaining awareness of task demands and information content.

Selective attention and directed attention are the types of metacognitive strategies that support monitoring.

5. **Self-evaluation and self-reinforcement** are based on learner's judgement themselves such as arranging rewards for oneself which is a task is successfully completed and making judgements upon their own success in learning activities.

b. Cognitive Listening Comprehension Strategies

6. **Repetition** is the limitation of the language model including overt practice and silent rehearsal.

7. **Directed Physical Response** is relating new information to physical action as with directives. Some learners prefer to imitate the physical actions that take place in a learning task. They indicate and listen simultaneously and learn better while some prefer only listening to them without limitation of actions.

8. **Translation** is using the first language as a basis for understanding and/or producing the second language.

9. **Grouping** is reordering or classifying and perhaps labeling the material to be learned based on common attributes. Grouping may be done among linguistically similar items to learn better.

10. **Note taking** is writing down the main ideas, important points and outline, or a summary of information presented orally or writing.

11. **Deduction** is defined as consciously applying rules to produce or understand the second language

12. **Imagery** is relating new information to visual concepts in memory via familiar, easily retrievable visualizations, phrases or locations.

13. **Auditory representations** deal with the retention of sounds for words, phrases or longer language sequences.

14. **Key word** is the process of remembering a new word in the target language by identifying a familiar word in the first language that sounds like or otherwise resembles the new word or generating easily recalled images of some relationship between the new word.

15. **Conceptualization** is placing a new word in a meaningful language sequence

16. **Elaboration** can be defined as relating new information to other concepts in memory.

17. **Transfer** is using previously acquired linguistic and conceptual knowledge to facilitate a new language leaning task.

18. **Inferencing** is using available information to guess meanings of new items, predict outcomes, or fill in missing information.

19. **Question for clarification** can be defined as asking a teacher or a native speaker for repetition, paraphrasing, explanation or examples.

20. **Resourcing** is using target language reference materials.

Besides listening comprehension strategies, how they are presented to students may be crucial in the success of the listening comprehension strategy training. Rasekh and Ranjbary (2003) state that O'Malley and Chamot found two approaches in teaching learning strategy, direct (overt in Oxford's model) and embedded (covert in Oxford' model). They add that

Direct training is "learning strategy instruction in which students are informed about the value and purpose of learning strategies" (O'Malley & Chamot, 1990, p. 229). Whereas, embedded training is "guidance in the use of learning strategies that is embedded in the task materials but not explicitly defined to the learner as strategy instruction" (O'Malley & Chamot, 1990, p. 230).

Ellis defines implicit learning as "acquisition of knowledge about the underlying structure of a complex stimulus environment by a process which takes place naturally, simply and without conscious operation", and explicit learning as "more conscious operation where the individual makes and tests hypotheses in a search for structure" (Ellis 1994,cited in Vien; Finkbeiner, 1998)). In the definition, implicit learning is conceived as a natural, simple and conscious learning process whereas explicit learning is described as a process which includes conscious operations such as the making and testing of hypotheses.

2.4 Strategy Training

Most language teachers often intuit the future needs of their students and their perceptions are often unreliable Johns (1991, cited in Ferris,1998) says. So instead of intuition, teachers should ask the students about their needs and difficulties. Ferris (1998) states that "the students themselves are the best source of information on their own difficulties" and adds that both the students' perceived needs and the instructors' expectations should be cared about. Ferris (1998) conducted a study on student needs and found out that students need assistance with listening comprehension in academic contexts, with lecture comprehension, confidence in their aural abilities.

Through needs assessment about listening skills, the situations, activities and tasks in which students will be involved as second language learners are also analyzed (Richards, 1985). So what learners need to learn and improve are

determined and effective ways are considered to help them cope with their listening difficulties. Moreover, students need to learn how to learn and cope with different difficulties. Therefore as Oxford states (1990) teachers need to learn how to facilitate this process. The best way is to make them aware of the listening comprehension strategies which allows students overcome difficulties occurring while listening. In other words, strategy training is necessary in the area of second and foreign languages (Oxford, 1990). Via strategy training, students will become more autonomous learners as desired in language teaching.

Autonomy is desired for philosophical, pedagogical and practical reasons (Cotterall, 1995, p.219). Independence in learning helps students to get prepared for a rapidly changing future. About the dimensions of instruction and content of learning, they are also likely to feel more secure. Practical reasons for promoting autonomy are that teachers may not always be available to learners to assist. Learners need to learn on their own because they may not have access to the king of instruction, so they need to learn how to learn, that is, how to become autonomous. When they are autonomous, they do not have to wait for the teachers to solve their problems. (Cotterall, 1995, p.220).

Ellis and Sinclair (cited in Esch, 1997, p.174) state that autonomy is beneficial, because learning can be more effective when learners take control of their learning, autonomous learners can carry on learning outside the classroom and learners who know about learning can transfer learning strategies to other subjects. Scharle and Szabo (2000, p.4) reminds a proper saying "you can bring the horse to water, but you cannot make him drink". Voluntariness is a crucial factor to the development of learner autonomy as Lee (1998, p.282) suggests.

In language teaching, teachers can provide all the necessary circumstances and input, but learning can only happen if learners are willing to contribute (Scharle and Szabo, 2000, p.4). In order for learners to be actively involved in the learning process, they first need to realise and accept that success in learning depends much on the student as on the teacher. Learners share the responsibility for the outcome. So, learners are responsible for their own learning (Scharle and Szabo, 2000, p.4). The best way to prepare learners to take the responsibility of their own learning is to help them become more autonomous (Scharle and Szabo, 2000, p.4).

As learners begin to take charge of their own learning, the teacher needs to take on different roles in the classroom. Voller (1997, p.101) defines three roles for the teachers in developing learners' autonomy: the teacher as a facilitator, the teacher as counselor and a teacher as resource. Teachers should facilitate learning, have the personal qualities of a facilitator (being caring, supportive, patient, tolerant, emphatic, open, and non-judgmental). They should also have the ability to raise awareness about autonomy and give guidance (Voller, 1997, p.102).

Becoming autonomous requires a gradual process. Scharle and Szabo (2000, p.9) point out that "people do not normally wake up to a fine day and find that they have become responsible overnight". Thus, as a way to autonomous learning, after the identification of students' needs, strategy training is necessary. Teachers should promote and nurture the use of a wide variety of learning strategies by means of a set of well-designed instructions and activities (Cohen, 1998,cited in Olivares-Cuhat, 2002). Cohen (2003) lists the goals of strategy training:

> Strategy training aims to provide learners with the tools to do the following:
> Self-diagnose their strengths and weaknesses in language learning
> Become aware of what helps them to learn the target language most efficiently
> Develop a broad range of problem-solving skills

Experiment with familiar and unfamiliar learning strategies

Make decisions about how to approach a language task

Monitor and self-evaluate their performance

Transfer successful strategies to new learning contexts

There are some ways suggested for strategy training. Chamot and O'Malley (1994, cited in Robbins, 2000) have developed the CALLA approach, which integrates content-based language instruction with metacognitive awareness of the learning process and learning strategies. The five phases of CALLA lessons are:

Preparation   - activate background knowledge of strategies;

Presentation   - teacher models the use of the new strategy and explains how
            and when to use it;

Practice   - students practice the strategy in class activities;

Evaluation   - students evaluate their use of the strategy and its effectiveness for
            the task;

Expansion   - students extend the use of the strategy into new situations or tasks.

For strategy training, Ellis (2005) emphasises that an instructional model which introduces the strategies to the students and raises awareness of their learning preferences; helps them to identify, practice, evaluate, and transfer strategies to new learning situations; and promotes learner autonomy to enable students to continue their learning after they leave the language classroom should be chosen. Oxford (1990) suggests another strategy training model and it was used in this study. The steps in the strategy training model are:

1. Determine learners' needs and the resources available for training.
2. Select the strategies to be taught.
3. Consider the benefits of integrated strategy training.
4. Consider motivational issues.
5. Prepare the materials and activities.
6. Conduct explicit strategy training.

      7.   Evaluate and revise the strategy training

Firstly, teachers should consider the needs, characteristics of the learners and determine the amount of time needed. Secondly, which strategies, related to the students' needs and characteristics, to be developed should be determined beforehand. If the strategy training is integrated with the tasks, materials to be used, it is more meaningful and helpful. The kind of motivation to be built into the training program should also be considered. Afterwards, the materials and activities need to be prepared. Although Oxford (1990) suggests explicit training, there is still some controversy about it. Cohen claims the strategy instruction should involve both of them. Some researchers claim it should be implicit although they all favour strategy training. Learners' own comments about the strategy use are the part of the training which gives the teacher data about the process. With the data available, strategy training could be revised.

2.5 Research on Listening Comprehension Strategies

For the past ten years many researchers have made research on listening comprehension strategies in order to define the strategies, find out how to help students become more effective listeners or the characteristics of more skilled and less skilled-listeners.

Hansen and Jensen (1994; cites in Field 2004) tested 235 learners for both detailed and global understating of academic material and interpreted their findings as "indirect evidence that low proficiency students rely heavily on bottom up processing skills." Goh (2000) found out that phoneme and word recognition are indeed a major source of difficulty for low level second language listeners.

Goh (2000) made a study to find out the language learners' listening comprehension problems. The data were elicited form learners' self reports; diaries, small group interviews and immediate retrospective verbalizations. She compared two groups of learners with different listening abilities. Although they have experienced the similar problems, low ability listeners had more problems. She suggests that learners' awareness about learning to listen can be raised by setting aside lesson time for discussion and reports about listening problems and useful strategies. For example, in the class students could be warned how not to be fixated on difficulties but continue to listen to the other parts which might provide some clues or clarifications. She concludes listening strategies training help learners "not only improve their listening comprehension but also more efficient at directing their own learning and development as L2 listeners."

Gerçek (2000) compared the frequency of listening comprehension strategy use between Turkish EFL learners who attended Preparatory School at Anadolu University and the students who did not through the Listening Comprehension Strategy Inventory developed by the researcher. The students who attended prep classes were exposed to implicit strategy training in their listening courses. As a result of the study, she found out that there is no statistically significant difference in the frequency of listening comprehension strategies between two groups.

Thomson and Rubin (1996, cited in Vandergrift, 1999) investigated the effects of strategy instruction on the listening comprehension performance of university students learning Russian. The performance of an experimental group who received systematic instruction in listening strategies was compared to the performance of a similar group who received no instruction. Scores in the pre and

post test showed that the students who received strategy instruction in listening improved significantly over those who had received no instruction.

Bacon (1992; cited in Gerçek, 2000) examined the relationship between gender and comprehension, processing strategies and cognitive and affective responses in foreign language listening. The subjects of the study were fifty students at a large Midwestern university. She had four research questions. The first one was if men and women will differ in their level of comprehension of authentic text. The second one was if men and women will differ in kinds and incidence of strategies that they report while listening to authentic input. The third question was if they differ in their level of coincidence or affective response after listening and the fourth one was if the passage type, order of presentation interacts with gender. The results demonstrated that there was no significant difference between the level of comprehension of men and women in the kinds and incidence of cognitive strategies that they use while listening to authentic input. Moreover, no significant difference was found between gender, order and passage type.

2. 6 Contrasting Effective and Ineffective Listening Habits

In order to be effective listeners, students need to do more than just attending to what is said. Below are the effective and ineffective habits of learners at different phases of a listening task. (http://www.sasked.gov.sk.ca/docs/xla/ela15b.html)

<u>**Pre-listening**</u>
Effective Listeners

- Build their background knowledge on subject before listening
- Have a specific purpose for listening and attempt to ascertain speaker's purpose

- Tune in and attend

- Minimise distractions

Ineffective Listeners

- Start listening without thinking about subject

- Have no specific purpose for listening and have not considered speaker's purpose

- Do not focus attention

- Create or are influenced by distractions

During Listening

Effective Listeners

- Give complete attention to listening task and demonstrate interest

- Search for meaning

- Constantly check their understanding of message by making connections, making and confirming predictions, making inferences, evaluating and reflecting

- Know whether close or cursory listening is required; adjust their listening behaviour accordingly

- Are flexible note makers-outlining, mapping, categorising-who sift and sort, often adding information of their own

- Take fewer, more meaningful notes

- Distinguish message from speaker

- Consider the context and "colour" of words

Ineffective Listeners

- Do not give necessary attention to listening task

- Tune out that which they find uninteresting

- Do not monitor understanding or use comprehension strategies

- Do not distinguish whether close or cursory listening is required

- Are rigid notetakers with few notemaking strategies

- Try to get every word down or do not take notes at all

- Judge the message by the speaker's appearance or delivery

- Accept words at face value

After Listening

Effective Listeners

- Withhold judgement until comprehension of message is complete

- Will follow up on presentation by reviewing notes, categorising ideas, clarifying, reflecting, and acting upon the message

Ineffective Listeners

- Jump to conclusions without reflection

- Are content just to receive message without reflection or action

As seen, effective listeners apply listening comprehension strategies at every phase of listening. However, ineffective listeners fail to apply the correct strategy which means listening comprehension strategy training may help ineffective learners develop better use of listening comprehension strategies.

3. METHODOLOGY

This study attempts to identify whether explicit listening comprehension strategy training helps learners become more effective L2 listeners and whether it increases learners' use of listening comprehension strategies.

This chapter presents the subjects participating in the study, the instruments and procedure for data collection and the statistical methods for data analysis.

3.1 Subjects

A total of 40 prep-school students attending the Intensive English Language Program at the Department of Foreign Languages at Osmangazi University, Eskişehir in 2005 Spring semester participated in the study. The students were in two different classes. Number of students in each group was 20.

The students were from the Faculty of Sciences and Faculty of Engineering. Most of them were engineering students. In engineering departments such as the Department of Computer Engineering, the medium of instruction was English. In the Faculty of Sciences the medium of instruction was both Turkish and English. Consequently, the students in this study would receive English instruction in their departments wholly or partly. Therefore, they all needed to develop listening comprehension skills.

Students attending the Intensive English Language Program at the Department of Foreign Languages at Osmangazi University, Eskişehir were required to take an English Placement Test prepared by the instructors. Students who scored 70 or above out of 100 on the placement test were exempted from the Intensive

English Language Program. Students who scored below 70 on the placement test had to attend the Intensive English Language Program for a year. These students were placed in prep classes based on the scores they had received on the placement test and writing exam. According to the results, the students' levels were set up.

After one academic term, the students were given a placement test again. Based on their new scores, the levels were set up again. Since the study took place in the spring term, the second placement test results were considered and the students participated in this study were in intermediate classes. They were instructed 26 hours per week; 10 hours for listening and speaking; 8 hours grammar; 8 hours reading and writing. The study was conducted in listening and speaking classes. The listening teacher of both groups was the researcher. In other lessons, no listening activity normally took place.

3.2 Instruments

In the study, the Listening Comprehension Strategy Inventory, a TOEFL exam to determine the listening proficiency level of students, and materials to train students on listening strategies were used.

The Listening Comprehension Strategy Inventory (LCSI) used in this study was developed by Gerçek (2000) as a part of her master's thesis because it covered the listening comprehension strategies the students needed to develop. Goh's (1998) study of "How ESL Learners With Different Abilities Use Comprehension Strategies and Tactics" was taken as a basis for LCSI. The inventory first consisted of 27 statements all of which were evaluated based on a Likert scale and one open-ended question. Gerçek consulted many experts and it was decided that half of the

statements should be positive and half of the statements should be negative in an inventory. The frequency of use for positive statements were expected to be in higher ranges while the frequency for negative statements were expected to be in lower ranges for effective listeners. For linguistic validity, she consulted 5 students attending Anadolu University Intensive English Programme at different proficiency levels. They were interviewed and each statement was discussed in terms of language use, grammatical points, punctuation, content and sentence structure. After the changes about them were made, it was given to a larger group of students and 12 teachers of listening comprehension. They commented that some strategies coded negatively and positively appeared close to each other, which might cause difficulty in understanding. As a result, the order of some statements enquiring the same strategies was changed so that they were further apart. Punctuation marks, grammatical and spelling mistakes were also corrected. To determine the construct validity, Factor Analysis was used and the number of statements decreased to 20. In order to determine the factors in LCSI Varimax Factor Matrix was done. As a result, a total of 6 factors were constructed. The number of factors as a result of Factor Analysis are decreased by SCREE Plot Test. It shows the distribution of factors on a curve. As there was a sharp fall up to factor 4, the number factors under which the statements to be rotated is 4. Furthermore, The Varimax Rotated Factor Matrix was done to determine the distribution of the 20 statements through four factors. There were10 statements under factor 1, 5 under factor 2, 3 under factor 3 and 2 under factor 4. Cumulative variance for four factors was 45 %. Since it was above 40%, the construct validity of LCSI is acceptable.

For the reliability of LCSI Cronbach's alpha coefficient was calculated. The Cronbach's alpha for each factor and for their combination was equal to or greater

than 60 as it should be. The internal consistency of LCSI is considered to be reliable since alpha = 72 (>60) and item-total correlation for four factors was above 60. Another method to estimate the reliability of a test is test-retest, which allows examining an indicator's degree of stability reliability. Stability reliability is reliability across time. Neuman (2000) states "It addresses the question: does the measure deliver the same answer when applied in different time periods?" the inventory is given to the same group of people. If the inventory has stability reliability, the same results are received each time. The retest of LCSI was administered two weeks later. To determine the correlation of test-retest scores Pearson Correlation analysis was used. The correlation was 76%. It must be 65% or above for an inventory to be considered reliable. Thus, the LCSI was considered to be reliable as nearly same answers were gathered.

In conclusion, the results of the statistical analysis show that LCSI is considered to be reliable and valid. The inventory Gerçek developed consisted of 20 statements which are evaluated based on a Likert scale ranging from 1 (never or almost never) and to 5 (always or almost true of me). (See Appendix A) The inventory was given in Turkish – the native language of the participants- to maximise ease of administration and ensure greater accuracy of the results both before and after the listening comprehension strategy training.

In order to determine the students' listening proficiency level, the listening part of a TOEFL test was used. TOEFL is considered to be a standard test. It was administered both before and after the listening comprehension strategy training to both control and experimental groups. The test consisted of 50 multiple choice questions to check listening comprehension.

The materials to be used in class for listening comprehension strategy training were determined by the researcher (See Appendix B,C,D,E). The literature on listening comprehension strategies was searched and lesson plans were prepared. The main materials were in line with the curriculum of the Prep School. The listening texts were the same in both the experimental and control groups. The pre-, during and post listening activities made the difference. In the experimental group, the name of the strategy covered in class was mentioned, and how it could be applied, whether it helped the students comprehend the listening text were discussed with the students explicitly. The students also discussed which listening comprehension strategies would work best for any listening task at the beginning. On the other hand, in the control group, no explicit discussion took place. The students did not know the name of the strategy. At the beginning or end of the listening, they did not discuss the effectiveness of the related listening comprehension strategy.

3.3 Procedure

First of all, after the problem was framed based on the teacher's observations, in order to reframe the problem students' written and oral reports about their listening experiences and the Listening Comprehension Strategy Inventory (LCSI) developed by Gerçek (2000) were used. With the help of them, it was seen that the students were not able to use the listening comprehension strategies effectively. What listening comprehension strategies needed to be practiced were determined. Moreover, literature was surveyed and some more listening comprehension strategies they would need in the near future were taken into consideration. As a result, the listening comprehension strategies they need to be aware of and practice were listed.

Firstly, both the experimental and control group's LCSI results were compared using SPSS to see if there was any difference in the use of listening comprehension strategies between them. No significant difference was found. Secondly, in order to make sure that two groups of students had the nearly same listening comprehension proficiency level, the TOEFL Listening test was given to both groups. The students were informed that these would not affect their grades in any way. Afterwards, a listening comprehension strategy training program was prepared as Oxford (1990) suggests. The materials revising the strategies; inferencing, prediction, reconstruction, comprehension monitoring, comprehension evaluation, asking for clarification, elaboration, listening to your body, translation, note-taking, metacognitive directed attention, real-time assessment and planning for learning were prepared and applied to the experimental group explicitly. The explicit listening comprehension strategy training lasted seven weeks in the experimental class. The control group received the strategy training implicitly as before.

In the experimental group where explicit listening comprehension strategy training took place, the teacher helped students to develop some strategies such as taking notes through lesson plans and made ongoing warning for some strategies to raise consciousness about them. The strategies chosen were integrated in the class activities. Before any listening activity, the students talked about what strategies they could use and which could be more effective depending on the task. After the listening activity, the students discussed what strategies worked, why they worked and what other strategies could work better with their peers and at last with the teacher. In these discussion parts, the students revised and practised the listening comprehension strategies, which were quite useful for them and caused them to think more about strategies (See Appendix B, D). No different material was used.

In the control group where implicit listening comprehension strategy training took place, no one talked about the strategies explicitly. No discussions about whether the strategy helped them understand better or not took place before and after the listening activity (See Appendix C, E). Without conscious operation, the students dealt with the listening comprehension strategies and completed the pre, during and post listening activities. For instance, in the experimental group the teacher asked "What listening comprehension strategy did you use?" after the listening and the students answered "Prediction." When the students were asked what they did, they reported "By looking at the title, key words, we predicted the content. We have already known how to use a camera so by using our knowledge, we tried to do the task. We did not have any difficulty in understanding the text after we made predictions." On the other hand, in the control group, the teacher asked whether the text was difficult and "what helped you to comprehend the text more easily?" The students answered "the pictures, words in the box." (See Appendix D, E)

Thirdly, after the training, two classes were given the TOEFL listening test and LCSI again to see if the listening comprehension strategy training made any difference in students' use of listening strategies and their listening proficiency level.

3.4 Data Analysis

To determine whether explicit listening comprehension strategy training made learners become more effective listeners, the pre and post TOEFL listening test results were compared by a two tailed independent t-test. Moreover, in order to find out if there was any difference between the frequency of learners' use of listening comprehension strategies before and after the listening comprehension strategy training and between control and experimental groups, the results of the LCSI were compared using t-test on SPSS.

4. RESULTS AND DISCUSSION

This chapter presents the results of the need analysis, listening comprehension strategies for the strategy training, and the results of the comparison of overall and individual strategy use of both experimental and control groups. Next, it presents the results of the Toefl tests.

4.1. The Results of the Needs Analysis

The students' oral and written reports on their difficulties about listening comprehension revealed that they were not aware of some of the listening comprehension strategies or they were not able to use them effectively. They did not know how to deal with their listening comprehension problems. Students were also given LCSI to see whether they use listening comprehension strategies and how often they use them. The data gathered through reports and LCSI were examined and the listening comprehension strategies to be dealt with in class were determined.

The students stated that if the new information, topic was not interesting for them or they had no existing knowledge about it, they usually could not make a meaningful interpretation of the topic, which may result in stopping listening. So elaboration strategy should be paid attention. Some students also stated that they could not understand some words in the listening text. It was observed that they did not pay attention to the context as it may change the meaning of a word. Thus, inferencing strategy should be taken into consideration. Moreover, some students stated that they did not understand the topic when they started listening, which showed that they did not activate the existing knowledge by looking at photos, or

reading the title. Even if they studied the picture and read the title, they did not get any idea about the topic. So they need to be aware of the importance of prediction strategy related with pre-listening activities of picture viewing and reading the title. Nearly all students pointed out that when they heard unknown words or phrases, they stopped listening immediately or after some time. It refers to real time assessment strategy. This strategy involves determining the potential value of unfamiliar words and noticing problems while listening (Goh, 1998). They should be able to pay attention to the rest of the listening text again even if they stop listening for a while. Furthermore, some students pointed out that they were worried about and afraid of not being able to understand the given information in the listening passage. They need to know how to overcome their worry and anxiety. Another strategy they needed was asking for clarification. They usually did not ask the teacher to repeat or play the cassette again as they thought with prejudice that nothing would change. On doing so they wanted to understand the listening text during the first listening. Moreover, they did not share information with the teacher or with their peers after the listening. So comprehension monitoring and evaluation strategies needed to be covered in class explicitly.

When planning a listening comprehension strategy training program, the students' future needs should also be taken into consideration. Most students in the class would receive instruction in English wholly or partly as the medium of instruction is English. They would listen to lectures, take notes, and ask for clarification from the instructors. They would need to arrange and plan for their learning to be successful. Moreover, they will need these strategies when they start working after school in the global world. In his study, Ferris (1998) also found out that the students at university had problems in listening to the lectures. They needed

to ask instructors and peers to repeat or clarify what they said. He also found out that they needed assistance with note taking. The students in his study stated that even if they could follow the lectures, they had trouble in taking notes. Moreover, the instructors, mentioned in Ferris, pointed out that students lacked confidence in their listening abilities and maintained that they appeared convinced that they could not understand their instructors.

When all listening problems are taken into consideration, not only elaboration, inferencing, prediction, real time assessment, listening to body, comprehension monitoring and evaluation strategies, but note-taking, reconstruction, arranging and planning for one's learning, and asking for clarification strategies need to be covered in class as well.

4.2 Comparison of Overall Strategy Use

To determine the frequency of listening comprehension strategies use by Turkish EFL students, LCSI was administered to both experimental and control groups both before and after the listening comprehension strategy training. The LCSI consisted of 20 statements with a Likert Scale ranging from 1 to 5. Following is the key for Likert scale:

Key for Likert Scale

1.0 to 1.4:Never or almost never used

1.5 to 2.4: Generally not used

2.5 to 3.4: Sometimes used

3.5 to 4.4: Generally used

4.5 to 5.0: Always or almost always used (Oxford, 1990).

As the LCSI was designed with a Likert scale ranging from 1 to 5, the lowest possible mean is 1.0 (never or almost never used) and the highest possible mean frequency for a student is 5.0 (always or almost always used). In this study the highest mean frequency for the experimental group was 4 and the lowest score was 2.4 before the explicit listening comprehension strategy training. After the training, the highest mean was 4.1 and the lowest was 3.0. For the control group, the highest mean frequency was 4.0 and the lowest mean frequency was 1.8 in the first administration of the LCSI. In the second administration of LCSI for the control group the highest mean frequency was 4 and the lowest was 2.1. The mean difference before and after the training for experimental group is 4.4 and for control group is 0.5. The mean difference before the listening comprehension strategy training for experimental and control groups was 0.21 and after the training 0.60. When the mean scores of two groups before the application is compared $p=0.46$, it was not significant at 0.05 (Özdamar, 2004). However, when we compare the two groups' means after the application, there is significant difference, $p= 0.03$.

The overall mean frequencies for the experimental group and the control group before the explicit listening comprehension strategy training can be seen below (Table 4.1). The mean for the experimental group was 3.06 and for the control group 2.85 with a difference of 0.21 which reveals no significant difference between them ($p=0.46$). The overall mean was 2.95. At the beginning of the study both groups used the listening comprehension strategies equally frequently in the medium range.

Table 4.1

Mean Frequency of Listening Comprehension Strategy Use

Before and After The Training

	Experimental Group		Control Group		Significance Level of the Mean Difference
	N	Mean	N	Mean	
Before	20	3.06	20	2.85	t= 0.78; p=0.46 (n.s)
After	20	3.5	20	2.9	t= -2.23; p=0.03 (s)

After the explicit listening comprehension strategy training for the experimental group, the mean frequencies were as seen in Table 4.1. The mean frequency for the experimental group was 3.5 and for the control group 2.9 with a mean difference of 0.6. The mean frequencies of the two LCSI administrations for the control group did not change much, however the results of the experimental group improved. After the training, the mean for the experimental group reveal that they generally use listening comprehension strategy. On the other hand, control group use the listening comprehension strategy in the medium range (sometimes).

4.3 Comparison of Individual 20 Statements

The results of the overall strategy use after listening comprehension strategy training gives the overall idea, however, the comparison of the mean frequencies for each strategy may reveal some differences in individual strategy use across two groups. So the frequencies of individual listening comprehension strategy use were

calculated for each group both before and after the training. Table 4.2 displays the results and the explanations for each statement follow the table. Appendix F shows the results in detail.

Table 4. 2

Mean Frequencies of Each Statement in LCSI for The Experimental Group and Control Group

Strategy Names	Statement Number	Experimental Group			Control Group		
		Frequency Mean Before the Training	Frequency Mean After the Training	Significance (p)	Frequency Mean Before the Training	Frequency Mean After the Training	Significance (p)
Elaboration	1	2.9	3.0	ns	3.30	3.05	ns
Inferencing	2	3.05	3.90	s	2.85	2.65	n.s
Translation	3,7	3.55/ 2.5	2.80/3.5	s/s	3.4/.2.65	3.2/.2.55	n.s/n.s
Prediction	4	3.005	4.10	s	3.10	3.35	n.s
Real Time Assessment	5,18	2.3/3.15	2.15/3.55	ns/s	2.45/3.0	2.3/3.2	n.s/n.s
Listening to Your Body	6	3.25	2.35	s	2.35	2.4	n.s
Note-taking	8,11,20	2.55/3.2/2.2	3.2/2.8/2.8	s/n.s/n.s	2.05/3.25/1.55	2.05/3.50/2.05	n.s/n.s/s
Directed Attention	9,19	3.5/2.65	3.9/2.80	n.s/n.s	2.95/2.7	3.25/2.5	n.s/n.s
Reconstruction	10	3.4	3.4	n.s	2.95	3.05	n.s
Arranging / Planning for your Learning	12,15	3.25/2.4	3.50/3.0	n.s/n.s	4.2/2.15	3.65/2.20	n.s/n.s
Comprehension Evaluation	13,17	2.9/3.9	3.75/3.55	s/n.s	2.4/2.9	2.65/2.8	n.s/n.s
Asking for Clarification	14	3.0	2.35	n.s	2.9	2.6	n.s
Comprehension Monitoring	16	2.55	3.35	s	2.05	2.45	n.s

The first statement in LCSI was coded negatively. The students were asked whether they tune out when they find the listening text uninteresting for them. It focused on identifying the listening comprehension strategy *elaboration*. Goh (1998) defines it as "relating new information to existing knowledge to produce a more complete interpretation." Elaboration also refers to "the process by which listeners embellish an interpretation with details to make it more meaningful for them" (Goh, 1998).

The mean frequency of statement 1 for the Experimental Group was 2.9 before the listening comprehension strategy training, and the mean frequency after the listening comprehension strategy training was 3.0 with a difference of 0.1. As seen in Table 4.2, the use of this strategy did not vary significantly by the two administrations ($p = 0.71$). Based on the key for Likert Scale, the experimental group sometimes tune out when they find the listening text uninteresting for them and the training did not made any significant difference.

The mean frequency of statement 1 for the Control Group in the first administration of the inventory was 3.30 and in the second administration 3.05 with a difference of 0.25. The use of this strategy did not vary significantly ($p = 0.51$)(See Appendix F). Both the experimental group and the control group sometimes tune out when they find the listening text uninteresting for them.

The second statement was coded positively in LCSI. It asked if the students consider the context while trying to guess the meaning of a word during a listening activity. In other words, it asked if they accept the word at face value or not while listening. This strategy is called *inferencing*. Inferencing is using available information to guess meanings of new items, predict outcomes, or fill in missing information (O'Malley et al, 1989).

The mean frequency of statement 2 for the Experimental Group in the first administration of the inventory was 3.05 and in the second administration 3.90 with a difference of 0.85 as seen in Appendix F. T-test result revealed a significant difference between the first and second administration for statement 2 (p= 2.02). Based on the key for Likert Scale, before the listening comprehension strategy training, inferencing strategy was sometimes used by the students, but after the training, it is generally used.

The mean frequency of statement 2 for the Control Group in the first administration of the inventory was 2.85 and in the second administration 2.65 with a difference of 0.2. The use of this strategy did not vary significantly (p= 0.43). The control group sometimes use this strategy.

Statement 3 coded negatively and 7 coded positively refer to the cognitive strategy *translation*. O'Malley et al (1985) defines it as "using the first language as a base for understanding and/or producing the second language." The students were using Turkish while completing the listening task. However, while doing that they realized that they translated incorrectly. When they answered a question in Turkish, it was usually misunderstood or mistranslated. When they were asked what the speaker said in English, they nearly reported the sentence and after they paid careful attention to the text, they realized that they had misunderstood or mistranslated the answer. Rather than meaning they were focusing on the translation. Statement 3 was coded negatively as they shouldn't translate into their native language. The students were asked whether they translate what they hear into their native language, Turkish.

The mean frequency of statement 3 was 3.55 in the first administration of the inventory and in the second one 2.80 for the experimental group with a difference of

0.75. The difference is significant (p= 0.03). According to the key for Likert Scale, the translation strategy is now sometimes used, whereas it was generally used before.

The mean frequency of statement 3 for the control group was 3.4 in the first administration of the inventory and 3.2 in the second one with a difference of 0.2. The difference is not significant (p= 0.59). Based on the key for Likert Scale, the translation strategy is sometimes used as before.

Statement 7 coded positively asked if the students try to comprehend the listening text given for a listening task in the target language, English, without translating them into their native language, Turkish.

The mean frequency for statement 7 for experimental group was 2.5 before the training and 3.5 after the training with a difference of 1.0. There is a statistically significant difference between the two applications (p= 0.001). Based on the key for Likert scale, the experimental group who received the listening comprehension strategy training now generally use the translation strategy.

The mean frequency of statement 7 for the control group was 2.65 in the first administration of the inventory and 2.55 in the second one with a difference of 0.1. The difference is not significant as seen in Appendix F (p= 0.79). Based on the key for Likert Scale, the translation strategy is sometimes used.

The fourth statement was coded positively. It asked if the students try to predict the content of the listening text by reading the title, looking at the pictures or graphs to activate the existing knowledge about the topic before listening. This strategy is called *prediction*. Goh (1998) states that prediction enables listeners to anticipate the next part of text by predicting the contents from the title or the topic before listening and anticipating details in the next part while listening.

The mean frequency for the strategy 4 was 3.05 before the listening comprehension strategy training and 4.10 after the training for the experimental group with a mean difference of 1.05. The difference between them is statistically significant (p= 0.001). The prediction strategy was sometimes used. Now it is generally used.

The mean frequency of statement 4 for the control group was 3.1 in the first administration of the inventory and 3.35 in the second one with a difference of 0.25. The difference is not significant (p= 0.51). Based on the key for Likert Scale, the prediction strategy is generally used now.

Statement 5 and 18 refer to *real time assessment* strategy. This strategy involves determining the potential value of unfamiliar words and noticing problems while listening (Goh, 1998). Goh (1998) points out that real-time assessment of input is necessary for achieving their comprehension goals during listening. Statement 5 was coded negatively but statement 18 positively. Statement 5 asked if the students give up listening when they hear an unknown word, phrase or pattern.

The mean frequency for the statement 5 for the experimental group was 2.3 before the listening comprehension strategy training and 2.15 after the training with a mean difference of .15. The difference is statistically not significant (p= 0.70). Both before and after the listening comprehension strategy training, the experimental group generally do not give up listening when they hear an unknown word, phrase or pattern.

The mean frequency for the statement 5 for the control group was 2.45 in the first administration of the inventory and 2.3 in the second one with a difference of 0.15. The difference is not significant (p= 0.70). Based on the key for Likert Scale,

the students generally do not give up listening when they hear an unknown word, phrase or pattern.

Statement 18 was coded positively. It asked whether the students continue to listen even if they hear an unknown word, phrase or structure.

The mean frequency of statement 18 for the experimental group was 3.15 before training and 3.55 after training with a mean statement of 0.4. The t-test results reveal that the difference between them is statistically significant (p= 0.028). The strategy was sometimes used by students in the experimental group, however, now it is generally used by them.

The mean frequency of statement 18 for the control group was 3.0 and 3.2 subsequently in time with a mean difference of 0.2. The statement between them is not significant (p= 0.53). The students sometimes use this strategy.

Statement 6 refers too the strategy called *listening to your body* and coded negatively. It asked whether the students are worried about and afraid of not being able to understand the given information in the listening passage. This statement is one of the affective strategies. The strategy listening to your body can be defined as paying attention to signals given by the body (Oxford, 1990). These signals can be negative such as stress, tension, fear, worry or positive. Listening to bodily signals is an especially helpful strategy for discovering and controlling anxiety (Oxford, 1990). The students talked about how they felt before and after listening. In the listening exam, they usually got nervous, which affect their listening comprehension. When they listened to the same listening text 3 weeks later, they were able to do it more successfully and realised that when they were not anxious, they are more effective in comprehending the listening text.

The mean frequency of statement 6 for the experimental group was 3.25 before the listening comprehension strategy training and 2.35 after the training with a mean difference of 0.9. The difference is statistically significant (p= 0.03). Before the training, the students in the experimental group are sometimes worried about and afraid of not being able to understand the given information in the listening passage. However, after the listening comprehension strategy training, the students realised that when they were anxious, they can not concentrate on the listening text, which lead them to try to control their anxiety.

The mean frequency of statement 6 for the control group was 2.35 before the listening comprehension strategy training and 2.4 after the training with a mean difference of 0.05. The difference is statistically not significant (p= 0.88). Both before and after the training, the students in the control group are generally not worried about and afraid of not being able to understand the given information in the listening passage.

Statement 8, 11 and 20 refer to note-taking strategy. O'Malley et al (1989) states that note-taking is "writing down the main ideas, important points and outline, or a summary of information presented orally or writing." Statement 8 was coded positively and statement 11 and 20 negatively. Statement 8 asked if the students take notes meaningful for them while listening.

The mean frequency of statement 8 for experimental group was 2.55 before the training and 3.2 after the training with a difference of 0.65. The difference between two is statistically significant (p= 0.04). Although the difference is significant, based on the key for Likert scale, they fall in the sometimes used range.

The mean frequency of statement 8 for control group was 2.05 in the both administration of the inventory with a difference of 0.00 as seen in Appendix F.

There is no significant difference (p= 1.0). Based on the key for Likert scale, the note-taking strategy is generally not used.

Statement number 11 again refers to note-taking strategy as statement 8. However, statement 11 was coded negatively. It asked whether students take notes at all while listening. It is a cognitive strategy. As Oxford (1990) states it is a very important strategy for listening.

The mean frequency for statement 11 for the experimental group was 3.2 before training and 2.8 after training with a mean difference of 0.4. The difference is not significant (p= 0.23). Based on the key for Likert scale, the experimental group sometimes do not take notes at all while listening.

The mean frequency for statement 11 for the control group was 3.25 before training and 3.50 after training with a mean difference of 0.25. The difference is not significant (p= 0.61) although the mean frequencies are in difference ranges. Based on the key for Likert scale, the control group sometimes took notes at all while listening in the first administration of the inventory and in the second one the t-test results revealed that they generally do not take notes at all while listening.

Statement number 20 was coded negatively. It asked whether the students try to write down every word they listen to while taking notes during a listening task.

The mean frequency for statement 20 for the experimental group was 2.2 before explicit strategy training and 2.8 after that with a mean difference of 0.6. Although the mean frequency fall in different ranges, there is no significant difference between them (p= 0.096). Based on the key for Likert scale, the students generally tried to write down every word they listen to while taking notes during a listening task. Afterwards, they sometimes write down everything they hear.

The mean frequency for statement 20 for the control group was 1.55 before and 2.05 afterwards with a mean difference of 0.5. Although the mean frequencies fall in the same range based on the key for Likert scale, there is statistically significant difference between them (p= 0.038). In the first administration of the inventory the students stated that they generally did not try to write down every word they listen to while taking notes during a listening task. Afterwards, they stated that they sometimes try to write down everything they hear.

Statement number 9 and 19 refer to a metacognitive strategy called the *directed attention*. It is "concentrating on the input and avoiding distraction, by maintaining concentration as much as possible, listen closely to every word and continue listening in spite of problems" (Goh, 1998). Statement 9 was coded positively and 19 negatively. Statement 9 asked whether the students continue to listen when they realised that they have stopped listening.

The mean frequency of statement 9 for the experimental group was first 3.5 and ten in the second administration 3.9, with a mean difference of 0.4. The difference is not significant (p= 0.20). Based on the key for Likert scale, the students in the experimental group generally use the *metacognitive strategy directed attention*.

The mean frequency of statement 9 for control group was 2.95 in the first administration and 3.25 in the second one with a mean difference of 0.3. The difference is not statistically significant. The control group sometimes use this strategy.

The statement 19 was coded negatively and asked if students give up listening once they have been distracted.

The mean frequency of statement 19 for the experimental group was 2.65 before the explicit listening comprehension strategy training and 2.80 after that with

a mean difference of 0.15. The difference between them is statistically not significant (p= 0.67). Based on the key for Likert scale, students sometimes give up listening once they have been distracted.

The mean frequency of statement 19 for the control group was 2.7 before the listening comprehension strategy training and 2.5 after that with a mean difference of 0.2. The difference between them is statistically not significant (p= 0.6). Based on the key for Likert scale, students sometimes give up listening once they have been distracted.

The statement 10 coded positively and asked if students check their comprehension of the message by organising the ideas in mind, making connections with the existing knowledge, evaluating and reflecting while listening. It is a cognitive listening comprehension strategy called *reconstruction*. Goh (1998) defines reconstruction as "using new words from the text and sometimes background knowledge to construct the meaning of the original input."

The mean frequency of statement 10 for experimental group was 3.4 both before and after the listening comprehension strategy training with no mean difference. So, it is not significant (p= 1.00). The students in the group sometimes use reconstruction strategy based on the key for Likert scale.

The mean frequency of statement 10 for control group was 2.95 in the first administration and in the second one it was 3.05 with a mean difference of 0.1. The difference between them is not significant (p=0.76). The students in the control group sometimes use the reconstruction strategy as the experimental group does.

Statement 12 and 15 refer to a metacognitive strategy *arranging and planning for your learning*. This strategy helps students to improve themselves in a planned

way. Statement 12 was coded negatively and 15 positively. Statement 12 asked whether the students do any preparation for the upcoming listening task.

The mean frequency for statement 12 for the experimental group was 3.25 before training and 2.7 after training with a mean difference of 0.55. There is no significant difference between them (p= 0.14) (See Appendix F). Based on the key for Likert scale, the students sometimes do any preparation for the upcoming listening task.

The mean frequency for statement 12 for the control group was 4.2 before training and 3.65 after training with a mean difference of 0.55. There is no significant difference between them (p= 0.17). Based on the key for Likert scale, the students generally do not do any preparation for the upcoming listening task.

Statement 15 coded positively asked students if they preview the materials about the listening text beforehand to be able to understand it better while listening.

The mean frequency of statement 15 for the experimental group was 2.4 before the training and 3.0 after the training with a mean difference of 0.6. Although the difference does not reveal any significance, both results fall in different ranges according to the key for Likert scale. Before the training, the students generally did not use the strategy; however, after the training they sometimes use this strategy.

The mean frequency of statement 15 for the control group was 2.15 in the first administration of the LCSI and 2.20 in the second administration of the inventory with a mean difference of 0.05. T-test results do not reveal any significant difference (p= .88). Based on the key for Likert scale, generally do not use planning for a language task strategy.

Statement 13 and 17 both coded positively refer to comprehension evaluation strategy. It is "determining the accuracy and completeness of listener's

comprehension" (Goh, 1998). As she points out "it can be done any time after an individual has finished and arrived at some tentative interpretation. The purpose is to check to what extend the understanding is acceptable." Statement 13 in LCSI was coded positively and asked if the students comprehend fully what they have listened by categorising ideas, reviewing notes, clarifying, reflecting upon the meaning after listening.

The mean frequency of statement 13 for the experimental group was 2.9 before the training and 3.75 after the training with a mean difference of 0.85. The difference between them is statistically significant (p= 0.011). The students in the experimental group generally use comprehension evaluation strategy based on the key for Likert scale.

The mean frequency of statement 13 for the control group was 2.4 before training and 2.65 after the training with a mean difference of 0.25. The difference is not significant (p= 0.52). Although there is no statistically significant difference between them, they fall in different ranges. Before, they generally did not use the strategy. Now they sometimes use it.

Statement 17 referring to comprehension evaluation strategy was coded positively. It asked if the students evaluate their level of listening proficiency, how much they have understood of a listening text and how un/successful they are in listening comprehension.

The mean frequency for the experimental group for statement 17 is 3.9 before training and 3.55 afterwards with a mean difference of 0.35. Although there seems to be a fall in the mean frequencies, they are still in the same use range based on the key for Likert scale. The comprehension evaluation strategy is generally used by the students in the experimental group.

The mean frequency for statement 17 for the control group was 2.9 in the first administration of the LCSI and 2.8 in the second administration with a mean difference of 0.1. There is no significant difference between them according to t-test results (p= 0.74).

Statement 14 was coded negatively. It asked whether the students ask the meaning of any unknown word, structure or idea in the listening task. It is a social-affective strategy called *asking for clarification.* O'Malley et al (1989) defined it as asking a teacher or a native speaker for repetition, paraphrasing, explanation or examples. In the classroom the students were asked what they did when they did not understand anything in Turkish. They answered "yanımdakine sorarım (I ask to my peer.)" However; they did not use this strategy in English classes. The students talked why and how they should ask for clarification.

The mean frequency of statement 14 for experimental group was 3.0 before the listening comprehension strategy training and 2.35 after the training with a mean difference of 0.65. The difference between them is not significant. According to the key for Likert scale, the experimental group sometimes asked the meaning of any unknown word, structure or idea in the listening task. On the other hand, after the training, they generally ask for any required meaning.

The mean frequency of statement 14 for control group was 2.9 before and 2.6 after the training with a mean difference of 0.3. The difference between them is not significant. According to the key for Likert scale, the control group sometimes ask the meaning of any unknown word, structure or idea in the listening task as before.

Statement 16 was coded positively. It asked if students discuss how much they have understood from a listening text and the reasons of not/understanding either with their teachers or classmates. This statement refers to *comprehension*

monitoring strategy. Goh (1998) defines it as "the process of checking and conforming how well one understands the input during listening."

The mean frequency for the experimental group was 2.55 before the training and 3.35 after the training with a mean difference of 0.8. As seen from the Table 4.2, although there is a significant difference between them, they fall in the same range in the Likert scale. The students sometimes use the comprehension monitoring strategy.

The mean frequency of statement 16 for the control group was 2.05 and 2.45 subsequently with a mean difference of 0.4. The difference between them is statistically not significant (p= 0.288). Based on the key for Likert scale, the control group generally do not use the comprehension monitoring strategy.

In LCSI there were 20 statements, 13 strategies. As seen in Appendix G, seven of the statements were the paraphrases of other statements referring to the same strategy. The frequencies of these statements are explained below in detail.

Statement 3 and 7 refer to the same listening comprehension strategy "translation." Statement 3 was coded negatively saying "I translate the listening text into Turkish to understand better." On the other hand, statement 7 was coded positively saying "I try to comprehend the concepts in a listening task in the target language rather than by translating them." The mean frequencies are given in Appendix G.

The mean frequency of statement 3 before the training was in the "generally used" range. It suggests that the students generally translate the concepts before the explicit listening comprehension strategy training. However, after the training the mean frequency is in the "sometimes used" range with a statistically significant fall.

The mean frequencies for statement 7 are both in the "sometimes" used range although they are significantly different. The students sometimes do not translate with a higher mean frequency.

Statement 5 and Statement 18 refer to the real-time assessment strategy. Statement 5 was coded negatively (I stop listening when I hear an unknown word, phrase or pattern). Whereas, statement 18 was coded positively (I continue to listening even if I hear an unknown word, phrase or pattern).

The mean frequencies for statement 5 are both in the generally not used range, suggesting that the students do not generally stop listening when they hear an unknown word, phrase or pattern.

The mean frequencies for statement 18 are in different ranges. The mean frequency before the explicit listening comprehension strategy training was in the "sometimes used" range. After the training, it is in the "generally used" range suggesting that the students generally continue listening when they hear an unknown word, phrase or pattern.

Statements 8, 11 and 20 refer to the same listening comprehension strategy note-taking. Statement 8 was coded positively (I take meaningful notes while listening). Statement 11 and 20 were coded negatively (I do not take notes; I try to write every word while taking notes while listening). The mean frequencies for statement 8 are in the "sometimes used" range though there is significant difference between them. It suggests that they sometimes take meaningful notes yet the use of this strategy increased. The mean frequencies for statement 11 are also in the sometimes used range and there is no significant difference between the frequencies. It suggests that the students sometimes do not take notes. For statement 20, the

means are in different ranges "generally not used" and "sometimes" though they are not statistically different. They sometimes try to write down every word.

Statement 9 coded positively and 19 negatively refer to a metacognitive strategy called the *directed attention*. It is "concentrating on the input and avoiding distraction, by maintaining concentration as much as possible, listen closely to every word and continue listening in spite of problems" (Goh, 1998). Statement 9 asked whether the students continue to listen when they realised that they have stopped listening. Students generally use directed attention strategy with no significant difference between the first and second administration of the inventory. They try to continue listening. The statement 19 was coded negatively and asked if students give up listening once they have been distracted. Based on the key for Likert scale, students sometimes give up listening once they have been distracted. There is again no significant difference between the means.

Statement 12 and statement 15 refer to the same listening comprehension strategy arranging and planning for your learning. Statement 12 was coded negatively (I do not do any preparation for a listening task), whereas statement 15 was coded positively (I preview the materials about the listening text beforehand to be able to understand it better while listening). The mean frequency for statement 12 before the listening comprehension strategy training was in the sometimes used range. After the training it is in the generally used range with no statistically significant difference between them. It suggests that they sometimes do some preparation. The mean frequencies for statement 15 are also in different ranges with no significant difference between them. Before the students generally did not preview the materials before the listening task. After the training, they sometimes preview them.

Statement 13 and 17 refer to the same strategy comprehension evaluation. Both of them were coded positively (statement 13: I evaluate my comprehension of a listening text by categorising ideas, reviewing notes, clarifying, reflecting upon the meaning after listening.; statement 17: I evaluate my level of listening proficiency, how much I have understood of a listening text and how un/successful I am in listening comprehension.)

The mean frequency of statement 13 before the training was in the "generally not used" range based on the key for Likert scale; Suggesting that they generally did not evaluate their comprehension fully. After the training, with a significant difference the mean frequency is in the generally used range.

The mean frequencies of statement 17 both before and after the training were in the generally used range, suggesting that the students generally evaluate their level of listening proficiency and success in listening tasks.

To sum up, the comparison of the mean frequencies of the same statements referring to the same strategy suggest that the responses are consistent with each other. The mean frequencies are higher for positively coded statements and lower for negatively coded statements.

4.4 Results of The Toefl Tests

In this study, one of the aims was to find out if explicit listening comprehension strategy training would make any difference in students' level of listening proficiency in the target language, English. In order to find this out, the listening part of a Toefl test was given to the experimental group both before and after the explicit listening comprehension strategy training. To check the results, the

same Toefl test was also given to a control group twice at the same time with the experimental group. As seen in Table 4.3, before the strategy training the mean was 11.9 for the experimental group. After the explicit listening comprehension strategy training the mean was 15.7 with a mean difference of 3.8. The t-test results reveal that there is a statistically significant difference between the two test results (p= .000). On the other hand, the mean for the control group in the first administration of the test was 12.5 and in the second administration of the Toefl test 13.1 with a difference of 0.6. As obvious in Table 4.3, the difference between them for the control group is not statistically different.

Table 4.3

Means of The Toefl Tests

	N	Toefl 1	Toefl 2	Significance (p)
Experimental Group	20	11.9	15.7	p= 0.000 (s)
Control Group	20	12.5	13.1	p= 0.374 (n.s)
Significance (p)		p=0.96 (n.s)	p= 0.008 (s)	

The results revealed significance for experimental but not for the control group. To see if there is a significant difference between the second results of the Toefl listening test of experimental group and control group, independent two-tailed test was applied again. As seen in Table 4.3, the means were 15.7 and 13.1 for experimental group and control group subsequently with a mean difference of 2.6. The independent two-tailed test results showed that the difference between experimental and control groups results is statistically significant (p= .008).

4.5   Discussion of The Results

The aim of the present study was to find out whether explicit listening comprehension strategy training makes any difference in learners' use of listening comprehension strategies. Moreover, whether this explicit listening comprehension strategy training caused any improvement in the level of listening proficiency was tried to be found out. Students' oral and written reports on their listening comprehension difficulties and first LCSI results revealed that students needed to develop some listening comprehension strategies. After determining the listening comprehension strategies to cover, lesson plans and materials were prepared. The experimental group received explicit listening comprehension strategy training and the results were compared with the control group's who received implicit listening comprehension strategy training. Both groups were given the LCSI and the Toefl listening test to find the answers to the research questions.

The first research question was whether explicit listening comprehension strategy training increases frequency of learners' overall use of listening comprehension strategies. At the beginning of the study, both groups used the listening comprehension strategies in the "sometimes used" range with no statistically significant difference between them. After the experimental group received the explicit listening comprehension strategy training, it was found out that the use of listening strategies increased by the experimental group. The experimental group who received the explicit listening strategy training improved more in the use of strategies. The control group who got the listening comprehension strategy training implicitly have not improved as much as the experimental group did. As a result, the explicit listening comprehension strategy training leads to an increase in

the use of listening comprehension strategies. These results are consistent with the results of Gerçek's (2000) findings. She tried to find out if there were differences in the frequency of listening strategy use between students who took the listening strategy training implicitly and who just took no instruction on listening. She found out no statistically significant difference between their use of listening comprehension strategies. Both groups used the strategies in the sometimes used range. The implicit listening comprehension strategy training did not make any improvement in the use of strategies. Consequently, when the overall frequencies of listening strategy use was examined, it can be concluded that the implicit listening comprehension strategy training do not make any difference in the learners' use of listening comprehension strategies, however, explicit listening comprehension strategy training lead to greater use of strategies.

In the study the frequency of learners' use of each listening comprehension strategy before and after the treatment was investigated. Control group received the listening comprehension strategy training implicitly and the experimental group got the listening strategy training explicitly. According to the results, in the control group the students' frequency in the use of listening comprehension strategies have not changed significantly except for one statement. Statement 20 referring to the note taking strategy revealed significant difference. Statement 20 questioned whether students try to write down everything they hear. However, both means fall in the same range "generally not used." They do not try to write down every word they hear while listening English. Whereas in the experimental group the independent two-tailed test results revealed that, in eight strategies out of 13 strategies asked in LCSI, there is statistically significant difference in the experimental group's frequency in the use of listening strategies.

The listening comprehension strategies that were not differed significantly in the experimental group are elaboration, directed attention, reconstruction, arranging and planning for your learning, and asking for clarification strategies.

The elaboration listening strategy is sometimes used by the experimental group both before and after the strategy training with no significant difference. It can be stated that the students use this strategy but still have problems in applying it. In other words, despite the explicit strategy training, the students have difficulty in relating new information to the existing knowledge to produce a more complete interpretation of a listening text. There is no significant increase in the mean score.

The findings for elaboration strategy are consistent with the results of Goh's (1997) study on second language listening strategies. She found out that some strategies do not always work such as "guess meaning of words and phrases, and use existing knowledge." Elaboration strategy was in the sometimes used range with no significant difference before or after the explicit listening comprehension strategy training. In implicit training, it is sometimes used with no significant difference in the mean frequencies. Maybe as Ridgway (2000) states students need more practice or different types of activities in using these strategies.

Directed attention was another listening comprehension strategy asked in LCSI with two statements. According to one result students use this strategy in the sometimes range. According to the other one they generally use it. However, for both statements there is no significant difference between them suggesting that the explicit listening training did not reveal any more good for the use of this strategy.

Reconstruction strategy was asked in LCSI, coded positively with one statement. This strategy was used in the "sometimes used" range with the same frequency mean both before and after the training. This suggests that students use

this strategy; however the explicit listening comprehension strategy training did not lead to any difference or improvement in the use of this strategy. Students sometimes check their comprehension of a message by organizing the ideas in mind, making connections with the existing knowledge, evaluating and reflecting while listening.

Arranging and planning for your learning was another strategy studied in the scope of study. It was questioned with three statements in the inventory. The results reveal that students sometimes use this strategy with no significant difference between the two administrations of the LCSI. For this reason, it can be inferred that the explicit listening comprehension strategy training did not helped learners to arrange and plan their learning adequately as there is no difference between two results. However, it cannot be denied that such a strategy will be necessary in their departments. To be able to understand lectures, they will need to preview or revise their materials before the class. When they are in need of this strategy more, they will use it more frequently.

The strategy asking for clarification was also studied and results show that students sometimes asked for clarification before the training, yet after the training they generally asked for clarification with a statistically significant difference between them suggesting that the explicit listening comprehension strategy training have led to the greater use of this strategy. This strategy will also help them listening to lectures.

The listening comprehension strategies that differed significantly are inferencing, translation, prediction, real time assessment, listening to your body, note-taking, comprehension evaluation and comprehension monitoring.

The students in the experimental group used inferencing strategy in medium range before the training and after the training they used in the generally used range

with a significant difference. This means the explicit listening comprehension strategy training helped the students consider the context while trying to guess the meaning of a word during a listening task, which is a part of inferencing strategy. They are aware of the fact that context may change the meaning, which should certainly be taken into consideration.

The listening comprehension strategy "translation" was used in the high medium range. This strategy was questioned with two statements in LCSI. With a significant difference for both statements, the use of translation decreased among the students in the experimental group. Thus, it can be said that explicit listening comprehension strategy training helped students use less translation while listening. The students realized that translation did not help them much in comprehending what they listen. Moreover, they realized that it made comprehension of the listening more difficult. However, implicit listening comprehension strategy training did not cause a significant decrease in the use of translation strategy.

Prediction strategy was sometimes used before the training and generally used after the training with a significant difference. Students are more able to anticipate the following part or details of a listening text by predicting the content from the title. It can be concluded that the explicit strategy training contributed much in terms of utilizing this strategy.

The listening strategy real time assessment was examined through two different statements in LCSI. One was coded negatively and one positively. So the results were expected to be lower for one and higher for the other. Negatively coded statement mean fall in the generally not used range both before and after the explicit listening comprehension strategy training with no significant difference indicating students generally do not stop listening when they hear an unknown word or phrase.

Positively coded statement mean was in the sometimes used range before the training and after the training the mean fall into the generally used range with a significant difference. It means they generally continue listening. Although one mean difference is significant and the other one not, the positively coded statement mean is in the generally used range and the negatively coded statement mean is in the generally not used as expected.

The listening comprehension strategy "listening to your body" was about students' worry and fear about not being able to understand the listening text. The students in the experimental group sometimes were worried or afraid before the training. After the training, the students stated that they generally worried less. They listen to their body, are aware of their feelings which may affect their success in listening comprehension and try to control their feelings. So, the explicit listening strategy training helped students to deal with their affective responses and listen to their body more. There is a significant difference between the means before and after the explicit listening comprehension strategy training. However, implicit listening comprehension strategy training has not lead to any increase for this strategy.

Note-taking strategy was stated in three different statements in LCSI. Two of the statements asked whether students take notes or not. One of them was coded negatively and the other one was coded positively. For the negatively coded statement there was significance difference between the means before and after the training, but both means are in the sometimes used range. For the positively coded statement, there was not significant difference and both means fall in the sometimes used range just as the means of the negatively coded statement. As a result, although one difference is significant and the other is not, both means are in the sometimes used range as expected. In other words, they sometimes take notes and sometimes do

not. The third statement about note-taking asked whether they try to write down every word they hear. The students sometimes try to write down everything as they are used to, namely, indicating no difference before and after the training. All these suggest that although students use this strategy, they still have problems in taking effective meaningful notes while listening. Ferris' (1998) study supports it. He stated that although students were able to follow lectures, they had difficulty in taking. The results clearly put forward that more instruction about note-taking is required. Students will probably use this strategy –note taking- when they start studying at their own departments as they are going to listen to many lectures in English. In prep schools, language classrooms are quite interactive and lecture type instruction is not very common at all.

Comprehension evaluation strategy was asked with two statements. In the first one, students were asked if they comprehend listening text fully by categorizing ideas, reviewing notes, clarifying, reflecting upon meaning after listening. Before the training students sometimes used this strategy, yet after the training students generally used this strategy with a significant difference. The other statement asked if students evaluate their level of proficiency, how much they have understood a listening text and how successful they are in listening. The results demonstrate that students generally evaluate themselves. Although they are in the generally used range, there is no significant difference between the two administrations of the inventory. The mean before the training was in the sometimes used range and after that it is in the generally used range. On the other hand, the mean of the second statement despite no significant difference is still in the generally used range. Consequently, both means are in the generally used range. Such a result shows that

though the result is not significant, there is an increase in students' evaluating their comprehension.

Comprehension monitoring was the last asked listening comprehension strategy in LCSI. Before and after the training this strategy was in the sometimes used range. However, the results demonstrate that there is significant increase in the use of this listening strategy after the explicit listening comprehension strategy training.

To sum up, when the results of the mean frequencies of the control group, instructed the listening comprehension strategy training implicitly, were studied, for each strategy, no significant difference was found in the use of related strategies except one strategy. They generally do not try to take note of every word they hear. The only difference was for this, but both means are also in the same range "generally not used." Consequently, it can be said that implicit listening comprehension strategy training did not led greater use of listening comprehension strategies.

In the experimental group, who received listening comprehension strategy training explicitly, for eight listening comprehension strategies, there is significant increase in the use of related strategies. On the other hand, there is no statistically significant difference for five listening comprehension strategies. There may be many other reasons affecting the use or non use of these strategies and explanation for such a case can be understood from Schmeck's views. Schmeck (1998, cited in Goh, 2002) states that many interventions focused on independent techniques which may not fit together in anyway to produce a coherent learning outcome. He adds that this may explain why some listening strategy training programs did not get the intended success.

Gerçek (2000) also reached almost the same findings. In her study, she used the same LCSI and administered it to two groups, one got implicit listening strategy training and the other one got no training at all. The findings revealed that for all statements and strategies, there was no statistically significant difference in the frequency of use of listening comprehension strategies. This result agrees with the present study results for implicit strategy training.

The studies on the use of strategies revealed that students use strategies while learning a language (Oxford, 1990; Goh, 1998). Goh (2000) carried out a study in order to find out learners' listening comprehension problems. She concluded that listening comprehension strategies help learners improve their listening comprehension and become more efficient at directing their own development as L2 listeners. However, the extent or the effectiveness of the listening comprehension strategy use may differ for each student. Vandergrift (1999) states "the process of developing useful listening strategies is best achieved when teachers provide students with abundant opportunities for listening practice outside of evaluation." Ridgway (2000) also agrees with him and states "Practice is the most important thing. Intensive listening activities are excellent practise." Thus, more practice may lead to greater use of listening comprehension strategies and help learners become autonomous learners. However, as Little (1990) states learner autonomy is not easy to achieve and takes time.

In this study, the aim of second research question was to find out whether explicit listening comprehension strategy training affect proficiency level in listening comprehension. For this reason, Toefl listening test was administered to both groups. The results revealed that at the beginning of the study both groups had similar listening proficiency level with no significant difference between them. However,

after the experimental group received explicit listening comprehension strategy training, there was statistically significant difference between the results of two groups. So based on these findings, it can be concluded that explicit listening comprehension strategy training lead to higher level of listening proficiency in the target language. On the other hand, implicit listening comprehension strategy training has not led to any difference in the level of listening proficiency.

The findings about the level of listening proficiency are consistent with the Thomson and Rubin's (1996, cited in Vandergrift, 1999) findings. They investigated the effects of listening comprehension strategy instruction on listening performance of university students learning Russian. One group received systematic instruction in listening strategies and the other group received no instruction. Scores obtained from the pre and post test revealed that students who received strategy instruction in listening improved significantly over those who did not receive any training.

To summarize, the implicit listening comprehension strategy training has not lead to any increase in the use of listening comprehension strategies. Students who received explicit listening comprehension strategy training have increased the use of inferencing, translation, prediction, real-time assessment, listening to your body, note-taking, comprehension evaluation, and comprehension monitoring strategies. Furthermore, the students who received explicit listening comprehension strategy training reached a significantly higher level of listening proficiency compared with those who received implicit listening comprehension strategy training. In the light of these findings, at Osmangazi University students should be trained to develop the use of the listening comprehension strategies explicitly. Therefore, there is a need for revision of listening course design and syllabus.

CONCLUSION

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

6.1 Summary

The aim of the present study was to find out whether explicit listening comprehension strategy training increase learners' use of listening comprehension strategies. The other aim was to find out the effect of the explicit listening comprehension strategy training on the level of listening proficiency. In order to reach these aims, the needs of the learners were determined in terms of the listening comprehension strategies through students' oral and written reports on their listening comprehension experiences and Listening Comprehension Strategy Inventory (LCSI) consisting of 20 statements and 13 listening comprehension strategies. Afterwards, when the listening comprehension strategies to be covered were determined, lesson plans and materials were planned for listening comprehension strategy training. There was an experimental group and a control group. The experimental group received listening comprehension strategy training explicitly and the control group implicitly for seven weeks. A Toefl listening test at the beginning and at the end of the study was given to both groups to be able to compare their level of listening proficiency.

To determine whether the two groups differed in the mean frequency of overall strategy use, the 13 listening strategies were tested. The results revealed that at the beginning of the study, both groups used the listening comprehension

strategies in the "sometimes used" range with no significant difference between them. However, after the explicit listening comprehension strategy training, it was seen that the experimental group used more strategies than the control group.

To determine whether the two groups differed in the mean frequency of individual strategy use, the mean frequencies of each strategy were compared. 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. However, no significant difference was found in the mean frequency of elaboration, real time assessment, directed attention, reconstruction, arranging and planning for your learning and asking for clarification strategy use. On the other hand, the control group used the listening comprehension strategies with the same or nearly same mean frequencies with no difference between them. They only stated that they generally did not try to take note of every word they heard. Moreover, the statements referring to the same strategy are compared and results are presented in Chapter 4.

To determine whether explicit listening comprehension strategy training lead a higher level of listening proficiency, a Toefl listening test was given to both groups both before and after the training. The results revealed that at the beginning of the study there was no statement difference between two groups. However, after the listening comprehension strategy training experimental group had a significantly higher level of listening proficiency than the control group.

6.2 Conclusion

Research and theory in foreign listening learning proves that language learners use a variety of language learning strategies. Among these strategies, the listening strategies are of great importance as listening has a major role in communication. Moreover, listening develops faster than speaking and also other language skills as Scarcella and Oxford (cited in Oxford, 1998) state. Language learners need to be aware of these listening strategies and use them effectively. Furthermore, autonomy in language learning has proved its role in language learning. If a learner is autonomous, s/he knows how to improve his/her learning, how to deal with language or learning problems. So autonomy in listening is also required. If language learners are aware of these listening strategies, they may improve themselves more and become more successful in communication. With successful training, learners could apply these strategies. Only the extent and effectiveness of the use of that strategy may make difference.

Most researchers and teachers agree that learning strategies should and can be taught to enhance their performance on listening tasks, but how the listening strategies should be developed is sometimes a matter of debate. Both implicit and explicit strategy training is used in language teaching. Oxford (1989) claims that the most effective strategy training is explicit training, which agrees with the results of this study.

Field (1998) points out that a number of north American listening specialists (e.g. Mendelsohn, 1994; Chamot, 1995) have argued that "listening strategies can and should be taught; explicitly and singly", which supports the conclusion in the present study. However, there are studies that showed some listening comprehension

strategy training programmes were unsuccessful. There may be many independent factors. Furthermore, teachers can play an important role also. Teachers should be supportive in the use of listening strategy effectively by the way of instruction in class. The training also should be integrated into the listening instruction curriculum and other subskills as Field (1998) states. Learning strategies are essential components of a curriculum, as bridges between competence and process," Ellis (2005) states.

In the light of the findings of this study, the listening comprehension strategies should be dealt with explicitly rather than implicitly so that learners are more aware of the listening comprehension strategies. This awareness leads to greater autonomy in language learning which is crucial in language learning. Listening strategies help both weaker and stronger listeners. Moreover, in this study the results revealed that explicit listening comprehension strategy training led higher level of listening proficiency although implicit listening comprehension strategy training did not.

In listening courses language learners should be exposed to many listening strategies and should be able to apply the right strategy at the right time. They should be encouraged to develop their choice of strategies. Cohen (2003) suggests teachers should "integrate strategies into everyday class materials, explicitly and implicitly embedding them into the language tasks to provide for contextualized strategy practice."

In the view of these, the curriculum for listening course at Osmangazi University should be revised including explicit listening comprehension strategy training. As Ridgway (2000) suggests more practice and intensive listening activities will help students become more efficient listeners and more autonomous learners.

6.3 Suggestions For Further Studies

It can be suggested for further research that self reports could be used to gather data about language learners' listening problems and problems during the application of listening comprehension strategies. Subjects can be divided into two groups as effective and ineffective listeners.

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

For listening comprehension strategy training, fewer listening comprehension strategies or only a group of strategies could be chosen. For example, only metacognitive or affective listening comprehension strategies could be chosen for strategy training and students could be helped to develop only these strategies rather than all listening comprehension strategies.

This study was carried out 40 students at the Preparatory School. The same study could be carried out with an increased number of students in a longer period of training. The length of the training could make a difference in the frequency use of the listening comprehension strategies. The increased number of students also provides more concrete data for listening strategy training.

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APPENDIX A

İNGİLİZCE DİNLEME STRATEJİLERİ ENVANTERİ

Yönergeler

Bu envanter İngilizce dinlemede anlamanızı kolaylaştıran stratejileri belirlemek ve İngilizce öğrenmekte olan Türk öğrencilerine yardımcı olmak amacı ile hazırlanmıştır. Envanterde İngilizce dinlemeye yönelik bazı ifadeler bulunmaktadır. bu ifadelere verilecek yanıtlar herkes için farklı olabilir. Lütfen her ifadeyi dikkatle okuyunuz ve size en uygun cevabı veriniz. Vereceğiniz içten ve doğru yanıtlar çalışmanın başarısını etkileyecektir. Vereceğiniz yanıtlar herhangi bir şekilde okuldaki notlarınızı etkilemeyecektir. Her bir ifadenin size ne kadar uygun olduğunu gösteren rakamı (1,2,3,4 ve 5) cevap kağıdınız üzerine işaretleyiniz. Rakamların anlamı aşağıda açıklanmıştır. Lütfen her maddeyi cevaplayınız.

Katılımınız için teşekkür ederim

Tülin Odacı

Okutman

1. Hiç yapmam

2. Genellikle yapmam

3. Ara sıra yaparım

4. Genellikle yaparım

5. Her zaman yaparım

DİNLEME STRATEJİLERİ ENVANTERİ

1. İngilizce dinlerken ilgimi çekmeyen bir konu olduğu zaman dinlemekten uzaklaşırım.

2. İngilizce dinlerken, sözcüklerin sözlük anlamı dışında da kullanılabileceğini düşünerek bağlama (context) dikkat ederini.

3. Bir dinleme etkinliğini daha kolay anlamak için duyduklarımı Türkçe'ye çevirinin.

4. Sınıf içi dinleme alıştırmasına başlamadan önce aktivitenin başlığını okur, fotoğraf resim ya da grafik varsa onlar hakkında ne bilip bilmediğimi kendi kendime düşünür, alıştırmanın ne hakkında olabileceğini tahmin ederim. Kendimi zihnen alıştırmaya güdülerim.

5. İngilizce dinlerken bilmediğim bir sözcük, kalıp ya da sözcük grubu duyduğumda dinlemeyi bırakırım.

6. İngilizce dinlerken sunulan bilgileri anlayamamaktan korkar ve endişelenirim.

7. Bir dinleme etkinliğini daha iyi anlamak için duyduklarımı Türkçe'ye çevirmeden anlamaya çalışırım.

8. İngilizce dinlerken, kendimce anlamlı notlar alırım.

9. İngilizce dinlerken dikkatimin dağıldığını fark edince kendimi toplar ve akışı yakalamaya çalışırım.

10. İngilizce dinlerken duyduğum fikirleri zihnimde sürekli düzenler ve daha önceden varolan bilgilerimle bağdaştırır, kendi bilgilerime eklerim.

11. Bir dinleme aktivitesi boyunca not almam.

12. Dinleme derslerine hiç bir hazırlık yapmadan katılır, kitabı dersten derse açarım.

13. Bir dinleme etkinliği bittikten sonra dinlediğim bilgileri aklımda kategorize eder, iletilmek istenen mesajı duyduklarımdan ayrıştırır, notlarımı gözden geçirir ve dinlediklerimi özümserim.

14. İngilizce dinlerken anlamadığım bir yer olsa da (sözcük,yapı, fikir) sormam.

15. Bir dinleme etkinliği öncesinde dinleyeceğim metni daha iyi anlayabilmek için o konu ile ilgili materyallere göz atarak kendimi hazırlarım.

16. Bir dinleme alıştırmasını yaparken bir konuyu, ne kadar, neden anlayıp anlamadığımı öğretmenimle ya da arkadaşlarımla konuşarak paylaşırım.

17. İngilizce dinleme yeterliliğimi, dinlemedeki bilgileri ne kadar anladığımı, kendi kendime tartarak ne kadar başarılı ya da başarısız olduğumu sorgularım.

18. İngilizce dinlerken bilmediğim sözcük, kalıp ya da sözcük grubu duyduğumda dikkatim dağılmaz ve dinlemeye devam ederim.

19. Bir dinleme aktivitesi sırasında dikkatim dağılırsa tekrar dinlemeye devam edemem.

20. İngilizce not alırken duyduğum her şeyi yazmaya çalışırım.

	Hiç yapmam	Genellikle yapmam	Ara sıra yaparım	Genellilikle yaparım	Her zaman yaparım
DİNLEME STTATEJİLERİ ENVANTERİ					
CEVAP KAĞIDI					
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					

APPENDIX B

SAMPLE LESSON PLAN 1

Class: Prep Class

Period: 20'

Level: Upper Intermediate

Subject: A listening text "Awkward Social Situations"

Materials: Coursebook, type recorder

Overall objectives:

➢ Students will be able to use the listening comprehension strategy 'inferencing' effectively.

➢ Students will be able to respond in awkward situations.

Teacher (T), Students (ss)

I. WARM-UP

T: Good morning class

Ss: Good morning teacher.

T: How are you?

Ss: Fine and you?

T: Great! How was the weekend?

Ss: Bad. Fine. In a dormitory! (Many possible answers may come as they usually share such things.) How about yours?

T: Fine! Again visits and insists to eat sweat. Whenever I visit my aunts, they prepare sweats, however I can't eat them much and I usually have to refuse them. How do we refuse an offer in Turkish in our country? People usually insist here on your eating something or having more to eat!

Ss: "Valla cok doydum!"; (Many possible answers)

T: Ok.

PRE-LISTENING

T: Ok. Today we are going to revise what to say or how to behave in awkward social situations and learn to use inferencing strategy.

Ss: Inferencing? What's that?

T: Do you care about context while guessing the meaning of a word?

Ss: Yes.; Sometimes, Nooooo!

T: For example what does "manage" mean?

Ss: yönetmek.; manage a company.

T: Yeah you're right. Ok. Let's have a look at the first situation in our book page 84. The first one? What is the situation?

Ss: ....

T: What do you say in such a situation?

Ss: I'm full.

WHILE LISTENING

T: Ok. Listen to the actual conversation and pay attention to how she responded.

Ss: Ok.

(They listen to the tape recorder.)

T: What does she say?

Ss: ....

T: She says "... I couldn't possibly manage anymore". "Manage!" does it mean here yönetmek?

Ss: Noo...

T: It means .....

Ss: Eat.

T: Yeah. As you see, context makes the difference. If you still think of the first actual meaning, you may have difficulty in understanding the text. Ok the second situation. What is the situation?

Ss: ....

T: Yes. "slight" what does it mean?

Ss: önemsiz.

T: Here in this sentence?

Ss: ....

T: Great.

Ss: Hocam biz boşuna mı öğrendik bu anlamlarını?

T: You always need to take the context into consideration while comprehending a message. Ok. Shall we go on? The third one?

Ss: She doesn't remember her. She could say that.

T: Yes, as you hear from the cassette player, she finds another way to remember it rather than just simply asking. Ok. Now the other one? By the way what does "agree" mean?

Ss: Biriyle aynı fikirde olmak.

T: Ok. Now listen and see if that's the same meaning.

Ss: I don't understand.

T: She says "it doesn't agree with me?" Can't the spinach agree (aynı fikirde) with her?

Ss: Here it is something like "benimle anlaşamıyor. Yani mideme dokunuyor gibi mi?"

T: Yeah. Why not! And what is the situation in the last one?

Ss:....

T: Let's listen to the last one. Before that what does "make" mean?

Ss: yapmak

T: Neyi?

Ss: make a cake, make your bed...

T: Great. Listen.............. How does she refuse it?

Ss: I did not understand.

T: She said "I don't think I'll be able to <u>make</u> it then". "make" in this context?

Ss: Come

AFTER LISTENING

T: Exactly! You always have to take care of the context while trying to understand it.

What was the name of the strategy?

Ss: Inferencing.

T. How do you use that strategy?

Ss: If they go on using these words with different meanings, we always have to consider the context. The last one had nothing to do with yapmak. Before if I heard such a word ,meaningless for me in that situation, I used to think it was a new word I didn't know. Now this has changed.

T: I' m glad. This inferencing listening comprehension strategy is one of the strategies that will help you understand better and more easily. Now here as you see there are some similar situations given in your book. In your pairs choose one of them, and make a dialogue using these or similar words. You have 10 min. Derya, what are you going to do?

S: We are going to choose one topic and make a dialogue.

T: Yeah. Ok. You can start. You have 10 min.

Ss: (Each pair presents their dialogue.)

T: We have revised inferencing strategy today. In other words, you care about context more anymore. Is there anything you want to ask?

Ok. See you then. Bye.

Ss: Bye.

(There may be unexpected answers or questions from students or they may not understand what they hear from cassette. If sometimes, teacher may write the key sentence on the board after each situation.)

APPENDIX C

SAMPLE LESSON PLAN 2

Class: Prep Class

Period: 20'

Level: Upper Intermediate

Subject: A listening text "Awkward social Situations"

Materials: Coursebook, Type recorder

Overall objectives:

➢ Students will be able to use the listening comprehension strategy 'inferencing' effectively.

➢ Students will be able to respond in awkward situations.

Teacher (T), Students (ss)

I. WARM-UP

T: Good morning class

Ss: Good morning teacher.

T: How are you?

Ss: Fine and you?

T: Great! How was the weekend?

Ss: Bad. Fine. In a dormitory! (Many possible answers may come as they usually share such things.) How about yours?

T: Fine! Again visits and insists to eat sweat. Whenever I visit my aunts, they prepare sweats, however I can't eat them much and I usually have to refuse them. How do we refuse an offer in Turkish in our country? People usually insist here on your eating something or having more to eat!

Ss: "Valla cok doydum!"; (Many possible answers)

T: Ok.

PRE-LISTENING

T: Ok. Today we are going to revise what to say or how to behave in awkward social situations. There are some situations in your book, and you will find out what to say in such situations.

Ss: Ok. What page?

T: Let's have a look at the first situation in our book page 84. The first one? What is the situation?

Ss: ....

T: What do you say in such a situation?

Ss: I'm full.

WHILE LISTENING

T: Ok. Listen to the actual conversation and pay attention to how she responded.

Ss: Ok.

(They listen to the tape recorder.)

T: What does she say?

Ss: ....

T: She says "... I couldn't possibly manage anymore". What does she mean?

Ss: …. can't eat...

T: Certainly. It means she can't eat any more.

Ok the second situation. What is the situation?

Ss: ....

T: Yes. "slight" what does it mean?

Ss: önemsiz.

T: Here in this sentence?

Ss: ....

T: Great.

Ss: Hocam biz boşuna mı öğrendik bu anlamlarını?

T: You always need to take the context into consideration Ok. Shall we go on? The third one?

Ss: She doesn't remember her. She could say that.

T: Yes, as you hear from the cassette player, she finds another way to remember it rather than just simply asking. Ok. Now the other one? By the way what does "agree" mean?

Ss: Biriyle aynı fikirde olmak.

T: Ok. Now listen and see if that's the same meaning.

Ss: I don't understand.

T: She says "it doesn't agree with me?" Can't the spinach agree with her?

Ss: Here it is something like "benimle anlaşamıyor. Yani mideme dokunuyor gibi mi?"

T: Yeah. Why not! And what is the situation in the last one?

Ss:....

T: Let's listen to the last one. Before that what does "make" mean?

Ss: yapmak

T: Neyi?

Ss: make a cake, make your bed...

T: Great. Listen.............. how does she refuse it?

Ss: I did not understand.

T: She said "I don't think I'll be able to <u>make</u> it then". "make" in this context?

Ss: Come

AFTER LISTENING

T: Exactly! As you see, context is important. The meaning of a word may change in different contexts.

Now here as you see there are some similar situations given in your book. In your pairs choose one of them, and make a dialogue using these or similar words. You have 10 min. Derya, what are you going to do?

S: We are going to choose one topic and make a dialogue.

T: Yeah. Ok. You can start. You have 10 min.

Ss: (Each pair presents their dialogue.)

T: You have seen context changes the meaning. you care about context more anymore? Is there anything you want to ask?

Ok. See you then. Bye.

Ss: Bye..

(There may be unexpected answers or questions from students or they may not understand what they hear from cassette. If sometimes, teacher may write the key sentence on the board after each situation.)

Real life

Awkward social situations

1 In the pictures, Bella finds herself in some difficult social situations. Why? What would you say?

(a) I'll explode if I have any more!

Go on, have a bit more. It'll do you good! Go on, I insist. Have the last piece, Bella!

....

(b) Oh no, my best new shirt. I can't believe it!

Oh dear, how clumsy of me! I'm really sorry, let me get a cloth.

....

(c) Vera? Vera who? Oh, where on earth do I know her from?

You know Vera, don't you Bella?
- Hi there. Bella. Of course she knows me. How are things with you then?

....

(d) Yuck, I hate spinach, it makes me feel sick just thinking about it!

You must try some of this spinach salad, Bella. It's their speciality!

....

(e) A whole day with Uncle Geoff and Auntie Mary. Help!

it's been lovely to see you again, Bella. You must come and spend a day with us some time, mustn't she, Mary? I tell you what, how about the weekend after next for Sunday lunch?

....
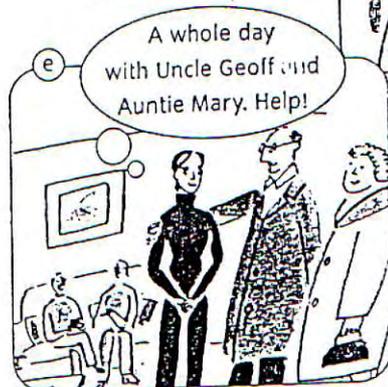
2 [7.4] Listen and write what Bella actually said. What do you think of the way she responded?

3 Here are some similar situations. Make dialogues of your own, using some of the phrases above. Act out your dialogues.

- You are out shopping. Someone taps you on the shoulder and says 'hello' and your name. It is obvious that they remember you, but you can't remember their name, or how you met.

- You are visiting your future in-laws for the first time. You are offered a coffee, but you are so nervous that you immediately spill it over the white carpet.

- Your future mother-in-law has been offering you biscuits, sandwiches and cakes every five minutes. Your girl / boyfriend doesn't seem to have noticed that you find the situation embarrassing.

- A foreign acquaintance takes you to a restaurant which serves food from his country. He urges you to order a liver casserole, which is his favourite dish. You can't stand liver – even the sight of it makes you feel ill.

- A colleague from work (who you are not very keen on) invites you to a party at her house next Saturday evening. You haven't got anything planned for that evening, but you don't really want to go.

Recording 4

a A: Go on, have a bit more. It'll do you good!

  B: Thank you, it was lovely, but just a tiny portion, I'm rather full ...

  A: Go on. I insist. Have the last piece, Bella!

  B: No really, I'm really fine thank you. It was lovely but I couldn't possibly manage any more!

b A: Oh dear, how clumsy of me! I'm really sorry, let me get a cloth.

  B: Don't worry, it doesn't matter in the slightest!

c A: You know Vera, don't you, Bella?

  C: Hi there, Bella. Of course she knows me. How are things with you then?

  B: Hello, Vera, how lovely to see you again. It seems ages since we last met. Let me see, when was it ...

d A: You must try some of this spinach salad, Bella. It's their speciality!

  B: Actually, I'm afraid I can't eat spinach. It doesn't agree with me, unfortunately. It brings me out in a rash!

  A: Oh dear ...

e A: It's been lovely to see you again, Bella. You must come and spend a day with us some time, mustn't she, Mary? I tell you what, how about the weekend after next for Sunday lunch?

  B: Oh that's really sweet of you, Uncle Geoff. It's really nice of you to think of me. I'd love to come, but I don't think I'll be able to make it then – I've got some really important exams starting that week. Perhaps some other time, when I'm not so busy?

APPENDIX D

SAMPLE LESSON PLAN 3

Class: Prep Class

Period: 20'

Level: Upper Intermediate

Subject: A listening text "Explaining How Things Work"

Materials: Coursebook, type recorder

Overall objectives:

➢ Students will be able to use the listening comprehension strategy 'prediction' effectively.

➢ Students will be able to explain how things work.

Teacher (T), Students (ss)

I. WARM-UP

T: Good morning class

Ss: Good morning teacher.

T: How are you?

Ss: Fine and you?

T: Great! How was the weekend?

Ss: Bad. Fine. In a dormitory! (Many possible answers may come as they usually share such things.) How about yours?

T: Good. Whole weekend I was taken my photographs.

Ss: Why?

T: I bought my brother a digital camera and he was trying to learn how to use it. He took photos of us all the time. Sometimes I have difficulty in understanding technology. Your MP3 players are also very interesting but certainly practical.

PRE-LISTENING

T: In this lesson, we are going to learn how things work and how to use the listening comprehension strategy "prediction". What do you usually predict in our classes?

Ss: Meaning of words; topic;...

T: How do you predict the topic?

Ss: Pictures, title, instinct...

T: Just by looking at the related photos or pictures you can certainly predict it and it is a good way to help you understand better and fully. Here on page 47 you see a picture of a video camera and some words. Who can use a video camera?

Ss: I can use. It is very simple.

T: So, handle is .... ; lens cap is ....; viewfinder is ....; record button is .... Ok. Now you will listen to a conversation. A person is explaining how it works. And you see the pictures here. While listening, you will put them in the correct order. But before listening, let's try to put them into order. The first one (g) is given. When you take it out of the case, what do you do then?

Ss: Put it on your knee usually. (a)

T: May be. Then.

Ss: Lens cap off. (d); the viewfinder may be (f); then look through he viewfinder (e); Record button (b); recording and zoom (control and h).

T: Ok.

WHILE LISTENING

T: Now you have made your predictions about the order of the pictures by using your own existing knowledge. Now let's listen to the actual conversation and check.

(They listen to the text.)

....

T: It that in the right order?

Ss: Yes!!

T: Sometimes as you see, sometimes before listening to the text you can predict the topic and do what is required even before listening.

AFTER LISTENING

T: What listening comprehension strategy did you use?

Ss. Prediction.

T: What did you do?

Ss: By looking at the title, key words we predicted the content. And we have already known how to use a video camera. So by using our own knowledge, we finished the task. I didn't have any difficulty in understanding the text after we made predictions.

T: Great. So you know what to do. By the way what kind of phrases did they use while explaining it the use of video camera?

Ss: ....

T: Keep them in mind. Know you will work in pairs and choose an object to explain. For example a walkman, MP3 player. How do you operate them? You have 10 min.

Ss: .... (They prepare their dialogues and present them to class.)

T: Ok. All of them were great. Do you have anything to ask?

Ok. See you then. Bye.

APPENDIX E

SAMPLE LESSON PLAN 4

Class: Prep Class

Period: 20'

Level: Upper Intermediate

Subject: A listening text "Explaining How Things Work"

Materials: Coursebook, type recorder

Overall objectives:

➢ Students will be able to use the listening comprehension strategy 'prediction'
effectively.

➢ Students will be able to explain how things work.

Teacher (T), Students (ss)

I. WARM-UP

T: Good morning class

Ss: Good morning teacher.

T: How are you?

Ss: Fine and you?

T: Great! How was the weekend?

Ss: Bad. Fine. In a dormitory! (Many possible answers may come as they usually share
such things.) How about yours?

T: Good. Whole weekend I was taken my photographs.

Ss: Why?

T: I bought my brother a digital camera and tried to learn how to use it. He took photos of us all the time. Sometimes I have difficulty in understanding technology. Your MP3 players are also very interesting but certainly practical.

PRE-LISTENING

T: In this lesson, we are going to learn how things work . Here on page 47 you see a picture of a video camera and some words. Who can use a video camera?

Ss: I can use. It is very simple.

T: So, handle is .... ; lens cap is ....; viewfinder is ....; record button is ....
Ok. Now you will listen to a conversation. A person is explaining how it works. And you see the pictures here. While listening you will put them in the correct order. But before listening, let's try to put them into order. The first one (g) is given. When you take it out of the case, what do you do then?

Ss: Put it on your knee usually. (a)

T: May be. Then.

Ss: Lens cap off. (d); the viewfinder may be (f); then look through he viewfinder (e); Record button (b); recording and zoom (control and h).

T: Ok.

WHILE LISTENING

T: Now let's listen to the actual conversation and check.

(They listen to the text.)

....

T: It that in the right order?

Ss: Yes!!

AFTER LISTENING

T: Was it difficult?

Ss. No! With the pictures , it's ok.

T: Great. While explaining it the use of video camera what kind of phrases did they use?

Ss: ....

T: Keep them in mind. Know you will work in pairs and choose an object to explain.

For example a walkman, MP3 player. How do you operate them? You have 10 min.

Ss: .... (They prepare their dialogues and present them to class.)

T: Ok. All of them were great. Do you have anything to ask?

Ok. See you then. Bye.

Real life

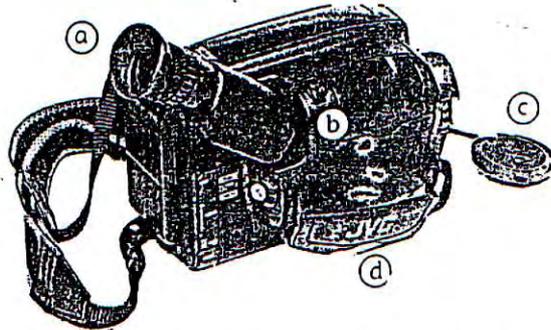## Explaining how things work

1 Have you ever used a video camera or have you been videoed? Why? What happened? Label the parts of a video camera with the words in the box.

| handle   lens cap   viewfinder   record button |

2 [4.5] Listen to Kate explaining how to use a video camera. Number the pictures below in the order they occur in the conversation. The first example is done for you.

Recording 5

A: Okay, so I haven't actually used one of these things before so I'm a bit unsure of how to use it.

B: First of all, take it out of the case ... carefully.

A: Yeah.

B: Put it on your knee.

A: All right.

B: Right, can you see ...

A: It's quite heavy, isn't it?

B: It is heavy, yeah.

A: Uh-huh, okay.

B: Now can you see a red button that says 'operate'?

A: This one?

B: Right, you need to press that and the red light'll come on ...

A: All right, okay.

B: Okay, great. The next thing is to take the lens cap off ... which is at the front ...

A: Right, that's this thing here, yeah?

B: Yeah, it just hangs down, it's attached.

A: Right.

B: Fine. Take the viewfinder ...

A: Viewfinder ...

B: ... which is on the right side ... pull it out at right angles.

A: What just ... oh ... okay ... right?

B: Now look through the viewfinder. Turn round so you're looking at me ... and press the record button which is the one at the top.

A: Where is it?

B: That one. Okay, okay. Now can you see through the viewfinder that it says R-E-C?

A: Yeah, it's flashing on and off ...

B: R-E-C ... that means you're recording me.

A: Right.

B: Now, if you want to do anything ... if you want to get close-up then you press the zoom button, if you press it at the top ... that's it.

A: This one?

B: Yeah ... no, no ... no... the other one.

A: Okay, oh sorry. Okay?

B: Yeah. Can you see I'm getting bigger?

A: Right, yeah.

B: Sort of close-up? If you press it at the bottom, I'll recede again, I'll go back ...

A: Back to normal.

B: Yeah, that's right.

A: That's back to normal, yeah. Okay, okay, right ... well, that looks simple enough. Thanks!

B: Okay!

The Results of LCSI For Each Statement

	Statement		Before		After		Mean Difference	t- Value and Significance Level
			N	Mean	N	Mean		
1	İngilizce dinlerken ilgimi çekmeyen bir konu olduğu zaman dinlemekten uzaklaşırım.	Experimental Group	20	2,9	20	3,0	0,1	t= -0,38 p= 0,71 (n.s)
		Control Group	20	3,30	20	3,05	-0,25	t= 0,67 p= 0,51 (n.s)
2	İngilizce dinlerken, sözcüklerin sözlük anlamı dışında da kullanılabileceğini düşünerek bağlama (context) dikkat ederim.	Experimental Group	20	3,05	20	3,90	0,85	t= -2,67 p= 0.015 (s)
		Control Group	20	2,85	20	2,65	-0,2	t= 0,81 p= 0,43 (n.s)
3	Bir dinleme etkinliğini daha kolay anlamak için duyduklarımı Türkçe'ye çevirim.	Experimental Group	20	3,55	20	2,80	-0,75	t= 2,45 p= 0,03 (s)
		Control Group	20	3,4	20	3,2	-0,2	t= .57 p= 0.59 (n.s)
4	Sınıf içi dinleme alıştırmasına başlamadan önce aktivitenin başlığını okur, fotoğraf resim ya da grafik varsa onlar hakkında ne bilip bilmediğimi kendi kendime düşünür, alıştırmanın ne hakkında olabileceğini tahmin ederim. Kendimi zihnen alıştırmaya güdülerim.	Experimental Group	20	3,05	20	4,10	1,05	t= -4,1 p= 0.001 (s)
		Control Group	20	3,10	20	3,35	0,25	t= -.67 p= 0.51 (n.s)
5	İngilizce dinlerken bilmediğim bir sözcük, kalıp ya da sözcük grubu duyduğumda dinlemeyi bırakırım.	Experimental Group	20	2,30	20	2,15	-0,15	t= .44 p= 0.70 (n.s)
		Control Group	20	2,45	20	2,30	-0,15	t= .40 p= 0.70 (n.s)
6	İngilizce dinlerken sunulan bilgileri anlayamamaktan korkar ve endişelenirim.	Experimental Group	20	3,25	20	2,35	-0,9	t= 2,40 p= 0.03 (s)
		Control Group	20	2,35	20	2,40	0,05	t= -.17 p= 0.88 (n.s)
7	Bir dinleme etkinliğini daha iyi anlamak için duyduklarımı Türkçe'ye çevirmeden anlamaya çalışırım.	Experimental Group	20	2,5	20	3,5	1,0	t= -3,82 p= 0.001 (s)
		Control Group	20	2,65	20	2,55	-0,1	t= .27 p= 0.79 (n.s)
8	İngilizce dinlerken, kendimce anlamlı notlar alırım.	Experimental Group	20	2,55	20	3,20	0,65	t= -2,22 p= 0.04 (s)
		Control Group	20	2,05	20	2,05	0,0	t= .00 p= 1.0 (n.s)
9	İngilizce dinlerken dikkatimin dağıldığını fark edince kendimi toplar ve akışı yakalamaya çalışırım.	Experimental Group	20	3,5	20	3,9	0,4	t= -1,32 p= 0.20 (n.s)
		Control Group	20	2,95	20	3,25	0,3	t= -.75 p= 0.46 (n.s)
10	İngilizce dinlerken duyduğum fikirleri zihnimde sürekli düzenler ve daha önceden varolan bilgilerimle bağdaştırır, kendi bilgilerime eklerim.	Experimental Group	20	3,4	20	3,4	0,0	t= .00 p= 1,00 (n.s)
		Control Group	20	2,95	20	3,05	0,1	t= -.31 p= 0.76 (n.s)

	Statement		Before		After		Mean Difference	t- Value and Significance Level
			N	Mean	N	Mean		
11	Bir dinleme aktivitesi boyunca not almam.	Experimental Group	20	3,2	20	2,8	-0,4	t= 1,25 p= 0.23 (n.s)
		Control Group	20	3,25	20	3,50	0,25	t= -.53 p= 0.61 (n.s)
12	Dinleme derslerine hiç bir hazırlık yapmadan katılır, kitabı dersten derse açarım.	Experimental Group	20	3,25	20	2,70	-0,55	t= 1,53 p= 0.14 (n.s)
		Control Group	20	1,42	20	3,65	0,55	t= 1,42 p= 0.17 (n.s)
13	Bir dinleme etkinliği bittikten sonra dinlediğim bilgileri aklımda kategorize eder, iletilmek istenen mesajı duyduklarımdan ayrıştırır, notlarımı gözden geçirir ve dinlediklerimi özümserim.	Experimental Group	20	2,90	20	3,75	0,85	t= -2,82 p= 0.011 (s)
		Control Group	20	2,40	20	2,65	0,25	t= -.65 p= 0.52 (n.s)
14	İngilizce dinlerken anlamadığım bir yer olsa da (sözcük,yapı, fikir) sormam.	Experimental Group	20	3,0	20	2,35	0,65	t= 1,15 p=0.26 (n.s)
		Control Group	20	2,9	20	2,6	0,3	t= 1,00 p= 0.33 (n.s)
15	Bir dinleme etkinliği öncesinde dinleyeceğim metni daha iyi anlayabilmek için o konu ile ilgili materyallere göz atarak kendimi hazırlarım.	Experimental Group	20	2,4	20	3,0	0,6	t= -2,71 p= 0.1 (n.s)
		Control Group	20	2,15	20	2,20	0,05	t= -.16 p= 0.88 (n.s)
16	Bir dinleme alıştırmasını yaparken bir konuyu, ne kadar, neden anlayıp anlamadığımı öğretmenimle ya da arkadaşlarımla konuşarak paylaşırım.	Experimental Group	20	2,55	20	3,35	0,8	t= -2,71 p= 0.014 (s)
		Control Group	20	2,05	20	2,45	0,4	t= -1.1 p=0.288 (n.s)
17	İngilizce dinleme yeterliliğimi, dinlemedeki bilgileri ne kadar anladığımı, kendi kendime tartarak ne kadar başarılı ya da başarısız olduğumu sorgularım.	Experimental Group	20	3,90	20	3,55	0,35	t= .96 p= 0.35 (n.s)
		Control Group	20	2,9	20	2,8	0,1	t= .34 p= 0.74 (n.s)
18	İngilizce dinlerken bilmediğim sözcük, kalıp ya da sözcük grubu duyduğumda dikkatim dağılmaz ve dinlemeye devam ederim.	Experimental Group	20	3,15	20	3,55	0,4	t= -2,37 p= 0.028 (s)
		Control Group	20	3,0	20	3,2	0,2	t= -.64 p= 0.53 (n.s)
19	Bir dinleme aktivitesi sırasında dikkatim dağılırsa tekrar dinlemeye devam edemem.	Experimental Group	20	2,65	20	2,80	0,15	t= -.43 p= 0.67 (n.s)
		Control Group	20	2,7	20	2,5	0,2	t= .55 p= 0.6 (n.s)
20	İngilizce not alırken duyduğum her şeyi yazmaya çalışırım.	Experimental Group	20	2,2	20	2,8	0,6	t= -1,3 p= 0.096 (n.s)
		Control Group	20	1,55	20	2,05	0,5	t= -2,24 p= 0.038 (s)

The Mean Frequencies For Experimental Group

Strategy	Statement	Before Mean	After Mean	Significance Level
Translation	3. Bir dinleme etkinliğini daha kolay anlamak için duyduklarımı Türkçe'ye çevirim.	3.55	2.80	p= 0.03 (s)
	7. Bir dinleme etkinliğini daha iyi anlamak için duyduklarımı Türkçe'ye çevirmeden anlamaya çalışırım	2.5	3.5	p=0.001 (s)
Real Time Assessment	5. İngilizce dinlerken bilmediğim bir sözcük, kalıp ya da sözcük grubu duyduğumda dinlemeyi bırakırım.	2.3	2.15	p=0.70 (n.s)
	18. İngilizce dinlerken bilmediğim sözcük, kalıp ya da sözcük grubu duyduğumda dikkatim dağılmaz ve dinlemeye devam ederim.	3.15	3.55	p=0.028 (s)
Note-taking	8. İngilizce dinlerken, kendimce anlamlı notlar alırım.	2,55	3,20	p= 0.04 (s)
	11. Bir dinleme aktivitesi boyunca not almam	3.2	2.8	p= 0.23 (n.s)
	20. İngilizce not alırken duyduğum her şeyi yazmaya çalışırım.	2.2	2.8	p=0.096(n.s)
Directed Attention	9. İngilizce dinlerken dikkatimin dağıldığını fark edince kendimi toplar ve akışı yakalamaya çalışırım.	3.5	3.9	p= 0.20(n.s)
	19. Bir dinleme aktivitesi sırasında dikkatim dağılırsa tekrar dinlemeye devam edemem.	2.65	2.80	p=0.67 (n.s)
Aranging & Planning for Learning	12. Dinleme derslerine hiç bir hazırlık yapmadan katılır, kitabı dersten derse açarım.	3.25	3.50	p= 0.14 (n.s)
	15. Bir dinleme etkinliği öncesinde dinleyeceğim metni daha iyi anlayabilmek için o konu ile ilgili materyallere göz atarak kendimi hazırlarım.	2.4	3.0	p= 0.1 (n.s)
Comprehension Evaluation	13. Bir dinleme etkinliği bittikten sonra dinlediğim bilgileri aklımda kategorize eder, iletilmek istenen mesajı duyduklarımdan ayrıştırır, notlarımı gözden geçirir ve dinlediklerimi özümserim.	2.9	3.75	p= 0.011 (s)
	17. İngilizce dinleme yeterliliğimi, dinlemedeki bilgileri ne kadar anladığımı, kendi kendime tartarak ne kadar başarılı ya da başarısız olduğumu sorgularım.	3.9	3.55	p= 0.35 (n.s)