

**EFFECTS OF STRATEGIES-BASED INSTRUCTION
THROUGH *RANDALL'S CYBER LISTENING LAB* AND *QUIZIZZ*
ON EFL STUDENTS' LISTENING COMPREHENSION
AND STRATEGY USE**

Nalan Őan

181113105

MASTER'S THESIS

Department of Foreign Language Education

English Language Teaching Programme

Advisor: Prof. Dr. Grkan Doĝan

İstanbul
Maltepe University
Graduate School
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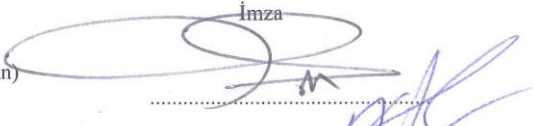


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JÜRİ VE ENSTİTÜ ONAYI

NALAN ŞAN'ın "Randall Sanal Dinleme Labaratuarı ve Quizziz Siteleri Aracılığıyla Yapılan Strateji Eğitiminin İngilizce'yi Bir Yabancı Dil Olarak Öğrenen Öğrencilerin Dinleme Becerisi ve Strateji Kullanımı Üzerindeki Etkileri" başlıklı tezi 29.01.2020 tarihinde aşağıdaki jüri tarafından değerlendirilerek "Maltepe Üniversitesi Lisansüstü Eğitim ve Öğretim Yönetmeliği" nin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı Yüksek Lisans/Doktora tezi oy birliğiyle/oy çokluğuyla, başarılı/başarısız olarak kabul edilmiştir.

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Bu tezin bana ait, özgün bir çalışma olduğunu; çalışmamın hazırlık, veri toplama, analiz ve bulguların sunumu olmak üzere tüm aşamalarında bilimsel etik ilke ve kurallara uygun davrandığımı; bu çalışma kapsamında elde edilmeyen tüm veri ve bilgiler için kaynak gösterdiğimi ve bu kaynaklara kaynakçada yer verdiğimi; çalışmamın Maltepe Üniversitesinde kullanılan "bilimsel intihal tespit programı" ile tarandığını ve öngörülen standartları karşıladığını beyan ederim.

Herhangi bir zamanda, çalışmamla ilgili yaptığım bu beyana aykırı bir durumun saptanması durumunda, ortaya çıkacak tüm ahlaki ve hukuki sonuçlara razı olduğumu bildiririm.


Nalan Şan

Hazırlayan: Enstitü Sekreterliği	Onaylayan: Kalite Yönetim Koordinatörlüğü
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DEDICATION

To my poetic professor, Gürkan Doğan

for his support and sheer inspiration.

To my beloved husband, Yunus Emre Şan

for his deep love and patience.

To my beautiful boy, Selim Şan

for being the joy of my life.

To my dear friend, Melike Ubuz

for her precious time and help.

To my other dear friend, Jeremy Schlichter,

for being a human thesaurus and a computer wiz.

To my industrious students of GO1 and G02

for their enthusiasm and candid participation.

ÖZ

RANDALL SANAL DİNLEME LABARATUARI VE QUIZIZZ SİTELERİ ARACILIĞIYLA YAPILAN STRATEJİ EĞİTİMİNİN İNGİLİZCE'Yİ BİR YABANCI DİL OLARAK ÖĞRENEN ÖĞRENCİLERİN DİNLEME BECERİSİ VE STRATEJİ KULLANIMI ÜZERİNDEKİ ETKİLERİ

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Maltepe Üniversitesi, Lisansüstü Eğitim Enstitüsü, 2020

Bu çalışma, açık strateji tabanlı dinleme eğitiminin katılımcıların dinleme becerisi üst bilişsel farkındalık düzeyindeki ve genel İngilizce dinlediğini anlama becerisi üzerindeki etkilerini araştırmayı amaçlamaktadır. Katılımcılar Türkiye, İstanbul'da özel bir üniversitenin hazırlık okulunda yabancı dil olarak İngilizce eğitimi alan A1 düzeyinde öğrencilerdir. Önce bu öğrenciler deney (n=20) ve kontrol (n=19) gruplarına rastlantısal olarak tanzim edildi. Deney grubundaki katılımcılar her hafta 7 ders saati, toplam 8 hafta boyunca strateji tabanlı dinleme eğitimi aldılar. Bütün katılımcılar, öncesi ve sonrası olarak, İngilizce dinlediğini anlama testlerini tamamladı. Ayrıca tüm katılımcılar Dinleme Becerisi Üst bilişsel Farkındalık Anketi'ni öncesi ve sonrası olarak, hem strateji eğitiminin başında hem de sonunda tamamladı. Deney grubundaki katılımcılar, dinleme becerisi diyalog günlüklerindeki strateji listelerinden faydalanarak evde kendi strateji kullanımlarının detaylarını irdelemek için cesaretlendirildi. Bu çalışma deney grubundaki katılımcıların kendi strateji kullanımlarını değerlendirmek ve katılımcılara kazandırılması hedeflenen stratejilerin uzun vadede hatırlanmasını kolaylaştırmak için dijital eğitim araçları kullandığından dolayı önceki araştırmalardan kendini ayırmaktadır. Ayrıca strateji eğitimi genel çerçevesi katılımcıların değerlendirme ve şahsi tercihleri göz önünde bulundurularak yeniden yapılandırıldı. Sonuçlar açık strateji tabanlı dinleme eğitiminin A1 düzeyindeki üniversite öğrencilerinin hem üst bilişsel dinleme becerisi farkındalık düzeyini hem de İngilizce dinlediğini anlama düzeyini geliştirmeye yardım ettiğini göstermiştir. Bunun yanı sıra öğrenciler, kendi strateji kullanımlarını şu süreçlerden geçerek

geliştirmişlerdir: dinleme becerisi ve strateji kullanımına ilişkin kavramsallaştırmalarının büyük bir değişimden geçmesi, stratejilerin atılması, stratejilerin başka stratejilerle birleştirilmesi, strateji tadilatları ve strateji transferleri. Ayrıca katılımcılar, bilmedikleri sözcüklerin anlamlarını tahmin etmek için çıkarım yapmak ve dinleme becerisi görev kâğıdı üzerindeki zaten verilmiş materyali kullanarak çıkarım yapmak gibi problem çözme stratejileri ile özellikle ilgilenmişlerdir. Nasıl dinleyeceğine ilişkin zihinsel plan yapmak ve dinleme esnasında kelime kelime çeviri yapmayı azaltmak gibi zihinsel çeviri ve plan yapma, değerlendirme stratejileri de deney grubundaki katılımcıların çoğunluğu tarafından en çok tercih edilen stratejilerdendir.

Anahtar sözcükler: Öğrenmeyi öğrenme, açık dinleme becerisi stratejileri eğitimi, açık strateji tabanlı dinleme eğitimi, üst-bilişsel farkındalık, dinlediğini anlama becerileri, öz-yönlendirmeli dinleme, üst-bilişsel stratejiler, bilişsel stratejiler, sosyal-duygusal stratejiler, dijital eğitim araçları.

ABSTRACT

EFFECTS OF STRATEGIES-BASED INSTRUCTION THROUGH *RANDALL'S CYBER LISTENING LAB AND QUIZZ* ON EFL STUDENTS' LISTENING COMPREHENSION AND STRATEGY USE

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Master's Thesis

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English Language Teaching Programme

Advisor: Prof. Dr. Gürkan Doğan

Maltepe University, Graduate School, 2020

This present study aimed at exploring the effects of explicit listening strategy training on learners' level of metacognitive listening strategy awareness and general listening proficiency in English. The participants were A1 level EFL students in a prep school of a private university in Istanbul, Turkey. They were randomly assigned to experimental (n=20) and control (n=19) groups. The experimental group received strategy-based listening instruction for 7 hours each week throughout 8 weeks. All participants completed pre and post listening comprehension tests in English. They also completed Metacognitive Awareness Listening Questionnaire at the beginning and end of the training period. The participants in the experimental group were also encouraged to elaborate on their strategy use at home using the strategy checklists in their listening dialogue-diaries. The teacher provided written feedback each week. This study differentiates itself from the previous research in that digital education tools were used to encourage the participants in the intervention group to evaluate their own listening strategy use and ensure longer retention of the targeted strategies. The training framework was also reshaped based on the learners' feedback and individual preferences. The results revealed that explicit strategy-based instruction helped improve the listening comprehension proficiency and metacognitive awareness of A1 level university students. The learners also improved their own strategy use through a major change in their conceptualization of listening skill and strategy use, strategy dismissals, strategy combinations, strategy modifications and strategy transfer. Furthermore, most learners were particularly interested in adopting such problem solving strategies as making deductions from what is already given on the response sheet of listening tasks

and using their inferencing skills to guess the meanings of the unknown words. Mental translation, planning and evaluation strategies such as having a clear mental plan for how to listen and cutting down on verbatim mental translation during listening were also mostly preferred by the majority of the participants in the experimental group.

Keywords: learning to learn, explicit listening strategy training, strategies-based instruction, metacognitive awareness, listening comprehension skills, self-regulated listening, metacognitive strategies, cognitive strategies, social affective strategies, digital education tools.



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ABBREVIATIONS

EFL	: English as a foreign language
TDP	: Top-down processing
L1	: First language
L2	: Second language
FL	: Foreign language
MALQ	: Metacognitive Awareness Listening Questionnaire
PTE General	: Pearson Test of English General
ESL Lab	: Randall's ESL Cyber Listening Lab

ÖZGEÇMİŞ

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CHAPTER 1. INTRODUCTION

“Every problem has in it the seeds of its own solution.
If you don't have any problems, you don't get any seeds.”

Norman Vincent Peale

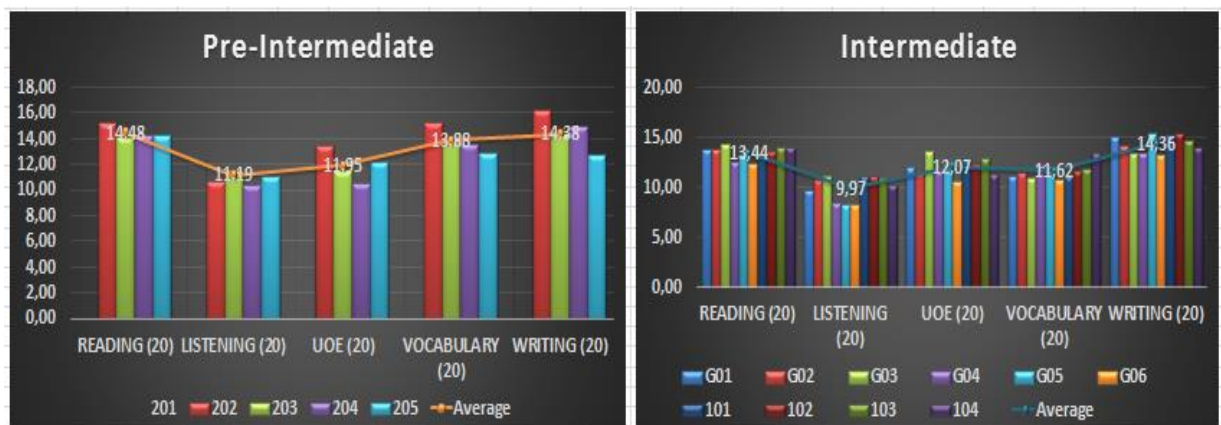
Identifying a problem conventionally forms the basis of any research because problems often promise chance and progress. Thus, the first chapter of this study includes statement of the problem, purpose and significance of the study in addition to assumptions, limitations and definitions of key terms.

1.1 Statement of the problem

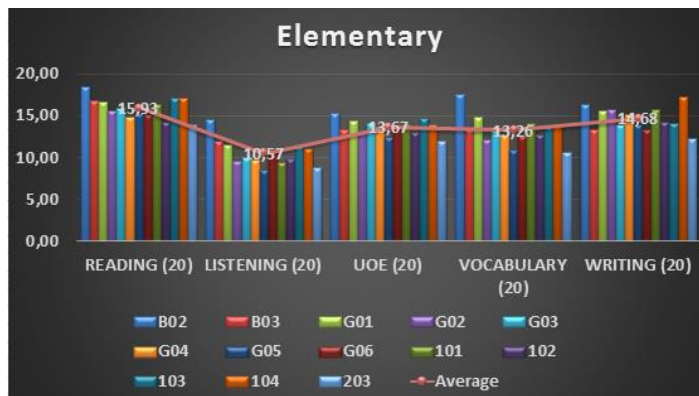
In order to identify a thorny problem in the area of language teaching, I casually asked thirty of my colleagues what the least teachable aspect of a foreign language was in the classroom. They almost unanimously identified listening as the most cryptic skill which is usually painful, sometimes impossible to improve in the classroom. They mostly seemed to believe that our students must either be immersed in the target language altogether while living abroad or increase the amount of listening practice to a great deal. The skills-based success chart for pre intermediate and intermediate levels from last academic year (2018-19) and the success chart for elementary level this academic year (2019-2020) also indicate that our students' listening scores are strikingly lower than their reading, writing, use of English and vocabulary scores.

Table 1. Success charts

a. Success charts for 2018-19 academic year



b. Success chart for 2019-20 academic year



On the other hand, when forty students who also participated in this study were asked how they could improve their listening skills best at the beginning of the study, they asserted that they found listening practice tedious and they didn't know what they could do other than restarting the target oral text so as to increase their comprehension level.

There was definitely a serious problem because our teachers believed in the ancient motto, *practice makes perfect* while the students couldn't stand the idea of increased practice without guidance as they ended up restarting the listening texts and listening to them over and over again in order to be able to answer the questions in the listening tasks. Therefore, I started researching what could be done other than mere practice to help our students improve their listening skills. I noticed a number of descriptive studies which tried to identify what successful learners did so that we can teach these learning strategies to poorer learners (Rubin, 1975, p. 42). These learning strategies naturally included various different listening strategies that could easily be taught in a foreign language classroom so as to provide our students with much needed focus and direction.

1.2 Purpose of the study

The main and most important purpose of this experimental study is to encourage students to become more aware of their own learning process and facilitate an effective learning strategy acquisition. Other fundamental goals of this study involve providing the students with a repertoire of widely acclaimed listening strategies to choose from,

modelling these strategies in the classroom and giving them ample opportunities to implement the targeted strategies on their own.

From an academic perspective, this study is designed to identify the effects of extensive and explicit strategies-based instruction for eight weeks using two digital education tools, namely Randall's Cyber Listening Lab and Quizizz on EFL students' listening comprehension and strategy use. In addition, it attempts to reveal the participants' perceptions of how effective particular listening strategies are in improving their planning and evaluation, directed attention, person knowledge, mental translation and problem solving skills which are the five major strategy categorisations in this study.

There is also a focus on the listening strategy acquisition process as the study tries to reveal how the learners' existing listening strategies improve in the course of interacting with widely acclaimed listening strategies explicitly over the training period.

1.3 Significance of the study

Improving learners' awareness of their own learning process is highly essential if we want our learners to become more autonomous and active in language learning. As a matter of fact, language learning is a lifelong endeavour and our learners desperately need to take ownership of their own learning attempts if they are to retain their efforts to use the target foreign language as bilingual individuals throughout their lives. Furthermore, equipping them with a listening strategy repertoire can plant the idea of strategy acquisition in their minds for other aspects and skills of any foreign language that they may attempt to learn in the future. They can start to devise and fine-tune their own language learning strategies that work best for them in various different language tasks both in the classroom and real life.

This study also differentiates itself from the previous research in that digital education tools were used to help the participants in the experimental group to evaluate their own listening strategy use and ensure longer retention of the targeted strategies. The training framework was also reshaped based on the learners' feedback and individual preferences.

1.4 Assumptions

There are three main assumptions of this study:

- Extensive and explicit strategy training for eight weeks will probably improve EFL learners' listening proficiency level and increase their learning strategy use for listening at elementary level.
- Since learners may have existing learning strategies in their L1 as young adults, they can transfer some of these while dismissing others as inefficient in their language learning process. They can also strategically adjust or considerably improve their existing learning strategies throughout the strategy training. Therefore, explicit strategy instruction can facilitate the effective strategy acquisition for language learning.
- It is anticipated that the participants will have favorable attitudes towards the strategy training in general. Nevertheless, they may still believe that some of the listening strategies in the training can be exceptionally useful for them while some others may prove more challenging to implement or useless. If the explicit strategy instruction factors in learner preferences with regard to strategy choice and use, learners will improve their listening comprehension skills more easily and considerably.

1.5 Limitations

There can be some limitations of this study. First of all, even though strong measures are taken to facilitate strategy transfer, participants may still have difficulty in transferring the targeted strategies to other similar listening tasks or using the targeted strategies consistently throughout the training period, which is eight weeks. Secondly, this study merely focuses on elementary level students even though data from various different proficiency levels may produce more comprehensive and reliable results. Furthermore, the duration of the training is eight weeks. However, learning strategy training throughout the entire prep school academic year may probably prove more useful to explore the effects of strategy instruction on the skills acquisition of the targeted foreign language.

1.6 Defining key terms

The definitions of key terms that are frequently used in this study are as follows:

- **Metacognitive knowledge:** Knowledge of one's cognitive processes related to learning and the cognitive processes of others by O'Malley and Chamot (1990, p. 230). Metacognition entails thinking about one's thinking or the human capability to be conscious of one's mental processes (Flavell, 1979; Metcalfe & Shimamura, 1994; Nelson, 1996).
- **Self-regulated (self-directed) learning:** It is an active and constructive process during which learners set their own objectives for their learning and then try to monitor, regulate, and control their cognition, motivation, and behavior while being guided and constrained by both their goals and the contextual factors in their environment (El-Henawy, Dadour, Salem, & El-Bassuony, 2012). The term self-regulation has Vygotskian foundations which conceptualize self-regulation as a consequence of both social and individual processes (as cited in Kinnucan & Kuebli, 2013).
- **Learning strategies:** Various different competencies that researchers and practitioners have highlighted as essential, or helpful, for effective learning and long-term retention of information (Weinstein & Underwood, 1985). These strategies aim at facilitating learning and they are intentionally used by learners.
- **Metacognitive learning strategies:** Learning strategies that require thinking about or knowledge of the learning process, planning for learning, monitoring learning while it is still taking place, or self-reflection of learning after the task has been completed (O'Malley and Chamot, 1990, p. 230)
- **Cognitive learning strategies:** These strategies "aid the learner in putting together, consolidating, elaborating, and transforming knowledge of the language and culture" (Oxford, 2013, p. 46).
- **Social-affective (socio-affective) learning strategies:** These define learning that happens when students cooperate with their peers, ask their teachers for clarification or implement certain techniques to decrease their anxiety level (Vandergrift, 1999, p. 170). Social-affective strategies mostly involve

activities that entail interaction or affective control in language learning process (Vandergrift, 1997, p. 391).

- **Listening strategies instruction:** Language instruction that aims to “develop an awareness of skills related to listening; to use a variety of listening skills effectively in achieving an objective” (Flowerdew & Miller, 2005, p. 16).
- **Strategy transfer:** It refers to the application of gained strategies in a prior task to the successful completion of a present and possibly similar task.



CHAPTER 2. LITERATURE REVIEW

2.1 Learning to learn

Learning to learn is a broad concept which “encompasses a wide variety of activities designed to develop metacognitive awareness and learning strategies” (Girard, Ellis & Brewster, 2002, p. 53). Students are encouraged to focus on how they learn as well as what they learn. Learning to learn is mostly about the actual process of learning. It is also one of the ten key competencies for lifelong learning recognized by the EU in the 2018 strategies (European Communities, 2018, p. 34). Crick, Stringer and Ren (2014, p. 1) further claims that learning how to learn is a vital competency for human flourishing in twenty-first century conditions of risk and uncertainty as well as an emerging competence as a focus for school improvement and a foundation for lifelong learning.

2.1.1 Self-regulation and metacognitive knowledge

Self-regulation and metacognitive knowledge are both closely associated with learning to learn. Metacognitive knowledge is defined as knowledge of one’s cognitive processes related to learning and the cognitive processes of others by O’Malley and Chamot (1990, p. 230). Metacognitive knowledge is instrumental in developing learners’ sense of self-regulation for listening, speaking, writing and reading skills in the target language that they are trying to acquire because self-regulated use of learning strategies stipulates metacognitive knowledge of one’s own learning process. In other words, metacognitive knowledge is a prerequisite for self-regulated use of learning strategies. Consequently, as Schunk and Zimmerman (1994) suggests, self-regulated students stand out among their classmates thanks to the goals they set for themselves, the accuracy of their behavioral self-monitoring and the resourcefulness of their own strategic thinking. Furthermore, they take full responsibility for their own learning process as opposed to becoming victims of their own learning experiences. Goh (2010) also argues that learners should be encouraged to develop their metacognitive knowledge and strategies since they need to focus on learning how to listen instead of merely concentrating on what to listen for.

Metacognition is a construct that involves thinking about one's thinking or the human capability to be conscious of one's mental processes (Flavell, 1979; Metcalfe & Shimamura, 1994; Nelson, 1996). Increasing learners' metacognitive awareness, helping them to be more conscious of their own learning process may have profound consequences for their self-regulated learning in general and their self-regulated use of learning strategies in particular because, as Butler, Schnellert and Perry (2017) as well as Cleary (2018) states, self-regulated learners are characterized by high quality strategic action which refers to students' purposeful, intentional use of tactics and procedures to learn and strong metacognitive knowledge and skills marked by students' self-awareness and knowledge of learning activities along with their attempts to plan, monitor and evaluate their own learning process. When our students start planning, monitoring and evaluating their own learning processes, we, as teachers, can finally stop acting like the police force most of the time and let our learners become active language users rather than passive language learners. This is actually the ideal level of accomplishment that I, as a researcher and a practitioner in English language teaching field, really want and encourage my students to strive towards not only by the end of their prep year at university but also throughout their entire lives.

Wenden (1998, p. 524) argues that metacognitive knowledge is necessary for learners to arrive at a thorough understanding of a certain task and it is this newly gained task knowledge, which, in turn, facilitates and positively affects the way in which they plan their own learning. Furthermore, Chamot and Küpper (1989) contend that the strategy identification studies have shown that effective second and foreign language learners use a variety of metacognitive, cognitive, and social-affective strategies for both receptive and productive tasks.

2.1.2 Metacognitive strategies

O'Malley and Chamot (1990, p. 230) define metacognitive strategy as a learning strategy that requires thinking about or knowledge of the learning process, planning for learning, monitoring learning while it is still taking place, or self-reflection of learning after the task has been completed.

Research on metacognitive strategy use of learners previously conducted by Chamot and Küpper (1989) suggests that there are such distinctive metacognitive strategies for listening comprehension as advance organization, selective attention, monitoring, problem identification, and self-evaluation. The results of this study (Chamot & Küpper, 1989, p. 250) also indicate that highly effective listeners used the printed comprehension questions in the listening task to get a mind set on what they were about to hear and to retrieve what they already knew about the topic (elaboration) so as to predict possible content (inferencing). They then listened to the text and tried to comprehend the information through the filter of their own mind set, using the questions to concentrate on significant content (selective attention) while continuing to retrieve relevant information (elaboration) to help themselves understand the text, and correcting or confirming their predictions as they listened (self-monitoring). As far as I am concerned, this entire process must have required the students to use their advance organization strategies too. I also believe that learners' ability to monitor their own comprehension level of the listening task helps them revise their predictions as they go along and, hence; this makes it easier for them to self-evaluate their listening skill as a whole.

Generally, metacognitive strategies resemble executive processes that give students the ability to anticipate or plan for a task, determine how successfully the plan is being carried out, and then evaluate the success of learning and the plan itself after the learning activities have been completed (Chamot & O'Malley, 1994, p. 61). This kind of meta-thinking, higher-order reflection on the entire learning process can benefit the learners in an EFL environment to a great extent because as they have no or limited chance to use the target language outside the classroom, they should be able to take full advantage of the learning activities in class. An increased metacognitive awareness of the kinds of tasks and learning plans with distinctive strategies that work best for themselves can also facilitate lifelong foreign language learning.

Vandergrift (2004, p. 3) introduces an approach to raise metacognitive awareness about listening (favoring TDP). Metacognitive strategies in this approach can encourage learners to become more aware of how they can use their schemata, described as sets of knowledge structures already saved in the long term memory by

Goh (2008), so as to fill gaps in their understanding. In Vandergrift's metacognitive cycle (2004, p. 11) learners use their planning and directed attention strategies to predict what types of information or words they are likely to hear in a listening task once they get acquainted with the topic and the text type (planning/predicting stage). Then, they implement their monitoring, planning and selective attention strategies as they verify their initial hypotheses, make corrections, note down additional information, compare their answers with their peers, modify their understanding whenever necessary and decide on the details that still need special attention (first verification stage). In the second verification stage, they make use of their monitoring, problem solving and evaluation strategies as they verify points of disagreement, make corrections, and write down the additional details that they comprehended. During this stage, class discussions lead to the reconstruction of the listening text's main points and most relevant details as students reflect on how they arrived at the meaning of particular words or sections of the text. In the final verification stage, students listen again for the pieces of information that they couldn't figure out earlier in the classroom discussions as they use their selective attention and monitoring strategies. In the final reflection stage, learners evaluate their own strategy use as they reflect on what kind of strategies worked best for them to compensate for what wasn't understood and write aims for the next listening task.

This cycle resembles real-life listening process because we predict what we are going to hear in many contexts and keep monitoring, adjusting and correcting our predictions as we listen both in our L1 and L2. Vandergrift (2004, p. 12) further contends that this cycle helps listeners develop their metacognitive knowledge which is, as mentioned in the previous section, instrumental for self-regulated listening. Thanks to this approach, listeners' awareness about strategy use can be raised. All the metacognitive strategies detailed above can provide the necessary scaffolding in the listening process not only in the classroom but also when learners are practicing at home or trying to survive in a country where the target language is spoken. Once students notice that they can implement these strategies alone successfully, their motivation and self-confidence can also rise.

The metacognitive strategy descriptions and definitions in the below table from Chamot and O'Malley (1994, p. 62) clearly show that metacognitive strategies are not necessarily dependent on certain learning tasks. Instead, they have much broader and practical applications.

Table 2. Learning strategies in the classroom

Metacognitive Strategies		
Strategy Name	Strategy Description	Strategy Definition
Planning		
Advance Organization	Preview Skim Gist	Previewing the main ideas and concepts of a text; identifying the organizing principle
Organizational Planning	Plan what to do	Planning how to accomplish the learning task; planning the parts and sequence of ideas to express
Selective Attention	Listen and read selectively Scan Find specific information	Attending to key words, phrases, ideas, linguistic markers, types of information
Self-Management	Plan when, where, and how to study	Seeking and arranging the conditions that help one learn
Monitoring		
Monitoring Comprehension	Think while listening Think while reading	Checking one's comprehension during listening or reading
Monitoring Production	Think while listening Think while reading	Checking one's oral and written production while it is taking place
Evaluating		
Self-Assessment	Check back Keep a learning log Reflect on what you learned	Judging how well one has accomplished a learning task

Using the metacognitive strategies in the above table, learners can plan for a listening task while ignoring all possible distractions and focusing on the task at hand (directed attention). They can also use their selective attention strategies as they concentrate on certain key words or meaningful chunks in the listening text. Creating an outline, a plan of how to listen in L2 can also help learners automatize their own effective listening comprehension process. An example sequence would be to make predictions based on visuals if there are any, printed instructions and questions of the listening task using learners' own background knowledge, and then they can check

whether their predictions are accurate once they start listening. After that, they can guess the meanings of any unknown words using their problem solving strategies i.e. by making inferences from context, the tone of the speakers, background noise, and the general idea of the text. They can ask themselves questions to self-monitor their own comprehension level; i.e. Am I fulfilling my original aim for this listening task? Am I satisfied with my comprehension level? Do I need to revise any of my inferences in the light of the new information that I'm now hearing? At the end of each listening task, learners can assess their own accomplishment and strategy use so as to notice their own strengths and weaknesses. Adjusting their own metacognitive plan for the specific listening task at hand is a remarkable skill that they will definitely acquire in time. As Weaver and Cohen (1994, p. 287) suggests, learners can also become adept at using metacognitive strategies for managing and supervising their own strategy use.

2.1.3 Cognitive strategies

Oxford broadly described cognitive strategies as the strategies that “aid the learner in putting together, consolidating, elaborating, and transforming knowledge of the language and culture” (Oxford, 2013, p. 46). According to Ellis, “cognitive strategies are involved in the analysis, synthesis, or transformation of learning materials” (Ellis, 1997, p. 77). Brown and Palincsar (1982) also mention learning materials in their definition as they assert that cognitive strategies can directly be associated with individual learning tasks and involve direct manipulation or transformation of learning materials. Weaver and Cohen (1994, p. 287) further assert that learners develop language learning strategy repertoires including cognitive strategies to be implemented so as to practice and manipulate the target language.

Cognitive strategies are also one of the six main groups in Oxford's classification, the others being metacognitive, compensatory, memory-related, affective, and social strategies (Oxford, 2003). She further suggests that cognitive strategies encourage the learner to manipulate the language learning material directly, by reasoning, analysis, note-taking, summarizing, synthesizing, outlining, rearranging information to improve stronger schemas (knowledge structures), practicing in naturalistic contexts, and practicing structures and sounds formally in the classroom. Cognitive strategies were also meaningfully associated with second language

proficiency by many researchers including Kato (1996), Ku (1995), Oxford and Ehrman (1995), Oxford, Judd, and Giesen (1998), and Park (1994).

Chamot and O'Malley (1994, p. 61) mention three main categories that include various different cognitive strategies. These main categories are rehearsal, organization, and elaboration which include various different cognitive strategies such as follows:

1. Resourcing: Making the best use of such reference materials as textbooks and dictionaries.
2. Grouping: Categorizing words, terms, concepts etc.
3. Note-taking: Taking notes using mind-maps, noting down key words, chunks, using abbreviated forms for frequent function and content words etc.
4. Elaboration of prior knowledge: Making connections between what you already know and the new information or language input.
5. Summarizing: Forming a mental, spoken or written summary of the contents from listening or reading texts.
6. Deduction/Induction: Working out the rules and/or applying them to comprehend a concept or fulfill a language learning task.
7. Imagery: Making mental or actual pictures to gain and retain new information or solve a problem.
8. Auditory Representation: Replaying a word, a chunk or a piece of information in your mind.
9. Making Inferences: Using the contents of a listening or reading text to guess meanings of unknown items or to make predictions about forthcoming information.

Vandergrift (1999, p. 170) argues that cognitive strategies either manipulate the learning material or implement a certain technique on the learning task at hand. In Vandergrift's study (1996) to pinpoint the variety and quantity of distinctive strategies that high school Core French students used at different levels during different kinds of listening tasks, he found that although students at all four course levels reported that they used strategies from three main categories, namely metacognitive, cognitive, and socio affective strategies, the highest percentage of the total number of strategies

indicated by each learner belonged to cognitive strategies. Vandergrift (1997, p. 393) also provided a list of cognitive strategies for listening, as mental activities for manipulating L2 to complete a task. This list slightly differs from the above cognitive strategies by Chamot and O'malley (1994, p. 61) in the below additional cognitive strategies:

1. Voice and paralinguistic inferencing: Using the speaker's tone of voice and/or paralinguistic clues to figure out the meanings of any unknown words in a listening text.
2. Kinesic inferencing: Using gestures, and mimes to figure out the meanings of any unknown words in a listening text.
3. Extralinguistic inferencing: Using background sounds and speakers' relationships with one another in a spoken text, instructions and questions in the response sheet, or concrete situational referents to figure out the meanings of any unknown words in a listening text.
4. Academic elaboration: Using one's knowledge acquired in academic situations.
5. Creative elaboration: Coming up with a story line, or adopting a clever point of view.
6. Questioning elaboration: Using a set of self-fabricated questions and one's already existing world knowledge to brainstorm the possibilities that make sense in the context of a certain oral text.
7. Translation: Transferring ideas, key words or chunks from one language to another in a relatively literal manner, word by word translation.
8. Transfer: Using linguistic knowledge of one language, i.e. cognates as in the English word "eat" and the German equivalent, "essen" to promote effective listening in another language.
9. Substitution: Choosing alternative ways, reviewed plans, or different words or phrases to complete a listening task successfully. Substituting words with one another so as to see if it sounds all right.

All of the above mentioned cognitive strategies except for verbatim translation can lend themselves quite well to both explicit listening strategies instruction and

learners' self-regulated listening comprehension endeavors in a second or foreign language. Vandergrift, Goh, Mareschal and Tafaghodtari (2006, p. 450) assert that effective listeners must learn how to abstain from mental translation strategies and online mental translation strategies represent an ineffective approach to listening tasks frequently used by beginner level listeners. As far as I am concerned, verbatim translation can get mentally exhausting during a listening activity and may cause learners to miss important and relevant information from the text. It might also lead students to believe that reasonable or full comprehension of any listening text is impossible since simultaneous and word by word translation of an oral text is considered a herculean task only achieved by a handful of professionals.

2.1.4 Social-affective strategies

These are also known as socio-affective strategies which define learning that happens when students cooperate with their peers, ask their teachers for clarification or implement certain techniques to decrease their anxiety level (Vandergrift, 1999, p. 170). Social-affective strategies mostly involve activities that entail interaction or affective control in language learning process (Vandergrift, 1997, p. 391). The use of social-affective strategies is particularly important since learners' perceptions, anxiety levels, and beliefs of self-efficacy have widely been proven to be significantly and directly related to academic prospects, approach to learning, and academic performance, including the variety and frequency of strategy use and task endurance (Chemers, Hu, & Garcia, 2001; Sparks & Ganschow, 2001; Wenden, 1991; Yang, 1999; Zimmerman & Schunk, 2001).

According to Chamot and O'Malley (1994, p. 63), social-affective strategies are highly significant in second language acquisition since collaboration and asking questions to seek clarification are deeply ingrained in any language. It is really essential for a language teacher to facilitate a cooperative learning environment in her classroom because students can practice the target language functions or structures more freely and get their peers' feedback in such settings. Chamot and O'Malley (1994, p. 63) defines three major social-affective strategies:

1. Questioning for clarification: Obtaining extra explanation from a teacher or another knowledgeable person such as a peer or a parent.
2. Cooperation: Collaborating with peers to fulfil a learning task, gather information, solve a problem, and obtain feedback.
3. Self-talk: Encouraging oneself to think positively in order to reduce anxiety and increase self-confidence. Since high levels of anxiety can distract many learners from achieving their learning goals, self-talk helps students comfort themselves through inner speech asserting that they are actually able to accomplish the task at hand.

In addition to these, Vandergrift (1997, p. 395) identified several other socio-affective strategies pertaining to effective listening comprehension:

1. Lowering anxiety: Using such mental methods as coming up with something funny to calm oneself down, taking deep breaths etc.
2. Self-encouragement: Turning the listening task into a rewarding experience through positive self-talk or actual rewards for oneself once the task is successfully completed.
3. Taking emotional temperature: Raising one's awareness of, and keeping in touch with one's sentiments while listening so as to avoid aversion to listening activities and make the best use of one's positive emotions.

Socio-affective strategies are often related to person knowledge which is what students believe about their self-efficacy to organize and manage the resources for successful learning outcomes and to retain the effort. This includes their beliefs about their own capability to attain certain learning goals, for instance the micro skills they need so as to write and speak in a second language (Wenden, 1998).

All of the above mentioned socio-affective strategies might apply to a wide range of language learning tasks including listening comprehension. It is also evident that the learning strategies from these three main categories can frequently be used in combination with one another. Learners often implement the ones that seem more relevant to a particular task or their own learning style in general. Cohen (2007, p. 35) states that while one strategic action can be enough to deal with a simple task, such as

choosing a keyword mnemonic to remember a challenging vocabulary item (i.e. to differentiate *principal* from *principle*, you can use the mnemonic aid; *the principal is your pal*), more complex tasks such as looking up an unknown word in a dictionary might require the use of a cluster of various different strategies. As a matter of fact, Cohen (2007, p. 35) further claims that if we want a learning strategy to promote learning and improve target language performance, that strategy needs to be used in combination with other strategies either simultaneously in *strategy clusters* or in sequence in *strategy chains*.

2.2 Listening as an integrative and critical skill for language learning

Vandergrift (1999, p. 168) asserts that listening comprehension is by no means a passive undertaking and on the contrary, it is a complicated, active process during which the listener must differentiate between distinct sounds, comprehend lexical and grammatical structures, take stress and intonation into account, hold on to what has been accumulated in all of the above, and decipher it within the immediate as well as the bigger sociocultural context of the utterance. The listener actually needs to integrate all of these mental activities thoroughly during her ongoing listening comprehension process. Doing so not only requires a great deal of effort on the part of the listener but also deserves more analysis and scaffolding from both the researcher and the practitioner in my opinion.

Several other scholars such as Field (2002), Lynch (2002) and Rost (2002) also suggest that listening entails psychological and cognitive processes at different levels. In addition, listening involves concentration on contextual and socially encoded hints (Swaffar & Bacon, 1993). Sometimes it is these contextual and socially encoded hints that baffle my learners; however most of the time they report to get more confused about the amount and integration of mental activities that a foreign language listening task requires.

Despite these inherent difficulties of effective L2 listening, most language teachers I have met so far seem to believe that their students will eventually be able to improve their listening skills through mere practice in the classroom. According to

Mendelsohn (1984) lecturers frequently work on the assumption that their students could improve their listening skills through osmosis and without help. However, that might not usually be the case in many learning contexts since, as Vandergrift (2004, p. 4) suggests, listening is possibly the least explicit of the four language skills, rendering it the most challenging skill to learn. Therefore, according to Lynch (2002) and Mendelsohn (2002) as well as Field (2008) a pedagogic shift is necessary. Instead of focusing too much on the outcomes of listening, i.e. answers to such comprehension questions as fill in the blanks or multiple choice, we should focus more on the operation of listening, which involves improving learners' micro skills and procedures as a more efficient way to improve listening classes in general. Siegel (2015) proposes a process based listening strategy instruction to focus more on the operation of listening. Siegel's approach draws not only on the learning strategies discussed earlier in this research but also on the intuitions of and the strategy modelling by the listening teacher. In this process-based listening strategy instruction, the teacher uses her own listening ability to set up a framework of processes and strategies for her students to imitate and develop. The main logic behind this instruction is that if a process can be divided into its component parts, these parts can afterwards be practiced individually, united when necessary and repeated so as to attain automaticity. As Anderson (1980) argues, when learners use the same knowledge repeatedly in a procedure, they can eventually lose touch with the rules that generated or initiated the procedure in the first place. This would be an example of procedural knowledge. O'Malley and Chamot (1990, p. 48) further suggest that extensively practiced skills may necessitate minimum attention and entail automatic processing whereas less practiced skills necessitate listeners' full attention and hence entail controlled processing. I believe Siegel's process-based listening strategy instruction might help learners automatize their own effective listening processing in the long run.

2.2.1 Self-regulated (self-directed) listening

The term self-regulation has Vygotskian foundations which conceptualize self-regulation as a consequence of both social and individual processes (as cited in Kinnucan & Kuebli, 2013). Kinnucan and Kuebli (2013, p.232) further assert that higher mental processes such as problem solving tools, practices, and strategies are all

fundamentally regulatory in nature in Vygotskian self-regulatory development. These higher mental processes guide and control humans' thoughts and actions. As a result, the operation of higher mental functioning leads to self-regulated action and adaptation. In Vygotsky's theory (as cited in Kinnucan & Kuebli, 2013, p. 233), the main process that causes higher mental functioning or regulatory skills is internalization which is both a developmental consequence and the main mechanism by which interpersonal activity i.e. dialogue, shared practices and strategies is converted into internal, self-regulating thought processes.

The results of Cohen's study (Cohen, 2007, p. 44) indicate that concepts such as autonomy, self-regulation, self-management, independent and individual language learning were systematically associated with learners' strategy use since enhanced strategy use can result in greater autonomy. However, this doesn't necessarily mean that every autonomous learner chooses carefully and effectively from a refined inventory of learning strategies when confronted with a learning task or opportunity. This is actually why, L2 or FL listeners should have a good understanding of some forms of metacognitive strategies, i.e. advance organization, planning, monitoring, and evaluating in addition to resorting to relevant tactics so that before listening they know what to anticipate and how to work the task out (Underwood, 1989).

Wenden (1998) further states that planning, monitoring and evaluating have widely been recognized as the skills constituting self-directed learning in theoretical writings about self-instruction and self-direction in language learning. It is only natural that such metacognitive abilities enhance self-directed learning because, as Vandergrift (2006, p. 345) asserts, metacognition involves not only self-reflection but also self-direction. Vandergrift's main premise is that as we become more and more involved in learning a language, reflection on our own thinking processes can undoubtedly enable us to discover efficient ways to learn it more effectively.

Since, as Rust (2001, p. 7) indicates, listening is the medium in which we process language in real time because it entails engaging in pacing, units of encoding and pausing that are particular to spoken language, I believe this challenging and multifaceted mental activity will inevitably require self-regulation if it is to be automated and retained in the long run.

As a result-oriented activity, Rost (2001, p.7) suggests that listening requires both bottom-up and top-down processing taking place at various different phonological, grammatical, lexical, and propositional levels of cognitive organization. In bottom-up processing, listeners pay attention to data in the incoming speech signals whereas in top-down processing, listeners make use of their own prior knowledge and expectations to create meaning (Rost 2001, p.8). When learners adopt listening strategies, which are defined as conscious plans to tackle the incoming speech by Rost (2001, p.10), they mostly realize that they must make up for the missing input or their imperfect understanding. As indicated by Rost and Ross's research (1991) more effective listeners were prone to taking advantage of hypothesis testing questions (requesting certain information in the story) instead of lexical push-downs (requesting word meanings) and global reprises (requesting general repetition). Vandergrift (1996) also found greater number of self-reported metacognitive strategy use at higher proficiency levels. As far as I am concerned, all of these findings point to greater use of self-regulatory skills by more effective listeners in language learning process.

Goh (2006) also found that when students were required to direct or regulate their own listening process after they had received explicit strategy instruction in class, this led to a substantial increase in their self-sustained use of cognitive strategies, especially inferencing strategies and contextualization strategies. Goh (2010, p. 200) also recommends the use of self-report checklists (See Appendix 1.A, Goh's post listening self-report checklists) in order to develop self-regulated listening because such checklists encourage learners to have guided reflections on their listening. In turn, guided reflections facilitate forward planning, which is an essential part of self-regulation and management of learning.

2.2.2 Integrating self-regulated listening with digital education tools

Goh (2010) asserts that a learner's metacognition entails an awareness of her own mental processes when taking part in a learning task as well as the self-regulation of these mental processes so as to achieve the aim of the task. This self-regulatory skill that is actually facilitated by metacognitive knowledge is a sine qua non for expanding learners' strategy repertoire and increasing the frequency of their strategy use in all four language skills including listening. Because in the long run they will eventually need to

become independent language users with compensation and language learning strategies of their own if they are to survive in academic or naturalistic settings where the target foreign or second language is predominantly spoken.

Learners will also need to have some knowledge about the goal, the requirements, and the nature of learning tasks, which is called task knowledge by Goh (2010). In other words, they need to be aware of mental, affective and social processes intertwined with listening skills such as listening for details or gist which are required to complete listening tasks successfully. They also need to be aware of the factors that influence listening such as the features of the oral text or the social context of the speaker. However, these can all be futile attempts unless they have ways of improving listening outside class. This is when self-regulated listening becomes really essential.

EFL contexts usually lack a naturalistic English-speaking environment outside the classroom (Shin, 2014: 552). Hence, learners can't hear much English in their immediate surroundings. This is exactly why; digital education tools are especially useful for such learners because they provide immediate and unlimited access to plenty of target language input. That is to say, the use of digital education tools empowers learners to transcend the traditional concept of the classroom (Drexler, 2010) and can further help learners take greater ownership of their own learning process (Terrell, 2013). If they are able to combine their self-regulatory language learning skills and strategies with such digital resources, the results can be not only spectacular but also long-lasting in my opinion.

Technology already permeates every aspect of our lives (Stanley, 2013). This is evidenced by the plain fact that 55.1 % of the world's entire population is consisted of internet users according to the world internet usage and population statistics by Internet World Stats (2018). When we consider our learners who were mostly born into this age of technology as digital natives, the need to integrate the use of digital education tools with language learning becomes particularly compelling.

The number of free digital education tools that are available to both language teachers and learners is quite high nowadays. Kahoot, Quizlet, Quizizz, Nearpod, Padlet, Google Classroom, Edmodo, Randall's Cyber Listening Lab, Live Mocha,

Classcraft, Duolingo and TedEd are only a few among many others. Digital classrooms such as Google Classroom and Edmodo not only makes data sharing among teachers and students instantaneous and extremely easy, but also creates a sense of cooperative community contributing to the creation of a positive learning environment outside the class. Quizlet and Quizizz are mostly used for vocabulary activities as they have live games that regroup the learners and restructure the custom-tailored questions automatically, rendering the classroom management and short-term and long-term retention of students relatively easy and efficient. Randall's Cyber Listening Lab provides learners from all language levels with authentic oral texts and comprehension questions and gives instant feedback on their performance as well as an intelligent answer key transcription with highlighted parts and hyperlinked glossing. Thanks to hyperlinked glossing, all a learner needs to do so as to look up an unknown word today is to click on it and a comprehensive definition appears on the screen almost instantly. This was alone unimaginable in the past. As a language learner at high school, I had to look up unknown lexis or concepts every other minute from a hardcopy dictionary and this not only discouraged me from reading extensively and leisurely in English but also disrupted my cognitive process too often during reading.

In addition to all these online tools, Webb (2007, p. 83) points out a widespread availability of extensive online literary text archives that consist of countless valuable and teachable works. He further states that digital literature offers great opportunities to “deepen and extend teaching and learning” (2007, p. 83). This leads to the inevitable conclusion that today literature is abundantly available in digital forms as Koskimma (2007, p. 7) asserts, literature is definitely alive and diligently seeking new ways of expression. These online archives sometimes have recorded versions of the books available in their database. Thus, students can also listen to these and then, role-based online discussions can be organized on literary blogs or online discussion forums to exploit the learning opportunities that digital literature and online platforms have to offer.

As for self-regulated listening at home, as Hoven (1999, p. 73) asserts, computers give our students the freedom to set their own pace and choose the task based

on their own level. Moreover, digital education tools also provide learners with immediate, personalized and even interactive feedback in most instances.

Lately, the social parameters of listening have assumed growing importance in the research and use of listening comprehension for language learning (Lynch, 1988; Rost, 2002; Rubin, 1975). Gradually studies focus more and more on the processes of interaction and meaning-negotiation rather than listening as an internal and cognitive process of the hearer (Doughty, 1991; Dunkel, 1991; Pica, Young, & Doughty, 1987; Robinson, 1991). Progressively, research identifies the learner with the role of an active interpreter and negotiator of the meaning of messages conveyed in an oral text (Jonassen, 1992; Lantolf & Appel, 1994). Therefore, the visual media and interactive multimedia applications which are now available to teachers and students in L2 language classrooms have made viewing comprehension, which is basically the interpretation of paralinguistic clues such as body language and facial expressions, indispensable in listening comprehension (Brett, 1995; Fidelman, 1994, 1997). Since such paralinguistic features of speech are an integral part of our daily lives, it is only natural that listening tasks are starting to encompass viewing comprehension as well as listening comprehension in the foreign language classroom.

In the past, the content materials of a given listening task was graded, shaped, or specifically created in line with the authors' understandings of ease and difficulty, nowadays research widely suggests that the tasks themselves are to be graded, especially in the context of growing use of authentic texts (Hoven, 1991; Lund, 1990; Lynch, 1988; Mendelsohn & Rubin, 1995; Nunan, 1989). Nevertheless, most of the course books that are published by mainstream publishing houses and used extensively in foreign language classrooms all over the world mainly include doctored texts to suit the language levels of learners and the desired learning objectives. Inclusion of the use of digital education tools in language teaching curriculums can provide our learners with increased opportunities to be exposed to authentic input as a part of their self-regulated learning journey throughout their lives even if they have limited or no chance to practice their language skills in the actual context of target language society.

2.3 Strategies-based instruction for language development

The origins of listening strategies approach lie in the idea that if we had more knowledge about what the “successful learners” did, we can probably teach these strategies to poorer students to boost their success records (Rubin, 1975, p. 42). Throughout the past eight years I have been working as a practitioner, this very same idea have crossed my mind many times because my weak learners keep asking the strong ones in their classes what they do on a daily basis to improve their language skills.

Generally speaking, listening strategies instruction sets out to “develop an awareness of skills related to listening; to use a variety of listening skills effectively in achieving an objective” (Flowerdew & Miller, 2005, p. 16). If students have an experienced and effective listener (a knowledgeable peer) or their teacher to demonstrate how to use specific listening strategies using a familiar oral text, they may start building up a personal repertoire of listening strategies that work best for themselves and improve their ability to choose the most appropriate strategies for a certain listening task that they are required to complete successfully.

Cohen (Cohen: 1990, as cited in Cohen: 2000) suggests that learning strategies represent the consciously chosen learning processes by the learner. The fact that the learner selects her own learning technique is actually what makes a strategy special. There may also be a partial or full awareness of the frequently used and preferred strategies on the part of the learner. Nevertheless, these consciously selected strategies may lead to action carried out to boost the learning or the use of a second language or a foreign language through storing, retaining, recalling, and applying information about the language.

There are quite a lot of suggestions as to what an effective listening lesson should look like. For instance, Goh (2010) draws attention to the importance of including activities that teach learners explicitly how to listen effectively as an inseparable component of their continuing language development. He further asserts that each listening lesson can offer them a chance to foster growing awareness about themselves as effective L2 or FL listeners, the nature and requirements of listening, and

strategies for promoting comprehension and progress in listening. This kind of explicit strategies instruction entails learning how to listen and requires learners to become actively involved in cognitive, social and affective areas. When learners are so deeply invested, they will start acting strategically during listening tasks in addition to monitoring and evaluating their own global listening development. Furthermore, they will also start thinking about the qualifications of a good listener and what it takes for them to become one. Eventually, as Hulstijn (2003) and Segalowitz (2003) suggests, listeners will progress from highly controlled to automatized processing of oral texts as they set up progressively complicated neural networks for faster parallel processing of the oral text and meaning.

Among many other scholars, Siegel (2015) also considers sub-skill and strategy categorizations for listening to be practical because thanks to these categorizations, educators get a better grasp of, define, and deliberate on distinct mental procedures that allow listening to occur. These strategy repertoires can also be taken advantage of so as to inform teaching practice.

In addition to the above mentioned clarifications, listening strategies can roughly be viewed as ‘conscious plans to manage incoming speech’ (Rost, 2002, p. 236) for the purposes of this study because this definition characterizes strategies as conscious plans, which in turn, means that we can identify these listening strategies, introduce them explicitly in our language classes and help our learners develop them. Another implication is that incoming speech can be dealt with in various different ways. This is a premise that encompasses not only cognitive but also metacognitive listening strategies.

Siegel (2015, p. 49) contends that listening strategies instruction has previously been under-researched, and the insufficient fieldwork available renders it a promising area for research. The shortage of fieldwork may be due to the unobservable nature of listening and/or the methodological impediments obstructing research on listening (Lynch, 2009). Although they fail to offer a lot of compelling evidence, some early studies tentatively demonstrate advantages of listening strategies instruction (Vandergrift, 1999; Macaro, Graham & Vanderplank, 2007; Siegel, 2012). Nonetheless, the results of Cohen’s study (2007, p. 43) indicate that strategies improve student

performance in language learning and use not only in general but also in specific tasks in addition to making language learning easier, faster and more enjoyable.

Weaver and Cohen (1994, p. 289) also assert that majority of research into foreign language learning strategies is concerned with identifying, describing and classifying beneficial learning strategies. Within the scope of this kind of research, students who make use of their own learning strategies to successfully or unsuccessfully complete different language tasks are asked to describe their learning processes. For instance, in the strategy identification research by both Chamot, Küpper, and Impink-Hernandez (1988) and O'Malley, Chamot, and Walker (1987) elaboration has been reported to be a repeatedly and frequently used strategy for the four main skills of the language, namely listening, reading, writing, and grammar. Despite the effective results of such descriptive studies, as Weaver and Cohen (1994, p. 289) point out, there is still a heated debate about the most effective way to conduct the strategies instruction.

A crucial and frequently raised issue about how to conduct the strategies instruction is whether instruction should merely concentrate on learning strategy instruction or should be integrated with daily classroom instruction in the language or content subject. Derry and Murphy (1986) as well as Jones, Palincsar, Ogle and Carr (1987) support the notion that learners will grasp strategies better if they direct all of their attention to improving their strategic processing skills instead of attempting to learn content at the same time. On the other hand, scholars like Wenden (1983) argue that learning in context is much more efficient than learning separate skills which will probably not be immediately applied by learners; hence integrated strategy instruction programs are superior. Another advantage of integrated strategy instruction is that strategies will be practiced using authentic academic and language tasks, which will in turn ease the transfer of these strategies to similar other tasks (Campione & Armbruster, 1985; Chamot & O'Malley, 1987). Integrated strategy instruction definitely looks more feasible since it encourages students to try to use the strategies immediately after they learn them and eases the retention of their strategic processing skills in the long run as they also try to transfer these to other tasks.

Another key issue is whether the actual training should be direct or embedded. O'Malley and Chamot (1990, p. 153) contend that students are explicitly informed

about the benefits and aims of strategy training in direct instruction while they are asked to tackle activities and materials designed to implicitly elicit the use of strategies that are being taught in embedded instruction. Students are also not informed of the rationale for this approach to learning that is being implemented in the latter. As far as I am concerned, informing adult or young adult language learners of the rationale for strategy training may prove useful as they can become more dedicated to achieve the desired results of the training. However, embedded instruction would possibly be more fruitful for many young learners as they usually seem to enjoy hands-on approaches to learning rather than spending a lot of time analyzing the benefits and aims beforehand.

Despite all of these ambiguities surrounding strategy training, the number of researchers in favor of systematic L2 listening skill instruction is increasing considerably day by day. Moradi (2013), Coskun (2010), Macaro (2007), Mendelsohn (2006), Vandergrift (2008), Thompson and Rubin (1996), Oxford (1993) and Wenden (1983) are among many others. As a matter of fact, a very recent study by Duman (2019) that has been conducted also in Turkey points to the benefits of explicit strategy-based listening instruction. The results of Duman's research (2019) showed that the listening skill of the experimental group improved comparably more mainly due to the strategy instruction and more exposure to the listening activities and tasks in the class.

2.3.1 Cognitive learning theory

O'Malley and Chamot (1990, p. 16-19) suggest that second language acquisition can't be fully clarified without addressing the interaction between language and cognition and language acquisition itself is in fact a complex cognitive skill. Therefore, the actual process of L2 and FL acquisition relies on a well-rounded model of cognitive skill acquisition. Anderson (1983) described this cognitive skill acquisition in three stages: the cognitive, associative, and autonomous stages. Throughout these three stages we move from the rule-bound declarative knowledge to the more automatic procedural knowledge which is also clarified and exemplified in Part 2.2 of this study.

In the cognitive stage of Anderson's cognitive skill acquisition, learners are given instructions about how to do the task, an expert models performing the task, or learners try to work it out and study it themselves (O'Malley & Chamot, 1990, p. 25-

27). Although learners are consciously involved in the cognitive stage, they mostly acquire only declarative knowledge. In other words, they merely memorize a set of facts and this stage is marked by deliberate performance with frequent errors made by learners rather than skilled performance. In the associative stage (O'Malley & Chamot, 1990, p. 25-27), learners gradually detect and eliminate the errors in the initial declarative representation of the stored information as well as strengthening the connections among different parts of the skill. Hence, learners become more and more fluent in speaking, but still recall the grammar rules and make occasional errors. The autonomous stage is marked by fine-tuned skill performance (O'Malley & Chamot, 1990, p. 25-27). Errors disappear; the execution of the skill becomes effortless. In fact, very little conscious processing is required for this effective execution of the skill.

The fundamental principle that underlies Anderson's cognitive skill acquisition is that declarative knowledge can get proceduralized in the course of extended and repeated practice. Rumelhart and Norman (1978) also suggest that learning is a complex cognitive skill that might involve at least three different processes. The first one is restructuring during which learners develop new structures so as to interpret novel information or rearrange their existing knowledge. Accretion is another learning process during which learners gradually accumulate new information while equating the novel information with their existing schemata. The third one is tuning during which learners refine their existing knowledge using alterations of knowledge structures already at their disposal. In doing this, their existing memory structures evolve and they become better able to complete a task successfully and easily. Although Rumelhart and Norman (1978) do not mention the gradual passage from declarative to procedural knowledge, this three-staged learning process is quite similar to Anderson's skill acquisition in my opinion.

O'Malley and Chamot (1990, p. 42) maintain that learning strategies can be viewed as cognitive skills and, hence they can be explained within the framework of Anderson's cognitive theory. After all, learning strategies are themselves learned too. This leads to the inevitable conclusion that we can actually identify the processes throughout which learning strategies are stored and retrieved for further use. This is also called strategy transfer which will be discussed in part 1.3.2 of this study. Learning

strategies are in fact complex cognitive skills that are gathered and perfected until they become proceduralized themselves.

2.3.2 Instructional models for strategy training

There is one common and considerable concern repeatedly expressed in strategy research. The main cause for this concern is what could be the best way to teach language learning strategies to students who do not presently use them or use them inconsistently and inadequately.

Weaver and Cohen (1994, p. 289) conclude that there is no substantial evidence regarding the most efficient framework for conducting strategy training even though various different training sequences have already been identified. All of these training sequences have three common goals which include increasing students' awareness of the reasons for strategy use, providing students with ample opportunities to implement the strategies that they are attempting to learn and encouraging students to transfer these strategies to new tasks and novel learning contexts.

The first training sequence is proposed by Oxford, Crookall, Cohen, Lavine, Nyikos, and Sutter (1990). Their sequence involves explicit strategy training as well as contextualized implementation of strategies and learners' use of such metacognitive skills as self-evaluation and monitoring. Strategy transfer is also an integral part of this instructional sequence, involving seven important steps as follows:

1. Learners complete a language learning task without any strategy training.
2. They talk about how they completed the task while the teacher praises any effective strategies that may come up. The teacher also encourages her students to think and talk about how their preferred strategies may have boosted or hampered their own language learning process.
3. The teacher proposes and models other effective learning strategies, explains the rationale for each one. In the meantime, the teacher can also request her students to find the strategies that they do not presently use and figure out how to incorporate these into their existing strategy inventory.
4. Students are given a lot of time to implement the new strategies.
5. Strategy transfer is demonstrated by the teacher.

6. Students practice the strategy use in new tasks. They can also choose freely the strategies that they will use.
7. Students are encouraged to evaluate the variety and frequency of their own strategy use. They start self-monitoring their progress as self-directed learners.

Pearson and Dole (1987) argue for a different training sequence for explicit strategy instruction. Their approach also entails strategy modelling and explaining the rationale for strategy use by the teacher as well as extended individual practice and strategy transfer by learners. The main stages are as follows:

1. The target strategy is first modelled by the teacher. She also explains how to use the strategy and emphasizes its importance in language learning.
2. Students practice the strategy use while being guided by their teacher.
3. Students explicitly identify the target strategy themselves and find out where it can be implemented.
4. Students start implementing the strategy freely and independently.
5. Students try to transfer the strategy to new tasks.

In the first sequence, students first try to come up with example strategies from their already-existing strategy repertoire themselves and then discover which ones are especially helpful through guided instruction by their teacher. However, in the second one the target strategy is bestowed upon them by the teacher at the very beginning even if they eventually start implementing this strategy independently. I believe the first sequence steers learners more towards self-regulated learning although its implementation can take quite a lot of time in the classroom.

Weinstein and Underwood (1985) also propose to teach individual learning skills in five easy steps the first of which entails the identification of learners' academic and strategy needs using Learning and Study Skills Inventory (LASSI). The LASSI contains ten scales and sixty items assessing students' awareness and use of learning and study strategies associated with three major constituents of strategic learning which include skill with such scales as information processing, selecting main ideas, and test strategies; will with such scales as anxiety, attitude, and motivation; and self-regulation

with such scales as concentration, self-testing, time management and using academic resources (Weinstein, Palmer, & Acee, 2016). These scales are actually quite similar to the metacognitive, cognitive and socio-affective strategies elaborated on in part 2.1 of this study. For instance, as Weinstein, Palmer, and Acee (2016) clarifies, the information processing scale is designed to evaluate how adept students are at using imagery, verbal elaboration, organization strategies, and reasoning skills as learning strategies so as to acquire new information and skills. Students can connect their prior knowledge and experiences with what they are attempting to learn and retain using these strategies. Organization strategies of the LASSI resemble such metacognitive strategies as advance organization and organizational planning mentioned in part 2.1.2 of this study while verbal elaboration from the LASSI can easily be incorporated in such cognitive strategies as elaboration of prior knowledge, academic, creative and questioning elaboration all clarified in part 2.1.3.

In addition to the use of the LASSI to identify learners' academic and strategy needs, Weinstein and Underwood (1985) also suggests individual interviews, group discussions, individual focus projects as well as laboratory exercises for identification purposes in the first stage of their strategy training sequence. The other four stages are as follows (Weinstein & Underwood, 1985):

1. Goals are set for strategy use and affective control. Both group and individual goals are established using the self-report identification measures in the first stage mentioned above.
2. The teacher provides the course contents which include background information about motivation and cognition, for example information validating the significance of becoming an active learner. Instruction about various different information processing strategies is also provided so that students can acquire and retain new knowledge more easily. Other strategies such as note-taking, managing stress, improving negative self-images can also be chosen based on students' needs. Training for strategy transfer is also incorporated in this stage.
3. Plenty of opportunities are provided so that students can practice implementing the target strategies. Content and context can vary, i.e. mini-

lectures, role-playing, group discussions, practice-feedback exercises, peer tutoring. Special sessions are held for individual or small-group consultation on a common problem. Thanks to these sessions, students receive feedback about their own implementations of the new strategies as well as engaging in self-monitoring activities that are required to select, modify and evaluate their own strategy use.

4. In the last stage, strategy acquisition can be evaluated in different ways. The entry level measures in the first step can be re-administered. Students can provide individual or group feedback on the efficiency of the training in general or they can write journals and papers as an integral and gradual part of their self-evaluation process throughout the strategy training.

This last training sequence surpasses the others to some extent because students may considerably benefit from attending small sessions for individual or small-group consultation on their own strategy use so that they can evaluate and monitor their own strategy acquisition and improve their metacognitive skills. Despite acknowledging the advantages of all of these strategy training sequences, I believe that O'Malley and Chamot's (1990, p. 158) sequence framework for learning strategy instruction lends itself a lot better to integrated strategy instruction during which strategy training is integrated with daily classroom instruction in the language or content subject, also previously discussed in part 2.3 of this study. In O'Malley and Chamot's (1990, p. 158) sequence there are five major steps as follows:

1. Preparation: Students are encouraged to increase their strategy awareness through small group retrospective interviews about language tasks, modelling of the target strategy by the teacher using the think-aloud technique and allowing students to think aloud in small groups. These interviews and think-alouds can be discussed altogether later on.
2. Presentation: Students are encouraged to develop their strategy knowledge through finding out the reasons for strategy use, describing and naming the strategy as well as modelling the strategy.

3. Practice: Students practice using the target strategies for academic learning thanks to collaborative learning tasks, think-alouds during problem solving, peer tutoring and group discussions.
4. Evaluation: Students are urged to assess their own strategy use through noting down the strategies that have been implemented in a given task immediately after the completion of that task. Strategy use is explicitly discussed in class. Students can also keep dialogue journals with the teacher on strategy use.
5. Expansion: Students try to transfer the target strategies to new tasks through discussions about metacognitive and motivational sides of strategy use. They also do further practice on similar language tasks. Various different assignments can also be given so that students try to implement the target strategies on their own in new tasks that are related to their own cultural backgrounds.

This training sequence is quite similar to the usual pre, while, and post listening activity sequence that most practitioners, including myself, usually follow in daily classroom instruction. It allows the teacher to arouse the curiosity of the learners about the strategy use in the preparation stage. Students can also discuss their existing strategies and predict which ones can be more effective for particular types of tasks that they have previously completed.

Modelling by the teacher or peers in small groups through think-alouds is also repeatedly suggested by many scholars in the above mentioned training sequences. As students might not be familiar with the think aloud technique in which, as O'Malley and Chamot (1990, p. 91) clarify, the verbal account of the informant is supposed to parallel her thought processes since the informant is reporting on information which is required to fulfill the language task as it enters into short-term memory. Informants are usually interrupted at different points during the listening and asked to describe what they were just thinking. The logic behind these interruptions is that the informant's mental processing should still be accessible in her short term memory for her to report back.

Peer tutoring aspect of O'Malley and Chamot's (1990) training sequence is quite crucial for learners to acquire socio-affective strategies and lower their anxiety levels.

My students usually find it easier and less stressful to ask their peers to clarify the points that they can't figure out themselves. They also gain growing self-confidence when they realize that their peers cope with the same or similar difficulties in listening tasks.

Keeping listening journals or learning journals in general is also an effective way to encourage students to reflect on their own strategy use. Turning these journals into a dialogue between the teacher and the students can take this evaluation process one step further. In this way, the teacher can notice which strategies are working better for her student profiles, whether the students have misunderstood a certain strategy, which strategies are harder or easier to implement in what kinds of tasks. The students can get ample feedback on their strategy use, ask detailed questions about how to implement a particular strategy, suggest the use of new strategies. The learners can also swap their journals with their peers as well as the teacher. This entire process of constructive dialogue and feedback cycle can help students improve their metacognitive skills, namely organization, planning, monitoring and evaluation which are all instrumental in developing learners' sense of self-regulation for listening, speaking, writing and reading skills in the target language that they are trying to learn.

Strategy transfer is a vital step in the expansion stage of O'Malley and Chamot's (1990) training sequence. Doing additional practice on similar language tasks can facilitate strategy transfer. However, when listening assignments are given with a special emphasis on strategy use, students try to implement these strategies on their own to see whether they can still remember them after class. They also start evaluating their own strategy acquisition as they focus on both the frequency and variety of their own strategy use in each task. If the listening task is related to their cultural backgrounds as suggested by O'Malley and Chamot (1990), students can easily associate what they already know, their prior knowledge with what they are listening.

2.3.3 Strategy transfer

Wenden (1998) asserts that transfer of learning points to the application of gained knowledge and skills in a prior task to the successful completion of a present task. For instance, when a student learnt how to guess the meaning of unknown words

from the context of a reading text and then, implemented this problem solving strategy to the comprehension of an oral text; learning, hence the strategy use, is transferred. Wenden (1998) further argues that learning transfer can occur at the beginning of learning while students are planning how to complete a task successfully. This transfer can also take place as they monitor their own strategy use or as they evaluate the application of their plan on how to listen effectively.

Various different scholars such as O'Malley and Chamot (1990) as well as Wenden (1998) attach major importance to metacognitive knowledge of learners about their own learning process in strategy transfer since thanks to metacognitive knowledge; students choose the most appropriate strategies from their previously learnt strategy repertoires. This not only boosts strategy transfer but also makes it a lot easier for them to fulfill their learning goals and overcome their learning difficulties. O'Malley and Chamot (1990) highlight the fact that recent studies have incorporated a metacognitive element to strategy training because familiarizing students with the purpose and significance of the strategies in the training as well as instructing them on the regulation and monitoring of strategies can help maintain their strategy use in the long run and transfer these strategies to new tasks. Once the learners grasp the rationale for each strategy use in listening, they can transfer these to not only other language skills in general but also grammar and vocabulary activities in particular. For instance, the cognitive strategy of deduction, which refers to working out the rules or applying them to comprehend a concept or fulfill a language learning task, can be beneficial for effective listening comprehension as well as learning and applying grammar rules of the target language.

According to Weinstein and Underwood (1985), the problems of strategy transfer are likely to occur without specific learning strategies training and this has been documented by much of the training research literature. They also suggest several effective solutions to overcome possible problems with strategy transfer. The first solution is to resort to various different academic content areas while presenting the material about learning strategies. Secondly, the teacher and her students can explicitly tackle the issue of strategy transfer using specific examples. In this case, practice exercises can be provided in different content areas. Group discussions about strategy

and skill use can also help ease strategy transfer. When students document their strategy use in a journal, perhaps a dialogue journal as suggested in O'malley and Chamot's (1990) strategy instruction sequence, and when these journals are regularly reviewed by the teacher, students can monitor and evaluate their strategy acquisition very well and deal with their problems of strategy transfer more easily.

Since learning strategies are viewed as “dynamic processes underlying learning” (Chamot & O'Malley, 1994, p. 60), transfer of these dynamic processes to various different aspects of language learning could inevitably encourage learners to become more active in their own learning process. The very plain fact that listening strategies that are frequently implemented by effective listeners can be taught in an appropriate training sequence in the classroom and acquired by less effective listeners can motivate students to try to transfer these strategies to other types of new tasks. Chamot and O'Malley (1994, p. 60) further claim that academic language learning is much more effective in general thanks to learning strategies and strategy transfer.

The level of support provided by the teacher for strategy transfer is another vital issue to facilitate the transfer of learning. Many students may require explicit strategy instruction in addition to comprehensive teacher-supported practice or scaffolding in implementing learning strategies that are suitable for various different kinds of academic tasks. The teacher may need to find new or similar tasks and guide her students through strategy transfer. O'Malley and Chamot (1990, p. 225) acknowledge the possibility that students may even need extensive support with strikingly similar tasks introduced in the same classroom where initial training took place.

CHAPTER 3. METHODOLOGY

Chapter 3 includes the methodology of this experimental study. The research questions and relevant hypotheses will be described first; then the participants and the instruments will follow. Procedures of data collection and data analysis will be clarified towards the end of this chapter.

3.1 The research questions and the hypotheses

This experimental study aims to pinpoint the effects of extensive strategies-based instruction for eight weeks partly through two easily accessible digital education tools, namely *Randall's Cyber Listening Lab* and *Quizizz* on EFL students' listening comprehension and strategy use. It also aims to reveal what the participants' perceptions of how effective particular listening strategies are in improving their planning and evaluation, directed attention, person knowledge, mental translation and problem solving skills which are the five major strategy categorizations focused on in this study. In order to achieve these overall aims three research questions have been formulated as follows:

1. Does explicit strategy-based instruction help improve the listening comprehension proficiency of Turkish elementary EFL learners?

An extensive strategy training for eight weeks will probably improve learners' listening proficiency level and increase their strategy use for listening at elementary level (Hypothesis 1). Explicit strategy instruction is integrated into daily classroom teaching of the listening skill and guided by the researcher who also teaches the other skills in the same class regularly. These two factors may also contribute to the improvement of learners' listening skills and the effectiveness of strategy training.

2. How do the learners' existing listening strategies improve in the course of interacting with widely acclaimed listening strategies explicitly over the training period?

Learners, especially adults and young adults can transfer some of their learning strategies from their L1. However, they might dismiss some of them as inefficient in their language learning process. They can also carefully adjust or considerably improve

their existing learning strategies throughout the strategy training. Thus, explicit strategy instruction can facilitate the effective strategy acquisition for language learning (Hypothesis 2).

1. What are the participants' perceptions of how effective particular listening strategies are in improving learners' problem solving, planning and evaluation, mental translation, person knowledge, as well as directed and selective attention skills?

It is anticipated that the participants will have favorable attitudes towards the strategy training in general. However, they may still believe that some of the listening strategies in the training can be exceptionally useful for them while some others may prove utterly useless. If the explicit strategy instruction factors in learner preferences with regard to strategy choice and use, learners will improve their listening comprehension skills more easily and considerably (Hypothesis 3).

3.2 The participants

The total number of participants was 40 at the beginning of this experimental study. They are all young adults, aged between 18 and 23. Originally there were 12 females and 8 males in each group, experimental and control. However, one female student in the control group dropped out of the study. All the participants are studying English as a foreign language at a preparatory school of a private university in Istanbul, Turkey. They will start studying at their departments next year if they successfully pass the university's proficiency exam at B1 level at the end of the prep school. The medium of instruction in their departments is predominantly Turkish with the exception of a few articles suggested to be read as original resources. Their personal goals for learning English apart from passing the proficiency exam don't actually vary to a great extent. They mostly want to travel or study English in summer schools abroad, mainly in English speaking countries. They also want to be able to speak and write in English fluently so that they can pursue better career opportunities in the job market in the near future.

All of the participants get 25 hours of English each week; 6 of which are merely for writing while the remaining 19 hours are dedicated to general English. Mainly reading, listening and speaking skills are taught in an integrated manner during these 19

hours of main course classes. However, 7 hours of these classes are definitely spared for listening each week. Each module lasts for 8 weeks. At the end of the first four weeks, they take an achievement exam which consists of reading, listening, writing, vocabulary and use of English. At the end of the eight weeks, they take the level assessment exam which is comprised of reading, listening, writing, speaking, vocabulary and use of English parts. Throughout the module, they also complete speaking and writing projects as integral parts of their speaking and writing portfolios. Both control and experimental groups had the same three teachers, the same classes and went through the same assessment process throughout the module and the course of the training.

The strategy training of this study started at the beginning of the first module which is at A1 level, designating the Basic User according to the CEFR. The Basic User can comprehend and use familiar everyday expressions and very basic phrases to introduce him/herself and others; he or she can also ask and answer questions about personal information such as where he/she lives in addition to the ability to communicate in a simple way if the other person talks slowly and clearly (Council of Europe, CEFR, Chapter 3, 2001, p. 24). Most of my learners who participated in this study met these specifications. In addition, their level was identified as A1 by the placement test of the institution. Therefore, A1 level categorization is appropriate.

Originally, 20 of all the participants were randomly assigned to the experimental group while the remaining 20 were assigned to the control group. However, one student from the control group stopped attending the classes altogether. That is why; only 19 students from the control group completed the study, making the total number of participants 39. All the students in both experimental and control groups were informed about the aims and the process of the study beforehand and each signed a voluntary participation consent form in Turkish.

3.3 Materials and instruments

3.3.1 Pearson Test of English General (PTE General)

The listening part of PTE General was administered on the first day of the module. The level of the participants had already been designated as A1 in a placement exam including all four skills designed by the testing office of the institution. However,

the listening part of this placement exam is merely comprised of a compilation of various different listening activities copied from main course books that are designed for teaching purposes. Since the listening part of the institution's placement exam wasn't specifically geared to achieve the testing purposes, PTE General was chosen as this exam is designed to assess and acclaim general English language ability of learners of English who are speakers of other languages. The listening comprehension tests used in this study are taken from foundation level tests of PTE General which is aligned with CEFR Level A1. The themes of the oral texts relate to familiar and routine matters, such as shopping or eating out. It mainly assesses whether students' listening comprehension level is adequate for survival in social, travel and everyday situations. This is also aligned with the immediate learning goals of my learners since most of them plan to go on Work and Travel program in the following summer after the prep school.

The first sections of PTE listening tests (See Appendix 2) include short oral texts and simple questions for each test item with 3-option graphical multiple choice answers. In other words, participants listen once to ten short recordings and answer a single question for each one by choosing which of the three pictures matches what is heard. I believe this section simulates real life quite well because they can only listen once and the options are actually there to see, i.e. what to buy for a friend in the hospital; flowers, a box of chocolate or balloons. This section tests the learners' ability to comprehend the gist of short spoken utterances since listeners are often asked to identify the situation or a speaker's role. Alternatively, they are asked to follow an instruction (e.g., giving directions to find a certain place) or understand spatial relations (e.g., the position of an object in a room) or a description (e.g., boy with curly brown hair).

The second section (See Appendix 2) includes two oral texts that are slightly longer than the ones in the first section and five note completion items for each text. The participants listen to the texts twice and complete a text or notes for each one using the information heard. This section tests the learners' ability to extract specific information from spoken texts because the speakers of the oral texts give information which requires accurate listening and transcription such as addresses, telephone numbers, place and date of a party.

A post test of PTE General for listening comprehension in the above mentioned format (See Appendix 2) was administered to both groups at the end of the listening strategy instruction.

3.3.2 Metacognitive Awareness Listening Questionnaire (MALQ)

At the beginning of the module and the training period, Metacognitive Awareness Listening Questionnaire (MALQ) was given to the participants to identify their existing listening strategy use as they can transfer these learning strategies from their L1. MALQ was designed and developed by Vandergrift, Goh, Mareschal and Tafaghodtari to “assess second language (L2) listeners’ metacognitive awareness and perceived use of strategies while listening to oral texts” (2006, p. 431). MALQ is a six-point Likert scale with 21 items and it includes five distinct factors, namely problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention. This questionnaire was specifically chosen because a lot of scholars such as Bolitho et al. (2003), Victori and Lockhart (1995), Wilson (2003) argue that awareness of strategies in learning can have positive effects on language learners’ listening development.

Vandergrift, Goh, Mareschal and Tafaghodtari (2006, p. 432) also assert that MALQ can be used by researchers and instructors to assess to what extent language learners are aware of and have the ability to self-direct the process of L2 listening comprehension. They further state that MALQ is also a self-assessment instrument that learners can use for the self-appraisal of their awareness of the listening process as they reflect on their own strategy use while listening to texts in the L2. The main points of the checklists in learners’ listening dialogue-diaries (See Appendix 3, Checklists of learning strategies for listening dialogue-diaries) have been adapted from MALQ items to give the participants of this study this self-appraisal opportunity to regulate their own listening skills.

At the end of A1 module and listening strategy training, MALQ was given to the participants again both to identify their levels of metacognitive awareness and strategy use at the end of explicit listening strategy training and to chart their metacognitive development caused by the training process in this study.

In short, this experimental study takes advantage of MALQ both as a diagnostic and consciousness-raising tool, also mentioned by Goh (2010) as a benefit of using MALQ, to designate student awareness of the process of L2 listening and to evaluate their level of self-directed use of listening strategies, at a certain point in time or over a period of time.

3.3.3 Listening dialogue-diaries

Each participant in the experimental group was given a listening diary with a checklist of strategies for each week (See Appendix 3, Checklists of learning strategies for listening dialogue-diaries). They completed the assigned listening tasks at home and ticked the strategies that they could implement on their own while putting a cross sign next to the ones that they couldn't implement at all. They were also asked to specify the strategies that were particularly practical and beneficial for the development of their listening comprehension skills in general and for the successful completion of the current listening task in particular. In addition, they were requested to comment on which strategies were harder or impossible to implement for them altogether. They also wrote about how their chosen strategies facilitated or hindered effective listening comprehension. Occasionally, several participants remarked on the motivational aspects of their own strategy use in listening and strategy training integrated with their daily classroom instruction.

Participants' comments and questions in these dialogue diaries were answered by the teacher on a weekly basis. This dialogue is also suggested in O'malley and Chamot's (1990) strategy instruction sequence, detailed in part 2.3.2 of this study. This entire cycle made it easier for both the students and the teacher to monitor and assess the strategy acquisition as well as alleviating the problems of strategy transfer.

As Wenden (1998) indicates, listening diaries invite learners to contemplate on certain listening events as follows:

- person knowledge: Learners start asking themselves what problems they experienced and how they responded to the task.
- task knowledge: Learners ask themselves what the demands of each task were and what they did to satisfy these demands.

- strategy knowledge: Learners ask themselves what special ways of listening helped them understand the crucial information in the oral text better, which strategies were especially useful or useless, how they can improve their listening comprehension level when they listen again in similar cases or to similar text types.

3.3.4 Randall's Cyber Listening Lab

Forty listening tasks of this experimental study (See Appendix 4 for the complete list and links of the listening tasks on Randall's Cyber Listening Lab) were chosen from Randall's Cyber Listening Lab, which is a free online education tool providing online English listening quizzes and activities for ESL and EFL learners. Five tasks were completed each week. Three of these were done in class while the other two were assigned as homework to be done before they write in their listening diaries. Topics of these listening tasks mostly relate to familiar and routine matters, such as shopping or giving directions. The assessment of students' listening comprehension level for survival in social, travel and everyday situations was the primary concern when choosing the listening tasks from Randall's Cyber Lab, which is also compatible with PTE General listening comprehension test and the short term learning goals of the participants in this study. Although most of the listening tasks have multiple choice questions on Randall's Cyber Listening Lab, some of the appropriate tasks were modified by the teacher to include note completion items to provide the learners with plenty of opportunities to extract specific information from spoken texts. Some of the multiple-choice listening tasks can digitally be converted into gap-fill exercises really easily on the web site itself, <https://www.esl-lab.com/quizzes/dayatschool-cloze.htm>.

All participants also completed all the listening tasks in their main course book, *New Success Elementary Students' Book* (Carr, Parsons, Moran, & White, 2012). Since the strategy training was integrated with daily classroom teaching in the experimental class, the participants in this group tried to implement the targeted listening strategies in the *New Success* listening tasks too.

3.3.5 A digital education tool, Quizizz and post listening evaluation checklists

Another free digital education tool, namely Quizizz, and post listening evaluation checklists (See Appendix 1.B) were used in the evaluation phase of the listening strategy training sequence to encourage the participants in the experimental group to reflect on their own strategy use and listening process. The post listening evaluation checklists were adapted from Goh's self-report checklist (2010, p. 200), namely "Thinking about what you did during your listening lesson" (See Appendix 1.A).

The web site, Quizizz, enabled the students and the teacher to carry out the evaluation of strategy use in a slightly competitive game format as the participants were able to see both their own and their friends' score boards as they were answering the questions in the weekly strategy use quizzes on Quizizz (See Appendix 5 for the quiz questions of each week and links for interactive game formats). The web site also provides a weekly progress report on both the accuracy level of the entire class and the accuracy level of each student.

The distractors in the multiple choice questions of the strategy acquisition quizzes on Quizizz were compiled by the teacher using the listening strategy problems frequently encountered by EFL learners based on the instructor's personal observations over the last eight years. For instance, some learners often try to look up the unknown words that they hear in the target oral text while they are still listening and trying to understand the rest of the text or some learners stop trying to comprehend the rest of the text once they encounter an unknown word in it. They genuinely believe that it would be a better strategy to restart the listening task as many times as possible instead of trying to decipher the meaning of the unknown words from context. Therefore, the distractors are comprised of such common misconceptions about listening tasks that often need to be explicitly dispelled in the foreign language classroom.

3.3.6 Intervention

According to Rubin, Chamot, Harris, and Anderson (2007) strategy research convincingly leads to the conclusion that students shouldn't merely be taught the

language; they should also be guided through strategies that could facilitate more effective learning. They further assert that all models of strategy based instruction have the below steps in common to be effective:

1. Students are encouraged to become more aware of their already existing strategies.
2. The teacher presents and models strategy use to increase students' awareness of their own thinking and learning processes gradually.
3. The teacher gradually lessens the scaffolding while providing the students with multiple practice opportunities so that the students can use the strategies more and more autonomously at each step.
4. Students evaluate the effectiveness of their strategy use themselves and try to transfer these strategies to new tasks.

O'Malley and Chamot's (1990) sequence framework for learning strategy instruction was chosen as the instructional model of this study because it meets all the above mentioned specifications. This instructional sequence has five major steps, namely preparation, presentation, practice, evaluation and expansion which are discussed in considerable detail in part 2.3.2 of the literature review (See Appendix 6 for O'Malley and Chamot's sequence framework for strategy instruction). Five example instructional plans were prepared for five distinct strategy categorizations in this study, namely problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention (See Appendix 7 for the instructional plans for listening strategies).

As the language proficiency level of the participants was quite low (A1), the medium of strategy instruction was mostly Turkish except for the actual implementation of the listening strategies; then, it was inevitable to switch to the same language in which the task was being performed. However, the students reported on their strategy use in their first language while writing their listening dialogue-diaries and were answered by the teacher in their shared first language as well.

The training incorporated listening strategies from all three major strategy categorizations, namely metacognitive, cognitive and socio-affective strategies which

were also thoroughly discussed in part 2.1 of the literature review. As clearly indicated by Vandergrift, Goh, Mareschal and Tafaghodtari (2006, p. 450), who also developed MALQ, Metacognitive Awareness Listening Questionnaire adopted in this study, listeners must learn to avoid mental translation strategies if they want to become skilled listeners. Therefore, the three items under the mental translation factor of MALQ all pinpoint the online mental translation strategies that beginning-level listeners frequently feel impelled to use (Eastman, 1991) even though these strategies represent an inefficient approach to listening comprehension. That is why; the participants in the intervention group were explicitly taught to avoid such mental translation strategies as translating in your mind as you listen, translating word by word or translating merely the key words as you listen.

The strategy training was integrated with regular instruction so that the students could have plenty of opportunities and different task types to see and adopt the specific applications of the listening strategies. As O'Malley and Chamot (1990, p. 184) argues, integrated training can also promote the transfer of strategies to new tasks. They also suggest direct strategy training, which means that the students should be made aware of the goals of strategy instruction as well as the strategies that they are learning. This awareness will not only increase their metacognitive knowledge but also guide them to use the listening strategies autonomously. Thus, this direct strategy training approach was adopted in this experimental study.

The success of any strategy training depends on such critical factors as teacher interest as well as the capability to provide students with a motivational framework that can make them believe in the value of learning strategies according to O'Malley and Chamot (1990, p. 184). This is why; special attention was devoted to motivate the students to use the target listening strategies which were introduced quite enthusiastically in the first place.

As for the duration and the intensity of the training, Oxford (1990, p. 203) argues that there are two types: one-time and long-term strategy training. In the former, the learners concentrate on one or more strategies in a single task which is a part of the usual classroom materials chosen by the teacher. This kind of one-time training is especially useful for the learners who require the use of certain, identifiable and targeted

strategies that can be learnt in one or a few sessions. Nevertheless, long-term strategy training involves practicing the targeted strategies with regular classroom activities. The number of the targeted strategies is greater in this training type. In this experimental study, the listening tasks from Randall's Cyber Lab and the evaluation quizzes on the web site Quizizz were all integral parts of intensive one-time strategy training sessions while the listening tasks in New Success Elementary Students' Book (Carr, Parsons, Moran, & White, 2012) were all parts of long-term strategy training since these were already their regular classroom activities. The total duration of the strategy training was seven hours of weekly listening classes throughout eight weeks, which adds up to 56 hours. Thus, this study incorporated both intensive one-time strategy training sessions and long-term training.

3.4 Procedures

The institution's placement test was administered to determine the participants' English proficiency level. After their level was designated as A1, the students were randomly assigned to the control and experimental groups. At the beginning, each group had 20 participants but during the course of the training one student from the control group stopped showing up for all classes. Thus, 20 participants from the experimental group and 19 participants from the control group were able to complete the study. Firstly, the main goals and procedures of the study were introduced to the participants who were then given a consent form in Turkish to sign. Participants of the intervention group seemed quite enthusiastic to undergo the training. After that, two special sessions were held with the control and experimental groups respectively to gather all the relevant information about their language learning stories. The participants were asked how many foreign languages they could speak, whether they had attended English courses before, what was the nature of these previous classes, especially listening lessons and whether they had been abroad before or not.

In the second data collection session, the participants took PTE General listening comprehension tests for A1 Level. Before this test was administered, the participants were duly informed that the scores of this test would be used for the academic study only and had no effect on their passing grades of the level at the prep school. Thus, there were no attempts to cheat.

In the third session, the participants were asked to complete Metacognitive Awareness Listening Questionnaire (MALQ). The questionnaire had been translated into Turkish, which was all participants' shared first language, by an expert and checked by two specialists respectively in the fields of translation studies and English language teaching beforehand (See Appendix 8 for the Turkish version of MALQ).

After the administration of both PTE General listening comprehension tests and MALQ in both groups, listening strategy training for problem solving strategies (See Appendix 7 for five example instructional plans for each listening strategy categorization in the training program) was started only in the experimental group. Since teachers are advised to use such techniques as teacher-modelling through think-alouds, to demonstrate learners the mental activities that they, as proficient target language users and teachers, undertake so as to construct their understanding of listening texts (Goh, 2008), the target strategies were modelled by the teacher after the lead-in, during the presentation stage of each listening lesson. On average, three to five listening strategies were targeted per lesson in order not to overwhelm or intimidate the participants. The below chart demonstrates the weekly progress of intensive one-time strategy training sessions as well as long-term training sessions that were integrated with daily classroom activities. Each lesson lasted for 45 minutes. In total, 7 listening strategy training lessons were taught for each week of the training which lasted for eight weeks. Therefore, there were 56 listening strategy training lessons throughout the entire training program.

Table 3. Process of listening strategy training

Weeks	Strategy categorizations	Intensive strategy training sessions	Strategy training integrated with daily instruction	Assignments for strategy transfer
1 & 2	Problem solving strategies	<p>3 lessons during the first week</p> <p>3 lessons during the second week</p> <p><u>Instruments:</u> 6 online listening tasks from Randall’s Cyber Lab, strategy evaluation quizzes from Quizizz and listening evaluation checklists</p>	<p>4 lessons during the first week</p> <p>4 lessons during the second week</p> <p><u>Materials:</u> Listening tasks from New Success Elementary Students’ Book</p>	<p>4 listening tasks (two for each week) from Randall’s Cyber Listening Lab</p> <p><u>Instruments:</u> Self-report on strategy use in listening dialogue-diaries each week</p> <p>Feedback by the teacher each week</p>
3 & 4	Planning and evaluation strategies	<p>3 lessons during the third week</p> <p>3 lessons during the fourth week</p> <p><u>Instruments:</u> 6 online listening tasks from Randall’s Cyber Lab, strategy evaluation quizzes from Quizizz and listening evaluation checklists</p>	<p>4 lessons during the third week</p> <p>4 lessons during the fourth week</p> <p><u>Materials:</u> Listening tasks from New Success Elementary Students’ Book</p>	<p>4 listening tasks (two for each week) from Randall’s Cyber Listening Lab</p> <p><u>Instruments:</u> Self-report on strategy use in listening dialogue-diaries each week</p> <p>Feedback by the teacher each week</p>
5	Mental translation strategies	<p>3 lessons during the fifth week</p> <p><u>Instruments:</u> 3 online listening tasks from Randall’s Cyber Lab, strategy evaluation quizzes from Quizizz and listening evaluation checklists</p>	<p>4 lessons during the fifth week</p> <p><u>Materials:</u> Listening tasks from New Success Elementary Students’ Book</p>	<p>2 listening tasks from Randall’s Cyber Listening Lab</p> <p><u>Instruments:</u> Self-report on strategy use in listening dialogue-diaries</p> <p>Feedback by the teacher</p>
6	Person knowledge (self-efficacy, socio-affective) strategies	<p>3 lessons during the sixth week</p> <p><u>Instruments:</u> 3 online listening tasks from Randall’s Cyber Lab,</p>	<p>4 lessons during the fifth week</p> <p><u>Materials:</u> Listening tasks from New</p>	<p>2 listening tasks from Randall’s Cyber Listening Lab</p> <p><u>Instruments:</u> Self-</p>

		strategy evaluation quizzes from Quizizz and listening evaluation checklists	Success Elementary Students' Book	report on strategy use in listening dialogue-diaries Feedback by the teacher
7 & 8	Directed and selective attention strategies	3 lessons during the seventh week 3 lessons during the eighth week <u>Instruments:</u> 6 online listening tasks from Randall's Cyber Lab, strategy evaluation quizzes from Quizizz and listening evaluation checklists	4 lessons during the seventh week 4 lessons during the eighth week <u>Materials:</u> Listening tasks from New Success Elementary Students' Book	4 listening tasks (two for each week) from Randall's Cyber Listening Lab <u>Instruments:</u> Self-report on strategy use in listening dialogue-diaries each week Feedback by the teacher each week

Two weeks were spared for each one of the three listening strategy categories, namely problem solving, planning and evaluation, directed and selective attention strategies, while only one week was spared for each one of the remaining two strategy categories, namely mental translation and person knowledge strategies. This was specifically requested by the participants in the intervention group because they believed the listening strategies in the first three strategy categorizations had wider and more practical applications for the development of their listening comprehension skills in general. They also explicitly stated in class during the training and requested in their listening dialogue-diaries that they needed and wanted to revise and recycle these listening strategies over two weeks.

At the end of each intensive strategy training session, the participants in the experimental group took part in strategy evaluation quizzes on the web site Quizizz (See Appendix 5 for the quiz questions of each week and links for interactive game formats) and completed post-listening evaluation checklists (See Appendix 1.B, Adapted version of Goh's post listening evaluation checklists) The web site, Quizizz also provides a weekly progress report on both the accuracy level of the entire class and the accuracy level of each student (See Appendix 9 for the weekly progress reports of the participants). Slightly competitive game format of the Quizizz and the repetition of

certain strategies through this format actually aided students' long term retention of listening strategies in my opinion.

As for the strategy training sessions integrated with daily instruction, the participants chose one or several of the listening strategies which were being tackled during that week at their own will and tried to implement these in their daily listening activities in the classroom. They were advised to pick the strategies that worked best for them by the teacher. During the implementation of these listening strategies, plenty of support was provided by the teacher to assure the strategy transfer. As mentioned in part 2.3.3. of this study, many students may need explicit and direct strategy instruction and extensive teacher-supported practice or scaffolding in implementing learning strategies that are suitable for various different kinds of listening tasks. Therefore, the teacher guided her students through strategy transfer as she frequently pointed out the task similarities and remodelled the target strategy use whenever necessary throughout this long-term listening strategy training integrated with daily classroom activities.

Once the participants in the experimental group got actively engaged in the intricacies of listening micro-skills and strategies, they asked a lot of relevant questions about such phonological phenomena as assimilations, elisions, intrusions (inserting transition sounds between words), consonant and vowel clusters that are common in English, pronunciation of contracted function words and distinctive sounds like /æ/, /ʌ/ and /ŋ/ that they find hard to pronounce themselves and can't easily decipher in listening tasks. All of these issues are explicitly discussed and directly dealt with in the classroom.

The participants in the control group also did all the listening tasks from Randall's Cyber Lab and New Success Elementary Students' Book but there was no listening strategy intervention.

At the end of eight weeks and the strategy training program, both MALQ (See Appendix 8) and PTE General Listening Comprehension Tests (See Appendix 2 for pre and post PTE General Listening Comprehension Tests) were administered in both control and experimental groups.

3.5 Data analysis

Metacognitive Awareness Listening Questionnaire (MALQ) was given to the control and experimental groups both at the beginning and end of the strategy training. Since MALQ was translated and used in Turkish for the first time, the Turkish version of the questionnaire was piloted with 105 randomly selected students outside the control and experimental groups of this study, but in the same prep school. Then, a factor analysis was carried out with the results of 105 questionnaires. The item number, which was 21, of the questionnaire was multiplied by five to determine the number of students to fill in the questionnaire for factor analysis. Although the factor analysis literature has various different recommendations for the appropriate sample size for conducting a factor analysis, the frequent consensus is that the ratio of number of participants to number of variables is a better method to determine the minimum sample size (Mundfrom, Shaw, & Ke, 2005, p. 160). Kline (1994) recommends a minimum sample size of at least 100 participants while Cattell (1978) suggests a ratio of three to six times the number of variables. Both Kline and Cattell's suggestions were adopted for the purposes of this study.

Kaiser–Meyer–Olkin measure of sampling adequacy (KMO) was first calculated to reveal whether patterns of correlations are relatively compact and so factor analysis should yield distinct and reliable factors, which is indicated by a value that is close to 1 (Field, 2013, p. 805). While Kaiser (1974) suggests accepting values greater than 0.5 as barely acceptable, Hutcheson and Sofroniou (1999) assert that values in the .60s are generally regarded as mediocre. KMO value of the Turkish version of MALQ was 0.677 which falls along these lines. In addition, Bartlett's test of sphericity tests whether the assumption of sphericity has been met (Field, 2013, p. 765) According to this, a *p*-value which is lower than 0.05 shows that the data is suitable for analysis (Güriş & Astar, 2014, p. 416). Bartlett's test result of the Turkish MALQ was meaningful since the *p*-value was 0.000 as indicated in the below table.

Table 4. KMO and Bartlett's Test results for the piloting of the Turkish MALQ

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		,677
Bartlett's Test of Sphericity	Approx. Chi-Square	663,542
	df	210
	Sig.	,000

The results of the factor analysis indicate that the Turkish version of MALQ has a Cronbach's alpha reliability coefficient of 0.76, as seen in the below table 5. Also clearly stipulated by Warner (2013, p. 854), the Cronbach's alpha has come to be viewed as the most well-known form of reliability assessment for multiple-item scales. Pellatt, Griffiths and Wu (2010, p. 317) simply assert that a Cronbach's alpha reliability coefficient which is higher than 0.7 and lower than 0.8 can be interpreted as acceptable while Hair, Wolfenbarger, Money, Samuel and Page (2015, p. 255) state that a Cronbach's alpha coefficient which is between 0.7 and 0.8 can be considered good.

Table 5. Reliability statistics for the piloting of the Turkish MALQ

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.760	.777	21

As for the second sections of pre and post listening comprehension tests (PTE General), the students were required to fill in ten note completion items for each test. Their responses were graded by two experienced English instructors respectively based on the below criteria:

Spelling/response is downgraded if:

- there is a missing or an extra syllable in any word in the response,
- the misspelled word has a different meaning than the actual answer,

- there are two or more spelling mistakes in a single word and this changed the pronunciation of the word,
- the student wrote two alternative answers, but one of them is not correct,
- the meaning of the student's response is different from the correct answer,
- the student's response has an extra word or phrase that isn't related to the correct answer and changes or distorts the semantic or syntactic structure of the correct answer.

Spelling/response is not downgraded if:

- the grammar or spelling mistakes are minor and don't change the meaning of the expected answer,
- there are singular, plural or article errors that do not affect the meaning of the student's response in any way,
- the student wrote two answers, but both of them are correct.

In this experimental study, two different methods, a questionnaire, namely MALQ and listening dialogue-diaries are used to gather data. Since the research methodology incorporates the use of a combination of different methods, methodological triangulation is adopted as “a strategy to go beyond the knowledge made possible by one approach and thus contribute to promoting the quality of the qualitative research” (Flick, 2009, p. 445).

For the first research question, there are two different groups (control and experimental) and two repeated measures (MALQ and PTE General for listening comprehension proficiency). Before the data analysis, Kolmogorov–Smirnov test and Shapiro–Wilk test were conducted to see if the data distribution as a whole deviates from a comparable normal distribution (Field, 2013, p. 144). Field (2013, p. 144) further asserts that the results of these tests show whether the sample (the data of this current experimental study) is significantly different from a normal distribution ($p < .05$) or the sample is not significantly different from a normal distribution ($p > .05$). These normality tests, namely Kolmogorov–Smirnov test and Shapiro–Wilk tests were administered to the data of experimental and control groups separately.

In order to answer the first research question, paired samples T-test was first undertaken to analyze the results of both pre and post PTE General listening proficiency tests and MALQ for control and experimental groups separately as this test is conventionally used when there are two experimental conditions and the same participants in each group took part in both conditions of the experiment (Field, 2013, p. 449). Then, an independent T-test was conducted because this test is used when there are two experimental conditions and different participants (in control and experimental groups) were assigned to each condition (Field, 2013, p. 449).

For the second and third research questions, thematic analysis was used in order to identify the recurring themes and categories in the data from the listening dialogue-diaries. In addition, oral feedback of the participants from the experimental group during the strategy training was also taken into consideration when interpreting the data in their diaries.

Braun and Clarke's (2006, p. 15) step-by-step guide for doing thematic analysis was adopted in this study because they provide clear guidelines for starting thematic analysis and conducting it in a more deliberate and accurate way in addition to taking the possible traps into consideration while conducting qualitative thematic analysis. The following main steps from Braun and Clarke's guide (2006) were adopted and followed for the purposes of this experimental study:

1. The analyst familiarizes herself with her data through complete immersion in the depth and breadth of the entire data set. This usually means reading the contents repeatedly and actively while looking for the patterns (themes) of meaning as well as the issues of particular interest in the data. Since the data of listening dialogue-diaries was collected through interactive means in this study, it was relatively easy to form the initial analytic interests or thoughts.
2. The analyst generates the initial codes which pinpoint a feature of the data that seems interesting to the analyst. In other words, the raw data is organized into meaningful groups. These codes, designating the interesting aspects in the data items will form the base of the repeated patterns (themes) across the entire data set later on. Each code was marked by a different

highlighter color in this study and the matching data extracts that demonstrate that code were also highlighted with the same color marker.

3. The analyst categorizes the different codes into possible themes, and compiles all the related coded data extracts within the designated themes. Some codes may form main themes, whereas others may create sub-themes, and others can be omitted if irrelevant. A thematic mind map was drawn to determine the major overarching themes and their sub-themes in addition to the codes and data extracts that belong with these themes in this study.
4. The analyst reviews the themes. Some themes may be omitted as there may not be enough data to support them or two previously separate themes might be combined to form one overarching theme. Some other themes may be broken down into separate themes. During this phase of the study, special attention was devoted so that the data within themes is meaningfully coherent and there are clear and distinguishable differences between the themes.
5. The analyst names each theme and identifies the core matter of them, designating what each theme is about, as well as determining what aspects of the data each theme taps into.
6. The analyst produces the report which will eventually persuade the reader that the data analysis has merit and is also valid. There must be enough evidence, enough data extracts, in each theme to show that these themes are actually prevalent. Furthermore, the story of the data needs to be told in a concise, coherent, logical, non-repetitive, and interesting way. In order to achieve this, the data extracts must be chosen carefully to support the analytic narrative that goes beyond the mere description of the data, and puts forward an argument related to the research question that is being addressed.

Braun and Clarke (2006, p. 15) further claim that during the course of thematic analysis, the analyst constantly moves back and forth between (a) the whole data set, (b) the coded extracts of data that is being analyzed, and (c) the analysis of the data that is being produced. This act of production, in other words writing, starts at the very beginning as opposed to statistical analysis in which writing takes place at the very end. The analyst starts writing down possible coding schemes at the very beginning and she

keeps writing throughout the analysis process. This is another practical suggestion which was keenly adopted during the course of this study as the interactive nature of the data collection through listening dialogue-diaries made the active involvement of the researcher possible and started the production process as early as the data collection itself.



CHAPTER 4. RESULTS

4.1 Findings for each research question

This current chapter will include a detailed and comprehensive description of the results derived from the data analysis in order to answer the research questions and test the hypotheses stated in part 3.1 of this study.

The first research question and hypothesis are as follows:

Research question 1: Does explicit strategy-based instruction help improve the listening comprehension proficiency of Turkish elementary EFL learners?

Hypothesis 1: An extensive strategy training for eight weeks will probably improve learners' listening proficiency level and increase their strategy use for listening at elementary level.

Since both the independent T-test and the paired-samples T-test are parametric tests based on the normal distribution (Field, 2013, p.457), Kolmogorov–Smirnov and Shapiro–Wilk normality tests were administered to the data of control and experimental groups separately.

The results of Kolmogorov-Smirnov and Shapiro-Wilk tests are as follows for the control group data.

Table 6. Kolmogorov-Smirnov and Shapiro-Wilk normality tests for the control group

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test scores for planning and evaluation	.263	19	.001	.878	19	.020
Post-test scores for planning and evaluation	.109	19	.200*	.977	19	.898
Pre-test scores for directed attention	.225	19	.013	.885	19	.027
Post-test scores for directed attention	.159	19	.200*	.963	19	.625
Pre-test scores for person knowledge	.118	19	.200*	.974	19	.853
Post-test scores for person knowledge	.150	19	.200*	.943	19	.302
Pre-test scores for mental translation	.136	19	.200*	.953	19	.442
Post-test scores for mental translation	.114	19	.200*	.972	19	.808
Pre-test scores for problem solving	.173	19	.135	.906	19	.062
Post-test scores for problem solving	.166	19	.181	.960	19	.568
Pre-test scores for PTE General Listening	.151	19	.200*	.963	19	.642
Post-test scores for PTE General Listening	.127	19	.200*	.979	19	.931

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality tests were administered to each factor of pre and post tests of MALQ and PTE General listening comprehension tests separately for the control group. The p -value should be higher than 0.05 for the data set to be normally distributed. As seen in table 6, according to Shapiro-Wilk test results, post-test scores for planning and evaluation ($0.898 > 0.05$), post test scores for directed attention ($0.625 > 0.05$), pre test scores for person knowledge ($0.853 > 0.05$) and post test scores for person knowledge ($0.302 > 0.05$), pre test scores for mental translation ($0.442 > 0.05$) and post test scores for mental translation ($0.808 > 0.05$), pre test scores for problem solving ($0.062 > 0.05$) and post test scores for problem solving ($0.568 > 0.05$) are all normally distributed. In addition, pre test scores for PTE General listening comprehension test ($0.642 > 0.05$) and post test scores for PTE General listening comprehension test ($0.931 > 0.05$) are both normally distributed. Furthermore, Kolmogorov-Smirnov test results support these conclusions.

On the other hand, according to Shapiro-Wilk and Kolmogorov-Smirnov test results, p -values for the pre test scores of planning and evaluation ($0.020 < 0.05$; $0.001 < 0.05$) and the pre test scores of directed attention ($0.027 < 0.05$; $0.013 < 0.05$) are less than 0.05. Nevertheless, according to Hair, Black, Babin, Anderson, and Tatham (2013) a skewness value between -1 and +1 is acceptable in terms of data distribution normality. Furthermore, George and Mallery's study (2010) revealed that a kurtosis value between -1 and +1 is perfect while a kurtosis value between -2 and +2 is still acceptable in terms of data distribution normality. As shown in table 7 below, the skewness value for pre-test scores of planning and evaluation factor is between -0.980 and 0.524 while the skewness value for pre test scores of directed attention is between -0.960 and 0.524. Table 7 also reveals that the kurtosis value for pre test scores of planning and evaluation factor is between 1.104 and 1.014 while the kurtosis value for pre test scores of directed attention factor is between 0.079 and 1.04. Therefore, it is safe to assume that these two samples are also normally distributed.

Table 7. Measures of Skewness and Kurtosis for the control group

Factors		Statistic	Std. Error
Pre-test scores for planning and evaluation	Skewness	-.980	.524
	Kurtosis	1.104	1.014
Pre-test scores for directed attention	Skewness	-.960	.524
	Kurtosis	.079	1.014

The results of Kolmogorov-Smirnov and Shapiro-Wilk tests are as follows for the experimental group data.

Table 8. Kolmogorov-Smirnov and Shapiro-Wilk normality tests for the experimental group

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pre-test scores for planning and evaluation	.162	20	.180	.925	20	.122
Pre-test scores for directed attention	.206	20	.025	.839	20	.003
Pre-test scores for person knowledge	.127	20	.200*	.953	20	.420
Pre-test scores for mental translation	.177	20	.099	.936	20	.199
Pre-test scores for problem solving	.107	20	.200*	.977	20	.888
Post-test scores for planning and evaluation	.142	20	.200*	.958	20	.501
Post-test scores for directed attention	.158	20	.200*	.962	20	.578
Post-test scores for person knowledge	.161	20	.188	.965	20	.650
Post-test scores for mental translation	.141	20	.200*	.948	20	.337
Post-test scores for problem solving	.128	20	.200*	.954	20	.424
Pre-test scores for PTE General Listening	.188	20	.061	.943	20	.277
Post-test scores for PTE General Listening	.217	20	.014	.935	20	.191

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Normality tests were administered to each factor of pre and post tests of MALQ and PTE General listening comprehension tests separately for the experimental group. The *p*-value should be higher than 0.05 for the data set to be normally distributed. As seen in table 8, according to Shapiro-Wilk test results, pre test scores for planning and evaluation ($0.122 > 0.05$), pre test scores for person knowledge ($0.420 > 0.05$), pre test scores for mental translation ($0.199 > 0.05$), pre test scores for problem solving ($0.888 > 0.05$), post test scores for planning and evaluation ($0.501 > 0.05$), post test scores for directed attention ($0.578 > 0.05$), post test scores for person knowledge ($0.650 > 0.05$), post test scores for mental translation ($0.337 > 0.05$) and post test scores for problem solving ($0.424 > 0.05$) are normally distributed. In addition, pre test scores for PTE General listening comprehension test ($0.277 > 0.05$) and post test scores for PTE General listening comprehension test ($0.191 > 0.05$) are normally distributed. Furthermore, Kolmogorov-Smirnov test results support these conclusions.

On the other hand, according to Shapiro-Wilk and Kolmogorov-Smirnov test results, the *p*-value for the pre test scores of directed attention factor is less than 0.05 ($0.003 < 0.05$; $0.025 < 0.05$). However, as indicated in the below table 9, the skewness value for pre test scores of directed attention factor is between -0.828 and 0.512 while the kurtosis value is between -0.839 and 0.992. Therefore, it is safe to assume that this data set is normally distributed as well.

Table 9. Measures of Skewness and Kurtosis for the experimental group

Factor		Statistic	Std. Error
Pre-test scores for directed attention	Skewness	-.828	.512
	Kurtosis	-.839	.992

The results of paired samples T-test for the control group are as follows:

Table 10. Paired samples T-test results for the control group

		Paired Differences				t	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower				Upper
Pair 1	Pre-test and post-test scores for planning and evaluation	-.31579	1.13199	.25970	-.86139	.22981	-1.216	18	.240
Pair 2	Pre-test and post-test scores for directed attention	-.52632	1.14835	.26345	-1.07980	.02717	-1.998	18	.061
Pair 3	Pre-test and post-test scores for person knowledge	.43860	1.44894	.33241	-.25977	1.13696	1.319	18	.204
Pair 4	Pre-test and post-test scores for mental translation	.15789	1.15132	.26413	-.39702	.71281	.598	18	.557
Pair 5	Pre-test and post-test scores for problem solving	-.13158	.76493	.17549	-.50026	.23711	-.750	18	.463
Pair 6	Pre-test and post-test scores for PTE General Listening	-7.57895	2.94987	.67675	-9.00074	-6.15715	-11.199	18	.000

As clearly shown in the above table 10, the values for the two-tailed probability (p -values) are greater than 0.05 for all five factors of MALQ that represent the primary listening strategy categorizations (planning and evaluation: $0.240 > 0.05$, directed attention: $0.061 > 0.05$, person knowledge: $0.204 > 0.05$, mental translation: $0.557 > 0.05$, problem solving: $0.463 > 0.05$) for the control group. Thus, it could be concluded that there is not a significant difference between the means of these two samples which are pre and post MALQ results of the control group.

However, the p -value is less than 0.05 for the pre and post tests of PTE General listening comprehension test ($0.000 < 0.05$), which indicates a significant difference between the means of the two samples. The participants in the control group didn't undergo the listening strategy training. Therefore, there is no meaningful difference in terms of pre and post MALQ results. Nevertheless, they did receive general English instruction including listening tasks, which significantly increased their listening comprehension proficiency.

The results of paired samples T-test for the experimental group are as follows:

Table 11. Paired samples T-test results for the experimental group

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	Pre-test and post-test scores for planning and evaluation	-1.17000	.94317	.21090	-1.61142	-.72858	-5.548	19	.000
Pair 2	Pre-test and post-test scores for directed attention	-.27500	.92800	.20751	-.70932	.15932	-1.325	19	.201
Pair 3	Pre-test and post-test scores for person knowledge	-.48333	1.20173	.26871	-1.04576	.07909	-1.799	19	.088
Pair 4	Pre-test and post-test scores for mental translation	1.48333	1.05118	.23505	.99137	1.97530	6.311	19	.000
Pair 5	Pre-test and post-test scores for problem solving	-.65000	.81273	.18173	-1.03037	-.26963	-3.577	19	.002
Pair 6	Pre-test and post-test scores for PTE General Listening	-9.60000	2.83586	.63412	-10.92722	-8.27278	-15.139	19	.000

As indicated in the above table 11, the *p*-values are less than 0.05 for three factors of MALQ. These factors are planning and evaluation ($0.000 < 0.05$), mental translation ($0.000 < 0.05$) and problem solving ($0.002 < 0.05$). This indicates a significant difference between the means of pre and post MALQ results in the experimental group for these three factors. In other words, the listening strategy training meaningfully improved the participants' metacognitive awareness of the use of mental translation, problem solving, planning and evaluation strategies.

However, the *p*-values are greater than 0.05 for the remaining two factors of MALQ. These factors are directed attention ($0.201 > 0.05$) and person knowledge ($0.088 > 0.05$). This indicates that there is not a significant difference between the means of pre and post MALQ results in the experimental group for these two factors. In other words, the listening strategy training didn't meaningfully improve the participants' metacognitive awareness of the use of directed attention and person knowledge strategies.

The results in table 11 also show that the *p*-value is less than 0.05 for the pre and post tests of PTE General listening comprehension test ($0.000 < 0.05$), which indicates a significant difference between the means of the two samples. This indicates that the listening strategy training and the general English instruction during eight weeks significantly affected their listening comprehension proficiency.

Independent samples T-test results for the pre test of PTE General listening comprehension for the control and experimental groups are as follows:

Table 12. Group statistics for the pre test of PTE General listening comprehension for the control and experimental groups

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Pre test scores for PTE General Listening	Experimental Group	20	6.8500	2.05900	.46041
	Control Group	19	5.1579	1.89336	.43437

Table 13. Independent samples T-test results for the pre test of PTE General listening comprehension for the control and experimental groups

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.021	.886	2.667	37	.011	1.69211	.63436	.40676	2.97745
Equal variances not assumed			2.673	36.964	.011	1.69211	.63297	.40955	2.97466

An independent samples T-test was carried out to see whether there is a meaningful difference between the pre test scores of PTE General listening comprehension test for the control group and the experimental group. As seen in table 12, the mean is 6.850 for the experimental group ($\bar{x} = 6.850$) while the mean is 5.1579 for the control group ($\bar{x} = 5.1579$). There is a statistically significant difference between the means of the control group and the experimental group because the p -value is lower than 0.05 ($0.011 < 0.05$) as shown in table 13. The mean difference between the control group and the experimental group is 1.69211 for the pre test of PTE General listening comprehension test that was administered at the beginning of the listening strategy training.

Independent samples T-test results for the post test of PTE General listening comprehension for the control and experimental groups are as follows:

Table 14. Group statistics for the post test of PTE General listening comprehension for the control and experimental groups

	GROUP	N	Mean	Std. Deviation	Std. Error Mean
Post test scores for PTE General Listening	Experimental Group	20	16.4500	1.98614	.44411
	Control Group	19	12.7368	2.32957	.53444

Table 15. Independent samples T-test results for the post test of PTE General listening comprehension for the control and experimental groups

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.167	.685	5.366	37	.000	3.71316	.69200	2.31104	5.11527
Equal variances not assumed			5.344	35.435	.000	3.71316	.69488	2.30309	5.12323

An independent samples T-test was carried out to see whether there is a meaningful difference between the post test scores of PTE General listening comprehension test for the control group and the experimental group. As seen in table 14, the mean is 16.4500 for the experimental group ($\bar{x} = 16.4500$) while the mean is 12.7368 for the control group ($\bar{x} = 12.7368$). There is a statistically significant difference between the means of the control group and the experimental group because the p -value is lower than 0.05 ($0.000 < 0.05$) as shown in table 15. The mean difference between the control group and the experimental group is 3.71316 for the post test of PTE General listening comprehension test that was administered at the end of the listening strategy training.

Descriptive statistics of the means of pre and post PTE General listening comprehension tests for the control and experimental groups are as follows:

Table 16. Descriptive statistics of the means of pre and post PTE General listening comprehension tests for the control and experimental groups

Variable	n	Min.	Max.	Mean	Std. Deviation	Mean difference
Control group	Pre-test score	19	2	9	5.1579	1.89336
	Post-test score	19	8	17	12.7368	2.32957
Experimental group	Pre-test score	20	2	11	6.8500	2.05900
	Post-test score	20	13	20	16.4500	1.98614

The descriptive statistics in table 16 clearly show that the difference between the mean score of the pre test and the mean score of the post test is 7.5789 for the control group. However, the difference between the mean score of the pre test and the mean score of the post test is 9.6000 for the experimental group. The mean difference is higher for the experimental group by 2.0211. Since $2.0211 > 0.05$, it could be concluded that the listening comprehension skills of the experimental group increased more than the listening comprehension skills of the control group thanks to the explicit strategy based training that they received.

The second research question is as follows:

Research question 2: How do the learners' existing listening strategies improve in the course of interacting with widely acclaimed listening strategies explicitly over the training period?

Hypothesis 2: Explicit strategy instruction can facilitate effective strategy acquisition for language learning.

In order to answer the second research question of this study, the participants' responses regarding the changes in their strategy awareness and use were analyzed. Some of these changes were explicitly stated by the participants themselves in the question-answer sections of their listening dialogue-diaries while some others were drawn from their responses to the checklists in these diaries. The findings are categorized into four overarching themes, namely (1) participants' conceptualization of listening skill and strategy use, (2) dismissed strategies, (3) strategy combinations, (4) strategy modifications and (5) strategy transfer. All of the below quotations from the participants related to the second research question and these four overarching themes were taken from the translations of listening dialogue-diaries (For more comprehensive extracts, see Appendix 10).

As for (1) the changes in participants' conceptualization of listening skill and strategy use, one prevailing belief used to be that listening skills can be improved through mere practice and without help. Three participants repeatedly referred to the implicit nature of listening and complained about not knowing what to do to improve their listening skills before the strategy training.

Hüsna: Listening used to be a total mystery for me. I didn't know what to do, how to improve my listening at all. This training, especially the online activities (Quizizz and ESL Lab) and the checklists in the diaries gave me purpose and direction. I now know where to start.

Özge: I used to think that when or if my English proficiency level increases; my listening skills will improve proportionately and automatically. Now I know that adopting listening strategies can accelerate this to a great extent.

Şüheda: Listening tasks don't scare me anymore. My listening diary took all of my fears away. In fact, I started to believe that listening activities can even be fun for me. This kind of dialogue diary should be part of daily instruction in prep school. I think adopting the advice in my listening diary gave me direction and focus. I used to give up immediately after I had the slightest problem in a listening task. Now I am more resilient and I believe in my own listening abilities more.

In addition to the changes in the above general conceptions, seven different participants commented on their newly gained capability to learn how to improve their listening skills thanks to the interactive nature of listening dialogue-diaries:

Miray, Hatice, Sina, Sara, Nurcihan, Mertcan: I started implementing the suggested listening strategies repeatedly. Getting feedback from my teacher on my personal difficulties helped a lot. Thanks to my listening diary, I noticed my progress. More importantly, I learnt how to progress.

Elnur: Expressing the difficulties that I have been experiencing in a written format in this diary helped me a lot because I refrain myself in the classroom. Getting your comments and advice was also extremely useful. This entire process helped me decide what I needed to do next to improve my listening skills.

(2) Dismissed strategies: The second overarching theme involves the strategies that were dismissed by some or most participants as they were deemed inefficient or of little use in their foreign language learning process. The most prominent change was in verbatim mental translation during listening. Fifteen participants explicitly stated that

they benefitted from giving up verbatim mental translation. They also justified their choices as to why they dismissed this strategy:

Özge, Yasemin, Hüsna, Miray, Sümeyye, Alperen, Eyüphan, Muhammed, Nurcihan, Şüheda, Mertcan: I used to try to translate word by word in my mind as I listened. I stopped doing this. Now, I don't waste my time or energy for verbatim translation.

Elnur, Sümeyye, Sara: I used to miss important information just because I was trying to translate everything. It was a relief to stop doing this.

Bahadır: I stopped translating in my head as I listen because when I do this, I miss the key words in the text. Sometimes I even miss the general idea of the text if I am obsessed with the translation of a certain part.

The second most prominent change was the increase in participants' self-efficacy beliefs about their listening comprehension skills. Seven participants attributed this increase to some kind of demystified intricacy of listening during the training period. Moreover, the majority of the participants decided to devise their own strategies or adopt some of the targeted strategies in the training so as to lower their anxiety levels before, during and after the listening tasks.

Özge, Şüheda: It was such a big relief to learn that I didn't have to know the meaning and the pronunciation of every single word in a listening text to be able to complete the task successfully. Learning this made a huge difference because I started believing in my listening skills more.

Yasemin: I didn't use to believe in myself seeing that some of my classmates are much better at listening comprehension than I am. Now this doesn't bother me at all. Now I know that I can use my own experience, knowledge or the parts that I do understand to make predictions and inferences to catch up with them.

Hatice, Sara, Alperen, Mertcan: I try everything to motivate myself before a listening task. I take a deep breath, get comfortable, put my mobile away, tell myself that I can do this etc. Each time I try to find a way to feel relaxed.

(3) Strategy combinations: All the participants in this study decided to implement the targeted listening strategies in combination with one another. Planning and monitoring strategies were frequently combined with selective attention strategies by twenty participants:

Özge, Sümeyye, Sara, Muhammed, Nurcihan, Mertcan: I determine what I need to pay special attention to in a listening text by reading all the materials in the response sheet, the instructions, questions, choices and visuals if there are any beforehand. I try to keep the end goal for each question in my mind as I listen. I do this for every listening task.

Aslıhan, Hatice, Sina, Sümeyye, Sara, Bahadır Alperen: Now I don't just stare blankly at the listening tasks in exams, I have a clear plan in my head. I know what I need to do before, during and after the task. I know what parts I need to pay special attention to. This training made me much more organized in terms of listening.

Şüheda: I think about why I am going to listen to a text before I start to listen. Then, the first time I listen, I focus on fulfilling my aims for this listening task. It is easier to do this as I have already identified these aims beforehand. The second time I listen, I merely concentrate on the parts that I missed and that are essential for the fulfillment of my aims.

Özge, Elnur, Sina, Sara, Sümeyye, Şüheda: I try to keep the end goal for each question in my mind as I listen. This helps a lot because I try to focus on achieving these goals while listening.

Evaluation and problem solving (inferencing and personal elaboration in particular) strategies were used in combination with person knowledge by four participants:

Hatice, Sümeyye: It motivates me a lot to write about my strengths and weaknesses as a language learner in this diary. This gives me a chance to evaluate myself privately while getting feedback from my teacher. It is also motivating to be able to use my own experience to help me better understand the text now. [Sümeyye] For instance, if the speakers are about to check in their luggage at the airport, I start thinking about my own experiences at the airport.

Özge, Hatice: It makes me really happy and confident to be able to make inferences just by examining and reading all the materials in the response sheet, the instructions, questions, choices and visuals if there are any.

Planning strategies were also used in combination with both elaboration and making predictions by three participants:

Muhammed: I formulate a listening plan in my mind before I start to listen based on the instructions and the questions on the response sheet. Then, I start making predictions. This helps me decipher the meaning of the text more efficiently.

Sina, Sümeyye: Before I start to listen, I now think of similar texts that I may have listened to. This helps me to guess what will probably come up in the listening.

Mental translation strategies were often used in combination with person knowledge and problem solving (chunking and inferencing in particular) strategies by twelve participants:

Muhammed: Cutting down on mental translation and realizing that it is impossible to know and understand every single word in the listening gave me enough time and energy to make inferences in general.

Nurcihan: When I mistranslate a word, I have a lot of trouble with understanding the entire utterance. This creates a lot of gaps in the overall meaning. Hence, it is really demoralizing.

Özge, Yasemin, Hüsna, Miray, Sümeyye, Alperen, Eyüphan, Muhammed, Şüheda, Mertcan: Since I don't waste my time or energy for verbatim translation any more, I now try to remember the important information of the oral text in chunks. I try to find the same or similar chunks in questions to answer the questions.

(4) Strategy modifications: Some participants decided to modify some of the targeted listening strategies instead of adopting them as they are. At the end of each listening task, the participants were advised to evaluate their own strategy use; i.e. ask themselves questions such as “Which strategies did I use?” “Which ones were more effective?” “Which ones should I use in the next similar listening task?” However, two of the participants found this too overwhelming and simplified the evaluation phase as follows:

Habibe, Sara: At the end of each listening task, I started asking myself how I had just listened and what I could do differently the next time. This helped me improve myself a lot. I started picking up the listening strategies that are more suitable for me.

Instead of dismissing mental translation altogether, eleven of the participants adapted it to their own context and limited the use of mental translation to the chunks or key words both in the questions and the oral text in the listening task:

Dilnigar, Nurcihan: I waste a lot of time trying to translate the text into Turkish. This is also mentally exhausting. But I am somehow under the impression that I won't understand anything at all if I stop translating. I will definitely try to cut down on translation though.

Elnur, Yasemin, Miray, Bahadır, Sümeyye, Sara, Eyüphan, Muhammed: I can never stop translating at least the key words in a listening text. Once I identify the key words in a text, I translate these into Turkish.

Mertcan: I often try to translate the meaningful chunks in the questions into Turkish. This can get quite tiring. I need to cut down on that. It is also making me miss important information in the text because I get hung up with the chunks that I can't translate literally.

Three participants simply stated that they modified their learning strategies thanks to this training without elaborating on what kind of modifications they have actually made:

Bahadır: Thanks to these listening dialogue-diaries, I noticed what I was doing wrong and tried to adjust my listening tactics. I have found some solutions for my frequent problems in these strategy checklists.

Aslıhan, Muhammed: I realized what I had been doing wrong when dealing with a listening task and changed this to make room for the new tactics that I tried and adopted throughout this training period.

One participant's strategy modification was particularly striking. Chunking was introduced as a problem solving strategy in general. Since the participants complained about focusing too much on the individual words in the oral text and failing to grasp the overall meaning of the utterances, they were advised to concentrate on meaningful chunks both in the questions and the oral text instead. A participant took this strategy one step further:

Yasemin: I now pay special attention to the chunks that express a twist during the flow of the conversation, for example "*this is all good, but...*"

(5) Strategy transfer was one of the most challenging parts of the training for nine participants as clearly indicated in the below extracts.

Özge, Elnur, Sina, Sara: Before I start to listen, I sometimes think of similar texts that I may have listened to. I try not to make the same mistakes.

Yasemin, Mertcan: I can't determine properly why I had difficulty in a particular listening task. Thus, I can't try to find a solution for the next similar task as I don't know the problem.

Hatice: Even if I ask myself how I have just listened at the end of a listening task, I can't seem to identify what went wrong and what I could do differently

the next time. Sometimes I am able to identify the problem and I know what I should do, but I still can't implement that in the next task.

Alperen, Şüheda: Before I start to listen, I can't remember the similar texts that I may have listened to. Therefore, I have trouble implementing similar strategies for similar tasks too. However, I can now evaluate my own strategy use after the listening task to a certain extent.

Since strategy transfer was a crucial step in the expansion stage of the strategy training sequence adopted in this current study, the participants were assigned to do additional practice on similar language tasks every weekend and report the results of their own strategy use in their listening diaries. This was specifically designed to facilitate strategy transfer. The participants were encouraged to try to implement the targeted strategies for each week on their own to see whether they can still remember them after class. They were also encouraged to evaluate their own strategy acquisition as they focus on both the frequency and variety of their own strategy use in each task. Despite these measures, twelve participants asserted that even if they understand the rationale for a certain strategy; know how to use it and implement it once or twice, they still had difficulty in transferring this to other similar listening tasks or using the targeted strategy consistently throughout the training period, which was eight weeks. This is repeatedly stated in the below extracts:

Özge, Aslıhan, Yasemin, Elnur, Bahadır, İbrahim, Hüsna, Hatice, Sina, Sümeyye, Sara: I try to adjust my interpretation once I realize it is not correct. But I can't do this as fast as I should for the time being. Sometimes, I can't do it at all because I keep missing out important information when I try to make inferences from the rest of the text so as to adjust my incorrect interpretations.

Sümeyye: Background noise sometimes makes me lose my concentration. But sometimes I can direct my total attention to what is being said and ignore the background noise.

Hatice, Şüheda: Even if I can identify the chunks in the questions, I can't sometimes find similar chunks in the listening text.

Özge, Aslıhan, Elnur, Yasemin, Hatice, Sina, Sümeyye, Sara, Şüheda, Mertcan: As I listen, I have tremendous difficulty in periodically asking myself whether I am satisfied with my level of comprehension or not. I keep missing out important information if I do this.

The third research question concerns the participants' attitudes towards the effectiveness of particular listening strategies as follows:

Research question 3: What are the participants' perceptions of how effective particular listening strategies are in improving their problem solving, planning and evaluation, mental translation, person knowledge, as well as directed and selective attention skills?

Hypothesis 3: If the explicit strategy instruction factors in learner preferences with regard to strategy choice and use, learners will improve their listening comprehension skills more easily and considerably.

The findings for the third research question are categorized into five overarching themes, namely (1) problem solving, (2) planning and evaluation, (3) mental translation, (4) person knowledge, (5) directed and selective attention strategies. Each overarching theme has both favorable and unfavorable strategies by the participants of this study. All of the below quotations from the participants related to the third research question and these five overarching themes were taken from the translations of learners' listening dialogue-diaries (For more comprehensive extracts, see Appendix 11).

To start with, the participants had favorable attitudes towards strategy training in general. In their listening diaries, all of them explicitly stated that they benefitted from the training to various different degrees. Three of them even asserted that strategy training should permanently be integrated with daily classroom instruction throughout the prep year:

Şüheda: This kind of dialogue diary should be part of daily instruction in prep school.

Alperen: I believe this training should be a compulsory part of each module in the prep school because the process was not emotionally abrasive. Especially diaries encouraged the introverted students like me to speak up and open our problems to dialogue.

Nurcihan: Seeing my progress in my listening diary motivated me to do more to improve my listening skills.

Hatice: I used to suffer from a lack of concentration and limited attention span. It definitely helped me address these attention problems to try to understand the logic for each strategy use and implement these in each listening task according

to the task type. I believe this training should be a compulsory part of each module in the prep school.

Despite having favorable attitudes towards strategy training in general, some students believed that certain listening strategies in the training were exceptionally useful for them while some other strategies proved less useful. There were quite a lot of commonalities regarding the participants' strategy choices. Thus, the explicit strategy instruction factored in the learners' preferences with regard to strategy choice since the participants were particularly encouraged to work on the listening strategies of their own choice.

Regarding (1) problem solving strategies, making deductions from what is already given on the response sheet of listening tasks was by far the most favorable strategy. It was easy to implement for the majority of the learners in the experimental group and sixteen participants drafted a listening plan and listened to the oral text in a more selective way thanks to this deduction strategy:

Özge, Elnur, Yasemin, İbrahim, Bahadır, Bahadır, Hüsna, Hatice, Sina, Sara, Sümeyye, Sara, Alperen, Muhammed, Şüheda, Mertcan: I find it so helpful to read the instructions and the questions of the listening task very carefully before I start to listen so that I can have a general idea of the topic, the relationships between the speakers and the context of the conversation.

Muhammed: I formulate a listening plan in my mind before I start to listen based on the instructions and the questions on the response sheet. This helps me decipher the meaning of the text more efficiently.

Özge, Sümeyye, Yasemin: I determine what I need to pay special attention to in a listening text by reading all the materials in the response sheet, the instructions, questions, choices and visuals if there are any. I try to keep the end goal for each question in my mind as I listen. This helps me to realize what I need to focus on to answer the questions.

Using inferencing skills to guess the meanings of the unknown words was the second most popular problem solving strategy. According to Vandergrift (1997, p. 393), inferencing is a problem solving strategy that encourages learners to use the information in the target oral text or conversational context to guess the meanings of unknown language items in a listening task. It can also be used to predict outcomes or to fill in information gaps. Vandergrift (1997, p. 393) also defines voice inferencing as using

tone of voice to guess the meaning of unknown words in an utterance. Between parts inferencing is a strategy to use “information beyond the local sentential level to guess at meaning” (Vandergrift, 1997, p. 393). Fourteen participants in this study mostly used linguistic inferencing, voice inferencing and between-parts inferencing:

Inferencing in general: Eyüphan: Thanks to inferencing strategies, I process what is being said in the listening text a lot faster. I am able to answer the questions both more effectively and faster.

Linguistic inferencing: Yasemin, Elnur, Hüsna, Sina, Sümeyye, Mertcan: It was really helpful to try to use the words I already know to guess the meaning of the words I don’t understand in an utterance. Now I know that every utterance has a context.

Linguistic inferencing: Özge, Hüsna, Hatice, Eyüphan, Şüheda, Miray, Sina, Sara: Before I start to listen, I now try to guess the part of speech that I will possibly need to fill in the blanks in the questions. I try to guess if it is a noun, adverb, adjective. Sometimes, I can even guess the exact word that I need in the blank. This strategy was particularly useful.

Linguistic inferencing combined with between parts inferencing: Miray, Sara: If I guess the meaning of a word, I think back to everything else that I have listened to so that I can check if my guess makes sense. This was especially helpful.

Between parts inferencing: Habibe: I look for the information gaps both in the questions and my own interpretation of the text. Then, I try to guess what can come to fill these gaps. When the speaker says “contest” and there is also information about “Math and History questions” I guess that this might be a knowledge contest.

Between parts inferencing: Habibe, Miray: If I don’t panic when I can’t understand something in the text, I can keep listening effectively. In this way, I feel that I can understand the rest of the text better because I don’t really feel anxious about the parts I haven’t understood. I can use the ones that I have understood to make guesses about the ones that I haven’t.

Between parts inferencing: Şüheda: I use the parts that I have actually understood to make guesses about the ones that I haven’t. This helps me answer the questions.

Voice inferencing: Hüsna, Hatice, Sara, Muhammed, Şüheda: I can use the speaker’s tone of voice to guess whether an unknown word can be negative or positive. This helps.

Elaboration was the third most preferred problem solving strategy among the participants of this experimental study. Vandergrift (1997, p. 393) defines elaboration as the ability to use your prior knowledge from outside the target oral text or conversational context and associate it with your knowledge acquired from the text or conversation so as to predict outcomes or fill in missing information. Nine participants took advantage of personal elaboration as well as world elaboration to help them better understand the text in a given listening task. Personal elaboration means falling back on your own prior experience personally while world elaboration means using your own knowledge about the world in general.

Aslıhan, Sümeyye, Sara: I use my own knowledge and experience to help me make predictions, check whether they are correct. In fact, I use my own existing knowledge to better understand the text now.

Sara: For example, if the listening text is about an animal, I think about what I already know about that animal. In this way, I can predict what I will need to listen for. In addition, I can combine what I know with what is said in the text. This helps me answer the questions more easily.

Hatice: I use my own experience to help me better understand the text now. For instance, if the speakers are about to check in their luggage at the airport, I start thinking about my own experiences at the airport. Being able to do this motivates me a lot.

Sina: Once I grasp the general idea of a listening text, I start anticipating the English words that I associate with that topic. In other words, I guess the words that I will listen for because I have some prior knowledge about it.

Muhammed: I often use my world knowledge to fill the gaps in my interpretation of the listening text.

İbrahim, Hüsna, Sara, Alperen: Comparing what I understand with what I know about the topic helps me a lot.

Despite the above mentioned effective implementations of problem solving strategies, adjusting their interpretation while listening once they realize that it is incorrect was harder, sometimes even impossible to implement for eleven participants in the experimental group:

Özge, Aslıhan, Yasemin, Elnur, Bahadır, İbrahim, Hüsna, Hatice, Sina, Sümeyye, Sara: I try to adjust my interpretation once I realize it is not correct. But I can't do this as fast as I should for the time being. Sometimes, I can't do it

at all because I keep missing out important information when I try to make inferences from the rest of the text so as to adjust my incorrect interpretations.

Regarding (2) planning and evaluation strategies, fifteen participants stated that they were able to implement planning and monitoring strategies effectively. Thirteen participants also repeatedly asserted in their post listening evaluation checklists (Appendix 1.B Adapted version of Goh's post listening evaluation checklists) that having a clear mental plan for how they are going to listen increased their self-confidence:

Yasemin, Alperen, Nurcihan, Mertcan, Hüsna, Aslıhan, Hatice, Sümeyye, Eyüphan, Sina, Muhammed, Özge, Dilnigar: Filling in this form [Post listening checklists] helped me form a mental plan for how I am going to listen. Now I know what to do, I feel much more confident.

Aslıhan, Hatice, Sina, Sümeyye, Sara, Bahadır Alperen: Now I don't just stare blankly at the listening tasks in exams, I have a clear plan in my head. I know what I need to do before, during and after the task. I know what parts I need to pay special attention to. This training made me much more organized in terms of listening.

As another planning strategy, five participants contended that they think of similar texts that they may have listened to before each listening task:

Özge, Elnur, Hatice, Sina, Sara: Before I start to listen, I now think of similar texts that I may have listened to. I try not to make the same mistakes. I remember how to tell someone exact dates, phone numbers or the time for instance. I remember what a waiter usually says to greet the customers in a restaurant. Sina: This helps me to guess what will probably come up in the listening.

Monitoring their own comprehension while keeping the end goal for each question in mind was another widely preferred listening strategy among six participants:

Özge, Elnur, Sina, Sara, Sümeyye, Şüheda: I try to keep the end goal for each question in my mind as I listen. This helps a lot because I try to focus on achieving these goals while listening.

Evaluating their own strategy use was also deemed an especially useful strategy by seven participants at the end of listening tasks:

Habibe: At the end of each listening task, I started asking myself how I had just listened and what I could do differently the next time. This helped me improve myself a lot.

Aslıhan: I started trying to identify the learning strategies that I used to complete a listening task successfully. I pay special attention to this now so that I can remember to use them the next time.

Dilnigar, Hüsna, Sara, Alperen, Eyüphan: I can now evaluate my own strategy use after the listening task to a certain extent. I use some of the strategies I like. I don't know whether this is enough though.

Summarization was also a preferred strategy by three participants after each listening task:

Aslıhan, Habibe, Alperen: It was a great strategy to make a mental summary of language and information presented in a listening task. Now I try to remember the key points of an oral text and get everything organized so that I can answer the questions.

Despite these, some planning and evaluation strategies proved rather challenging to implement for the majority of the participants in this study. For instance, checking their level of comprehension periodically while listening was definitely difficult for ten participants:

Özge, Aslıhan, Elnur, Yasemin, Hatice, Sina, Sümeyye, Sara, Şüheda, Mertcan: As I listen, I have tremendous difficulty in periodically asking myself whether I am satisfied with my level of comprehension or not. I keep missing out important information if I do this.

Four participants also had problems with evaluating their own strategy use at the end of listening tasks:

Özge, Elnur, Yasemin, Mertcan: I can't determine properly why I had difficulty in a particular listening task. Thus, I can't try to find a solution for the next similar task as I don't know the problem.

Regarding (3) mental translation strategies, fourteen participants agreed that verbatim mental translation was quite exhausting especially while listening and stopping this was actually a relief:

Özge, Yasemin, Hüsna, Miray, Sümeyye, Alperen, Nurcihan, Şüheda, Mertcan: I used to try to translate word by word in my mind as I listened. I stopped doing this. Now, I don't waste my time or energy for verbatim translation.

Eyüphan, Muhammed: I stopped wasting my time and energy for mental translation during listening. It is impossible to know and remember the Turkish equivalent of every word in the listening text anyway.

Elnur, Sümeyye, Sara: I used to miss important information just because I was trying to translate everything. It was a relief to stop doing this.

Habibe: The questions are prepared in English and the oral texts are also in English. I don't see the point in translating into Turkish under these circumstances. If I translate what I understand from the text into Turkish, I will have to translate it back to English while I am trying to answer the questions. This can get quite exhausting. This training made me notice that I don't need to do this to complete the task successfully.

Although most participants agreed that they should stop or cut down on mental translation, eleven participants also maintained that it is totally impossible for them to stop translating at least the key words or chunks as this is an indispensable part of their comprehension process:

Elnur, Yasemin, Miray, Bahadır, Sümeyye, Sara, Eyüphan: I can never stop translating at least the key words in a listening text. Once I identify the key words in a text, I translate these into Turkish.

Aslıhan, Özge: I have difficulty in representing the English words in my mind without translating them into Turkish first. I will try to translate less from now on though.

Dilnigar: I feel the urge to translate the chunks in the text especially when I can't understand what they mean. Then, I try to answer the questions.

Habibe: We used to translate every single text in our text book into Turkish at high school. It is like an annoying habit I can't seem to give up. It makes me obsess over the Turkish equivalent of a single word and miss important information from the text.

(4) Person knowledge was one of the major strategy categorizations in the training. This knowledge includes students' own beliefs about their self-efficacy to arrange and manage the resources for successful learning outcomes and to retain the effort. It also involves their beliefs about their own capability to attain certain learning

goals for listening skills. The interactive format of listening dialogue-diaries was regarded quite motivating by five participants in the study:

Elnur: Expressing the difficulties that I have been experiencing in a written format in this diary helped me a lot because I refrain myself in the classroom. Getting your comments and advice was also extremely useful. This entire process helped me decide what I needed to do next to improve my listening skills.

Hatice, Sümeyye: It motivates me a lot to write about my strengths and weaknesses as a language learner in this diary. This gives me a chance to evaluate myself privately while getting feedback from my teacher. I also feel that she is interested in what I have to say. This makes me exceptionally happy too.

Şüheda: Listening tasks don't scare me anymore. My listening diary took all of my fears away. In fact, I started to believe that listening activities can even be fun for me. This kind of dialogue diary should be part of daily instruction in prep school.

Nurcihan: Seeing my progress in my listening diary motivated me to do more to improve my listening skills.

Ten participants also stated that taking part in a leisure activity conducted in English not only increased their self confidence in their listening and language learning abilities but also made them more interested in learning the language itself:

Özge, Elnur, Bahadır, Sümeyye, Sara, Muhammed: When I understand some of the conversations in English in TV shows and movies, this motivates me highly. I am happy that I can also understand what so many other people in the world can understand. I started believing in myself more.

Sümeyye: Doing something in English outside the classroom made me more interested in learning this language.

Muhammed: Some English words started sounding more and more familiar after I started watching English TV shows and playing English computer games in my free time.

Aslıhan, Miray: When I talk to a foreigner in English or watch an English TV show, my self-confidence increases substantially. I also learn how to pronounce the English words properly when I do these.

Sina, Sara: When I do anything in English outside the class, it doesn't matter what, this makes me extremely happy. It motivates me a lot.

Eyüphan: Now I am able to understand the instructions in many computer games. This gave me a lot of self-confidence.

Having a repertoire of listening strategies, including predicting, between parts inferencing, chunking etc. at their disposal also boosted six participants' self-efficacy beliefs about their listening skills in general:

Dilnigar: Being able to make predictions about the listening text motivates me a lot. Especially when I check if my predictions are correct while listening the text and find the right answers in this way.

Habibe, Miray: If I don't panic when I can't understand something in the text, I can keep listening effectively. In this way, I feel that I can understand the rest of the text better because I don't really feel anxious about the parts I haven't understood. I can use the ones that I have understood to make guesses about the ones that I haven't.

Hüsna: Now I feel confident enough not to give up when I have difficulty in understanding something in the listening. The fact that I can make predictions encourages me not to give up.

Özge, Hatice: It makes me really happy and confident to be able to make inferences just by examining and reading all the materials in the response sheet, the instructions, questions, choices and visuals if there are any.

The participants mostly had individual reasons for their lack of confidence in their listening abilities. Some of these reasons had a lot to do with the fact that listening comprehension needs to occur in real time, as pointed out by four participants:

Aslıhan, Sümeyye: I get really demoralized when I realize my interpretations are not correct. I automatically want to restart the text without trying to focus on the rest of it.

Alperen: I get so nervous when the person in the listening speaks faster than usual. This guarantees that I won't understand anything at all.

Nurcihan: The plain fact that I will have to answer the questions in real time as I listen stresses me a lot. I lose my concentration as I fear deeply that I will miss an answer. I focus on hearing individual words and when I do this, I can't understand the general meaning of utterances.

Pronunciation was the biggest obstacle for seven participants. Not knowing the mainstream pronunciation of the words in the listening demoralizes them while two of them complained about connected speech:

Özge, Elnur, Dilnigar, Sara, Mertcan: Even if I know the meaning and the spelling of a word in listening, I can't sometimes recognize this word because I don't know how it is pronounced. I think this is my biggest problem. This demoralizes me a lot.

Yasemin: Since I don't know how certain words are pronounced in English, I often miss the key points of a listening text.

Sina: I feel as if everyone speaks in a hoarse voice in English. Their voices never sound clear to me. I guess this has something to do with the pronunciation of the words. They have some sounds that I have never heard in my life before. I should work on this.

Mertcan: I try to hear every single word as it is pronounced independently in an utterance. But sometimes, words are pronounced a bit differently when they form a sentence with other words. Now I know that.

Sümeyye: If I have trouble understanding an utterance due to the rules of connected speech, I often guess the individual words in that utterance. My guesses are often accurate. If not, now I am not scared to ask these because I know that even very simple words can sound quite different due to the rules of connected speech.

Regarding (5) directed and selective attention, six participants first identified their own distractors that made it hard or impossible for them to direct their attention to the listening tasks. Then, they figured out how they could eliminate them:

Elnur, Bahadır, Mertcan: I now put away all the things that may cause a distraction before I listen.

Sina: I used to complete the ESL Lab listening tasks on my mobile phone. But when I receive a notification, I lose my concentration. Thus, I decided to do these listening tasks on my computer. This was definitely more practical.

Sara: Even if I have an emotional problem that bothers me on the day of the listening task, I try to forget about it at least during the listening task. When I condition myself to do so, it actually works.

Yasemin: I realized that the notifications on my smart phone are a big distraction during the listening task. I should direct my total attention to the listening task to complete it successfully.

The participants were also asked to monitor themselves to see if they could notice quickly when they lost their concentration during the listening. Once they notice when they lose their concentration, four participants are usually able to recover it as soon as possible:

Sina, Sümeyye, Sara, Şüheda: I can get back on track easily once I realize that I am losing my concentration during listening. I can refocus quite fast actually.

Selective attention strategies of nine participants were revised and improved thanks to their newly-adopted predicting, world elaboration, planning and monitoring strategies. In other words, they were able to listen more selectively because they relied on their predicting, world elaboration, planning and monitoring strategies:

Özge, Sümeyye, Sara, Muhammed, Nurcihan, Mertcan: I determine what I need to pay special attention to in a listening text by reading all the materials in the response sheet, the instructions, questions, choices and visuals if there are any. I try to keep the end goal for each question in my mind as I listen.

Sina: Once I grasp the general idea of a listening text, I start anticipating the English words that I associate with that topic. In other words, I guess the words that I will listen for because I have some prior knowledge about it.

Özge, Elnur, Sina: I try to keep the end goal for each question in my mind as I listen. This helps a lot because I try to focus on achieving these goals while listening.

Şüheda: I think about why I am going to listen to a text before I start to listen. Then, the first time I listen, I focus on fulfilling my aims for this listening task. It is easier to do this as I have already identified these aims beforehand. The second time I listen, I merely concentrate on the parts that I missed and that are essential for the fulfillment of my aims.

As for the negative aspects of directed and selective attention strategies, six learners found it really hard to recover their concentration during the listening even if they could notice when their minds wandered off. However, they were often able to identify their own distractors:

Hatice: When I realize I did something wrong, I panic immediately. I get confused and lose my concentration and find it really hard to refocus on what is being said.

Sümeyye: Background noise sometimes makes me lose my concentration. It makes it more difficult to concentrate on what is being said.

Mertcan: When I lose my concentration, I have difficulty in making informed guesses for the parts that I have missed because I also miss the key words.

Elnur, Miray: I can't easily recover my concentration when my mind wanders off.

Elnur: I usually worry a lot about the distractors around me, i.e. outside noise, my classmate chatting behind me during the listening task etc.

Özge: I can't seem to get back on track easily after I lose my concentration during listening. It is particularly harder for me to focus on the rest of the text after I miss something.

CHAPTER 5. DISCUSSION AND CONCLUSION

5.1 Discussion

The findings of this current experimental study will be thoroughly discussed in relation to previous studies in this chapter. The main aims of this study was to explore (1) if explicit strategy-based instruction helps improve the listening comprehension proficiency of Turkish elementary EFL learners, (2) how the learners' existing listening strategies improve in the course of interacting with widely acclaimed listening strategies explicitly over the training period, (3) what the participants' perceptions of how effective particular listening strategies are in improving their problem solving, planning and evaluation, mental translation, person knowledge, as well as directed and selective attention skills.

The results of the study revealed that eight weeks of explicit listening strategy instruction was actually effective in improving the participants' general English listening comprehension levels and listening skills. In fact, the participants in the experimental group outperformed the participants in the control group in terms of both metacognitive awareness and listening performance. This finding is particularly consistent with the results of many previous studies (Wenden, 1983; Oxford, 1990a; Thompson & Rubin, 1996; Vandergrift, 2004; Seo, 2005; Odacı, 2006; Macaro, 2006; Chen, 2009; Coşkun, 2010; Rahimi & Katal, 2013; Ngo, 2016; Lotfi, Maftoon & Birjandi, 2016; Duman, 2019).

Various different factors may have contributed to the effectiveness of the explicit strategy instruction in this study. The fact that intensive strategy training sessions were followed by explicit strategy instruction which was integrated into daily classroom teaching of the listening skill can be one of the main reasons for the positive results. Extending strategy training to learners' daily listening lessons provided practice exercises in different content areas, which in turn eases strategy transfer, as mentioned in part 2.3.3 of this study.

All training sessions were guided by the researcher who also teaches the other skills in the same class regularly. This may have contributed to the effectiveness of

strategy training since the participants already had a good rapport with the researcher, which encouraged them to adopt a favorable attitude towards the strategy training in general.

The proficiency level of the participants was also especially relevant because research (Chen, 2009; Ngo, 2016) shows that low proficiency level learners are expected to benefit from explicit strategy instruction to a greater extent as more advanced learners can often compensate for their lack of strategy use with higher linguistic knowledge which, as Vandergrift (2007) asserts, is commonly assumed to play a greater role in listening comprehension.

Vandergrift (2003) also chose beginner elementary school and university contexts in France so as to train the learners in the use of prediction, planning, peer discussions, and post listening reflections that constituted the metacognitive strategies. The empirical evidence from Vandergrift's study (2003) also shows that the use of metacognitive strategies improves students' listening performance in beginner elementary school and university contexts.

O'Malley and Chamot's (1990, p. 158) sequence framework for learning strategy instruction involved five main steps, namely preparation, presentation, practice, evaluation and expansion. This sequence lent itself a lot better to the integrated strategy instruction adopted in this study. Besides the sequence framework, the listening dialogue-diaries increased learner reflection on the targeted listening strategies on a weekly basis, scaffolded the training with immediate and effective teacher feedback in addition to providing extra opportunities for smooth strategy transfer.

The use of digital education tools, namely Quizizz and Randall's Cyber Listening Lab, made both the materials of the training and the targeted strategy use quite accessible not only in class but also at home for all the participants in the experimental group. Thus, it was relatively easy for the participants to recycle the targeted listening strategies each week. This is also one of the most significant factors that contributed greatly to the effectiveness of the strategy training.

Even though there is extensive research into the prominent role of listening strategy training in improving listening comprehension, the number of studies that

actually explore the changes in learners' strategy use and listening comprehension proficiency caused by strategy instruction is really limited. Thus, the second aim of this study was to explore these changes. The findings from Ngo (2016, p. 251) corroborate the results of this study in the participants' general favorable attitudes towards listening strategy instruction. Furthermore, the participants of Ngo's study (2016) made progress in selective strategies (focusing on particular information), accuracy of listening task completion thanks to an improved sense of focus and purpose as well as more positive self-efficacy beliefs when attempting the listening tasks. Ngo (2016) also attributes the improvements in the participants' listening comprehension to their ability to implement an array of listening strategies based on the types of listening tasks required. All of these changes are quite consistent with the results of this study since having a repertoire of listening strategies at their disposal also boosted the participants' self-efficacy beliefs about their listening skills in general and they also made progress not only in directed and selective attention skills but also accuracy of listening task completion in this study.

Pertaining to the second aim of this study, several other changes were also reported. The participants decided to modify their conceptions of the listening skill in general as well as their existing learning strategies. They also decided to dismiss some of their existing strategies altogether, such as verbatim translation, while combining their newly acquired listening strategies quite frequently. According to Vandergrift (1997, p. 389) successful listeners use metacognitive strategies such as selective attention and comprehension monitoring, in addition to such cognitive strategies as elaboration and inferencing more frequently and in more effective combinations. Metacognitive strategies such as planning and monitoring were in fact more frequently combined with selective attention strategies by the participants of this study.

As for the third aim of this study regarding the perceived effectiveness of particular listening strategies by the participants, the majority of the participants particularly focused on such problem solving strategies as making deductions from what is already given on the response sheet of listening tasks, making predictions about the upcoming content, using their inferencing skills to guess the meanings of the unknown words, elaborating on what is said in the text using their personal experience and world knowledge. Siegel (2015, pp. 108-109) also obtained similar results as students reported

listening for details/key words and making predictions about upcoming content as well as inferencing and recognition of phrase and sentence relationship as the most useful strategies that they adopted throughout the training. However, in Siegel's study (2015) word boundary and connected speech activities were reported as the least useful ones. In this study, a lot of participants requested to get to know the rules of connected speech themselves since they asked a lot of relevant questions about such phonological phenomena as assimilations, elisions, intrusions etc. during listening lessons. Therefore, four participants in the experimental group commented on the usefulness of word boundary and connected speech activities in the training.

Another crucial aspect of the third aim is learner preferences. As a matter of fact, learner preferences are widely recognized as one of the main features of learning strategies. Ellis (1994, p.532-533) contends that strategy use can show considerable variation according to the type of task the learner is involved in and individual learner preferences. It was hypothesized in part 3.1 of this study that if the explicit strategy instruction factors in learner preferences with regard to strategy choice and use, learners will improve their listening comprehension skills more easily and considerably. Getting feedback from the learners in their listening dialogue-diaries throughout the training helped identify their favorable learning strategies. Thus, the number of listening tasks that lend themselves better to these learning strategies was increased. As a result, learners had more opportunities to practice implementing these strategies and could eventually transfer them to similar tasks.

The participants' perceptions of how effective particular listening strategies are in improving their problem solving, planning and evaluation, mental translation, person knowledge, as well as directed and selective attention skills also gave the training process focus and direction since two weeks were spared for each one of the three listening strategy categories, namely problem solving, planning and evaluation, directed and selective attention strategies, while only one week was spared for each one of the remaining two strategy categories, namely mental translation and person knowledge strategies. The participants in the intervention group believed that the listening strategies in the former strategy categorizations have wider and more practical applications for the development of their listening comprehension skills in general.

Another widely preferred strategy categorization was planning and evaluation in this experimental study. Recent studies which explore the differences in strategy use between effective and less effective listeners highlight the potential role of metacognitive strategies to enhance success in second language listening comprehension (O'Malley and Chamot, 1990; Vandergrift, 1997). Vandergrift (1999, p. 170) further asserts that metacognitive strategies are highly essential because they “oversee, regulate, or direct the language learning process”. These metacognitive strategies mainly involve planning, monitoring, and evaluating. The planning and evaluation strategies that were particularly favored by the participants of this study included having a clear mental plan for how learners are going to listen, thinking of similar texts that they may have listened to before each listening task, monitoring their own comprehension while keeping the end goal for each question in mind as well as making a mental summary of language and information presented in a listening task.

5.2 Conclusions and pedagogical implications

This study differentiates itself from the previous research in that digital education tools were used to encourage the participants in the intervention group to evaluate their own listening strategy use and ensure longer retention of the targeted strategies. The training framework was also reshaped based on the learners' feedback and individual preferences.

The conclusions are separately summarized for each research question as follows:

Research question one:

1. Eight weeks of explicit listening strategy instruction was effective in improving the participants' general English listening comprehension levels and listening skills in the intervention group. Even though the metacognitive awareness of the control group participants in terms of listening strategies didn't change in a statistically significant way during the course of these eight weeks, there was a meaningful increase in the three factors of MALQ, namely problem solving, mental translation, planning and evaluation for the experimental group. These findings suggest that there is a positive relationship between metacognitive listening awareness and listening performance. The

facts that intensive strategy instruction was integrated into daily classroom teaching and carried out by the participants' regular teacher may have contributed to a great extent to the effectiveness of the listening strategy instruction in this study. Digital education tools and the interactive format of listening dialogue-diaries may have also helped the participants recycle the targeted listening strategies more efficiently.

Despite outperforming the control group both in metacognitive awareness and listening comprehension in general, the results also reveal that experimental group participants' metacognitive awareness and perceived use of directed attention and person knowledge strategies have not actually improved in a statistically meaningful way during the training. This result is not actually surprising as only six participants contended that their self-confidence increased thanks to having a repertoire of listening strategies at their disposal while merely six participants reported being able to eliminate their own external and psychological distractors before each listening task and direct their attention to the task in their listening dialogue-diaries. In addition, recovering their attention once they get distracted during the listening was a significant problem for the majority of the participants in the experimental group even at the very end of the strategy training. As a result, it can be concluded that such strategy categorisations as directed attention and person knowledge that involve both psychological and socio affective factors can be more challenging to work on. Furthermore, the proficiency level of the students in this study was A1. Their self efficacy beliefs about their listening skills can become more positive as they get more proficient in the language over time.

Research question two:

1. Participants' conceptualization of listening skill and strategy use: Strategy training can change students' conceptualization of listening in general and their beliefs about how to improve their listening skills. It can demystify the micro skills and procedures involved in listening tasks. Thus, students and teachers can start focusing less on the outcomes of listening, i.e. answers to such comprehension questions as fill in the blanks or multiple choice. Instead, they can concentrate more on the actual operation of listening and aim to improve learners' micro skills and procedures. This may be a more efficient way to improve listening classes in general.

2. Dismissed strategies: Strategy training helps learners realize that some of their existing learning strategies may actually prove inefficient or of little use in their foreign language learning process. In order to facilitate effective strategy acquisition, they can consciously choose to dismiss these altogether if they want to.

2.a. Verbatim mental translation while listening: This strategy was abandoned by most of the participants on the grounds that it was mentally exhausting and it caused them to miss important information in the text.

2.b. High anxiety levels: The majority of the participants decided to devise their own strategies or adopt some of the targeted strategies in the training so as to lower their anxiety levels before, during and after the listening tasks. They also concluded that when they panic less, they tend to process the listening text faster and better.

3. Strategy combinations: The results indicate that learners implement listening strategies in combination with one another. According to Vandergrift (1997, p. 389) successful listeners use metacognitive strategies such as selective attention and comprehension monitoring, in addition to such cognitive strategies as elaboration and inferencing more frequently and in more effective combinations. Metacognitive strategies such as planning and monitoring were in fact more frequently combined with selective attention strategies by the participants of this study. However, none of the strategy combinations was in fact suggested by the teacher during the training. Learners decided on their own which strategies work best for them in combination with which strategies. Thus, it may be an effective training tactic to leave enough room for the learners to make their own strategy choices and combinations throughout the training period.

4. Strategy modifications: During strategy training, some participants decided to modify the targeted listening strategies instead of adopting them as they are. This was actually encouraged during the strategy training of this study because participants should be encouraged to become aware that these widely acclaimed learning strategies are by no means set in stone. The ultimate goal was to help them become more aware of their own learning process and provide them with a target listening strategy repertoire to

choose from. Therefore, when learners have the freedom to modify the targeted strategies at their own will based on their individual context, the strategy acquisition can be more effective.

5. Strategy transfer: Even though strong measures were taken to facilitate strategy transfer in this experimental study, many participants still had difficulty in transferring the targeted strategies to other similar listening tasks or using the targeted strategies consistently throughout the training period, which was eight weeks. Maybe, if strategy training is integrated into daily classroom instruction throughout the entire academic year, which was actually suggested by several participants in this study, strategy transfer can be more smooth and effective.

Research question three:

1. Problem solving strategies: Most learners were particularly interested in adopting problem solving strategies because problem solving strategies such as making deductions from what is already given on the response sheet of listening tasks, using their inferencing skills to guess the meanings of the unknown words, elaborating on what is said in the text using their personal experience and world knowledge can help them fill in the missing information in their ongoing interpretations of the target oral text. However, they had immense difficulty in adjusting their interpretations upon realizing that they are incorrect. Thanks to getting feedback from the learners throughout the training and identifying favorable learning strategies, the trainer can easily increase the number of listening tasks that lend themselves better to these learning strategies so that the learners can have more opportunities to practice implementing these strategies and can eventually transfer them to similar tasks. The trainer can also remodel the strategies that are harder to implement for most learners and/or encourage effective listeners in the class to model the targeted strategy for their classmates.

2. Planning and evaluation strategies: Having a clear mental plan for how learners are going to listen increases their self-confidence because they are aware of what they need to do before, during and after the task. When they think of similar texts that they may have listened to before each listening task, they are able to identify the

similarities between text types and remember common chunks that are often used in such texts or similar conversational contexts. Monitoring their own comprehension while keeping the end goal for each question in mind gives them purpose and direction while listening. This helps them listen to the targeted oral text more selectively. After the listening task, some students can make a mental summary of language and information presented in a listening task, which is great especially if the listening task is integrated with some other skills, writing, reading etc. This skill integration is a typical feature of such international tests as TOEFL and IELTS nowadays. Evaluating their own strategy use and checking their level of comprehension periodically while listening can prove challenging for some learners as these are higher order strategies commonly used by very effective listeners.

3. Mental Translation: Mental translation was definitely the most controversial issue which was vigorously debated among the participants of this study. Even though they unanimously agreed that it is mentally exhausting and it causes them to miss essential information in the target oral text since they get obsessed with the Turkish equivalents of the English words both in the response sheet and the oral text in the listening task, the majority of the learners also claimed that it is totally impossible for them to stop translating at least the key words or chunks as this is an indispensable part of their comprehension process. For some of them, it is a habit from their previous language learning experiences. However, I believe throughout the training process they were able to experience themselves how tiring and almost impossible verbatim mental translation during listening can be as this was modelled by the teacher several times and the participants also tried to do this out loud themselves.

4. Person knowledge: The interactive format of listening dialogue-diaries was widely regarded quite motivating by the participants in the study. Taking part in a leisure activity conducted in English not only increased their self confidence in their listening and language learning abilities but also made them more interested in learning the language itself. Having a repertoire of listening strategies at their disposal also boosted the participants' self-efficacy beliefs about their listening skills in general. All of these results point to the fact that understanding their own learning process makes the learners more confident in their capability to attain learning goals as they notice where

to start and what to work on next in order to improve a certain language skill. The ability and opportunity to use English for fun outside the class is also a crucial factor in improving their self-efficacy beliefs.

There were two main reasons for the participants' lack of self confidence in their listening abilities. The first one had a lot to do with the fact that listening comprehension needs to occur in real time. The second one was that the participants didn't know the mainstream pronunciation of the words in the listening as well as the rules of connected speech, which made the words unrecognizable in utterances in their opinions. The fact that the learners were actually able to identify what demoralized them the most during listening tasks as accurately as this shows that the strategy training mostly served its purpose. Raising their self-awareness about their weaknesses prompts the learners to seek and work towards solutions.

5. Directed and selective attention: The results of this study clearly demonstrate that identifying external distractors is the first and foremost step in improving directed attention during listening tasks. Once the learners were able to identify their own external distractors, they started working on eliminating them because such distractors as the notifications on their mobile phones, higher volume of the speakers in class, made it hard or impossible for them to direct their attention to the listening tasks at hand.

The participants were also encouraged to monitor themselves to see if they could notice quickly when they lost their concentration during listening tasks. Once they noticed when they lost their concentration, they were usually able to recover it as soon as possible. The participants, who couldn't recover their concentration even though they were aware that they got distracted, were at least able to identify their internal distractors; i.e. emotional distress, panic due to the fear of making mistakes and started working on them.

The participants were also able to listen more selectively because they relied on their predicting, world elaboration, planning and monitoring strategies. Once they started implementing these strategies, they actually noticed what they needed to listen for in each listening task. They also became more aware that they were not obliged to

comprehend everything in an oral text in order to complete a listening task successfully. This awareness can come as a welcome relief to most learners. In addition, the ability to listen selectively can provide them with much needed focus and sense of direction during most listening tasks.

There are some limitations of this study. First of all, even though strong measures were taken to facilitate strategy transfer, many participants still had difficulty in transferring the targeted strategies to other similar listening tasks or using the targeted strategies consistently throughout the training period, which was eight weeks. Secondly, this study merely focused on elementary level students even though data from various different proficiency levels may produce more comprehensive and reliable results. Furthermore, the duration of the training was eight weeks. However, learning strategy training throughout the entire prep school academic year may probably prove more useful to explore the effects of strategy instruction on the skills acquisition of the targeted foreign language.

As for the suggestions for further research, two colleagues from the same prep school where the study was conducted observed one of the listening lessons during the training. They were highly intrigued. Thus, they suggested that several professional development sessions can be arranged to train all the English instructors about teaching learning strategies. Thus, teacher training can possibly be an area for further strategy research. Another probable area of research could involve focusing on strategy instruction for the productive skills in foreign language learning contexts. Since the students have no or limited chance to improve their productive skills outside the classroom in such contexts, they can benefit from explicit strategy instruction to a great extent.

APPENDICES

APPENDIX 1

A. Goh's post listening self-report checklists (2010, p. 200)

Thinking about what you did during your listening lesson

You have just finished doing a listening comprehension activity. Read the statements below and think about how you listened. Draw a smiley face next to the statements to show what you think.

Yes 😊 No ☹️ Only a little 😊

a) Listening to my teacher or a recording

1. Before I began listening, my teacher told me what the listening text was going to be about.

That helped me to
 - guess what I am going to hear _____
 - listen out for the important words _____
 - understand the meaning of the text better _____
2. While I was listening, I paid very close attention to the passage. _____
3. When I couldn't hear clearly, I wanted to ask my teacher to
 - repeat part(s) of the passage _____
 - speak more slowly _____
 - to explain the word(s) I didn't understand _____

b) Listening to my classmates

1. Before we started the speaking-listening activity, I knew what we had to talk about.

That helped me to
 - guess what I am going to hear _____
 - listen out for the important words _____
 - understand my classmate's meaning better _____
2. While I was listening, I paid very close attention to what my classmates were saying. _____
3. When I couldn't hear clearly, I asked my classmates to
 - repeat part(s) of the passage _____
 - speak more slowly _____
 - to explain the word(s) I didn't understand _____

My reflection notes: _____

Figure 8.6: Postlistening evaluation checklist

B. Adapted version of Goh's post listening evaluation checklists used in this study

İngilizce dinlediğimi anlama dersi boyunca yaptıklarımı değerlendirme

Az önce bir İngilizce dinlediğini anlama aktivitesi bitirdiniz. Aşağıdaki ifadelerin yanına uygun emojileri koyarak nasıl dinlediğinize ilişkin kafanızda bir plan oluşturmaya çalışın lütfen.

😊Evet 😞Hayır

😞Bir nebze (Sadece biraz)

Öğretmenimin/arkadaşlarımın söylediklerini veya İngilizce bir parçayı dinleme

1. Dinlemeye başlamadan önce öğretmenimin söylediklerine veya elimdeki aktivite kâğıdındaki/sayfasındaki konu başlığına, açıklamalara ve/veya sorulara dayanarak parçanın ne hakkında olacağını biliyorum.

Bu benim:

- ne dinleyeceğimi tahmin edebilmemi sağlıyor. _____
- önemli sözcükleri belirleyip onlara odaklanarak dinlemememi sağlıyor. _____
- parçada ne söylendiğini daha iyi anlamamı sağlıyor. _____

2. Parçayı dinlerken:

- dikkatimi dağıtan şeylerden uzaklaşıp söylenenlere odaklandım. _____
- elimdeki sorulardan yola çıkarak parçadaki hangi bilgilere odaklanmam gerektiğini yani hedeflerimi aklımda tuttum. _____
- kelime kelime çeviri yapmaya çalışmadım. _____
- parçadaki anahtar sözcüklerden sonra gelen anlamlı kelime öbeklerine (örn. Never go to bed late) odaklanıp hedeflerim doğrultusunda bunları anlamaya çalıştım. _____
- anlamadığım kısımlar olduğunda moralimi bozmadan parçanın kalanına odaklandım. _____
- anlamakta çok zorlandığımda bir arkadaşımın veya öğretmenimden yardım rica ettim. _____

3. Parçayı dinledikten sonra:

- parçanın genelini ve/veya sadece anladığım bölümleri kullanarak anlamadıklarımın ilişkin çıkarımlar yaptım. _____
- parçayı anlamakta neden zorlandığımı sorgulayıp bir dahaki sefere bunu nasıl çözeceğimi düşündüm. _____
- doğru yerlere odaklanıp odaklanmadığımı düşünüp bir sonraki sefer nereye odaklanmam gerektiğini düşündüm. _____
- bu parça için en uygun dinleme stratejilerini kullanıp kullanmadığımı düşündüm, bir dahaki sefere benzer bir parçada kullanabileceğim stratejileri belirledim. _____

4. Bu değerlendirme formunu doldurmak ve nasıl dinleyeceğinize ilişkin kafanızda böyle bir plan oluşturmak motivasyonunuzu ve kendinize olan güveninizi nasıl

etkiledi?

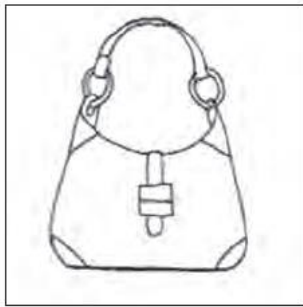
APPENDIX 2

Pearson Test of English (PTE) General for Listening Comprehension

PRE-TEST

Section 1: You have ten seconds to read each question. Listen and put a cross (X) in the box next to the correct answer, as in the example. You have ten seconds to choose the correct option.

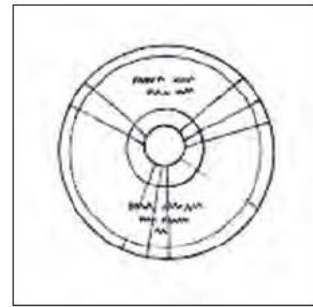
Example: What does Anna want to buy?



A



B



C

1. Where is the woman?



A



B



C

2. Which man is the bride's father?



A



B



C

3. Where was the book?



A

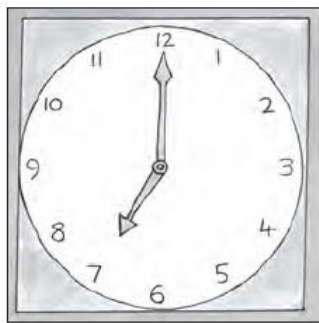


B

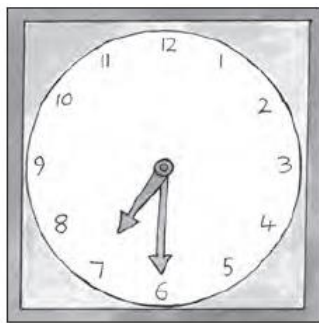


C

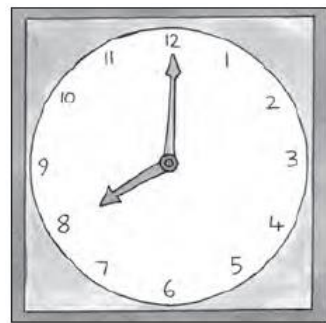
4. What time is the party going to start?



A



B



C

5. Which card did Fred send?



A



B

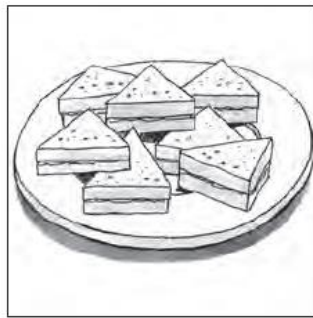


C

6. What does Andy need to get for the party?



A

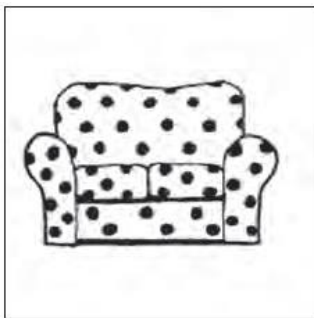


B



C

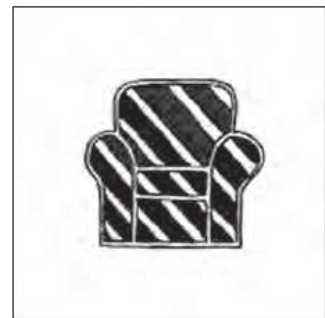
7. Which chair does she like?



A

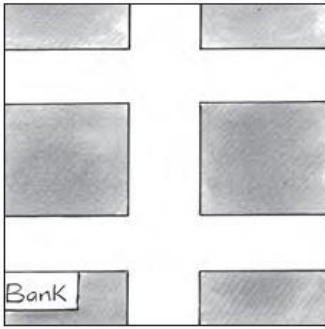


B

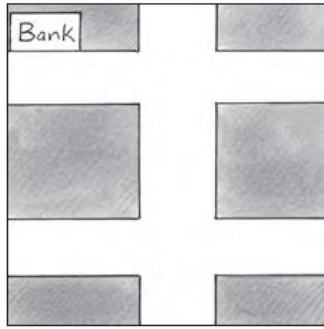


C

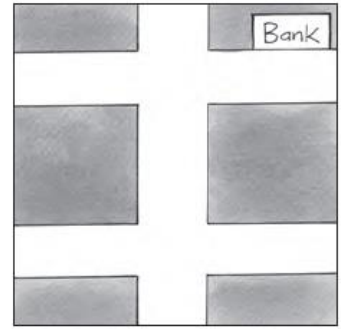
8. Which map shows the Bank?



A



B



C

9. Who is the speaker?



A

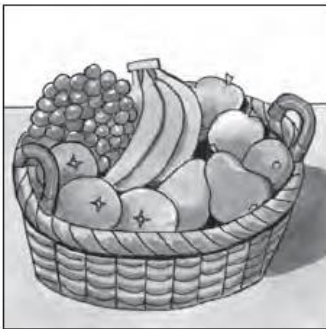


B



C

10. What are they going to send Eric?



A



B



C

Section 2

Questions 11-15: You will hear a supermarket announcement. First, read the notes below. Then listen and complete the notes with information from the announcement. You will hear the recording twice.

Example: Speaker's name: _____ Andy _____.

11. Now half price: _____.

12. Opposite the meat counter: _____.

13. Cost of cheapest cakes: _____.

14. Spend £50 and get a: _____.

15. Offers until: _____.

Questions 16-20: You will hear a recorded message. First, read the notes below. Then listen and complete the notes with information from the message. You will hear the recording twice.

Example: Call from: _____ Dave _____.

16. Problem with computer: _____.

17. Time to meet: _____.

18. Location of restaurant: _____.

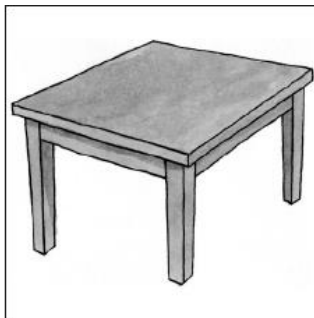
19. Name of restaurant: _____.

20. Phone back: _____.

POST-TEST

Section 1: You have ten seconds to read each question. Listen and put a cross (X) in the box next to the correct answer, as in the example. You have ten seconds to choose the correct option.

Example: Which table does she want?



A



B



C

1. How much money does the girl want to borrow?



A

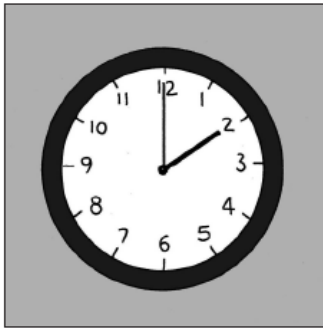


B

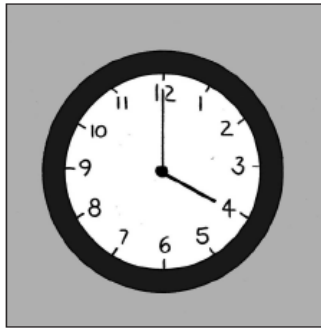


C

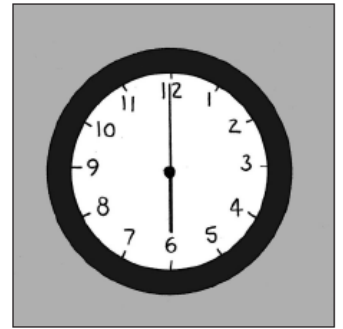
2. What time is the meeting?



A



B



C

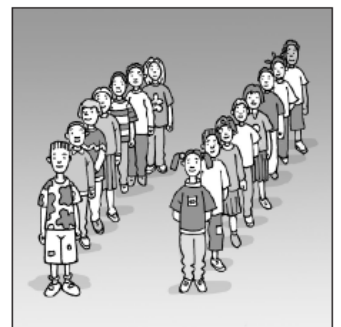
3. Which picture is correct?



A

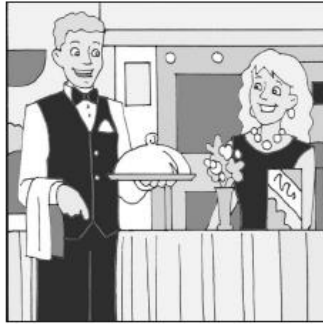


B



C

4. Where is the woman?



A



B



C

5. Which is the correct picture?



A



B

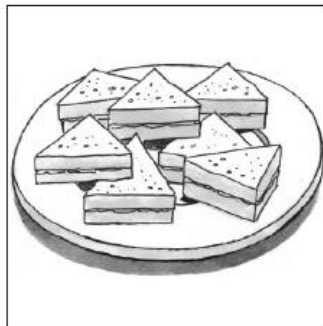


C

6. What does Andy need to get for the party?



A



B



C

7. How is the man going to the station?



A



B



C

8. Which is Lola?



A



B



C

9. What is the library's new number?



A



B

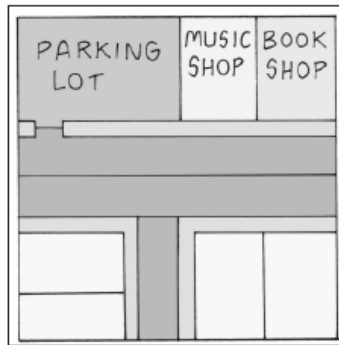


C

10. Which picture is correct?



A



B



C

Section 2

Questions 11-15: You will hear a phone message. First, read the notes below then listen and complete the notes with information from the phone message. You will hear the recording twice.

Example: First Name: _____ June _____.

11. Family Name: _____.

12. Country to Visit: _____.

13. Number of People: _____.

14. Length of Holiday: _____.

15. Phone Number: _____.

Questions 16-20: You will hear a recorded message. First, read the notes below then listen and complete the notes with information from the recorded message. You will hear the recording twice.

Example: Message for _____ Paul _____.

16. Day of party _____.

17. Date of party _____.

18. Time of party_____.

19. Address_____.

20. Phone number_____.

APPENDIX 3

Checklists of learning strategies for listening dialogue-diaries

HAFTA 1 VE 2: PROBLEM ÇÖZME STRATEJİLERİ

A. Aşağıdaki stratejilerden uygulayabildiklerinize ✓ uygulayamadıklarınıza X işareti koyunuz.

1. Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca bildiğim diğer sözcükleri kullanarak bilmediğim kelimenin anlamını çıkarabiliyorum.	
2. Bilmediğim bir kelime ile karşılaşınca konuşan kişilerin ses tonundan kelimenin olumlu mu yoksa olumsuz mu olduğunu anlayabiliyorum.	
3. Boşluk doldurmalı cevap gerektiren soruları olan bir parçayı dinlemeye başlamadan önce soruları okuyup boşluklara gelebilecek sözcük türünü; örneğin isim, sıfat, zarf, tahmin edebiliyorum.	
4. Parçanın genel olarak ne hakkında olduğunu kolayca anlamak için dinlemeye başlamadan önce cevaplamam gereken soruları ve açıklama kısmını okuyarak konuşan kişiler arasındaki ilişkiyi ve bağlamı kavrayabiliyorum.	
5. Dinlediğim parçanın arka planındaki çeşitli sesler (sokaktaki insanların konuşması, tren sesi vb.) bağlamdan çıkarım yapmamı kolaylaştırıyor ve beni gerçek hayata hazırlıyor.	
6. Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca parçanın ana fikrinden yola çıkarak kelimenin anlamını tahmin edebiliyorum.	
7. Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca kendi tecrübelerimi ve o konu hakkındaki genel bilgimi kullanarak sözcüğün anlamını tahmin edebiliyorum.	
8. Parçayı dinlerken o ana kadar dinlediklerimi doğru anlamadığımı fark ettiğimde dinlemeye devam ederek yanlış anladığım noktaları hızlı bir şekilde düzeltebiliyorum.	
9. Bilmediğim bir kelimenin anlamını tahmin ettiğimde yaptığım çıkarımın doğru veya yanlış olduğunu parçada dinlediğim diğer her şeyi göz önünde bulundurarak anlayabiliyorum.	
10. Parçayı dinlerken o ana kadar yaptığım çıkarımların doğru olup olmadığını anlamak için yaptığım çıkarımların halen dinlemekte olduğum parçanın kalanından anladıklarımla uyumlu olup olmadığını tespit edebiliyorum.	
11. Dinlerken parçadan anladıklarımı o konuya ilişkin zaten bildiğim şeylerle karşılaştırarak dinlediklerimi daha kolay anlayabiliyorum.	

- B.** Yukarıdaki stratejilerden hangilerini uygulamak sizin için daha faydalı oldu?
Neden?
- C.** Yukarıdaki stratejilerden hangilerini uygulamakta zorlandınız veya hiç uygulayamadınız? Neden?

HAFTA 3 VE 4: PLAN YAPMA VE DEĞERLENDİRME STRATEJİLERİ

- A.** Aşağıdaki stratejilerden uygulayabildiklerinize ✓ uygulayamadıklarınıza X işareti koyunuz.

1. İngilizce bir parçayı dinlemeye başlamadan önce nasıl dinleyeceğime ilişkin kafamda bir plan oluşturabiliyorum.	
2. Parçayı dinlemeye başlamadan önce cevaplamam gereken soruları ve açıklama kısmını dikkatle okuyorum.	
3. Parçayı dinlemeye başlamadan önce daha önce dinlediğim, dinleyeceğime benzer parçaları hatırlayabiliyorum.	
4. Parçayı dinlemeye başlamadan önce dinleyeceğim kişilerin kim olduğunu, nerede olduklarını ve ne hakkında konuşacaklarını sorulara ve açıklama kısmına bakarak tahmin edebiliyorum.	
5. Parçayı dinleyip cevaplarımı kontrol ettikten sonra nasıl dinlediğimi ve gelecek sefer neyi farklı yapabileceğimi düşünüyorum.	
6. Parçayı dinlerken belli aralıklarla kendime anlama düzeyimden memnun olup olmadığımı soruyorum.	
7. Parçayı dinlerken mutlaka neden dinlediğime ilişkin kafamda net bir hedefimin olması gerekir.	
8. Dinledikten sonra parçanın kilit noktalarını kolayca hatırlamak için parçada verilen bilgiyi ve kullanılan dili ana hatlarıyla zihnimde özetleyebiliyorum.	
9. Parçayı dinlemeden önce, dinlerken ve dinledikten sonra doğru stratejileri kullanıp kullanmadığımı dinleme bittikten sonra düşünüyorum.	
10. Parçayı dinledikten sonra parçayı anlamakta neden zorlandığımı sorgulayıp bir dahaki sefere bu sorunu nasıl çözebileceğimi düşünüyorum.	
11. Parçayı dinlemeden önce, dinlerken ve dinledikten sonra yeterli sayıda strateji kullanıp kullanmadığımı dinleme bittikten sonra düşünüyorum.	

- B.** Yukarıdaki stratejilerden hangilerini uygulamak sizin için daha faydalı oldu?
Neden?
- C.** Yukarıdaki stratejilerden hangilerini uygulamakta zorlandınız veya hiç uygulayamadınız? Neden?

HAFTA 5 : ZİHİNSEL ÇEVİRİ STRATEJİLERİ

A. Aşağıdaki stratejilerden uygulayabildiklerinize ✓ uygulayamadıklarınıza X işareti koyunuz.

1. İngilizce bir parçayı dinlerken bir taraftan da zihnimde duyduklarımı Türkçe'ye çevirmeye ÇALIŞMIYORUM.	
2. Parçayı dinlerken her duyduğum İngilizce kelimeyi Türkçe'ye çevirmek zihinsel olarak çok yorucu olduğu için parçanın genelinden ziyade sadece bir kaç sözcüğü anlamamı sağlar. Dolayısıyla bundan kaçınıyorum.	
3. Parçayı dinlerken anahtar kelimeleri Türkçe'ye çevirmeye ÇALIŞMIYORUM.	
4. Parçayı dinlerken anlamlı kelime öbeklerini (örneğin <i>never go to bed late</i>) Türkçe'ye çevirmeye ÇALIŞMIYORUM.	
5. Parçayı dinlerken anlamlı kelime öbeklerine (örneğin <i>never go to bed late</i>) odaklanıp dinlediğimi amaçlarım doğrultusunda anlamaya çalışıyorum.	
6. Çeviri yapmak zihinsel olarak çok yorucu bir eylem olduğu için parçanın genelini ve detaylarını anlamamı zorlaştırır. Dolayısıyla bundan kaçınıyorum.	
7. Parça içinde geçen kelimeleri tek tek veya anlam öbekleri halinde hiç Türkçe'ye çevirmeden de soruları doğru cevaplayabiliyorum.	
8. İngilizce bir parçayı dinlerken dikkatimi ve enerjimi çeviri yapmaya harcamıyorum. Bunun yerine soru köklerindeki anlam öbeklerini tespit edip bunları veya eş anlamlılarını parçada bulup anlamaya çalışıyorum.	

B. Yukarıdaki stratejilerden hangilerini uygulamak sizin için daha faydalı oldu? Neden?

C. Yukarıdaki stratejilerden hangilerini uygulamakta zorlandınız veya hiç uygulayamadınız? Neden?

HAFTA 6: ÖZ-YETERLİK STRATEJİLERİ

A. Aşağıdaki stratejilerden uygulayabildiklerinize ✓ uygulayamadıklarınıza X işareti koyunuz.

1. Dinlediğimi anlamamanın benim için aşılması imkânsız bir zorluk olduğunu kabullenmenin, İngilizce dinlediğimi anlama becerimi geliştirmeme engel olacağının farkındayım.	
2. İngilizce bir parçayı dinlerken sınıftaki diğer öğrencilerin dinlediğini benden daha iyi anladığını düşünerek kaygılanmıyorum.	
3. İngilizce bir parçayı dinlerken sınıftaki diğer öğrencilerin benden daha hızlı İngilizce öğrendiğini düşünerek kaygılanmıyorum.	
4. Dinlediğimi anlama becerimi geliştirmekte zorlandığım için bu düzeyde başarısız olmaktan korkmuyorum.	
5. İngilizce sözcüklerin telaffuzunu öğrenebileceğime inanıyorum.	
6. Dinlediğim parçayı anlama düzeyimi yükseltmek için ilk ve en önemli adım olarak bunu yapabileceğime inanıyorum.	

7. Parçanın ana fikrini anlamam için içinde geçen sözcüklerin hepsinin anlamını ve telaffuzunu bilmeme gerek OLMADIĞININ farkındayım.	
8. Bana verilen soruları doğru cevaplamam için parçada geçen sözcüklerin hepsinin anlamını ve telaffuzunu bilmeme gerek OLMADIĞININ farkındayım.	
9. Parçada konuşan kişilerin kendine özgü aksanları (İskoç veya Hint aksanı gibi) varsa bu parçanın beni gerçek hayata hazırladığına ve aksan ne olursa olsun anlamaya çalışmaktan vazgeçmemem gerektiğine inanırım.	
10. Dinlediğim parçanın arka planında çeşitli sesler varsa (Otobüs sesi, lobide bekleyen insanların konuşması vb.) bu parçanın beni gerçek hayata hazırladığını düşünürüm ve arka plan seslerinden konuşan kişilerin bulunduğunu mekânı tahmin ederim.	
11. Dinlediğim parçadaki ses duyulamayacak kadar düşük veya kulağımı rahatsız edecek derecede yüksek değilse dinlediğimi anlayacağıma ilişkin inancımı yitirmem.	
12. Mümkün olduğunca İngilizce dizi, film vb. izlerim ve anlamaya başlayınca kendime olan güvenim artar.	
13. İngilizce oyun oynarım, sesli talimatları anlamaya başlayınca kendime olan güvenim artar.	
14. Yabancı birileriyle veya sınıf arkadaşlarımla İngilizce konuşurum, dediklerini anlayınca kendime olan güvenim artar.	
15. Dinlediğim parçayı kendi başıma anlamakta zorlandığımda öğretmenimden anlayamadığım bölümü tekrar dinletmesini, gerekirse kullanılan dili örneklerle açıklamasını rica ederim.	
16. Dinlediğim parçayı kendi başıma anlamakta zorlandığımda cevaplarımı sınıf arkadaşlarımdan benden daha iyi anladığını düşündüğüm bir tanesinin cevaplarıyla karşılaştırıp anlamadığım bölümleri açıklamasını rica ederim.	
17. Dinlediğim parçayı kendi başıma anlamakta zorlandığımda neden anlamakta zorlandığımı sorgular, problemin çözümüne ilişkin online kaynaklardan destek alırım.	
18. Parçayı dinlemeye başlar başlamaz geriliyorsam ve anlamayacağım kesinmiş gibi hissediyorsam derin bir nefes alır ve kendimi rahat hissettiğim bir ortamda hayal ederim.	
19. Parçayı dinlemeye başlar başlamaz geriliyorsam ve anlamayacağım kesinmiş gibi hissediyorsam parçanın anlamakta zorlandığım bölümlerinde vazgeçmeyip anladığım kadarı üzerinden çıkarım yaparım.	
20. Parçayı dinlemeye başlar başlamaz geriliyorsam ve anlamayacağım kesinmiş gibi hissediyorsam bu endişemi öğretmenim veya bir arkadaşım ile paylaşıp onların bana duygusal destek vermelerini sağlarım.	
21. Parçayı dinlemeye başlar başlamaz geriliyorsam ve anlamayacağım kesinmiş gibi hissediyorsam kendime bu kez başarabilirim diyerek motivasyonumu arttırırım.	

B. Yukarıdaki stratejilerden hangilerini uygulamak sizin için daha faydalı oldu?
Neden?

- C. Yukarıdaki stratejilerden hangilerini uygulamakta zorlandınız veya hiç uygulayamadınız? Neden?

HAFTA 7 VE 8: DİKKATTE SEÇİCİLİK STRATEJİLERİ

- A. Aşağıdaki stratejilerden uygulayabildiklerinize ✓ uygulayamadıklarınıza X işareti koyunuz.

1. İngilizce bir parçayı dikkatim dağıldığı için anlamakta zorlanmaya başlayınca dinlediklerime daha fazla odaklanmaya çalışıyorum.	
2. Parçayı dinlemeye başlamadan önce dinlerken dikkatimin dağılmaması için cep telefonumu bildirim, arama veya mesaj uyarılarını göremeyip, sesini de duyamayacağım bir yere koyuyorum.	
3. Parçayı dinlemeye başlamadan önce dinlerken dikkatimin dağılmaması için dikkatimi dağıtma ihtimali olan başka nesnelere veya kişileri (örneğin küçük kardeşim) kendimden uzaklaştırıyorum.	
4. Parçayı dinlemeye başlamadan önce dinlerken dikkatimin dağılmaması için sınıfa sık sık girip çıkma ihtimali olan arkadaşımı uyarıyorum, pencerenin açık olması dikkatimi dağıtıyorsa kapatıyorum.	
5. Parçayı dinlemeye başlamadan önce dinlerken dikkatimin dağılmaması için o sıralar beni üzen duygusal veya maddi bir sıkıntım varsa dinlemeye başlamadan derin bir nefes alıp zihnimi boşaltmaya çalışıyorum.	
6. Parçayı dinlerken dikkatimin dağılmaya başladığını fark ettiğimde hızla parçaya tekrar odaklanıp, kaçırdığım yerler ile ilgili de tahmin yürütüyorum.	
7. Parçayı dinlerken İngilizce 'de anlam yüklü olan içerik sözcüklerine (content words, i.e. wake up, city centre) işlevsel sözcüklerden (function words, i.e. am, is, are, do, does) daha fazla odaklanıyorum.	
8. Parçayı dinlerken tek tek sözcükler yerine anlam öbeklerine (chunks, i.e. get up early every morning) odaklanıyorum.	
9. Parçayı dinlemeye başlamadan soruları güzelce okuyup parçada nerelere daha fazla odaklanmam gerektiğine karar veriyorum.	
10. İngilizce bir cümleyi dinlediğimde bağlantılı konuşma kurallarından (ulama, sözcüklerin konuşmada kısaltılması vb.) dolayı cümlede geçen sözcükleri anlamadığımda öğretmenimden bu kuralların en temel olanlarını örneklerle açıklamasını rica eder, dinlediğim parçalarda bunlara örnekler bulmaya çalışarak alıştırmayı yaparım.	
11. İngilizce bir cümleyi dinlediğimde bağlantılı konuşma kurallarından (ulama, sözcüklerin konuşmada kısaltılması vb.) dolayı cümlede geçen sözcükleri anlamadığımda sınıfta veya dinleme parçalarında duyduğum cümlelerde kaçır sözcük olduğunu tespit etmeye çalışırım.	
12. İngilizce bir cümleyi dinlediğimde bağlantılı konuşma kurallarından (ulama, sözcüklerin konuşmada kısaltılması vb.) dolayı cümlede geçen sözcükleri anlamadığımda İngilizce'de sık kullanılan sözcüklerin telaffuzuna sınıfta daha çok dikkat eder, telaffuzlarını unuttukça sesli sözlükten tekrar dinlerim.	
13. Duyduğumu anlamakta zorlanınca dinlemeyi ve anlamaya çalışmayı BIRAKMIYORUM.	

14. Parçayı dinlerken dağılan dikkatimi toplamak benim elimdedir, istersem tekrar odaklanıp sorulan sorulara doğru cevaplar verebiliyorum.	
15. Parçayı dinlemeye başlamadan önce sorulan soruları ve bana verilen dinleme talimatlarını inceleyerek parçada özellikle odaklanmam gereken anahtar sözcükleri belirleyebiliyorum.	
16. Parçada geçen anahtar sözcüklerden sonra gelen anlam öbeklerine (chunk, i.e. get up early every morning) özellikle odaklanabiliyorum.	
17. Parçayı dinledikten sonra doğru yerlere odaklanıp odaklanmadığımı düşünüp bir sonraki sefer neyi farklı yapmam gerektiğini anlamaya çalışıyorum.	

B. Yukarıdaki stratejilerden hangilerini uygulamak sizin için daha faydalı oldu? Neden?

C. Yukarıdaki stratejilerden hangilerini uygulamakta zorlandınız veya hiç uygulayamadınız? Neden?

APPENDIX 4

Weekly Listening Task List from Randall's ESL Cyber Listening Lab

WEEK	IN CLASS	AT HOME
1 and 2: Problem solving strategies	Task 1: Introductions https://www.esl-lab.com/basic-english/introductions/ Task 2: Names: Meeting new people https://www.esl-lab.com/basic-english/names/ Task 3: Making friends https://www.esl-lab.com/basic-english/making-friends/ Task 4: Conversation starters https://www.esl-lab.com/basic-english/conversation-starters/ Task 5: Hobbies https://www.esl-lab.com/basic-english/hobbies/ Task 6: Nice to meet you! https://www.esl-lab.com/easy/introductions/	Task 7: Holiday party https://www.esl-lab.com/basic-english/holiday-party/ Task 8: New clothing https://www.esl-lab.com/basic-english/new-clothing/ Task 9: Campus housing https://www.esl-lab.com/basic-english/campus-housing/ Task 10: Clothing and fashion https://www.esl-lab.com/basic-english/clothing-and-fashion/
3 and 4: Planning and evaluation strategies	Task 1: Calendars and dates https://www.esl-lab.com/basic-english/calendars/ Task 2: Telling time https://www.esl-lab.com/basic-english/telling-time/ Task 3: Phone numbers https://www.esl-lab.com/basic-english/phone-numbers/	Task 7: Hotel reservations https://www.esl-lab.com/easy/hotel-reservations/ Task 8: Party invitations https://www.esl-lab.com/easy/party-invitations/ Task 9: Party time! https://www.esl-lab.com/easy/party-time/

	<p>Task 4: Telephone conversations https://www.esl-lab.com/basic-english/telephone-conversations/</p> <p>Task 5: Student living https://www.esl-lab.com/basic-english/student-living/</p> <p>Task 6: Daily schedule https://www.esl-lab.com/easy/daily-schedule/</p>	<p>Task 10: School schedule https://www.esl-lab.com//basic-english/school-schedule/</p>
5: Mental translation strategies	<p>Task 1: Airplane trips https://www.esl-lab.com/basic-english/airplane-trips/</p> <p>Task 2: Bus travel https://www.esl-lab.com/basic-english/bus-travel/</p> <p>Task 3: Finding hotels https://www.esl-lab.com//basic-english/finding-hotels/</p>	<p>Task 4: Shopping and prices https://www.esl-lab.com/basic-english/shopping-and-prices/</p> <p>Task 5: Train trip planning https://www.esl-lab.com/basic-english/train-trip-planning/</p>
6: Person knowledge strategies	<p>Task 1: Part time jobs https://www.esl-lab.com/basic-english/part-time-jobs/</p> <p>Task 2: Personal profile https://www.esl-lab.com/easy/personal-profile/</p> <p>Task 3: Social media web sites https://www.esl-lab.com/easy/social-media/</p>	<p>Task 4: Job Search 1 https://www.esl-lab.com/basic-english/job-search-1/</p> <p>Task 5: Job search 2 https://www.esl-lab.com/basic-english/job-search-2/</p>
7 and 8: Directed attention strategies	<p>Task 1: Directions around town 1 https://www.esl-lab.com/basic-english/directions-1/</p> <p>Task 2: Directions around town2 https://www.esl-lab.com/basic-english/directions-2/</p> <p>Task 3: Directions around town 3 https://www.esl-lab.com/basic-english/directions-3/</p> <p>Task 4: Sightseeing tours around town https://www.esl-lab.com/easy/sightseeing-tours/</p> <p>Task 5: Heavenly pies restaurant https://www.esl-lab.com/easy/pie-restaurant/</p> <p>Task 6: Snack time https://www.esl-lab.com/easy/snack-time/</p>	<p>Task 7: Shopping for the day https://www.esl-lab.com/easy/snack-time/</p> <p>Task 8: A fun day https://www.esl-lab.com/easy/family-recreation/</p> <p>Task 9: Spending money https://www.esl-lab.com/easy/spending-money/</p> <p>Task 10: Family activities https://www.esl-lab.com/easy/family-activities/</p>

APPENDIX 5

A. Links for Quizizz interactive game formats of strategy evaluation

Main Link: https://quizizz.com/admin Account e-mail: nalan.bozoglu@fsm.edu.tr
1. ve 2. HAFTA: Problem Çözme Stratejileri https://quizizz.com/admin/quiz/5d4abaadf7b5f5001cdacef0/hafta-1-2-problem-cozme-stratejileri
3. ve 4. HAFTA: Plan Yapma ve Değerlendirme Stratejileri https://quizizz.com/admin/quiz/5d4bd731da83bb001aabf450/hafta-3-4-plan-yapma-ve-deerlendirme-stratejileri
5. HAFTA: Zihinsel Çeviri Stratejileri https://quizizz.com/admin/quiz/5d4d3625209d78001aeb6a0d/5-hafta-zihinsel-ceviri-stratejileri
6. HAFTA: Öz-yeterlik Stratejileri https://quizizz.com/admin/quiz/5d4d42c4209d78001aeb91c7/hafta-6-oz-yeterlik-stratejileri
7. ve 8. HAFTA: Dikkatte Seçicilik Stratejileri https://quizizz.com/admin/quiz/5d4d569aa3fa49001a7a4d4d/hafta-7-8-dikkatte-seccilik-stratejileri

B. Weekly quiz questions on Quizizz for strategy evaluation

QUIZ 1

Link: <https://quizizz.com/admin/quiz/5d4abaadf7b5f5001cdacef0/hafta-1-2-problem-cozme-stratejileri>

1. ve 2. HAFTA: Problem Çözme Stratejileri

- Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca ilk olarak ne yapabilirim?
 - Hemen sözlüğü açıp anlamına bakarım.
 - Parça bitince sözlüğü açıp anlamına bakarım.
 - Bildiğim sözcükleri kullanarak bilmediğim kelimenin anlamını çıkarmaya çalışırım.
 - Dinlemeyi bırakırım.
- Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca ne yapabilirim?
 - Parçanın benim için çok zor olduğunu anlar ve daha kolay bir parça ararım.
 - Konuşan kişilerin ses tonundan kelimenin olumlu mu yoksa olumsuz mu olduğunu anlamaya çalışırım.
 - En yakınımda oturan arkadaşımın yardım isterim.

- d) Öğretmenimden yardım isterim.
3. Boşluk doldurmalı cevap gerektiren soruları olan bir parçayı dinlemeye başlamadan önce ne yapabilirim?
- a) Önce soruları okuyup boşluklara gelebilecek sözcük türünü; örneğin isim, sıfat, zarf, tahmin etmeye çalışırım.
- b) Önce soruları okuyup hepsini kelime kelime Türkçe'ye çevirmeye çalışırım.
- c) Soruları parçayı dinlemeye başladıktan sonra okumak bence daha doğru.
- d) Doldurulacak cümlelerde zaten boşluklar olduğu için anlamak imkânsız olacaktır, dolayısıyla onları okumakla zaman kaybetmem.
4. Dinlediğim parçanın genel olarak ne hakkında olduğunu anlamamanın en kolay yolu nedir?
- a) Parçayı en az iki kere sonuna kadar dikkatlice dinlemek
- b) Parçanın içinde geçen bütün kelimelerin Türkçesini bildiğimden emin olmak
- c) İngilizce dinleme becerimi geliştirmek için en az bir yıl ayırmış olmak
- d) Dinlemeye başlamadan önce cevaplamam gereken soruları ve açıklama kısmını okuyarak konuşan kişiler arasındaki ilişkiyi ve bağlamı kavramak
5. Dinlediğim parçanın arka planındaki çeşitli seslerin (sokaktaki insanların konuşması, tren sesi vb.) öğrenme sürecimdeki en önemli etkisi nedir?
- a) Konuşan kişinin sesini duymamı zorlaştırır, dolayısıyla dinlediğimi anlamamı da zorlaştırır.
- b) Bağlamdan çıkarım yapmamı kolaylaştırır ve beni gerçek hayata hazırlar.
- c) Dinlediğim parçanın profesyonel bir biçimde hazırlanmadığının kanıtıdır.
- d) Sadece arka plandaki sesleri dinleyerek soruları cevaplayabilirim, dolayısıyla öğrenme sürecimi olumlu etkiler.
6. Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca ne yapabilirim?
- a) Parçanın ana fikrinden yola çıkarak kelimenin anlamını tahmin ederim.
- b) Bütün parçayı anlamamın imkânsız olduğunu düşünmeye başlarım.
- c) Parçayı durdurup online sözlüğe bakarım.
- d) Parçayı durdurup kelimenin anlamını tahmin ederim.
7. Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca ne yapabilirim?
- a) Parçanın benim için çok zor olduğunu anlar ve daha kolay bir parça ararım.
- b) Dinlemeyi bırakırım.
- c) Kendi tecrübelerimi ve o konu hakkındaki genel bilgimi kullanarak sözcüğün anlamını tahmin ederim.
- d) Bilmediğim kelimenin anlamına bakmak için parçanın bitmesini bekler sözlüğe baktıktan sonra parçayı tekrar dinlerim.
8. Dinlediğim parçada bilmediğim bir kelime ile karşılaştığımda yapılacak en doğru şey nedir?
- a) Bildiğim sözcükleri kullanarak bilmediğim kelimenin anlamını çıkarmaya çalışmak
- b) Konuşan kişilerin ses tonundan kelimenin olumlu mu yoksa olumsuz mu olduğunu anlamaya çalışmak

- c) Parçanın ana fikrinden yola çıkarak kelimenin anlamını tahmin etmek
d) Kendi tecrübelerimi ve o konu hakkındaki genel bilgimi kullanarak sözcüğün anlamını tahmin etmek
e) Dinlediğim parçadaki duruma göre bu stratejilerden en uygun olanını seçmek
9. Parçayı dinlerken o ana kadar dinlediklerimi doğru anlamadığımı fark ettiğimde ne yapabilirim?
a) Dinlemeyi bırakırım.
b) Parçanın kalanını anlamam zaten mümkün olmadığı için dikkatim dağılır.
c) Dinlemeye devam ederek yanlış anladığım noktaları hızlı bir şekilde düzeltmeye çalışırım.
d) Parçayı durdurup baştan dinlemeye başlarım.
10. Bilmediğim bir kelimenin anlamını tahmin ettiğimde yaptığım çıkarımın doğru veya yanlış olduğunu nasıl anlarım?
a) Parçada dinlediğim diğer her şeyi göz önünde bulundurup tahminimin mantıklı olup olmadığını düşünürüm.
b) Doğru veya yanlış olması fark etmez, zaten başka çarem olmadığı için soruyu tahminime dayanarak cevaplarım.
c) Bilmediğim kelimenin anlamını tahmin etmeye çalışarak zaman kaybetmem.
d) Parçada bilmediğim kelime varsa zaten soruları doğru cevaplamam mümkün olmadığı için vazgeçerim.
11. Parçayı dinlerken o ana kadar yaptığım çıkarımların doğru olup olmadığını nasıl anlarım?
a) Bunu anlamamanın bir yolu yoktur.
b) Yaptığım çıkarımların halen dinlemekte olduğum parçanın kalanından anladıklarımın uyumlu olup olmadığına bakarım.
c) Çıkarım yapmak bence İngilizce bir parça dinleyip anlamaya çalışırken zamanımı boşa harcamama neden olur.
d) O ana kadar yaptığım çıkarımlar parçanın geri kalanıyla alakasız olacağı için karşılaştırma yapmam.
12. Aşağıdaki stratejilerden hangisi dinlediklerimi daha kolay anlamamı sağlar?
a) Dinlerken o konuya dair daha önceden bildiğim her şeyi unutup sadece söylenenlere odaklanmak.
b) Dinlerken parçadan anladıklarımı o konuya ilişkin zaten bildiğim şeylerle karşılaştırmak.

QUIZ 2

Link: <https://quizizz.com/admin/quiz/5d4bd731da83bb001aabf450/hafta-3-4-plan-yapma-ve-deerlendirme-stratejileri>

3. ve 4. HAFTA: Plan Yapma ve Değerlendirme Stratejileri

1. İngilizce bir parçayı dinlemeye başlamadan önce aşağıdakilerden hangi iki stratejiyi uygulamak daha verimli olur?
 - a) Nasıl dinleyeceğime ilişkin kafamda bir plan oluşturmak.
 - b) Herhangi bir hazırlık yapmamak.
 - c) Öğretmenime parçanın kaç dakika süreceğini sormak.
 - d) Cevaplamam gereken soruları ve açıklama kısmını dikkatle okumak.

2. İngilizce bir parçayı dinlemeye başlamadan önce aşağıdakilerden hangi iki stratejiyi uygulamak daha verimli olur?
 - a) Dinlediğimi anlamamın çok zor olacağını kabullenmek.
 - b) Daha önce dinlediğim, dinleyeceğime benzer parçaları hatırlamak.
 - c) Dinleyeceğim kişilerin kim olduğunu, nerede olduklarını ve ne hakkında konuşacaklarını sorulara ve açıklama kısmına bakarak tahmin etmek.
 - d) Sınıfta dinlediğini benden çok daha iyi anlayan arkadaşlarım olduğunu düşünmek.

3. Parçayı dinleyip cevaplarımı kontrol ettikten sonra ne yapmak daha verimli olur?
 - a) O gün için yeterince dinlediğimi anlama alıştırmaları yapıp yapmadığımı düşünmek.
 - b) Nasıl dinlediğimi ve gelecek sefer neyi farklı yapabileceğimi düşünmek.
 - c) Yaptığım hataları sayıp, eğer yarıdan fazlaysa umutsuzluğa kapılmak.
 - d) Verdiğim doğru cevapları sayıp, eğer yarıdan fazlaysa artık dinlediğimi anlama alıştırmaları yapmama gerek olmadığını düşünmek.

4. Parçayı dinlerken belli aralıklarla kendime neyi sormam daha verimli olur?
 - a) Neden İngilizce öğrenmek istediğimi.
 - b) Neden İngilizce öğrenmek istemediğimi.
 - c) Duyduğum her kelimeyi anlayıp anlamadığımı.
 - d) Anlama düzeyimden memnun olup olmadığımı.

5. Parçayı dinlerken mutlaka emin olmam gereken şey nedir?
 - a) Bütün soruları doğru cevaplayacak kadar kelime ve gramer bilgisine sahip olmak.
 - b) Neden dinlediğime ilişkin kafamda net bir hedefimin olması.

6. Dinledikten sonra parçanın kilit noktalarını hatırlamanın en kolay yolu nedir?
 - a) Parçada verilen bilgiyi ve kullanılan dili ana hatlarıyla zihnimde özetlerim.
 - b) Parçada söylenenleri cümle cümle hatırlamaya çalışırım.
 - c) Parçanın başını ve sonunu aklımda tutmaya çalışırım.
 - d) Parçada geçen kelimeleri ve bunların Türkçe karşılıklarını hatırlamaya çalışırım.

7. Aşağıdaki stratejilerden hangilerini parçayı dinlemeye başlamadan önce uygulamalıyım?
- a) Nasıl dinleyeceğime ilişkin kafamda bir plan oluşturmak.
 - b) Daha önce dinlediğim, dinleyeceğime benzer parçaları hatırlamak.
 - c) Belli aralıklarla kendime anlama düzeyimden memnun olup olmadığını sormak.
 - d) Dinleyeceğim kişilerin kim olduğunu, nerede olduklarını ve ne hakkında konuşacaklarını sorulara ve açıklama kısmına bakarak tahmin etmek.
8. Aşağıdaki stratejilerden hangilerini parçayı dinlerken uygulamalıyım?
- a) Neden dinlediğime ilişkin kafamda net bir hedefimin olması.
 - b) Cevaplamam gereken soruları ve açıklama kısmını dikkatle okumak.
 - c) Nasıl dinleyeceğime ilişkin kafamda bir plan oluşturmak.
 - d) Belli aralıklarla kendime anlama düzeyimden memnun olup olmadığını sormak.
9. Aşağıdaki stratejilerden hangilerini parçayı dinledikten sonra uygulamalıyım?
- a) Nasıl dinlediğimi ve gelecek sefer neyi farklı yapabileceğimi düşünmek.
 - b) Belli aralıklarla kendime anlama düzeyimden memnun olup olmadığını sormak.
 - c) Parçanın tamamını anlama düzeyimden memnun olup olmadığını düşünmek.
 - d) Parçada verilen bilgiyi ve kullanılan dili ana hatlarıyla zihnimde özetlemek.
10. Aşağıdaki stratejilerden hangilerini parçayı dinledikten sonra uygulamalıyım?
- a) Parçayı dinlemeden önce, dinlerken ve dinledikten sonra doğru stratejileri kullanıp kullanmadığımı düşünmek.
 - b) Parçayı anlamakta neden zorlandığımı sorgulayıp bir dahaki sefere bu sorunu nasıl çözebileceğimi düşünmek.
 - c) Parçayı dinlemeden önce, dinlerken ve dinledikten sonra yeterli sayıda strateji kullanıp kullanmadığımı düşünmek.
 - d) Zaten dinlediğimi anlamakta zorlandığımı ve bu becerimin yurt dışına çıkmadan gelişmeyeceğini kabullenmek.

QUIZ 3

Link: <https://quizizz.com/admin/quiz/5d4d3625209d78001aeb6a0d/5-hafta-zihinsel-ceviri-stratejileri>

5. HAFTA: Zihinsel Çeviri Stratejileri

1. İngilizce bir parçayı dinlerken bir taraftan da zihnimde duyduklarımı Türkçe'ye çevirmeye çalışmalıyım.
 - a) DOĞRU
 - b) YANLIŞ
2. Parçayı dinlerken her duyduğum İngilizce kelimeyi Türkçe'ye çevirmenin en büyük etkisi nedir?
 - a) Parçayı daha iyi anlamamı sağlar.
 - b) Parçanın ana fikrini daha kısa sürede kavramamı sağlar.
 - c) Zihinsel olarak çok yorucu olduğu için parçanın genelinden ziyade bir kaç sözcüğü anlamamı sağlar.
 - d) Zihinsel olarak çok yorucu olduğu için ilk dinlediğimde sadece sözcükleri çeviririm, ikincisinde soruları cevaplamamı sağlar.
3. Parçayı dinlerken sadece anahtar kelimeleri Türkçe'ye çevirmeye çalışmalıyım.
 - a) DOĞRU
 - b) YANLIŞ
4. Parçayı dinlerken anlamlı kelime öbeklerini (örneğin *never go to bed late*) Türkçe'ye çevirmeye çalışmalıyım.
 - a) DOĞRU
 - b) YANLIŞ
5. Parçayı dinlerken anlamlı kelime öbeklerine (örneğin *never go to bed late*) odaklanıp dinlediğimi amaçlarım doğrultusunda anlamaya çalışmalıyım.
 - a) DOĞRU
 - b) YANLIŞ
6. Çeviri yapmak zihinsel olarak çok yorucu bir eylem olduğu için parçanın genelini ve detaylarını anlamamı zorlaştırır.
 - a) DOĞRU
 - b) YANLIŞ
7. Parça içinde geçen kelimeleri tek tek veya anlam öbekleri halinde hiç Türkçe'ye çevirmeden de soruları doğru cevaplayabilirim.
 - a) DOĞRU
 - b) YANLIŞ
8. İngilizce bir parçayı dinlerken dikkatimi ve enerjimi çeviri yapmaya harcamak yerine soru köklerindeki anlam öbeklerini tespit edip bunları veya eş anlamlılarını parçada bulup anlamaya çalışmak daha verimli olur.
 - a) DOĞRU

b) YANLIŞ

QUIZ 4

Link: <https://quizizz.com/admin/quiz/5d4d42c4209d78001aeb91c7/hafta-6-oz-yeterlik-stratejileri>

6. HAFTA: Öz-yeterlik Stratejileri

1. Sizce İngilizce öğrenme sürecinde geliştirmesi en zor beceri hangisidir?
 - a) Okuduğunu anlama
 - b) Dinlediğini anlama
 - c) Yazma
 - d) Konuşma
2. Aşağıdakilerden hangisi veya hangileri İngilizce dinlediğimi anlama becerimi geliştirmeme engel olur?
 - a) Dinlediğimi anlamama yardım edecek stratejileri belirleyip kullanmak.
 - b) Mümkün olduğunca dinlediğimi anlama alıştırmaları yapmak.
 - c) Dinlediğim parçada geçen kelimeleri Türkçe'ye çevirmeye çalışmak.
 - d) Dinlediğimi anlamamın benim için aşılması imkânsız bir zorluk olduğunu kabullenmek.
3. İngilizce bir parçayı dinlerken aşağıdakilerden hangisi veya hangileri dinlediğimi anlamamı engelleyecek düzeyde kaygılanmama neden olur?
 - a) Sınıftaki diğer öğrencilerin dinlediğini benden daha iyi anlaması.
 - b) Sınıftaki diğer öğrencilerin benden daha hızlı İngilizce öğrenmesi.
 - c) Dinlediğimi anlama becerimi geliştirmekte zorlandığım için bu düzeyde başarısız olmaktan korkmam.
 - d) İngilizce sözcüklerin telaffuzunu öğrenemediğim için dinlediğimi anlamakta zorlanmam.
4. Dinlediğim parçayı anlama düzeyimi yükseltmek için ilk ve en önemli adım bunu yapabileceğime inanmaya başlamamdır.
 - a) DOĞRU
 - b) YANLIŞ
5. Parçanın ana fikrini anlamam için içinde geçen sözcüklerin hepsinin anlamını ve telaffuzunu bilmeme gerek yok.
 - a) DOĞRU
 - b) YANLIŞ

6. Bana verilen soruları doğru cevaplamam için parçada geçen sözcüklerin hepsinin anlamını ve telaffuzunu bilmeme gerek yok.
- a) DOĞRU
b) YANLIŞ
7. Parçada konuşan kişilerin kendine özgü aksanları (İskoç veya Hint aksanı gibi) varsa ne yapmalıyım?
- a) Parçayı anlamaya çalışmaktan vazgeçmeliyim çünkü anlamak zaten imkânsızdır.
b) Parça profesyonel hazırlanmamıştır, şikâyet ederim.
c) Sadece İngiliz ve Amerikan aksanlı kişilerin konuştuğu parçaları seçmeleri gerek, bunu öğretmenime iletirim.
d) Bu parçanın beni gerçek hayata hazırladığına ve aksan ne olursa olsun anlamaya çalışmaktan vazgeçmemem gerektiğine inanırım.
8. Dinlediğim parçanın arka planında çeşitli sesler varsa (Otobüs sesi, lobide bekleyen insanların konuşması vb.) ne yapmalıyım?
- a) Parçayı anlamaya çalışmaktan vazgeçmeliyim çünkü anlamak zaten imkânsızdır.
b) Parça profesyonel hazırlanmamıştır, şikâyet ederim.
c) Bu seslerin parçayı anlamama engel olacağından emin olduğum için endişelenmeye başlarım.
d) Bu parçanın beni gerçek hayata hazırladığını düşünürüm ve arka plan seslerinden konuşan kişilerin bulunduğunu mekânı tahmin ederim.
9. Dinlediğim parçadaki ses kuvvetinin yüksek, orta veya düşük olması neye yol açar?
- a) Ses düşükse anlamak mümkün değildir, vazgeçerim.
b) Ses yüksekse anlamak mümkün değildir, vazgeçerim.
c) Ses duyulamayacak kadar düşük veya kulağımı rahatsız edecek derecede yüksek değilse dinlediğimi anlayacağıma ilişkin inancımı yitirmem.
d) Parçadaki ses kuvveti dinlediğimi anlamamama yol açan başlıca nedendir, hemen şikâyet ederim.
10. Dinlediğimi anlayacağıma dair öz güvenimi geliştirmek için ne yapabilirim?
- a) Mümkün olduğunca İngilizce dizi, film vb. izlerim ve altyazısız anlamaya başlayınca kendime olan güvenim artar.
b) İngilizce oyun oynarım, sesli talimatları anlamaya başlayınca kendime olan güvenim artar.
c) Yabancı birileriyle veya sınıf arkadaşlarımla İngilizce konuşurum, dediklerini anlayınca kendime olan güvenim artar.

- d) Yukarıdakilerden herhangi biri veya hepsi işe yarar, asıl çözüm bunları yapmak için inançlı ve istekli olmamdır.

11. Dinlediğim parçayı kendi başıma anlamakta zorlandığım durumlarda ne yapmamalıyım?

- a) Öğretmenimden anlayamadığım bölümü tekrar dinletmesini, gerekirse kullanılan dili örneklerle açıklamasını rica ederim.
- b) Cevaplarımı sınıf arkadaşlarımdan benden daha iyi anladığımı düşündüğüm bir tanesinin cevaplarıyla karşılaştırıp anlamadığım bölümleri açıklamasını rica ederim.
- c) Neden anlamakta zorlandığımı sorgular, problemin çözümüne ilişkin online kaynaklardan destek alırım.
- d) Kendi başıma anlamakta zorlanıyorsam parça benim İngilizce seviyemin üzerinde demektir, vazgeçerim.

12. Parçayı dinlemeye başlar başlamaz geriliyorum ve anlamayacağım kesinmiş gibi hissediyorum. Aşağıdakilerden hangisi veya hangileri endişemi azaltır?

- a) Derin nefes almak ve kendimi rahat hissettiğim bir ortamda hayal etmek.
- b) Parçanın anlamakta zorlandığım bölümlerinde vazgeçmeyip anladığım kadarı üzerinden çıkarım yapmak.
- c) Bu endişemi öğretmenim veya bir arkadaşım ile paylaşıp onların bana duygusal destek vermelerini sağlamak.
- d) Anlamakta zorlanmamın nedenini sürekli çeşitli dış faktörlere (pencereden gelen tıkırtı, hoparlörün bana dönük olmaması vb.) bağlayıp öfkelenmek.
- e) Kendime bu kez başarabilirim diyerek motivasyonumu arttırmak.

QUIZ 5

Link: <https://quizizz.com/admin/quiz/5d4d569aa3fa49001a7a4d4d/hafta-7-8-dikkatte-secicilik-stratejileri>

7. ve 8. HAFTA: Dikkatte Seçicilik Stratejileri

1. İngilizce bir parçayı anlamakta zorlanmaya başlayınca ne yapmalıyım?
- a) Dikkatim dağılmaya başladıysa dinlediğim parçaya daha fazla odaklanırım.
- b) Zaten anlamadığım için enerjimi ve vaktimi daha başarılı olduğum bir şeye, gramer veya kelime bilgisi gibi, harcarım.
- c) Anlamakta zorlanmaya başladıysam parçanın geri kalanını da anlamayacağım diye endişelenirim.
- d) Parçayı anlamaya odaklanmak yerine soruları baştan tekrar okur, makul cevaplar bulmaya çalışırım.
2. Parçayı dinlemeye başlamadan önce dinlerken dikkatimin dağılmaması için aşağıdakilerden hangisini veya hangilerini yapabilirim?

- a) Cep telefonumu bildirim, arama veya mesaj uyarılarını göremeyip, sesini de duyamayacağım bir yere koyarım.
- b) Dikkatimi dağıtma ihtimali olan başka nesnelere veya kişileri (örneğin küçük kardeşim) kendimden uzaklaştırırım.
- c) Sınıfta dinliyorsam sınıfa sık sık girip çıkma ihtimali olan arkadaşımı uyarırım, pencerenin açık olması dikkatimi dağıtıyorsa kapatırım.
- d) O sıralar beni üzen duygusal veya maddi bir sıkıntım varsa dinlemeye başlamadan derin bir nefes alıp zihnimi boşaltmaya çalışırım.
- e)** Parçayı dinleyen kişinin dikkatinin ne kadar kolay ya da zor dağıldığına bağlı olarak bunların hepsi veya herhangi biri doğru olabilir.
3. Parçayı dinlerken dikkatimin dağılmaya başladığını fark edersem ne yapmalıyım?
- a) Dinlemeyi tamamen bırakır, ikinci kez baştan başlarım.
- b)** Hızla parçaya tekrar odaklanır, kaçırdığım yerler ile ilgili de tahmin yürütürüm.
- c) Dikkatim dağılıyorsa parçada bilmediğim sözcükler vardır, anlamaya çalışmayı bırakırım.
- d) Dikkat eksikliği zaten bende uzun zamandır olan bir rahatsızlık, hiçbir zaman İngilizce dinlediğimi anlamayacağımı kabullenirim.
4. Parçayı dinlerken en çok neye odaklanırsam daha iyi anlarım?
- a) İngilizce 'de anlam yüklü olan içerik sözcüklerine (content words, i.e. wake up, city centre) işlevsel sözcüklerden (function words, i.e. am, is, are, do, does) daha fazla odaklanırım.
- b) Tek tek sözcükler yerine anlam öbeklerine (chunks, i.e. get up early every morning) odaklanırım.
- c) Dinlemeye başlamadan soruları güzelce okuyup parçada nerelere daha fazla odaklanmam gerektiğine karar veririm.
- d)** Bunların hepsi doğrudur.
5. İngilizce bir cümleyi dinlediğimde bağlantılı konuşma kurallarından (ulama, sözcüklerin konuşmada kısaltılması vb.) dolayı cümlede geçen sözcükleri anlamıyorum. Ne yapmalıyım?
- a) Öğretmenimden bu kuralların en temel olanlarını örneklerle açıklamasını rica eder, dinlediğim parçalarda bunlara örnekler bulmaya çalışarak alıştırmayı yaparım.
- b) Sınıfta veya dinleme parçalarında duyduğum cümlelerde kaçır sözcük olduğunu tespit etmeye çalışırım.
- c) İngilizce'de sık kullanılan sözcüklerin telaffuzuna sınıfta daha çok dikkat eder, telaffuzlarını unuttukça sesli sözlükten tekrar dinlerim.
- d)** Bunların hepsi işe yarar stratejilerdir.

6. Duyduğumu anlamakta zorlanınca dinlemeyi ve anlamaya çalışmayı bırakmalıyım.
a) DOĞRU
b) YANLIŞ
7. Parçayı dinlerken dağılan dikkatimi toplamak benim elimdedir, istersem tekrar odaklanıp sorulan sorulara doğru cevaplar verebilirim.
a) DOĞRU
b) YANLIŞ
8. Parçayı dinlemeye başlamadan önce sorulan soruları ve bana verilen dinleme talimatlarını inceleyerek parçada özellikle odaklanmam gereken anahtar sözcükleri belirlemeliyim.
a) DOĞRU
b) YANLIŞ
9. Parçada geçen anahtar sözcüklerden sonra gelen anlam öbeklerine (chunk, i.e. get up early every morning) özellikle odaklanmalıyım.
a) DOĞRU
b) YANLIŞ
10. Parçayı dinledikten sonra doğru yerlere odaklanıp odaklanmadığımı düşünüp bir sonraki sefer neyi farklı yapmam gerektiğini anlamaya çalışırım.
a) DOĞRU
b) YANLIŞ

APPENDIX 6

Table 6.1. Scope and sequence framework for strategy instruction (O'Malley & Chamot, 1990, p. 158)

<p>1. Preparation: Develop student awareness of different strategies through:</p> <ul style="list-style-type: none"> - small group retrospective interviews about school tasks - modeling think-aloud, then having students think aloud in small groups - discussion of interviews and think-alouds <p>2. Presentation: develop student knowledge about strategies by:</p> <ul style="list-style-type: none"> - providing rationale for strategy use - describing and naming strategy - modeling strategy <p>3. Practice: Develop student skills in using strategies for academic learning through:</p> <ul style="list-style-type: none"> - cooperative learning tasks - think-alouds while problem solving - peer tutoring in academic tasks - group discussions 	<p>4. Evaluation: Develop student ability to evaluate own strategy use through:</p> <ul style="list-style-type: none"> - writing strategies used immediately after task - discussing strategy use in class - keeping dialogue journals (with teacher) on strategy use <p>5. Expansion: Develop transfer of strategies to new tasks by:</p> <ul style="list-style-type: none"> - discussions on metacognitive and motivational aspects of strategy use - additional practice on similar academic tasks - assignments to use learning strategies on tasks related to cultural backgrounds of students
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APPENDIX 7

INSTRUCTIONAL PLAN 1 FOR LISTENING STRATEGIES

Level: A1
Strategy: Problem Solving
Materials: A computer and speakers, students' mobile devices and an internet connection to access <i>Randall's Cyber Listening Lab</i> and <i>Quizizz</i> .
<p>1. Preparation: The teacher starts a brief discussion about what the learners do when they hear an unknown word in their own L1. Then, the students get into groups of four or five to discuss which of these strategies can be transferred to L2 listening and make a short list.</p>
<p>2. Presentation: The teacher writes the name of the main strategy, <i>problem solving</i> on the white board and then projects a checklist of the following three items related to problem solving (For the complete list see Appendix 3) on the board.</p> <p style="padding-left: 40px;">1. Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca bildiğim diğer sözcükleri kullanarak bilmediğim kelimenin anlamını çıkarabiliyorum.</p>

2. Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca kendi tecrübelerimi ve o konu hakkındaki genel bilgimi kullanarak sözcüğün anlamını tahmin edebiliyorum.

3. Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca parçanın ana fikrinden yola çıkarak kelimenin anlamını tahmin edebiliyorum.

The students are encouraged to ask their partners to what extent they comprehend each strategy description and what could be the rationale for each strategy use. The teacher closely observes and clarifies any possible unclear points.

After all three items are discussed and clarified, the teacher models each of the above strategies using think-aloud technique and a short listening passage from the previous lesson.

3. Practice: The students listen to the recording titled *Introductions* from Randall's Cyber Listening Lab twice and then, use think-aloud technique taking turns with their partners to implement the above strategies as they try to justify their answers to the comprehension questions. They listen to each other, cooperate with and tutor their peers throughout the practice phase.

4. Evaluation: The students have a live competition about the use of problem solving strategies on the web site, *Quizizz* which is a digital education tool. They use their mobile devices during this evaluation phase to reflect on their own strategy use. They are also asked to fill the post listening evaluation checklists (See Appendix 1) so that they can have guided reflections on their listening process and strategy use.

5. Expansion: The students are asked to complete the listening task titled *Holiday Party* from Randall's Cyber Listening Lab at home. Each student is also given a learning diary with a problem solving strategies checklist. They are asked to tick the strategies that they can implement and put a cross sign across the ones that they can't. Through delayed retrospection technique, they are also asked to provide feedback on which strategies are especially helpful or useless in their own opinions and why. They are encouraged by their teacher to write further comments about motivational aspects of strategy use.

INSTRUCTIONAL PLAN 2 FOR LISTENING STRATEGIES

Level: A1
Strategy: Planning and Evaluation
Materials: A computer and speakers, students' mobile devices and an internet connection to access <i>Randall's Cyber Listening Lab</i> and <i>Quizizz</i> .
1. Preparation: The teacher starts a brief discussion about what the learners do before they start listening to a text in L2. Then, the students get into groups of four or five to discuss which of these strategies can work better for them and make a short list.
2. Presentation: The teacher writes the name of the main strategy, <i>planning and evaluation</i> on the white board and then projects a checklist of the following three items related to planning and evaluation (For the complete list see Appendix 3) on the board.

1. İngilizce bir parçayı dinlemeye başlamadan önce nasıl dinleyeceğime ilişkin kafamda bir plan oluşturabiliyorum.
2. Parçayı dinlemeye başlamadan önce cevaplamam gereken soruları ve açıklama kısmını dikkatle okuyorum.
3. Parçayı dinlemeye başlamadan önce daha önce dinlediğim, dinleyeceğime benzer parçaları hatırlayabiliyorum.
4. Parçayı dinlemeye başlamadan önce dinleyeceğim kişilerin kim olduğunu, nerede olduklarını ve ne hakkında konuşacaklarını sorulara ve açıklama kısmına bakarak tahmin edebiliyorum.

The students are encouraged to ask their partners to what extent they comprehend each strategy description and what could be the rationale for each strategy use. The teacher closely observes and clarifies any possible unclear points.

After all four items are discussed and clarified, the teacher models each of the above strategies using think-aloud technique and a short listening passage from the previous lesson.

3. Practice: The students listen to the recording titled *Calendars and dates* from Randall's Cyber Listening Lab twice and then, use think-aloud technique taking turns with their partners to implement the above strategies before they start listening to the text. They listen to each other, cooperate with and tutor their peers throughout the practice phase.

4. Evaluation: The students have a live competition about the use of planning and evaluation strategies on the web site, *Quizizz* which is a digital education tool. They use their mobile devices during this evaluation phase to reflect on their own strategy use. They are also asked to fill the post listening evaluation checklists (See Appendix 1) so that they can have guided reflections on their listening process and strategy use.

5. Expansion: The students are asked to complete the listening task titled *Hotel reservations* from Randall's Cyber Listening Lab at home. Each student is also given a learning diary with a planning and evaluation strategies checklist. They are asked to tick the strategies that they can implement and put a cross sign across the ones that they can't. Through delayed retrospection technique, they are also asked to provide feedback on which strategies are especially helpful or useless in their own opinions and why. They are encouraged by their teacher to write further comments about motivational aspects of strategy use.

INSTRUCTIONAL PLAN 3 FOR LISTENING STRATEGIES

Level: A1
Strategy: Mental translation
Materials: A computer and speakers, students' mobile devices and an internet connection to access <i>Randall's Cyber Listening Lab</i> and <i>Quizizz</i>
1. Preparation: The teacher starts a brief discussion about whether the learners have to mentally translate everything they hear in L2. Then, the students get into

<p>groups of four or five to discuss how mental translation can help or disrupt them while listening in L2 and make a short list.</p>
<p>2. Presentation: The teacher writes the name of the main strategy, <i>mental translation</i> on the white board and then projects a checklist of the following three items related to mental translation (For the complete list see Appendix 3) on the board.</p> <ol style="list-style-type: none"> 1. İngilizce bir parçayı dinlerken bir taraftan da zihnimde duyduklarımı Türkçe'ye çevirmeye ÇALIŞMIYORUM. 2. Parçayı dinlerken anlamlı kelime öbeklerine (örneğin <i>never go to bed late</i>) odaklanıp dinlediğimi amaçlarım doğrultusunda anlamaya çalışıyorum. 3. İngilizce bir parçayı dinlerken dikkatimi ve enerjimi çeviri yapmaya harcamıyorum. Bunun yerine soru köklerindeki anlam öbeklerini tespit edip bunları veya eş anlamlılarını parçada bulup anlamaya çalışıyorum. <p>The students are encouraged to ask their partners to what extent they comprehend each strategy description and what could be the rationale for each strategy use. The teacher closely observes and clarifies any possible unclear points.</p> <p>After all three items are discussed and clarified; the teacher models how mental translation can be exhausting and makes the listener miss out important information using think-aloud technique and a short listening passage from the previous lesson.</p>
<p>3. Practice: The students listen to the recording titled <i>Airplane trips</i> from Randall's Cyber Listening Lab twice while trying not to translate into their L1 mentally. They cooperate with and tutor their peers throughout the practice phase.</p>
<p>4. Evaluation: The students have a live competition about the use of planning and evaluation strategies on the web site, <i>Quizizz</i> which is a digital education tool. They use their mobile devices during this evaluation phase to reflect on their own strategy use. . They are also asked to fill the post listening evaluation checklists (See Appendix 1) so that they can have guided reflections on their listening process and strategy use.</p>
<p>5. Expansion: The students are asked to complete the listening task titled <i>Train trip planning</i> from Randall's Cyber Listening Lab at home. Each student is also given a learning diary with a mental translation strategies checklist. They are asked to tick the strategies that they can implement and put a cross sign across the ones that they can't. Through delayed retrospection technique, they are also asked to provide feedback on which strategies are especially helpful or useless in their own opinions and why. They are encouraged by their teacher to write further comments about motivational aspects of strategy use.</p>

INSTRUCTIONAL PLAN 4 FOR LISTENING STRATEGIES

Level: A1
Strategy: Person knowledge
Materials: A computer and speakers, students' mobile devices and an internet connection to access <i>Randall's Cyber Listening Lab</i> and <i>Quizizz</i>
<p>1. Preparation: The teacher starts a brief discussion about what the learners do when they feel too anxious about listening in L2 and lack self-confidence. Then, the students get into groups of four or five to discuss how they can overcome their anxiety and build up their self-confidence. Eventually, they make a short list and swap their lists with the other groups.</p>
<p>2. Presentation: The teacher writes the name of the main strategy, <i>person knowledge</i> on the white board and then projects a checklist of the following five items related to person knowledge (For the complete list see Appendix 3) on the board.</p> <ol style="list-style-type: none">1. Parçayı dinlemeye başlar başlamaz geriliyorsam ve anlamayacağım kesinmiş gibi hissediyorsam derin bir nefes alır ve kendimi rahat hissettiğim bir ortamda hayal ederim.2. Parçayı dinlemeye başlar başlamaz geriliyorsam ve anlamayacağım kesinmiş gibi hissediyorsam parçanın anlamakta zorlandığım bölümlerinde vazgeçmeyip anladığım kadarı üzerinden çıkarım yaparım.3. Parçayı dinlemeye başlar başlamaz geriliyorsam ve anlamayacağım kesinmiş gibi hissediyorsam bu endişemi öğretmenim veya bir arkadaşım ile paylaşıp onların bana duygusal destek vermelerini sağlarım.4. Parçanın ana fikrini anlamam için içinde geçen sözcüklerin hepsinin anlamını ve telaffuzunu bilmeme gerek OLMADIĞININ farkındayım.5. Bana verilen soruları doğru cevaplamam için parçada geçen sözcüklerin hepsinin anlamını ve telaffuzunu bilmeme gerek OLMADIĞININ farkındayım. <p>The students are encouraged to ask their partners to what extent they comprehend each strategy description and what could be the rationale for each strategy use. The teacher closely observes and clarifies any possible unclear points.</p> <p>After all five items are discussed and clarified; the teacher asks an effective and confident listener in the classroom to explain what he or she does to reduce her anxiety level before listening or whether it is possible or necessary to know the meaning and the pronunciation of every single word in an L2 listening text.</p>
<p>3. Practice: The students listen to the recording titled <i>Part time jobs</i> from <i>Randall's Cyber Listening Lab</i> twice while trying to use the person knowledge strategies in order to build up their self-confidence and reduce their anxiety. They cooperate with and tutor their peers throughout the practice phase.</p>
<p>4. Evaluation: The students have a live competition about the use of person knowledge strategies on the web site, <i>Quizizz</i> which is a digital education tool. They use their mobile devices during this evaluation phase to reflect on their own strategy use. . They are also asked to fill the post listening evaluation checklists (See Appendix 1) so that they can have guided reflections on their</p>

listening process and strategy use.
<p>5. Expansion: The students are asked to complete the listening task titled <i>Job Search 1</i> from Randall’s Cyber Listening Lab at home. Each student is also given a learning diary with a person knowledge strategies checklist. They are asked to tick the strategies that they can implement and put a cross sign across the ones that they can’t. Through delayed retrospection technique, they are also asked to provide feedback on which strategies are especially helpful or useless in their own opinions and why. They are encouraged by their teacher to write further comments about motivational aspects of strategy use.</p>

INSTRUCTIONAL PLAN 5 FOR LISTENING STRATEGIES

Level: A1
Strategy: Directed attention
Materials: A computer and speakers, students’ mobile devices and an internet connection to access <i>Randall’s Cyber Listening Lab</i> and <i>Quizizz</i> .
<p>1. Preparation: The teacher starts a brief discussion about what the learners do to direct their attention to the listening task before they start and what they do when they get distracted while listening in L2. Then, the students get into groups of four or five to discuss how they can overcome their directed attention deficits. Eventually, they make a short list and swap their lists with the other groups.</p>
<p>2. Presentation: The teacher writes the name of the main strategy, <i>directed attention</i> on the white board and then projects a checklist of the following four items related to directed attention (For the complete list see Appendix 3) on the board.</p> <ol style="list-style-type: none"> 1. Parçayı dinlemeye başlamadan önce dinlerken dikkatimin dağılmaması için cep telefonumu bildirim, arama veya mesaj uyarılarını göremeyip, sesini de duyamayacağım bir yere koyuyorum. 2. Parçayı dinlemeye başlamadan önce dinlerken dikkatimin dağılmaması için o sıralar beni üzen duygusal veya maddi bir sıkıntım varsa dinlemeye başlamadan derin bir nefes alıp zihnimi boşaltmaya çalışıyorum. 3. İngilizce bir parçayı dikkatim dağıldığı için anlamakta zorlanmaya başlayınca dinlediklerime daha fazla odaklanmaya çalışıyorum. 4. Parçayı dinlerken dikkatimin dağılmaya başladığını fark ettiğimde hızla parçaya tekrar odaklanıp, kaçırdığım yerler ile ilgili de tahmin yürütüyorum. <p>The students are encouraged to ask their partners to what extent they comprehend each strategy description and what could be the rationale for each strategy use. The teacher closely observes and clarifies any possible unclear points.</p> <p>After all four items are discussed and clarified; the teacher asks her students to implement the first two strategies on the above list. The students put their phones away and take deep breaths while trying to clear their heads.</p>
<p>3. Practice: The students listen to the recording titled <i>Directions around town 1</i> from Randall’s Cyber Listening Lab twice while trying to implement the last two strategies on the above list. They cooperate with and tutor their peers</p>

throughout the practice phase.
<p>4. Evaluation: The students have a live competition about the use of person directed attention strategies on the web site, <i>Quizizz</i> which is a digital education tool. They use their mobile devices during this evaluation phase to reflect on their own strategy use. . They are also asked to fill the post listening evaluation checklists (See Appendix 1) so that they can have guided reflections on their listening process and strategy use.</p>
<p>5. Expansion: The students are asked to complete the listening task titled <i>Shopping for the day</i> from Randall’s Cyber Listening Lab at home. Each student is also given a learning diary with a directed attention strategies checklist. They are asked to tick the strategies that they can implement and put a cross sign across the ones that they can’t. Through delayed retrospection technique, they are also asked to provide feedback on which strategies are especially helpful or useless in their own opinions and why. They are encouraged by their teacher to write further comments about motivational aspects of strategy use.</p>

APPENDIX 8: The Turkish version of MALQ

HAZIRLIK ÖĞRENCİLERİNİN İNGİLİZCE DİNLEME BECERİSİNE İLİŞKİN ÜSTBİLİŞSEL FARKINDALIĞINI ÖLÇME ANKETİ

Bu anket _____ Üniversitesi hazırlık sınıfı öğrencilerinin İngilizce dinleme becerisine ilişkin üstbilişsel farkındalığını ölçmek amacıyla yapılan araştırmanın bir parçasını oluşturmaktadır. Bu anket bir sınav değildir ve ifadelerin tek bir doğru yanıtı yoktur, bu yüzden maddeleri anlamanız ve fikrinizi en iyi yansıtan kutuyu işaretlemeniz anketin geçerliliği ve güvenilirliği açısından oldukça önemlidir. Adınızla vereceğiniz yanıtlar gizli tutulacaktır.

- **Tarih:**
- **Yaş:**
- **Size uygun olan rakam(lar)ı yuvarlak içine alınız.**
 1. Daha önce hiç İngilizce dersi almadım.
 2. Daha önce İngilizce dersi aldım.
 3. Daha önce İngilizce hazırlık okudum.
 4. İngilizce dinlediğimi nasıl anlayabileceğime ilişkin bir fikrim var.
 5. İngilizce dinlediğimi nasıl anlayabileceğime ilişkin hiçbir fikrim yok.
- Aşağıdaki ifadeler kutuların içindeki sayılarla eşdeğerdir. Yazılı metnin yanındaki 1’den 6’ya kadar olan sayılardan sadece bir tanesini işaretleyiniz. Her soru için fikrinizi en iyi yansıtan ifadeyi işaretleyiniz.

1- Kesinlikle **katılmıyorum**.

- 2- Katılmıyorum.
- 3- Kısmen katılmıyorum.
- 4- Kısmen katılıyorum.
- 5- Katılıyorum.
- 6- Kesinlikle **katılıyorum**.
- Örnek ifade:

Ölçülen öge	Strateji veya inanış / algı	Kesinlikle katılmıyorum	Katılmıyorum	Kısmen katılmıyorum	Kısmen katılıyorum	Katılıyorum	Kesinlikle katılıyorum
Plan yapma ve değerlendirme	1. İngilizce bir parçayı dinlemeye başlamadan önce nasıl dinleyeceğime ilişkin kafamda bir planım vardır.	1	2	3	4	5	6

Ölçülen öge	Strateji veya inanış / algı	Kesinlikle katılmıyorum	Katılmıyorum	Kısmen katılmıyorum	Kısmen katılıyorum	Katılıyorum	Kesinlikle katılıyorum
Plan yapma ve değerlendirme	1. İngilizce bir parçayı dinlemeye başlamadan önce nasıl dinleyeceğime ilişkin kafamda bir planım vardır.	1	2	3	4	5	6
Dikkatte seçicilik	2. Dinlediklerimi anlamakta zorlanınca parçaya daha fazla odaklanırım.	1	2	3	4	5	6

Öz-yeterlik	3. İngilizce dinlediğimi anlamannın İngilizce okuduğumu anlamaktan, İngilizce konuşmak ve yazmaktan daha zor olduğunu düşünüyorum.	1	2	3	4	5	6
Zihinsel çeviri	4. İngilizce bir parçayı dinlerken bir yandan da kafamda Türkçe'ye zihinsel çeviri yaparım.	1	2	3	4	5	6
Problem çözme	5. Dinlediğim parçadaki anlamadığım sözcüklerin anlamını tahmin etmek için anladığım kelimeleri kullanırım.	1	2	3	4	5	6
Dikkatte seçicilik	6. İngilizce bir parçayı dinlerken dikkatim dağıldığında dikkatimi hemen tekrar toplarım.	1	2	3	4	5	6
Problem çözme	7. İngilizce bir parçayı dinlerken parçanın konusuna ilişkin zaten bildiğim şeylerle dinlediklerimden anladıklarımı karşılaştırırım.	1	2	3	4	5	6
Öz-yeterlik	8. İngilizce dinlediğini anlama becerisinin benim için bir güçlük olduğunu hissediyorum.	1	2	3	4	5	6
Problem çözme	9. Kendi tecrübelerimi ve bilgimi İngilizce dinlediğim parçayı daha kolay anlamak için kullanırım.	1	2	3	4	5	6
Plan yapma ve değerlendirme	10. İngilizce bir parçayı dinlemeye başlamadan önce daha önce dinlemiş olabileceğim benzer parçaları düşünürüm.	1	2	3	4	5	6
Zihinsel çeviri	11. İngilizce bir parçayı dinlerken anahtar sözcükleri Türkçe'ye çeviririm.	1	2	3	4	5	6
Dikkatte seçicilik	12. Dikkatim dağıldığında her şeyin tekrar rayına oturması için çaba gösteririm, dikkatimi tekrar toplamaya çalışırım.	1	2	3	4	5	6
Problem çözme	13. İngilizce bir parçayı dinlerken o ana kadar anladıklarımın doğru olmadığını fark edersem hemen yaptığım çıkarımları düzeltirim.	1	2	3	4	5	6

Plan yapma ve değerlendirme	14. İngilizce bir parçayı dinledikten sonra nasıl dinlediğimi ve gelecek sefer neyi farklı yapabileceğimi düşünürüm.	1	2	3	4	5	6
Öz-yeterlik	15. İngilizce konuşulanları veya bir parçayı dinlerken gergin hissetmiyorum.	1	2	3	4	5	6
Dikkatte seçicilik	16. Duyduklarımı anlamakta zorlanınca vazgeçip dinlemeyi bırakırım.	1	2	3	4	5	6
Problem çözme	17. Anlamadığım sözcüklerin anlamını tahmin etmek için parçanın genel fikrini kullanırım.	1	2	3	4	5	6
Zihinsel çeviri	18. İngilizce bir parçayı dinlerken kelime kelime birebir çeviri yaparım.	1	2	3	4	5	6
Problem çözme	19. Bilmediğim bir kelimenin anlamını tahmin ettiğimde yaptığım çıkarımın mantıklı olup olmadığını anlamak için parçada dinlediğim diğer her şeyi göz önünde bulundururum.	1	2	3	4	5	6
Plan yapma ve değerlendirme	20. İngilizce bir parçayı dinlerken belli aralıklarla kendime anlama düzeyimden memnun olup olmadığını sorarım.	1	2	3	4	5	6
Plan yapma ve değerlendirme	21. İngilizce bir parçayı dinlerken neden dinlediğime ilişkin kafamda net bir hedefim vardır.	1	2	3	4	5	6

APPENDIX 9

Weekly progress reports of the participants from the experimental group

WEEK 1 & 2: Problem solving strategies

The screenshot displays the Quizizz team dashboard for a quiz with game code 194396. The interface shows 18 participants and a 'START' button. Below the start button, a message states 'Participants can't join after the game starts'. Three teams are listed:

- Soaring Penguins** (4 players): Hatice, Sümeyye, Şüheda, Dilnigar
- Tiny Whales** (4 players): nurahan, Mertcan Karabaş, Aslıhan, Bahadır BAYDERE
- Hurtling Turtles** (4 players): Sara, Eyüphan, Hüsnâ, Habibe GUREL

The dashboard also includes a 'Shuffle teams' button, a 'Yardım' (Help) button, and a 'Game code' display. The browser address bar shows the URL: quizizz.com/admin/quiz/5d84713886d753001b57166f/team. The system tray at the bottom indicates the date and time as 09:27 on 20.09.2019.

pre and post proficiency tests an x Team Dashboard - Running x +

quizizz.com/admin/quiz/5d84713886d753001b57166f/team

163

84% class accuracy

32

Leaderboard Questions

Royal Rats
3 players
39120 points
rank 1

Hurling Turtles
4 players
35900 points
rank 2

Soaring Penguins
4 players
32880 points
rank 3

Dancing Slugs
4 players
29707 points
rank 4

Yardım

TR 09:32 20.09.2019

pre and post proficiency tests an x Team Dashboard - Running x +

quizizz.com/admin/quiz/5d846e96007761001be898f1/team

Leaderboard Questions

12 Questions Sort by Accuracy

1 2 3 4 5 6 7 8 9 10 11 12

1. Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca ne yapabilirim? Avg. time taken 5 secs 12 correct, 2 incorrect

a Hemen sözlüğü açıp anlamına bakarım.

b Parça bitince sözlüğü açıp anlamına bakarım.

c Bildiğim sözcükleri kullanarak bilmediğim kelimenin anlamını çıkarmaya çalışırım.

d Dinlemeyi bırakırım.

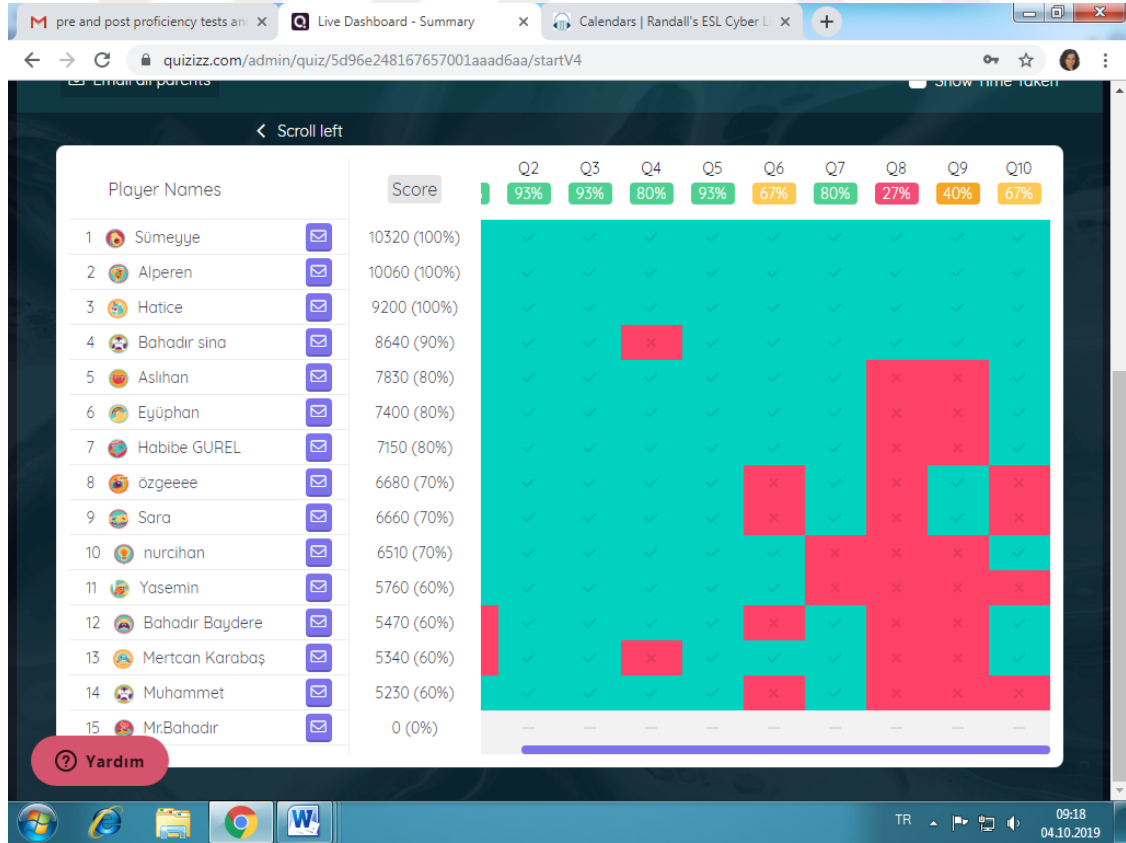
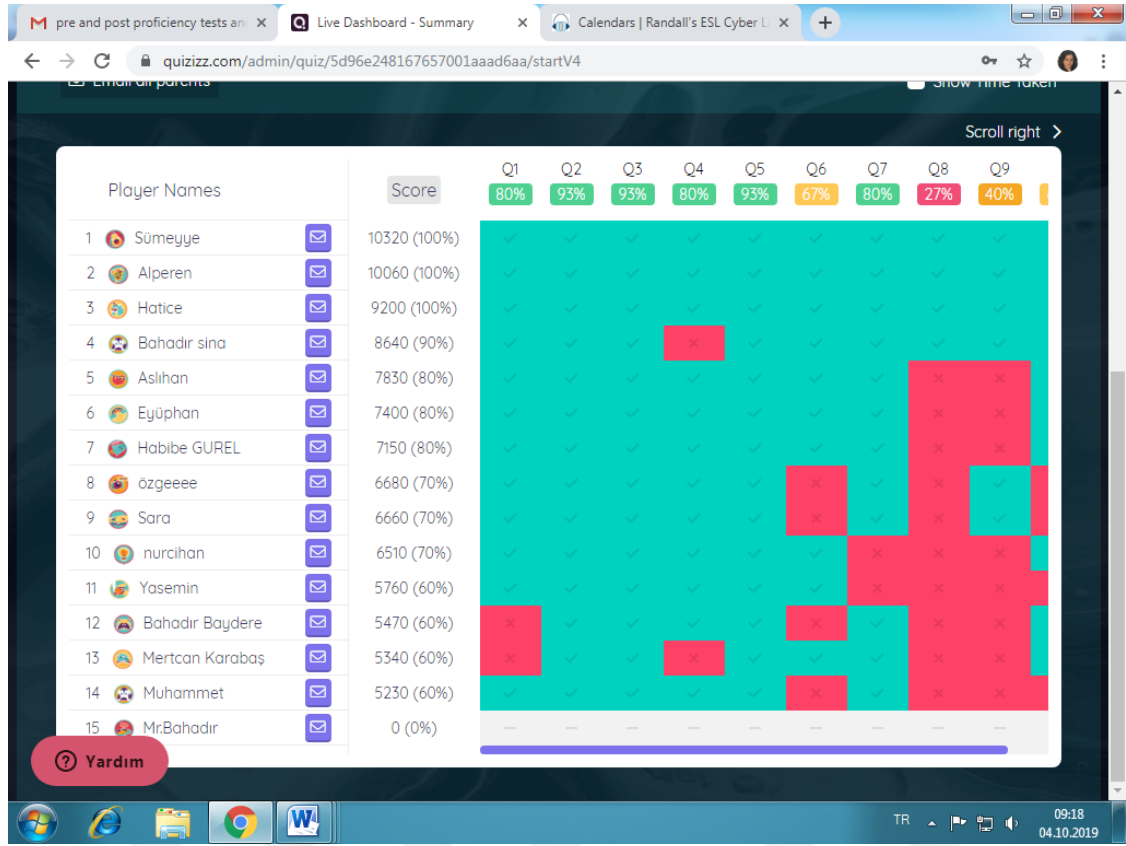
2. Dinlediğim parçada bilmediğim bir kelime ile karşılaşınca ne yapabilirim? Avg. time taken 9 secs 12 correct, 2 incorrect

a Parçanın benim için çok zor olduğunu anlar ve daha kolay bir parça ararım.

Yardım

TR 09:22 20.09.2019

WEEK 3 & 4: Planning and evaluation strategies



Quiz started on: Fri 04, Oct 09:29 AM Total Attendance: 14 Average Score: 9527

Players	Score	Accuracy	Started At	Info
Alperen (Alperen Engin)	10320	100%	Fri 04, Oct 09:30 AM	Samsung Internet on Samsung SM-J730F
Aslıhan	10110	100%	Fri 04, Oct 09:30 AM	Chrome Mobile on Generic Smartphone
Habibe GUREL (Habibe GUREL)	9540	100%	Fri 04, Oct 09:30 AM	Chrome Mobile on Generic Smartphone
Sara	9820	100%	Fri 04, Oct 09:30 AM	Chrome Mobile on Generic Smartphone
Eyüphan	9450	100%	Fri 04, Oct 09:30 AM	Chrome Mobile on Generic Smartphone
Bahadır sina	10530	100%	Fri 04, Oct 09:30 AM	Mobile Safari on iPhone
Yasemin (Yasemin Akkum)	10420	100%	Fri 04, Oct 09:30 AM	Chrome Mobile on Generic Smartphone
Sümeyye	10550	100%	Fri 04, Oct 09:30 AM	Mobile Safari on iPhone
Muhammet	8760	90%	Fri 04, Oct 09:30 AM	Chrome Mobile on Generic Smartphone
nurcihan	9100	90%	Fri 04, Oct 09:30 AM	Chrome Mobile on Generic Smartphone
Mertcan (Mertcan KARABAS)	8650	90%	Fri 04, Oct 09:30 AM	Mobile Safari on iPhone
Hatice	8680	90%	Fri 04, Oct 09:30 AM	Mobile Safari on iPhone
Bahadır Baydere	8800	90%	Fri 04, Oct 09:30 AM	Chrome Mobile on GM 5 Plus
özgeeee	8660	90%	Fri 04, Oct 09:30 AM	Chrome Mobile on GM8 go

WEEK 5: Mental translation strategies

pre and post proficiency tests an x Live Dashboard - Running x

quizizz.com/admin/quiz/5da95548c4132f001a9b68c8/startV4

1. Go to 2. Enter game code **END GAME**

89 **71%** Accuracy 37

Leaderboard Questions

14 / 16 done Show only top 5

rank	Player Name	Score
1	Özgeee	8
2	Aslihan	8
3	Hatice	2
4	Sümeyye	5
5	Bahadır sina	1

Yardım

09:07 18.10.2019

pre and post proficiency tests an x Live Dashboard - Summary x

quizizz.com/admin/quiz/5da95548c4132f001a9b68c8/startV4

Player Names	Score	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8
1 Özgeee	8300 (100%)	65%	65%	47%	71%	71%	65%	71%	100%
2 Aslihan	8020 (100%)	✓	✓	✓	✓	✓	✓	✓	✓
3 Hatice	7500 (100%)	✓	✓	✓	✓	✓	✓	✓	✓
4 Sümeyye	7330 (100%)	✓	✓	✓	✓	✓	✓	✓	✓
5 Bahadır sina	6670 (87%)	✓	✓	✓	✓	✓	✓	✓	✓
6 Eyüphan	5350 (75%)	✓	✗	✓	✓	✓	✓	✓	✓
7 Mertcan	5340 (75%)	✓	✓	✗	✓	✓	✓	✗	✓
8 Habibe GUREL	5280 (75%)	✗	✓	✓	✓	✗	✓	✓	✓
9 nurcihan	4700 (62%)	✓	✓	✗	✓	✓	✓	✗	✓
10 Miray POLAT	4630 (62%)	✓	✓	✗	✓	✓	✓	✓	✓
11 Alperen	4600 (62%)	✓	✓	✗	✓	✓	✓	✓	✓
12 İBRAHİMOVA	4490 (62%)	✗	✗	✓	✓	✓	✓	✓	✓
13 BahadırB.	3830 (50%)	✓	✓	✓	✓	✓	✓	✓	✓
14 Bahadır	3430 (50%)	✗	✓	✗	✓	✓	✓	✓	✓
15 Sara	3420 (50%)	✗	✓	✗	✓	✓	✓	✓	✓
16 Süheda	2840 (37%)	✗	✗	✗	✓	✓	✓	✓	✓
17 Muhammet	1500 (25%)	✗	✗	✗	✗	✓	✓	✓	✓

Yardım

09:11 18.10.2019

Quiz started on: Fri 18, Oct 09:01 AM Total Attendance: 17 Average Score: 5131

Players	Score	Accuracy	Started At	Info
Sümeyye	7330	100%	Fri 18, Oct 09:05 AM	Mobile Safari on iPhone
Hatice	7500	100%	Fri 18, Oct 09:05 AM	Mobile Safari on iPhone
Özgeee	8300	100%	Fri 18, Oct 09:05 AM	Chrome Mobile on GM8 go
Aslıhan	8020	100%	Fri 18, Oct 09:05 AM	Chrome Mobile on Generic Smartphone
Bahadır sina	6670	88%	Fri 18, Oct 09:05 AM	Mobile Safari on iPhone
Habibe GUREL (Habibe GUREL)	5280	75%	Fri 18, Oct 09:05 AM	Chrome Mobile on Generic Smartphone
Eyüphan	5350	75%	Fri 18, Oct 09:05 AM	Chrome Mobile on Generic Smartphone
Mertcan (Mertcan KARABAS)	5340	75%	Fri 18, Oct 09:05 AM	Mobile Safari on iPhone
Alperen	4600	63%	Fri 18, Oct 09:05 AM	Samsung Internet on Samsung SM-J730F
IBRAHİMOVA	4490	63%	Fri 18, Oct 09:05 AM	Chrome Mobile on Generic Smartphone
Miray POLAT	4630	63%	Fri 18, Oct 09:05 AM	Mobile Safari on iPhone
nurcihan	4700	63%	Fri 18, Oct 09:05 AM	Chrome Mobile on Generic Smartphone
BahadırB.	3830	50%	Fri 18, Oct 09:09 AM	Chrome Mobile on GM 5 Plus
Bahadır	3430	50%	Fri 18, Oct 09:05 AM	Chrome Mobile on GM 5 Plus
Sara	3420	50%	Fri 18, Oct 09:05 AM	Chrome Mobile on Generic Smartphone
Şüheda	2840	38%	Fri 18, Oct 09:05 AM	Mobile Safari on iPhone
Muhammet	1500	25%	Fri 18, Oct 09:05 AM	Chrome Mobile on Generic Smartphone

WEEK 6: Person knowledge strategies

pre and post proficiency tests an... x Live Dashboard - Running x Yeni Sekme

quizizz.com/admin/quiz/5db17c4488dd82001aeb1a81/startV4

1. Go to 2. Enter game code **END GAME**

192 **89%** Accuracy **23**

Leaderboard Questions

15 / 18 done Show only top 5

rank	Player Name	Score
rank 1	Aslihan	12
rank 2	Sara	12
rank 2	Özgeee	12
rank 3	Bahadır sina	12
rank 3	Hüsna	12

Yardım

13:31 24.10.2019

pre and post proficiency tests an... x Live Dashboard - Summary x Yeni Sekme

quizizz.com/admin/quiz/5db17c4488dd82001aeb1a81/startV4

Player Names	Score	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
1 Aslihan	13300 (100%)	94%	78%	72%	94%	100%	94%	100%	100%	94%
2 Özgeee	13270 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
2 Sara	13270 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Hüsna	13260 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Bahadır sina	13260 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Mertcan	13200 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Muhammet	13150 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
6 Sümeyye	11980 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
6 Alperen	11980 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
7 Miray POLAT	11720 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
8 Hatice	11610 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
9 Yasemin	10390 (91%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
10 Habibe GUREL	10340 (91%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
11 nurcihan	10290 (83%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
12 Şüheda	9960 (83%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
13 Elnur	7900 (66%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
14 Dilnigar	5570 (50%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
BRAHİM	3640 (33%)	✓	✓	✓	✓	✓	✓	✓	✓	✓

Yardım

13:32 24.10.2019

Quiz started on: Thu 24, Oct 01:00 PM Total Attendance: 18 Average Score: 10982

Players	Score	Accuracy	Started At	Info
Şüheda	12270	100%	Thu 24, Oct 01:01 PM	Mobile Safari on iPhone
Alperen	12300	100%	Thu 24, Oct 01:01 PM	Samsung Internet on Samsung SM-J730F
Habibe GUREL	13000	100%	Thu 24, Oct 01:01 PM	Chrome Mobile on Generic Smartphone
Muhammet	12920	100%	Thu 24, Oct 01:01 PM	Chrome Mobile on Generic Smartphone
Sara	11650	100%	Thu 24, Oct 01:01 PM	Chrome Mobile on Generic Smartphone
Hüsna	12980	100%	Thu 24, Oct 01:01 PM	Samsung Internet on Samsung SM-A705FN
Mertcan (Mertcan KARABAS)	13040	100%	Thu 24, Oct 01:01 PM	Mobile Safari on iPhone
Yasemin	11870	100%	Thu 24, Oct 01:01 PM	Chrome Mobile on Generic Smartphone
Bahadır sina	13100	100%	Thu 24, Oct 01:01 PM	Mobile Safari on iPhone
Miray POLAT	10590	92%	Thu 24, Oct 01:01 PM	Mobile Safari on iPhone
Sümeyye	11390	92%	Thu 24, Oct 01:01 PM	Mobile Safari on iPhone
Özgeee	10400	92%	Thu 24, Oct 01:01 PM	Chrome Mobile on GM8 go
Hatice	10130	92%	Thu 24, Oct 01:01 PM	Mobile Safari on iPhone
nurcihan	9740	83%	Thu 24, Oct 01:01 PM	Chrome Mobile on Generic Smartphone
Aslıhan	10230	83%	Thu 24, Oct 01:01 PM	Chrome Mobile on Generic Smartphone
Elnur	8500	75%	Thu 24, Oct 01:01 PM	Mobile Safari on iPhone
IBRAHİM	7340	67%	Thu 24, Oct 01:01 PM	Chrome Mobile on Generic Smartphone
Dilnigar	6240	58%	Thu 24, Oct 01:01 PM	Mobile Safari on iPhone

WEEKS 7 & 8: Directed and selective attention strategies

UNIT 12 - Google Drive | pre and post proficiency te | Directions Around Town 1 | Live Dashboard - Run

quizizz.com/admin/quiz/5dbab22842b893001aeb7a57/startV4

179

94% Accuracy 11

Leaderboard Questions

17 / 19 done Show only top 5

rank	Player Name	Score
1	Sümeyye	10
2	Yasemin	10
3	Sara	10
4	Mertcan	10
5	Habibe GUREL	10
6	Aslihan	10
7	Bahadır sina	10

Yardım

TR 12:14 31.10.2019

UNIT 12 - Google | pre and post profici | Directions Around | Directions Around | Live Dashboard - S

quizizz.com/admin/quiz/5dbab22842b893001aeb7a57/startV4

Player Names	Score	Q1	Q2	Q3	Q4	Q5	Q6	Q7	Q8	Q9
1 Sümeyye	10800 (100%)	95%	84%	100%	100%	84%	89%	100%	100%	95%
2 Yasemin	10770 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
3 Sara	10700 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
4 Mertcan	10650 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
5 Habibe GUREL	10580 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
6 Aslihan	10570 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
7 Bahadır sina	10540 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
8 Muhammet	10510 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
9 Alperen	10370 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
10 Söheda	10310 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
11 Hatice	10080 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
12 Miray POLAT	9970 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
13 nurcihan	9640 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
14 Hüsna	9610 (100%)	✓	✓	✓	✓	✓	✓	✓	✓	✓
15 Özgeee	8360 (90%)	✓	✓	✓	✓	✓	✓	✓	✓	✗
16 Eyuphan	8270 (90%)	✓	✓	✓	✓	✓	✓	✓	✗	✗
17 IBRAHİM	7010 (80%)	✗	✗	✓	✗	✗	✗	✗	✗	✗
18 İnur	6600 (70%)	✗	✗	✓	✗	✗	✗	✗	✗	✗
19 Dilniyar	5350 (60%)	✗	✗	✓	✗	✗	✗	✗	✗	✗

Yardım

TR 12:31 31.10.2019

Quiz started on: Thu 31, Oct 11:58 AM Total Attendance: 19 Average Score: 8247

Players	Score	Accuracy	Started At	Info
Hüsna	10040	100%	Thu 31, Oct 11:59 AM	Samsung Internet on Samsung SM-A705FN
Habibe GUREL	9090	100%	Thu 31, Oct 11:59 AM	Chrome Mobile on Generic Smartphone
Özgeee	9940	100%	Thu 31, Oct 11:59 AM	Chrome Mobile on GM8 go
Yasemin	9650	100%	Thu 31, Oct 11:59 AM	Chrome Mobile on Generic Smartphone
Alperen	9460	100%	Thu 31, Oct 11:59 AM	Samsung Internet on Samsung SM-J730F
Sümeyye	9300	100%	Thu 31, Oct 11:59 AM	Mobile Safari on iPhone
Bahadır sina	9560	100%	Thu 31, Oct 11:59 AM	Mobile Safari on iPhone
Miray POLAT	9110	100%	Thu 31, Oct 11:59 AM	Mobile Safari on iPhone
Mertcan	10120	100%	Thu 31, Oct 11:59 AM	Mobile Safari on iPhone
Aslıhan	10070	100%	Thu 31, Oct 11:59 AM	Chrome Mobile on Generic Smartphone
Muhammet	9550	100%	Thu 31, Oct 11:59 AM	Chrome Mobile on Generic Smartphone
Şüheda	7190	80%	Thu 31, Oct 11:59 AM	Mobile Safari on iPhone
nurcihan	7240	80%	Thu 31, Oct 11:59 AM	Chrome Mobile on Generic Smartphone
Hatice	6130	70%	Thu 31, Oct 11:59 AM	Mobile Safari on iPhone
İBRAHİM	5740	70%	Thu 31, Oct 11:59 AM	Chrome Mobile on Generic Smartphone
Elnur	6090	70%	Thu 31, Oct 11:59 AM	Mobile Safari on iPhone
Eyüphan	6010	70%	Thu 31, Oct 11:59 AM	Chrome Mobile on Generic Smartphone
Sara	6240	70%	Thu 31, Oct 11:59 AM	Chrome Mobile on Generic Smartphone
Dilnigar	6170	70%	Thu 31, Oct 11:59 AM	Mobile Safari on iPhone

APPENDIX 10: Extracts from listening dialogue-diaries for the second research question

CODES

YELLOW: Using your previous knowledge or experience to make inferences

Aslıhan: I started using my previous experiences so as to guess the meaning of the unknown words in the listening text.

Yasemin: I use my existing experience and knowledge to help me understand the contents of a listening text in general. This helps me to decipher what the topic and context are.

ORANGE: Changes in their learning strategies:

Planning combined with selective attention: Aslihan, Hatice, Sina, Sümeyye, Sara, Bahadır Alperen: Now I don't just stare blankly at the listening tasks in exams, I have a clear plan in my head. I know what I need to do before, during and after the task. I know what parts I need to pay special attention to. This training made me much more organized in terms of listening.

Planning combined with selective attention: Şüheda: I think about why I am going to listen to a text before I start to listen. Then, the first time I listen, I focus on fulfilling my aims for this listening task. It is easier to do this as I have already identified these aims beforehand. The second time I listen, I merely concentrate on the parts that I missed and that are essential for the fulfillment of my aims.

Hüsna: Listening used to be a total mystery for me. I didn't know what to do, how to improve my listening at all. This training, online activities (Quizizz and ESL Lab) and the checklist in the diaries gave me purpose and direction. I now know where to start.

Şüheda: Listening tasks don't scare me any more. My listening diary took all of my fears away. In fact, I started to believe that listening activities can even be fun for me. This kind of dialogue diary should be part of daily instruction in prep school. I think adopting the advice in my listening diary gave me direction and focus. I used to give up immediately after I had the slightest problem in a listening task. Now I am more resilient and I believe in my own listening abilities more.

Miray, Hatice, Sina, Sara, Nurcihan, Mertcan: I started implementing the suggested listening strategies repeatedly. Getting feedback from my teacher on my personal difficulties helped a lot. Thanks to my listening diary, I noticed my progress. More importantly, I learnt how to progress.

Nurcihan: Seeing my progress in my listening diary motivated me to do more to improve my listening skills.

Sara: The teacher's enthusiasm throughout the training definitely made me more interested in learning the listening strategies in this diary. She somehow let us inside her head, showed us how to implement each strategy. I actually enjoyed the entire process.

Özge: I used to think that when or if my English proficiency level increases; my listening skills will improve proportionately and automatically. Now I know that adopting listening strategies can accelerate this to a great extent.

Aslıhan, Muhammed: I realized what I had been doing wrong when dealing with a listening task and changed this to make room for the new tactics that I tried and adopted throughout this training period.

Strategy transfer: Muhammed: I also decided to modify some of the learning strategies that I was already using before this training because this training helped me realize the weak points of my own learning tactics. It also gave me a variety of listening strategies to choose from. I realized what exactly I need to do step by step to improve my listening skills.

Özge, Yasemin, Hüsna, Miray, Sümeyye, Alperen, Eyüphan, Muhammed, Nurcihan, Şüheda, Mertcan: I used to try to translate word by word in my mind as I listened. I stopped doing this. Now, I don't waste my time or energy for verbatim translation. I now try to remember the important information of the oral text in chunks. I try to find the same or similar chunks in questions to answer the questions.

Elnur, Sümeyye, Sara: I used to miss important information just because I was trying to translate everything. It was a relief to stop doing this.

Bahadır: I stopped translating in my head as I listen because when I do this, I miss the key words in the text. Sometimes I even miss the general idea of the text if I am obsessed with the translation of a certain part.

Özge, Şüheda: It was such a big relief to learn that I didn't have to know the meaning and the pronunciation of every single word in a listening text to be able to complete the task successfully. Learning this made a huge difference because I started believing in my listening skills more.

Yasemin: I didn't use to believe in myself seeing that some of my classmates are much better at listening comprehension than I am. Now this doesn't bother me at all. Now I know that I can use my own experience, knowledge or the parts that I do understand to make predictions and inferences to catch up with them.

Yasemin: I realized that I need to do more outside school. I need to indulge in a new hobby in English perhaps.

Elnur: Expressing the difficulties that I have been experiencing in a written format in this diary helped me a lot because I refrain myself in the classroom. Getting your comments and advice was also extremely useful. This entire process helped me decide what I needed to do next to improve my listening skills.

Habibe, Sara: At the end of each listening task, I started asking myself how I had just listened and what I could do differently the next time. This helped me improve myself a lot. I started picking up the listening strategies that are more suitable for me.

Dilnigar, Nurcihan: I waste a lot of time trying to translate the text into Turkish. This is also mentally exhausting. But I am somehow under the impression that I won't understand anything at all if I stop translating. I will definitely try to cut down on translation though.

Habibe: We used to translate every single text in our text book into Turkish at high school. It is like an annoying habit I can't seem to give up. It makes me obsess over the Turkish equivalent of a single word and miss important information from the text.

Eyüphan: I am so used to answering the questions in Turkish, I can't sometimes help translating the questions in the listening task into Turkish. It is a habit, I guess.

Habibe: I had a friend at high school. Her English was really good. I used to ask her a lot of questions about how she improved her listening skills because listening comprehension was especially challenging for me. I feel like I have found the answers I have been looking thanks to this training. Now I have many listening tactics and I can choose the ones that can work well in a particular type of task myself.

Bahadır: Thanks to these listening dialogue-diaries, I noticed what I was doing wrong and tried to adjust my listening tactics. I have found some solutions for my frequent problems in these strategy checklists.

Sina: I noticed that after I started cutting down on mentally translating the text as I listen, I could actually focus more on the text itself. I plan on doing exactly that for each listening task from now on.

Sina: I plan on giving up translation all together. I realized that there isn't anything in it for me. I just do it out of habit.

Sina: I feel as if everyone speaks in a hoarse voice in English. Their voices never sound clear to me. I guess this has something to do with the pronunciation of the words. They have some sounds that I have never heard in my life before. I should work on this.

Hatice: I used to suffer from a lack of concentration and limited attention span. It definitely helped me address these attention problems to try to understand the logic for each strategy use and implement these in each listening task according to the task type. I believe this training should be a compulsory part of each module in the prep school.

Evaluation combined with person knowledge: Hatice, Sümeyye: It motivates me a lot to write about my strengths and weaknesses as a language learner in this diary. This gives me a chance to evaluate myself privately while getting feedback from my teacher. I also feel that she is interested in what I have to say. This makes me exceptionally happy too.

Alperen: I was already familiar with linguistic inferencing. It makes my life a lot easier in listening tasks.

Alperen: First, it was demotivating to see the accuracy ratio of my answers on the online platform at the end of each listening task. Then, I realized I was the only person who saw that. It was actually helping me notice the current level of my listening comprehension. It encouraged me to practice more.

Alperen: I used to have immense difficulty in understanding the contracted forms of function words. This training made me notice and address this problem.

Alperen: I believe this training should be a compulsory part of each module in the prep school because the process was not emotionally abrasive. Especially diaries encouraged the introverted students like myself to speak up and open our problems to dialogue.

Muhammed: This training made me realize that I don't actually need to understand every single word or know how every single word is pronounced to be able to process the listening text in real time. I can use many strategies to help me answer the questions.

Eyüphan: Strategy use helped me better understand the listening texts. Now I can answer more questions faster while doing the tasks.

Eyüphan: I didn't use to determine what I should pay more attention to in a listening text. Now I focus on meaningful chunks both in the questions and the text. I also concentrate on content words instead of function words. This helps me extract more meaning from the oral text.

Eyüphan, Nurcihan: This training, the diaries in particular, made me question my own learning process.

Nurcihan: This training made me realize that distinctive accents are not really such big obstacles for my comprehension in listening. Once I learn how words are usually pronounced in English, accents have only subtle differences. I feel like I will be able to process the oral texts more easily from now on.

Making predictions:

Dilnigar: I used to have problems with making predictions about what I am going to listen. Now, I can use whatever I have to make informed guesses. I try to guess what will come next even while I am still listening.

Dilnigar: I make predictions based on the meaningful chunks that may include important information in the text. This helps me understand not only the important parts of the text but also the general idea better.

Elnur: I started expressing and sharing my fears of failure with some of my classmates and teachers. Their emotional support makes me much more relaxed before listening tasks.

Habibe: The questions are prepared in English and the oral texts are also in English. I don't see the point translating into Turkish under these circumstances. If I translate what I understand from the text into Turkish, I will have to translate it back to English as I am trying to answer the questions. This can get quite exhausting. This training made me notice that I don't need to do this to complete the task successfully.

PINK: Improvements in their metacognitive strategies, planning, monitoring and evaluation

Planning:

Planning combined with selective attention: Aslıhan, Hatice, Sina, Sümeyye, Sara, Bahadır, Muhammed: Now I don't just stare blankly at the listening tasks in exams, I have a clear plan in my head. I know what I need to do before, during and after the task. I know what parts I need to pay special attention to. This training made me much more organized in terms of listening.

Bahadır: Before I start to listen, I have a clear plan in my head. I know what I need to do before, during and after the task. I can even invent strategies of my own.

Planning combined with predicting: Muhammed: I formulate a listening plan in my mind before I start to listen based on the instructions and the questions on the response sheet. Then, I start making predictions. This helps me decipher the meaning of the text more efficiently.

Özge, Elnur, Sina, Sara: Before I start to listen, I now think of similar texts that I may have listened to. I try not to make the same mistakes. I remember how to tell someone exact dates, phone numbers or the time for instance. I remember what a waiter usually says to greet the customers in a restaurant.

Personal elaboration combined with predicting: Sina, Sümeyye: Before I start to listen, I now think of similar texts that I may have listened to. This helps me to guess what will probably come up in the listening.

Monitoring:

Özge, Aslıhan, Elnur, Yasemin, Hatice, Sina, Sümeyye, Sara, Şüheda, Mertcan: As I listen, I have tremendous difficulty in periodically asking myself whether I am satisfied with my level of comprehension or not. I keep missing out important information if I do this.

Evaluation and Strategy transfer:

Evaluation combined with person knowledge: Hatice, Sümeyye: It motivates me a lot to write about my strengths and weaknesses as a language learner in this diary. This gives

me a chance to evaluate myself privately while getting feedback from my teacher. I also feel that she is interested in what I have to say. This makes me exceptionally happy too.

Dilnigar, Hüsna, Sara, Alperen, Eyüphan: I can now evaluate my own strategy use after the listening task to a certain extent. I use some of the strategies I like. I don't know whether this is enough though.

Aslıhan: I started trying to identify the learning strategies that I used to complete a listening task successfully. I pay special attention to this now so that I can remember to use them the next time.

Yasemin, Mertcan: I can't determine properly why I had difficulty in a particular listening task. Thus, I can't try to find a solution for the next similar task as I don't know the problem.

Habibe: At the end of each listening task, I started asking myself how I had just listened and what I could do differently the next time. This helped me improve myself a lot.

Hatice: Even if I ask myself how I have just listened at the end of a listening task, I can't seem to identify what went wrong and what I could do differently the next time. Sometimes I am able to identify the problem and I know what I should do, but I still can't implement that in the next task.

Habibe: I had a friend at high school. Her English was really good. I used to ask her a lot of questions about how she improved her listening skills because listening comprehension was especially challenging for me. I feel like I have found the answers I have been looking thanks to this training. Now I have many listening tactics and I can choose the ones that can work well in a particular type of task myself.

Dilnigar: I noticed what I do and how I do it when I am trying to improve my listening comprehension skills. I understood my own process better after this training.

İbrahim: I started thinking about the strategies that I have used before and which ones can be more helpful for each listening task more.

Bahadır: I try to determine why I had difficulty in a particular listening task. This helps me find a solution for the next similar task as I have already identified the problematic parts.

Hatice: Even if I ask myself how I have just listened at the end of a listening task, I can't seem to identify what went wrong and what I could do differently the next time. Sometimes I am able to identify the problem and I know what I should do, but I still can't implement that in the next task.

Monitoring combined with selective attention: Özge, Elnur, Sina, Sara, Sümeyye, Şüheda: I try to keep the end goal for each question in my mind as I listen. This helps a lot because I try to focus on achieving these goals while listening.

Alperen, Şüheda: Before I start to listen, I can't remember the similar texts that I may have listened to. Therefore, I have trouble implementing similar strategies for similar tasks too. However, I can now evaluate my own strategy use after the listening task to a certain extent.

BLUE: Digital education tools

Özge, Sina, Eyüphan, Mertcan: The web based resources, Quizizz and Randall's Cyber Education Lab, helped me grasp the logic for the listening strategies and these definitely helped me learn and practice both faster and easier.

Eyüphan, Mertcan: The quizzes on Quizizz helped me remember the strategies better in the long term. If I remember them, it is easier to choose the ones that are best for me.

Mertcan: Quizizz drummed the listening strategies into my brain. I can't believe ESL-Lab is free.

Bahadır: Randall's Cyber Education Lab was a great resource for me. It gives you instant feedback and there are so many alternative listening tasks. You can also have a look at the listening script at the end if you want.

Miray: ESL Lab helped me improve my pronunciation a lot.

Sina: I used to complete the ESL Lab listening tasks on my mobile phone. But when I receive a notification, I lose my concentration. Thus, I decided to do these listening tasks on my computer. This was definitely more practical.

Sümeyye: It would be a lot better if ESL Lab didn't immediately show me the correct answer after I click on one of the options. It could be better to see the right answer after listening to the text twice.

Alperen: First, it was demotivating to see the accuracy ratio of my answers on the online platform at the end of each listening task. Then, I realized I was the only person who saw that. It was actually helping me notice the current level of my listening comprehension. It encouraged me to practice more.

Alperen: The online programs of this training were particularly easy to use. Because I can do the tasks anywhere I want and no one else sees the results, which is a big benefit for introverted learners, like myself.

GREEN: Person knowledge

Aslıhan, Sümeyye: I get really demoralized when I realize my interpretations are not correct. I automatically want to restart the text without trying to focus on the rest of it.

Aslıhan, Elnur: When I talk to a foreigner in English or watch an English TV show, my self confidence increases substantially. I also learn how to pronounce the English words properly when I do these.

Sara: My self-confidence increases when I can talk to my classmates in English. None of them are foreigner, but this doesn't change anything. I still feel happy that I can keep the conversation going.

Özge, Elnur, Bahadır, Sümeyye, Sara, Muhammed: When I understand some of the conversations in English in TV shows and movies, this motivates me highly. I am happy that I can also understand what so many other people in the world can understand. I started believing in myself more.

Muhammed: Some English words started sounding more and more familiar after I started watching English TV shows in my free time.

Sümeyye: Doing something in English outside the classroom made me more interested in learning this language.

Özge, Alperen: I get demotivated when I realize that I can't understand something in the listening that most of my classmates can. I feel left out. This worries me a lot.

Aslıhan, Muhammed: When I hear a different accent at the beginning of the listening text in class, I get incredibly tense. Maybe I should focus on how to understand these accents outside class.

Problem solving (inferencing) combined with person knowledge: Özge, Hatice: It makes me really happy and confident to be able to make inferences just by examining and reading all the materials in the response sheet, the instructions, questions, choices and visuals if there are any.

Elnur: I started expressing and sharing my fears of failure with some of my classmates and teachers. Their emotional support makes me much more relaxed before listening tasks.

Dilnigar: Being able to make predictions about the listening text motivates me a lot. Especially when I check if my predictions are correct while listening the text and find the right answer in this way.

Habibe, Mertcan: If I have an emotional problem that bothers me on the day of the listening task, I find it really hard to concentrate on what is said. I get so obsessed with my emotional issues that I stop caring about the listening at all.

Dilnigar: I get very stressed when I can't understand something during the listening.

Hüsna: Now I feel confident enough not to give up when I have difficulty in understanding something in the listening. The fact that I can make predictions encourages me not to give up.

Evaluation combined with person knowledge: Hatice, Sümeyye: It motivates me a lot to write about my strengths and weaknesses as a language learner in this diary. This gives me a chance to evaluate myself privately while getting feedback from my teacher. I also feel that she is interested in what I have to say. This makes me exceptionally happy too.

Hatice: When I realize I did something wrong, I panic immediately. I get confused and lose my concentration and find it really hard to refocus on what is being said.

Hatice: I am a bit reserved. I can't ask my teacher every time I have a difficulty in a listening task. But with my friends, I can be more easygoing. I can make a fool of myself and ask whatever I want.

Hatice, Sara, Alperen, Mertcan: I try everything to motivate myself before a listening task. I take a deep breath, get comfortable, put my mobile away, tell myself that I can do this etc. Each time I try to find a way to feel relaxed.

Sina, Sara: When I do anything in English, it doesn't matter what, this makes me extremely happy. It motivates me a lot. I have plenty of time to work on the things that I can't do properly right now, like speaking and listening. This is also motivating for me.

Alperen: I get demotivated when I can't understand most of what is said in a TV show.

Mental translation combined with person knowledge: Nurcihan: When I mistranslate a word, I have a lot of trouble with understanding the entire utterance. This creates a lot of gaps in the overall meaning. Hence, it is really demoralizing.

Nurcihan: The plain fact that I will have to answer the questions in real time as I listen stresses me a lot. I lose my concentration as I fear deeply that I will miss an answer. I focus on hearing individual words and when I do this, I can't understand the general meaning of utterances.

Şüheda: I feel nervous that I have general problem with listening comprehension.

Hüsna, Sümeyye, Mertcan: I need to panic less at the beginning of the listening task.

MINT: Adjusting your interpretation while listening (problem solving strategy)

Özge, Aslıhan, Yasemin, Elnur, Bahadır, İbrahim, Hüsna, Hatice, Sina, Sümeyye, Sara: I try to adjust my interpretation once I realize it is not correct. But I can't do this as fast as I should for the time being. Sometimes, I can't do it at all because I keep missing out important information when I try to make inferences from the rest of the text so as to adjust my incorrect interpretations.

PURPLE: Inferencing

Inferencing: Eyüphan: Thanks to inferencing strategies, I process what is being said in the listening text a lot faster. I am able to answer the questions both more effectively and faster.

Inferencing combined with mental translation: Muhammed: Cutting down on mental translation and realizing that it is impossible to know and understand every single word in the listening gave me enough time and energy to make inferences in general.

Şüheda: I can't usually compare what I know with what I understand from the text. I can't take advantage of my existing knowledge and experiences to guess the meanings of the words that I don't understand. Even if I manage to guess the meaning of a certain word, I have no way of checking whether my guess makes sense. I can't use everything or anything I heard in the listening text to check whether my guess is correct. I believe I have a general problem with making inferences.

Extralinguistic inferencing Background noise : Aslıhan: Background noise used to confuse me so much. At the end of this training, I accepted this as a natural part of life. Now I even try to make deductions from these extra sounds. For instance, I can understand where the speakers are.

Bahadır, Sümeyye, Alperen, Şüheda: Background noise helps me understand the context of the text a lot better.

Yasemin, Elnur, Eyüphan: I get really confused when there is background noise. I can't deduce anything from that.

Eyüphan: If I focus too much on the background noise, I miss important information in the text.

Sümeyye: Background noise sometimes makes me lose my concentration. But sometimes I can direct my total attention to what is being said and ignore the background noise.

Linguistic inferencing: Bahadır, Miray, Sina, Alperen: When I encounter a word I don't know, I use the words that I know in an utterance to guess the meaning of the unknown word. Sometimes, I need to think bigger than the sentence level. I need to consider the general idea of the text to do this.

Alperen: I was already familiar with linguistic inferencing. It makes my life a lot easier in listening tasks.

Linguistic inferencing: Özge, Hüsna, Hatice, Eyüphan, Şüheda: Before I start to listen, I now try to guess the part of speech that I will possibly need to fill in the blanks in the questions. I try to guess if it is a noun, adverb, adjective. Sometimes, I can even guess the exact word that I need in the blank. This strategy was particularly useful.

Linguistic inferencing combined with between parts inferencing: Miray, Sara: If I guess the meaning of a word, I think back to everything else that I have listened to so that I can check if my guess makes sense. This was especially helpful.

Linguistic inferencing: Miray, Sina, Sara: Before I start to listen, I now try to guess the part of speech that I will possibly need to fill in the blanks in the questions. But I can't do this consistently. I guess I need to revise the sentence structures that we have learnt in class.

Linguistic inferencing combined with person knowledge: Hüsna, Sina, Alperen, Muhammed, Şüheda: It was helpful to use the gist of an oral text to help me guess the meanings of the words that I don't understand. I can make reasonable guesses now, which motivates me a lot.

Linguistic inferencing and personal elaboration: Dilnigar, Alperen: I have many problems with making inferences in general. I can't use my own experience or the words that I already know to guess the meaning of the words that I don't understand.

Elaboration: Using prior knowledge from outside the text or conversational context and relating it to knowledge gained from the text or conversation in order to predict outcomes or fill in missing information. (Vandergrift, 1997, p. 393)

Personal elaboration: Aslihan, Sümeyye, Sara: I use my own knowledge and experience to help me make predictions, check whether they are correct. In fact, I use own existing knowledge to better understand the text now.

Personal elaboration combined with predicting: Sara: For example, if the listening text is about an animal, I think about what I already know about that animal. In this way, I can predict what I will need to listen for. In addition, I can combine what I know with what is said in the text. This helps me answer the questions more easily.

Personal elaboration combined with person knowledge: Hatice: I use my own experience to help me better understand the text now. For instance, if the speakers are about to check in their luggage at the airport, I start thinking about my own experiences at the airport. Being able to do this motivates me a lot.

World elaboration combined with selective attention: Sina: Once I grasp the general idea of a listening text, I start anticipating the English words that I associate with that

topic. In other words, I guess the words that I will listen for because I have some prior knowledge about it.

World elaboration: Muhammed: I often use my world knowledge to fill the gaps in my interpretation of the listening text.

Between parts inferencing: Habibe: I look for the information gaps both in the questions and my own interpretation of the text. Then, I try to guess what can come to fill these gaps. When the speaker says “contest” and there is also information about “Math and History questions” I guess that this might be a knowledge contest.

Habibe, Miray: If I don’t panic when I can’t understand something in the text, I can keep listening effectively. In this way, I feel that I can understand the rest of the text better because I don’t really feel anxious about the parts I haven’t understood. I can use the ones that I have understood to make guesses about the ones that I haven’t.

Between parts inferencing: Using information beyond the local sentential level to guess at meaning. (Vandergrift, 1997, p. 393).

Between parts inferencing: Şüheda: I use the parts that I have actually understood to make guesses about the ones that I haven’t. This helps me answer the questions.

Directed attention combined with person knowledge and between parts inferencing
Hatice: I totally ignore the parts that I couldn’t understand. I can’t keep thinking about them because this makes me want to give up. It’s demoralizing. If I keep thinking about them, even to make predictions, then I miss the rest of the text.

Hüsna, Hatice, Sara, Muhammed, Şüheda: I can use the speaker’s tone of voice to guess whether an unknown word can be negative or positive. This helps.

Background noise, inferencing combined with selective attention: Sara: Background noise helps me understand where the speakers are. This, in turn, helps me understand the relationship between the speakers and their acceptable attitudes in that particular context. For instance, there are possible utterances that are acceptable in the work place, in a hospital, at a live concert. I try to guess what will come up and look for these during the task.

Tone of voice combined with inferencing: Sara: The speaker’s tone of voice also helps me decipher his or her attitude and / or emotional state during the conversation.

Intonation combined with inferencing: Muhammed: I use the speaker’s intonation to understand whether an utterance is positive or negative. I can sometimes understand his or her emotional state. This helps me eliminate the choices in the answers.

Elnur, Miray, Alperen, Eyüphan: I can’t really understand whether an unknown word has a positive or negative connotation based on the speaker’s tone of voice.

RED: Cognitive strategies

Summarization: Aslıhan, Habibe, Alperen: It was a great strategy to make a mental summary of language and information presented in a listening task. Now I try to remember the key points of an oral text and get everything organized so that I can answer the questions.

Özge, Yasemin, Dilnigar, Hüsna, Sina, Sümeyye, Mertcan: I can't seem to make a mental summary of language and information presented in a listening task. I forget some of the important points in the text and hence, can't answer some of the questions correctly.

Muhammed: I have difficulty in making a mental summary of language and information presented in a listening task. I forget some of the important points in the text when I try to answer the questions. I guess my short term memory is not very good.

Sümeyye: I don't usually summarize the text in my mind. I just focus on finding the answers for the questions in the task.

Chunking: Aslıhan, Özge, Yasemin, Elnur, Habibe, Dilnigar, Miray, Hüsna, Sara, Muhammed Eyüphan: I now try to remember the important information of the oral text in chunks. I try to find the same or similar chunks in questions to answer the questions.

Eyüphan: I didn't use to determine what I should pay more attention to in a listening text. Now I focus on meaningful chunks both in the questions and the text. I also concentrate on content words instead of function words. This helps me extract more meaning from the oral text.

Yasemin: I now pay special attention to the chunks that express a twist during the flow of the conversation, for example "*this is all good, but...*"

Chunking combined with selective attention: Miray, Sara, Alperen, Muhammed, Mertcan: Focusing on chunks instead of individual words was the greatest strategy for me. This helps me decipher the meaning more efficiently. The chunks in the questions give me focus, they give me goals. I pay attention to those when I am listening.

Muhammed: It is impossible to understand every single utterance in the listening text. Chunking helped me realize what I need to pay special attention to.

Hatice, Şüheda: Even if I can identify the chunks in the questions, I can't sometimes find similar chunks in the listening text. I don't know what their synonyms or antonyms are. I need to learn more words, pay special attention to vocabulary, I guess.

Sümeyye: Sometimes I get nervous and start trying to concentrate on every single word in the text instead of meaningful chunks. This makes me lose focus.

BROWN: Mental translation

Aslıhan, Özge: I have difficulty in representing the English words in my mind without translating them into Turkish first. In time, I will try to translate less from now on though.

Özge, Yasemin, Hüsna, Miray, Sümeyye, Alperen, Eyüphan, Muhammed, Şüheda, Mertcan: I used to try to translate word by word in my mind as I listened. I stopped doing this. Now, I don't waste my time or energy for verbatim translation. I now try to remember the important information of the oral text in chunks. I try to find the same or similar chunks in questions to answer the questions.

Eyüphan, Muhammed: I stopped wasting my time and energy for mental translation during listening. It is impossible to know and remember the Turkish equivalent of every word in the listening text anyway.

Dilnigar, İbrahim: I waste a lot of time trying to translate the text into Turkish. This is also mentally exhausting. But I am somehow under the impression that I won't understand anything at all if I stop translating. I will definitely try to cut down on translation though.

Elnur: When the sentences are short enough, I don't feel the urge to translate into Turkish.

Elnur, Yasemin, Miray, Bahadır, Sümeyye, Sara, Eyüphan, Muhammed: I can never stop translating at least the key words in a listening text. Once I identify the key words in a text, I translate these into Turkish.

Mental translation combined with directed attention: Sina: I noticed that after I started cutting down on mentally translating the text as I listen, I could actually focus more on the text itself. I plan on doing exactly that for each listening task from now on.

Directed attention: Sina, Sümeyye, Sara, Şüheda: I can get back on track easily once I realize that I am losing my concentration during listening. I can refocus quite fast actually.

Directed attention: Mertcan: When I lose my concentration, I have difficulty in making informed guesses for the parts that I have missed because I also miss the key words.

Muhammed: I have this habit. I try to translate what I hear in English into Turkish before I process what the utterance means. I am trying to cut down on mental translation though.

Eyüphan: I am so used to answering the questions in Turkish, I can't sometimes help translating the questions in the listening task into Turkish. It is a habit, I guess

Mental translation combined with person knowledge: Nurcihan: When I mistranslate a word, I have a lot of trouble with understanding the entire utterance. This creates a lot of gaps in the overall meaning. Hence, it is really demoralizing.

Nurcihan: Sometimes it gets more tiring to try not to translate into Turkish as I listen. I can't seem to suppress my urge for translation very easily.

Mertcan: I often try to translate the meaningful chunks in the questions into Turkish. This can get quite tiring. I need to cut down on that. It is also making me miss important information in the text because I get hung up with the chunks that I can't translate literally.

GRAY: Selective attention

Predicting and monitoring combined with selective attention: Özge, Sümeyye, Sara, Muhammed, Nurcihan, Mertcan: I determine what I need to pay special attention to in a listening text by reading all the materials in the response sheet, the instructions, questions, choices and visuals if there are any. I try to keep the end goal for each question in my mind as I listen. I do this for every listening task.

Problem solving (predicting) combined with selective attention: Yasemin: I started reading the instructions and the questions of the listening task very carefully before I start to listen. This helps me to realize what I need to focus on to answer the questions.

DARK BLUE: Pronunciation

Özge, Elnur, Dilnigar, Sara, Mertcan: Even if I know the meaning and the spelling of a word in listening, I can't sometimes recognize this word because I don't know how it is pronounced. I think this is my biggest problem. This demoralizes me a lot.

Mertcan: I try to hear every single word as it is pronounced independently in an utterance. But sometimes, words are pronounced a bit differently when they form a sentence with other words. Now I know that.

Yasemin: Since I don't know how certain words are pronounced in English, I often miss the key points of a listening text.

Habibe: If I have trouble understanding an utterance due to the rules of connected speech, I don't usually ask for help. Instead, I listen to the pronunciation of the words in that utterance repeatedly. I try to decipher the rule myself.

Sümeyye: If I have trouble understanding an utterance due to the rules of connected speech, I often guess the individual words in that utterance. My guesses are often accurate. If not, now I am not scared to ask these because I know that even very simple words can sound quite different due to the rules of connected speech.

Bahadır: I feel like I need to work on my pronunciation. This will inevitably help me understand the listening texts better I think.

Sina: I feel as if everyone speaks in a hoarse voice in English. Their voices never sound clear to me. I guess this has something to do with the pronunciation of the words. They have some sounds that I have never heard in my life before. I should work on this.

Sara: I believe the pronunciation drills that we keep doing in class are really helpful.

Alperen: When the speaker has a distinctive accent, I sometimes can't understand a word due to his or her particular pronunciation.

Alperen: I used to have immense difficulty in understanding the contracted forms of function words. This training made me notice and address this problem.

Nurcihan: This training made me realize that distinctive accents are not really such big obstacles for my comprehension in listening. Once I learn how words are usually pronounced in English, accents have only subtle differences. I feel like I will be able to process the oral texts more easily from now on.

SPEED AND DURATION

Alperen, Muhammed, Mertcan: The speakers' talking speed affects my motivation and comprehension level a lot.

Muhammed: The duration of the oral text is really important to me. I lose my concentration if it is too long.

APPENDIX 11 Extracts from listening dialogue-diaries for the third research question

1. PROBLEM SOLVING STRATEGIES

POSITIVE

Özge, Elnur, Yasemin, İbrahim, Bahadır, Bahadır, Hüsna, Hatice, Sina, Sara, Sümeyye, Sara, Alperen, Muhammed, Şüheda, Mertcan: I find it so helpful to read the instructions and the questions of the listening task very carefully before I start to listen so that I can have a general idea of the topic, the relationships between the speakers and the context of the conversation.

Planning combined with predicting: Muhammed: I formulate a listening plan in my mind before I start to listen based on the instructions and the questions on the response sheet. This helps me decipher the meaning of the text more efficiently.

Özge, Habibe: I started using the general idea of the text to guess the meaning of the words I don't know. That was also particularly useful.

Aslıhan, Sümeyye: I use my own knowledge and experience to help me make predictions, check whether they are correct. In fact, I use own existing knowledge to better understand the text now.

Hatice: I use my own experience to help me better understand the text now. For instance, if the speakers are about to check in their luggage at the airport, I start thinking about my own experiences at the airport.

Özge, Hüsna, Hatice, Eyüphan, Şüheda: Before I start to listen, I now try to guess the part of speech that I will possibly need to fill in the blanks in the questions. I try to guess if it is a noun, adverb, adjective. Sometimes, I can even guess the exact word that I need in the blank. This strategy was particularly useful.

Yasemin, Elnur, Hüsna, Sina, Sümeyye, Mertcan: It was really helpful to try to use the words I already know to guess the meaning of the words I don't understand in an utterance. Now I know that every utterance has a context.

Sümeyye: Deducing the meanings of the unknown words from the ones that I already know helped me realize that everything in the text is consistent. In other words, different parts and different words make up a whole body consistently.

İbrahim, Hüsna, Sara, Alperen, Muhammed: Comparing what I understand with what I know about the topic helps me a lot.

Hüsna, Sina, Alperen, Muhammed, Şüheda: It was helpful to use the gist of an oral text to help me guess the meanings of the words that I don't understand. I can make reasonable guesses now, which motivates me a lot.

Hüsna, Hatice, Sara, Muhammed, Şüheda: I can use the speaker's tone of voice to guess whether an unknown word can be negative or positive. This helps.

Miray, Sara: If I guess the meaning of a word, I think back to everything else that I have listened to so that I can check if my guess makes sense. This was especially helpful.

World elaboration combined with selective attention: Sina: Once I grasp the general idea of a listening text, I start anticipating the English words that I associate with that topic. In other words, I guess the words that I will listen for because I have some prior knowledge about it.

Linguistic inferencing: Bahadır, Miray, Sina, Alperen: When I encounter a word I don't know, I use the words that I know in an utterance to guess the meaning of the unknown word. Sometimes, I need to think bigger than the sentence level. I need to consider the general idea of the text to do this.

Aslıhan: Background noise used to confuse me so much. At the end of this training, I accepted this as a natural part of life. Now I even try to make deductions from these extra sounds. For instance, I can understand where the speakers are.

Bahadır, Sümeyye, Alperen, Şüheda: Background noise helps me understand the context of the text a lot better.

Background noise, inferencing combined with selective attention: Sara: Background noise helps me understand where the speakers are. This, in turn, helps me understand the relationship between the speakers and their acceptable attitudes in that particular context. For instance, there are possible utterances that are acceptable in the work place, in a hospital, at a live concert. I try to guess what will come up and look for these during the task.

Tone of voice combined with inferencing: Sara: The speaker's tone of voice is another thing that helps me decipher his or her attitude and / or emotional state.

Intonation combined with inferencing: Muhammed: I use the speaker's intonation to understand whether an utterance is positive or negative. I can sometimes understand his or her emotional state.

Personal elaboration combined with predicting: Sara: For example, if the listening text is about an animal, I think about what I already know about that animal. In this way, I can predict what I will need to listen for. In addition, I can combine what I know with what is said in the text. This helps me answer the questions more easily.

World elaboration: Muhammed: I often use my world knowledge to fill the gaps in my interpretation of the listening text.

NEGATIVE

Özge, Aslıhan, Yasemin, Elnur, Bahadır, İbrahim, Hüsna, Hatice, Sina, Sümeyye, Sara: I try to adjust my interpretation once I realize it is not correct. But I can't do this as fast as I should for the time being. Sometimes, I can't do it at all because I keep missing out important information when I try to make inferences from the rest of the text so as to adjust my incorrect interpretations.

Sümeyye: I feel the need to listen to the relevant part again and again to check whether my interpretation is correct or not. I can't do this as I go.

Yasemin, Elnur, Eyüphan: I get really confused when there is background noise. I can't deduce anything from that.

Eyüphan: If I focus too much on the background noise, I miss important information in the text.

Elnur, Miray, Alperen, Eyüphan: I can't really understand whether an unknown word has a positive or negative connotation based on the speaker's tone of voice.

Elnur, Hatice: I have problems with using the gist of an oral text to help me guess the meanings of the words that I don't understand.

Dilnigar, Alperen: I have many problems with making inferences. I can't use my own experience or the words that I already know to guess the meaning of the words that I don't understand.

Miray, Sina, Sara: Before I start to listen, I now try to guess the part of speech that I will possibly need to fill in the blanks in the questions. But I can't do this consistently. I guess I need to revise the sentence structures that we have learnt in class.

2. PLANNING AND EVALUATION STRATEGIES

POSITIVE

Özge, Elnur, Hatice, Sina, Sara: Before I start to listen, I now think of similar texts that I may have listened to. I try not to make the same mistakes. I remember how to tell someone exact dates, phone numbers or the time for instance. I remember what a waiter usually says to greet the customers in a restaurant. Sina: This helps me to guess what will probably come up in the listening.

Monitoring combined with selective attention: Özge, Elnur, Sina, Sara, Sümeyye, Şüheda: I try to keep the end goal for each question in my mind as I listen. This helps a lot because I try to focus on achieving these goals while listening.

Habibe, Sara: At the end of each listening task, I started asking myself how I had just listened and what I could do differently the next time. This helped me improve myself a lot.

Habibe: I can now determine why I have difficulty in a particular listening task. Thus, I try to find a solution for the next similar task as I have already identified the problem more or less.

Bahadır: I try to determine why I had difficulty in a particular listening task. This helps me find a solution for the next similar task as I have already identified the problematic parts.

Planning combined with selective attention: Aslıhan, Hatice, Sina, Sümeyye, Sara, Bahadır Alperen, Muhammed: Now I don't just stare blankly at the listening tasks in exams, I have a clear plan in my head. I know what I need to do before, during and after the task. I know what parts I need to pay special attention to. This training made me much more organized in terms of listening.

Planning combined with predicting: Muhammed: I formulate a listening plan in my mind before I start to listen based on the instructions and the questions on the response sheet. This helps me decipher the meaning of the text more efficiently.

Aslıhan, Habibe, Alperen: It was a great strategy to make a mental summary of language and information presented in a listening task. Now I try to remember the key points of an oral text and get everything organized so that I can answer the questions.

Dilnigar, Hüsna, Sara, Alperen: I can now evaluate my own strategy use after the listening task to a certain extent. I use some of the strategies I like. I don't know whether this is enough though.

Monitoring combined with directed attention: Bahadır: As I listen, I periodically ask myself whether I am satisfied with my level of comprehension or not. In this way, I realize if I am losing my concentration and refocus as quickly as I can.

Bahadır: Before I start to listen, I have a clear plan in my head. I know what I need to do before, during and after the task. I can even invent strategies of my own.

İbrahim, Bahadır: I started thinking about the strategies that I have used before and which ones can be more helpful for each listening task more.

Predicting and monitoring combined with selective attention: Özge, Sümeyye, Yasemin: I determine what I need to pay special attention to in a listening text by reading all the materials in the response sheet, the instructions, questions, choices and visuals if there are any. I try to keep the end goal for each question in my mind as I listen. This helps me to realize what I need to focus on to answer the questions.

Planning combined with selective attention: Şüheda: I think about why I am going to listen to a text before I start to listen. Then, the first time I listen, I focus on fulfilling my aims for this listening task. It is easier to do this as I have already identified these aims beforehand. The second time I listen, I merely concentrate on the parts that I missed and that are essential for the fulfillment of my aims.

NEGATIVE

Özge, Aslıhan, Elnur, Yasemin, Hatice, Sina, Sümeyye, Sara, Şüheda, Mertcan: As I listen, I have tremendous difficulty in periodically asking myself whether I am satisfied with my level of comprehension or not. I keep missing out important information if I do this.

Özge, Yasemin, Dilnigar, Hüsna, Sina, Mertcan: I can't seem to make a mental summary of language and information presented in a listening task.

Muhammed: I have difficulty in making a mental summary of language and information presented in a listening task. I forget some of the important points in the text when I try to answer the questions. I guess my short term memory is not very good.

Özge, Elnur, Yasemin, Mertcan: I can't determine properly why I had difficulty in a particular listening task. Thus, I can't try to find a solution for the next similar task as I don't know the problem.

Alperen, Şüheda: Before I start to listen, I can't remember the similar texts that I may have listened to.

3. MENTAL TRANSLATION

POSITIVE

Özge, Yasemin, Hüsna, Miray, Sümeyye, Alperen, Eyüphan, Muhammed, Nurcihan, Şüheda, Mertcan: I used to try to translate word by word in my mind as I listened. I stopped doing this. Now, I don't waste my time or energy for verbatim translation. I now try to remember the important information of the oral text in chunks. I try to find the same or similar chunks in questions to answer the questions.

Eyüphan, Muhammed: I stopped wasting my time and energy for mental translation during listening. It is impossible to know and remember the Turkish equivalent of every word in the listening text anyway.

Elnur: When the sentences are short enough, I don't feel the urge to translate into Turkish.

Elnur, Sümeyye, Sara: I used to miss important information just because I was trying to translate everything. It was a relief to stop doing this.

Habibe: The questions are prepared in English and the oral texts are also in English. I don't see the point translating into Turkish under these circumstances. If I translate what I understand from the text into Turkish, I will have to translate it back to English as I am trying to answer the questions. This can get quite exhausting. This training made me notice that I don't need to do this to complete the task successfully.

Dilnigar, Nurcihan: I waste a lot of time trying to translate the text into Turkish. This is also mentally exhausting. But I am somehow under the impression that I won't understand anything at all if I stop translating. I will definitely try to cut down on translation though.

Bahadır: I stopped translating in my head as I listen because when I do this, I miss the key words in the text. Sometimes I even miss the general idea of the text if I am obsessed with the translation of a certain part.

Miray: I started reading in English. This helped me stop translating.

Mental translation combined with directed attention: Sina: I noticed that after I started cutting down on mentally translating the text as I listen, I could actually focus more on the text itself. I plan on doing exactly that for each listening task from now on.

Inferencing combined with mental translation: Muhammed: Cutting down on mental translation and realizing that it is impossible to know and understand every single word in the listening gave me enough time and energy to make inferences in general.

NEGATIVE

Aslıhan, Özge: I have difficulty in representing the English words in my mind without translating them into Turkish first. In time, I will try to translate less from now on though.

Elnur, Yasemin, Miray, Bahadır, Sümeyye, Sara, Eyüphan: I can never stop translating at least the key words in a listening text. Once I identify the key words in a text, I translate these into Turkish.

Dilnigar: I feel the urge to translate the chunks in the text especially when I can't understand what they mean. Then, I try to answer the questions.

Habibe: We used to translate every single text in our text book into Turkish at high school. It is like an annoying habit I can't seem to give up. It makes me obsess over the Turkish equivalent of a single word and miss important information from the text.

Eyüphan: I am so used to answering the questions in Turkish, I can't sometimes help translating the questions in the listening task into Turkish. It is a habit, I guess.

Muhammed: I have this habit. I try to translate what I hear in English into Turkish before I process what the utterance means. I am trying to cut down on mental translation though.

Nurcihan: When I mistranslate a word, I have a lot of trouble with understanding the entire utterance. This creates a lot of gaps in the overall meaning. Hence, it is really demoralizing.

Nurcihan: Sometimes it gets more tiring to try not to translate into Turkish as I listen. I can't seem to suppress my urge for translation very easily.

Mertcan: I often try to translate the meaningful chunks in the questions into Turkish. This can get quite tiring. I need to cut down on that. It is also making me miss important information in the text because I get hung up with the chunks that I can't translate literally.

PERSON KNOWLEDGE

POSITIVE

Özge: It was such a big relief that I didn't have to know the meaning and the pronunciation of every single word in a listening text to be able to complete the task successfully. Learning this made a huge difference because I started believing in my listening skills more.

Aslıhan, Miray: When I talk to a foreigner in English or watch an English TV show, my self confidence increases substantially. I also learn how to pronounce the English words properly when I do these.

Özge, Elnur, Bahadır, Sümeyye, Sara, Muhammed: When I understand some of the conversations in English in TV shows and movies, this motivates me highly. I am happy that I can also understand what so many other people in the world can understand. I started believing in myself more.

Muhammed: Some English words started sounding more and more familiar after I started watching English TV shows and playing English computer games in my free time.

Sümeyye: Doing something in English outside the classroom made me more interested in learning this language.

Elnur: I started expressing and sharing my fears of failure with some of my classmates and teachers. Their emotional support makes me much more relaxed before listening tasks.

Elnur: Expressing the difficulties that I have been experiencing in a written format in this diary helped me a lot because I refrain myself in the classroom. Getting your comments and advice was also extremely useful. This entire process helped me decide what I needed to do next to improve my listening skills.

Dilnigar: Being able to make predictions about the listening text motivates me a lot. Especially when I check if my predictions are correct while listening the text and find the right answer in this way.

Habibe, Miray: If I don't panic when I can't understand something in the text, I can keep listening effectively. In this way, I feel that I can understand the rest of the text better because I don't really feel anxious about the parts I haven't understood. I can use the ones that I have understood to make guesses about the ones that I haven't.

Hüsna: Now I feel confident enough not to give up when I have difficulty in understanding something in the listening. The fact that I can make predictions encourages me not to give up.

Hatice: It motivates me a lot to write about my strengths and weaknesses as a language learner in this diary. This gives me a chance to evaluate myself privately while getting feedback from my teacher. I also feel that she is interested in what I have to say. This makes me exceptionally happy too.

Sina, Sara: When I do anything in English, it doesn't matter what, this makes me extremely happy. It motivates me a lot. I have plenty of time to work on the things that I can't do properly right now, like speaking and listening. This is also motivating for me.

Hatice, Sara, Alperen, Mertcan: I try everything to motivate myself before a listening task. I take a deep breath, get comfortable, put my mobile away, tell myself that I can do this etc. Each time I try to find a way to feel relaxed.

Sara: My self-confidence increases when I can talk to my classmates in English. None of them are foreigner, but this doesn't change anything. I still feel happy that I can keep the conversation going.

Eyüphan: Now I am able to understand the instructions in many computer games. This gave me a lot of self-confidence.

NEGATIVE

Özge, Alperen: I get demotivated when I realize that I can't understand something in the listening that most of my classmates can. I feel left out. This worries me a lot.

Aslıhan, Muhammed: When I hear a different accent at the beginning of the listening text in class, I get incredibly tense. Maybe I should focus on how to understand these accents outside class.

Inferencing combined with person knowledge: Yasemin, Elnur: I get really confused when there is background noise. I can't deduce anything from that. In short, background noise demoralizes me.

Elnur: I fear that I will fail this level just because I suck at listening.

Yasemin: When I get nervous about my listening skills, I can't ask for my classmates' or teachers' professional or emotional support. Instead, I wait for them to offer.

Habibe: If I have an emotional problem that bothers me on the day of the listening task, I find it really hard to concentrate on what is said. I get so obsessed with my emotional issues that I stop caring about the listening at all.

Dilnigar: I get very stressed when I can't understand something during the listening.

Miray: I get extremely demoralized when I completely fail in a listening task and I stop trying altogether. I should change this, I should try to focus on the bits and pieces that I do understand and work out the rest from there.

Habibe: I automatically come to the conclusion that I won't be able to understand anything if the volume is a bit high or a bit low. However, some of my classmates prefer it that way and it shouldn't be such a big concern because the speech is still intelligible.

Hüsna, Sümeyye, Mertcan: I need to panic less at the beginning of the listening task.

Hatice: When I realize I did something wrong, I panic immediately. I get confused and lose my concentration and find it really hard to refocus on what is being said.

Hatice: I am a bit reserved. I can't ask my teacher every time I have a difficulty in a listening task. But with my friends, I can be more easygoing. I can make a fool of myself and ask whatever I want.

Aslıhan, Sümeyye: I get really demoralized when I realize my interpretations are not correct. I automatically want to restart the text without trying to focus on the rest of it.

Alperen: I get demotivated when I can't understand most of what is said in a TV show.

Alperen: I get so nervous when the person in the listening speaks faster than usual. This guarantees that I won't understand anything at all.

Nurcihan: When I mistranslate a word, I have a lot of trouble with understanding the entire utterance. This creates a lot of gaps in the overall meaning. Hence, it is really demoralizing.

Nurcihan: The plain fact that I will have to answer the questions in real time as I listen stresses me a lot. I lose my concentration as I fear deeply that I will miss an answer. I focus on hearing individual words and when I do this, I can't understand the general meaning of utterances.

Şüheda: I feel nervous that I have general problem with listening comprehension.

4. DIRECTED AND SELECTIVE ATTENTION

POSITIVE

Özge: It was so practical to learn about the rules of the connected speech in English. I started paying more attention to these while listening. Even if I know the meaning and the spelling of a word in listening, I can't sometimes recognize this word because I don't know how it is pronounced individually or in connected speech. I also started paying more attention to how new words are pronounced in English. When I forget the pronunciation of a certain word, I ask my friends, my teachers or look it up in digital dictionaries.

Elnur: When I don't understand something or misunderstand it, I pay special attention to it the next time around. I try to focus on those parts particularly. This helps a lot.

Elnur: I started focusing harder on the text when I had trouble understanding.

Elnur, Bahadır, Mertcan: I now put away all the things that may cause a distraction before I listen.

World elaboration combined with selective attention: Sina: Once I grasp the general idea of a listening text, I start anticipating the English words that I associate with that topic. In other words, I guess the words that I will listen for because I have some prior knowledge about it.

Mental translation combined with directed attention: Sina: I noticed that after I started cutting down on mentally translating the text as I listen, I could actually focus more on the text itself. I plan on doing exactly that for each listening task from now on.

Directed attention: Sina, Sümeyye, Sara, Şüheda: I can get back on track easily once I realize that I am losing my concentration during listening. I can refocus quite fast actually.

Monitoring combined with selective attention: Özge, Elnur, Sina: I try to keep the end goal for each question in my mind as I listen. This helps a lot because I try to focus on achieving these goals while listening.

Digital education tools combined with directed attention: Sina: I used to complete the ESL Lab listening tasks on my mobile phone. But when I receive a notification, I lose my concentration. Thus, I decided to do these listening tasks on my computer. This was definitely more practical.

Predicting and monitoring combined with selective attention: Özge, Sümeyye, Sara Muhammed, Nurcihan, Mertcan: I determine what I need to pay special attention to in a listening text by reading all the materials in the response sheet, the instructions, questions, choices and visuals if there are any. I try to keep the end goal for each question in my mind as I listen.

Sara: Even if I have an emotional problem that bothers me on the day of the listening task, I try to forget about it at least during the listening task. When I condition myself to do so, it actually works.

Planning combined with selective attention: Şüheda: I think about why I am going to listen to a text before I start to listen. Then, the first time I listen, I focus on fulfilling my aims for this listening task. It is easier to do this as I have already identified these aims beforehand. The second time I listen, I merely concentrate on the parts that I missed and that are essential for the fulfillment of my aims.

NEGATIVE

Bahadır: In real life, you don't have the chance to eliminate distractors when you are talking to someone. There will be background noise, someone shouting somewhere. It may be better to get used to these gradually.

Özge: I can't seem to get back on track easily after I lose my concentration during listening. It is particularly harder for me to focus on the rest of the text after I miss something.

Yasemin: I realized that the notifications on my smart phone are a big distraction during the listening task. I should direct my total attention to the listening task to complete it successfully.

Elnur: I usually worry a lot about the distractors around me, i.e. outside noise, my classmate chatting behind me during the listening task etc.

Elnur, Miray: I can't easily recover my concentration when my mind wanders off.

Hüsna: I find it hard to direct all of my attention to the listening. I am usually distracted. I am trying to find what distracts me so much though. This training made me realize that I need to work on this.

Directed attention: Hatice: When I realize I did something wrong, I panic immediately. I get confused and lose my concentration and find it really hard to refocus on what is being said.

Directed attention combined with person knowledge and between parts inferencing: Hatice: I totally ignore the parts that I couldn't understand. I can't keep thinking about them because this makes me want to give up. It's demoralizing. If I keep thinking about them, even to make predictions, then I miss the rest of the text.

Sümeyye: Background noise sometimes makes me lose my concentration. It makes it more difficult to concentrate on what is being said.

Directed attention: Mertcan: When I lose my concentration, I have difficulty in making informed guesses for the parts that I have missed because I also miss the key words.

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