

FL LISTENING COPMREHENSION STRATEGY EMPLOYMENT OF HIGH AND
LOW ANXIOUS LISTENERS

Gizem BERBER

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FL LISTENING COPMREHENSION STRATEGY EMPLOYMENT OF HIGH AND
LOW ANXIOUS LISTENERS

GİZEM BERBER

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Department of Foreign Language Education - English Language Teaching Program

Advisor: Assist. Prof. Dr. S. İpek KURU GÖNEN



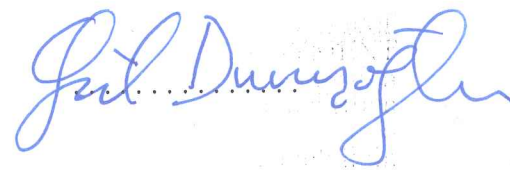


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JÜRİ VE ENSTİTÜ ONAYI

Gizem BERBER'in "FL LISTENING COPMREHENSION STRATEGY EMPLOYMENT OF HIGH AND LOW ANXIOUS LISTENERS" başlıklı tezi 22.01.2016 tarihinde, aşağıda belirtilen jüri üyeleri tarafından Anadolu Üniversitesi Lisansüstü Eğitim-Öğretim ve Sınav Yönetmeliğinin ilgili maddeleri uyarınca Yabancı Diller Eğitimi Anabilim Dalı İngilizce Öğretmenliği programı yüksek lisans tezi olarak değerlendirilerek kabul edilmiştir.

	Adı-Soyadı	İmza
Üye (Tez Danışmanı)	: Yard.Doç.Dr. S.İpek KURU GÖNEN	
Üye	: Prof.Dr. Zülal BALPINAR	
Üye	: Prof.Dr. Gül DURMUŞOĞLU KÖSE	
Üye	: Doç.Dr. Belgin AYDIN	
Üye	: Doç.Dr. İlknur SAVAŞKAN	



Prof.Dr. Esra CEYHAN

Anadolu Üniversitesi

Eğitim Bilimleri Enstitü Müdürü

ABSTRACT

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The aim of this study was to investigate the relationship between FL listening anxiety and FL listening comprehension strategy use. Also, it was aimed to determine whether there existed a statistically significant difference between high and low anxious listeners in terms of FL listening comprehension strategy use. Furthermore, how high and low anxious listeners employed FL listening comprehension strategies also examined. A total of 79 first year ELT students in Anadolu University, Turkey participated in the study. In order to collect data for the purposes of the study, both quantitative (FLLAS and LCSİ) and qualitative (learner diaries and guided interviews) were utilized. To determine FL listening anxiety level and FL listening comprehension strategy use of the participants, FLLAS and LCSİ were distributed. Then, participants were trained on how to write effective diaries for the purposes of study. After diary keeping, which lasted for five weeks, participants were divided into three categories according to their FLLAS scores namely, high anxious, moderate anxious, and low anxious listeners. As the purpose of this study was to investigate the FL listening comprehension strategies used

by high and low anxious listeners, learners with high and low levels of anxiety were invited to participate in guided interview sessions.

As a result of the quantitative data analysis, a statistically moderate relationship was found between the two variables, in that participants FL listening anxiety level increased when their FL listening comprehension strategy use decreased or vice versa. It was also found that high and low anxious listeners employed FL listening comprehension strategies with a statistically significant difference. In other words, the results yielded that both group of listeners used FL listening comprehension strategies at some level however; low anxious listeners used more FL listening comprehension strategies than high anxious listeners. In order to demonstrate in which FL listening comprehension strategies (cognitive, metacognitive, and socioaffective strategies) high and low anxious listeners showed difference, qualitative data collected through learner diaries and guided interviews were analyzed through content analysis method in addition to quantitative data analysis. It was found that low anxious listeners outnumbered high anxious listeners in the employment of FL listening comprehension strategies in all categories i.e. cognitive strategies, metacognitive strategies, and socioaffective strategies. The analysis of the learner diaries and guided interviews demonstrated that high and low anxious listeners employed FL listening comprehension strategies in different manners.

The findings of the current study yielded that FL listening anxiety and FL listening comprehension strategy use affected each other mutually. However, deciding which one affected the other one was a difficult task and beyond of the scope of the study. Nevertheless, as FL listening comprehension strategies can be taught to FL listeners, the strategies used by low anxious listeners can be taught to high anxious listeners to reduce their FL listening anxiety levels. The findings of this study might be viewed as one of the first steps into implementing explicit strategy training into FL listening classes. The findings of the study were presented and discussed with respect to the related literature. Bearing in mind the research findings, some implications regarding the FL listening anxiety and FL listening comprehension strategy use were proposed.

Key words: FL listening comprehension, FL listening anxiety, FL listening comprehension strategies, first-year ELT students

ÖZET

YABANCI DİLDE DİNLEME KAYGI SEVİYESİ YÜKSEK VE DÜŞÜK ÖĞRENCİLERİN YABANCI DİLDE DİNLEME-ANLAMA STRATEJİ KULLANIMI

GİZEM BERBER

Anadolu Üniversitesi Eğitim Bilimleri Enstitüsü

Yabancı Diller Eğitimi Anabilim Dalı – İngilizce Öğretmenliği Programı

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Danışman: Yard. Doç. Dr. S. İpek KURU GÖNEN

Bu çalışmanın amacı yabancı dilde dinleme kaygısı ve yabancı dilde dinleme-anlama stratejileri arasındaki ilişkiyi incelemektir. Aynı zamanda, kaygı seviyesi yüksek ve düşük öğrenciler arasındaki dinleme-anlama stratejileri kullanım farkını ortaya koymak da amaçlanmıştır. Bunlara ek olarak, yabancı dilde dinleme kaygısı düşük ve yüksek öğrencilerin dinleme-anlama stratejilerini nasıl kullandıkları incelenmiştir. Toplamda, Anadolu Üniversitesi İngilizce Öğretmenliği Bölümü birinci sınıf öğrencisi olan 79 kişi çalışmaya katılmıştır. Çalışmanın amaçları doğrultusunda veri toplamak amacıyla hem nicel (FLLAS ve LCSİ) hem de nitel (günlük ve mülakat) veri toplama yöntemlerinden faydalanılmıştır. Katılımcıların yabancı dilde dinleme kaygı seviyelerini ölçmek ve yabancı dilde dinleme-anlama strateji kullanımlarını belirlemek amacıyla FLLAS ve

LCSI dağıtılmıştır. Daha sonra, katılımcılar, çalışmanın amaçları doğrultusunda günlük yazma konusunda bilgilendirilmişlerdir. Beş hafta süren günlük yazma sürecinden sonra; bu katılımcılar, FLLAS puanları göz önünde bulundurularak yüksek seviyede kaygılı, orta seviyede kaygılı ve düşük seviyede kaygılı olmak üzere üç gruba ayrılmışlardır. Bu çalışmanın amacı yabancı dilde dinleme kaygısı yüksek ve düşük olan öğrencilerin kullandıkları yabancı dilde dinleme-anlama stratejilerini belirlemek olduğu için, yüksek kaygılı ve düşük kaygılı öğrenciler mülakata çağırılmışlardır.

Nicel verilerin analizi sonucunda, yabancı dilde dinleme kaygısı ile yabancı dilde dinleme-anlama stratejileri arasında istatistiksel olarak anlamlı bir ilişki bulunmuştur. Yani, öğrencilerin kaygı seviyeleri arttıkça, strateji kullanımlarının düştüğü gözlemlenmiştir. Aynı zamanda, yabancı dilde kaygı seviyesi yüksek ve düşük öğrenciler arasında, yabancı dilde dinleme-anlama strateji kullanımı açısından istatistiksel olarak anlamlı bir fark bulunmuştur. Bir diğer değişle, kaygı seviyesi düşük öğrencilerin, kaygı seviyesi yüksek öğrencilere kıyasla daha fazla yabancı dilde dinleme-anlama stratejisi kullandıkları gözlemlenmiştir. İki farklı grup öğrencinin, bu stratejiler arasından hangilerinde (bilişsel, üst bilişsel ve sosyo-duyuşsal stratejiler) fark gösterdiklerini sergilemek için, nicel verilere ek olarak nitel veriler de analiz edilmiştir. Bu analizlerin sonucunda, yabancı dilde dinleme kaygı seviyesi düşük olan öğrencilerin kaygı seviyesi yüksek olan öğrencilerden üç kategori bazında da daha fazla yabancı dilde dinleme-anlama stratejisi kullandıkları bulunmuştur. Günlükler ve mülakatlardan elde edilen nitel verinin analizi, aynı zamanda bu iki farklı grup katılımcının yabancı dilde dinleme-anlama stratejilerini birbirlerinden farklı şekilde kullandıklarını göstermiştir.

Bu çalışmanın sonucu, yabancı dilde dinleme endişesi ile yabancı dilde dinleme-anlama strateji kullanımının birbirini etkilediğini göstermiştir. Ancak, bu iki değişkenden hangisinin diğerini etkilediğini belirlemek hem çok zor hem de bu çalışmanın amaçları dışındadır. Yine de, yabancı dilde dinleme-anlama stratejileri yabancı dil öğrencilerine öğretilebileceğinden, yabancı dilde dinleme kaygı seviyesi düşük öğrenciler tarafından kullanılan stratejiler, kaygı seviyesi yüksek öğrencilere kaygılarını azaltmak amacıyla öğretilir. Bu çalışmanın bulguları, strateji eğitiminin yabancı dilde dinleme sınıflarına uygulanması sürecinde ilk adım olarak görülebilir. Bu çalışmanın bulguları ilgili alanyazın ile tartışılmıştır ve sunulmuştur. Çalışmanın

bulguları göz önünde bulundurularak, yabancı dilde dinleme kaygısı ve yabancı dilde dinleme-anlama strateji kullanımını ile ilgili uygulamak sunulmuştur.

Anahtar kelimeler: Yabancı dilde dinleme-anlama, yabancı dilde dinleme kaygısı, yabancı dilde dinleme-anlama stratejileri, birinci sınıf İngilizce Öğretmenliği bölümü öğrencileri

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CHAPTER 1. INTRODUCTION

1.1. Introduction

A significant number of foreign language (FL) learners around the world complain about not being able to use the target language they are learning in an effective way. When they are asked the reason for such inefficiency, they give different answers. The reasons vary from not being able to understand what is being spoken to being unable to produce relevant utterances (Kılıç, 2007). For years, various factors that may affect FL learning have been investigated by the researchers. Cognitive domain (e.g., language aptitude, cognitive ability, study habits), affective domain (e.g., anxiety, self-perceptions), personality (e.g., locus of control, individualism), and demographic variables (e.g., age, number of previous foreign languages studied) are found to affect FL learning (Onwuegbuzie, Bailey & Daley, 2000).

Among these variables, the ones related to affective domain plays important roles in explaining and understanding the nature of FL learning. Basically, affective domain is the emotional part of the human behavior, and it includes different personality factors and feelings about ourselves and others, with whom we communicate (Brown, 2000). The affective variables include individual attributes such as motivation orientations, learning strategies and anxiety states of the learners (Dörnyei, 2003). Recent studies have demonstrated that affective variables relate to success in second language acquisition (Yu, 2011; Ni, 2012; Pyun et al., 2014).

As for the affective variables, anxiety plays an important role in determining students' success or failure in FL classes (Horwitz, Horwitz & Cope, 1986). Anxiety may act as a block that prevents learners reach their target in FL learning process (Horwitz et al., 1986). Students who experience anxiety in a FL class might feel apprehension to work with teachers and focus on their study, and they might even avoid to engage in a language task (Ni, 2012), contrary to learners who feel rather confident and therefore ready to accept input without strain (Krashen, 1981).

One reason for the failure was attributed to famous Affective Filter Hypothesis by Krashen (1982). According to his Affective Filter Hypothesis, Krashen (1982) argues that anxiety contributes negatively to an affective filter, which prevent the learner give response to the input. In this respect, anxiety may act as a kind of gate, hindering learners from developing effective learning practices. Horwitz (2001) also asserts that anxiety negatively influences language learning since it has been found to interfere with many types of learning.

In order to have a better understanding of the effect of anxiety in FL language learning, the types of anxiety and to which category anxiety experienced in FL classrooms belongs needed to be explained in detail.

1.2. Types of Anxiety

The concept of anxiety is complex all by itself and scholars have proposed several classifications regarding the nature and the function of this feeling (Horwitz, 2011). In a simple sense, anxiety is considered as either a trait or a state. Spielberger (1983, cited in Kılıç, 2007) asserts that trait anxiety is a person's tendency to experience apprehension in any situation. Trait anxiety is considered as a relatively stable personality while state anxiety is identified as a temporary situation particular to anxiety-provoking moments (MacIntyre & Gardner, 1991). The anxiety experienced by students in FL classrooms can be classified as state anxiety because it generally emerges when the learners are asked to communicate in the classroom but this feeling declines gradually as the learners make progress in their FL learning process (Oxford, 1999).

After the 1980s, anxiety was identified as a conceptually distinct variable in FL learning (Horwitz, Horwitz & Cope, 1986). It was not until this date that research into language learning anxiety identified language learning as a situation specific (MacIntyre and Gardner 1991; Horwitz 2001). In other words, when people feel anxious only when they are in language class, this feeling of anxiety falls into situation-specific anxiety category (Horwitz et al., 1986).

In educational sense, anxiety can be classified as either facilitating or debilitating. The first one is based on whether the experienced anxiety is facilitating or debilitating. Scovel (1991) defines facilitating anxiety as "good" or "mild" type of anxiety, which helps learners improve their performance and keeps them alert. As explained by Eysenck (1979) when students experience facilitating anxiety, they put a lot of effort to achieve in their learning, which results in success. Krashen, in an interview with Young (1992), points out that in language learning, where learners pay conscious attention to the learning task, anxiety plays a positive role. On the other hand, in language acquisition, where learners' attention is directed to somewhere else, anxiety should be kept at the level of zero. However, Horwitz (1986) asserts that anxiety can only be helpful while dealing with simple language tasks. Anxiety inhibits learning while working on more complicated language tasks, and therefore there is no such thing as facilitating anxiety (Horwitz, 1986). This type of anxiety, which hinders

learning, known as “debilitating anxiety”, makes learners escape from the new learning task and lead them to adapt avoidance behavior (Aydın, 1999). Therefore, it is called the "bad" type of anxiety in the literature (Horwitz, 1986; Eysenck, 1979). It damages learners' performance in many ways both indirectly through worry and self-doubt and directly by diminishing participation and causing an apparent avoidance of the language (Scarcella & Oxford, 1992). In order to better understand the role and importance of FL learning anxiety in language learning, first of all, the term FL learning anxiety should be made clear.

1.3. Foreign Language Learning Anxiety

In a broader sense, anxiety is characterized as “the subjective feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic nervous system.” (Horwitz et al., 1986). Samimy & Tabuse (1992) defines anxiety as “a state of being uneasy, apprehensive or worried about what may happen; being concerned about a possible future event.” (p. 379). As it can be deduced from the definitions, anxiety has mostly been identified with negative feelings or adjectives.

In language learning area, anxiety has taken many researchers' attention as an affective dimensional part (Çapan & Karaca, 2012). It has been realized that anxiety is related to FL learning (Horwitz et al., 1986; MacIntyre & Gardner, 1989). In language learning context, Oxford (1999) defined anxiety as “the fear or apprehension occurring when a learner is expected to perform in the second or foreign language” (p. 59). As the pioneers of anxiety research in FL learning, Horwitz et al. (1986) defines foreign language learning anxiety as “a distinct complex of self-perceptions, beliefs, feelings and behaviors related to classroom language learning arising from the uniqueness of the language learning process.” (p. 128).

All these definitions echo Guiora's (as cited in Horwitz et al., 1986) ideas about language learning being extremely distressing process as learners feel threatened in terms of their self-concept and world view. Language learners might feel even more anxious in classrooms than people who are supposed to act in front of others because they may feel uneasy to perform and being corrected in front of their peers (Chastain, 1988). Most anxious learners assert that even though they are good at other disciplines, they have a mental drawback when they involve in learning a foreign language (Horwitz, et al, 1986). In such situations, it is the feeling of anxiety that hinders learners achieve their desired goals in

language classes (Horwitz et al., 1986). When the learners begin to develop negative feelings towards language learning, anxiety emerges and continues to exist unless those negative feelings can be eradicated (Kılıç, 2007). If these negative feelings continue to thrive, learners begin to detract themselves and this situation leads to poor performance (Kılıç, 2007).

Considering the existence of anxiety in FL learning context, it is pointed out that the relationship between FL learning anxiety and language skills should be investigated in detail as some of the learners indicate that they experience general FL learning anxiety while others indicate that they feel anxious during some skill-specific activities (Elkhafafi, 2005).

1.3.1. Foreign Language Anxiety and Language Skills

Learning a foreign language requires learners to master in four basic language skills namely, speaking, writing, reading, and listening (Bekleyen, 2007). According to MacIntyre and Gardner (1994), foreign language anxiety is “the feeling of tension and apprehension specifically associated with second language contexts, including speaking, listening and learning.” (p. 284). Any learner may experience anxiety while dealing with one or more of these skills (Young, 1992). Although FL learners experience anxiety related to many aspects of a foreign language, FL learning anxiety was mostly associated with speaking skill (Golchi, 2012).

FL learning anxiety has been identified as having a negative effect on speaking skill (Subaşı, 2010; Mak, 2011; Suleimenova, 2013; Naghadeh et al., 2014; Salem & Dyiar, 2014). In foreign language classrooms, students are generally required to perform in the target language; they are asked to take an oral test, make oral presentations or skit in front of both the teacher and their friends (Aydın, 1999). That is why Horwitz et al. (1986) emphasized that it is natural for learners to feel anxious in the process of language learning since it requires them to speak via a medium with which they are limited.

Although anxiety has mostly been associated with speaking skill, there have been a recent movement towards examining the role of FL anxiety in relation to other language skills i.e., reading, writing, and speaking (Horwitz, 2001; Kimura, 2008; Pae, 2012). Regarding reading skill, it might be assumed that it is a less anxiety-provoking skill as it is done privately and there are unlimited opportunities for reflection and reconsideration when compared to speaking skill (Kılıç, 2007). However, Saito, Garza & Horwitz (1999) asserted that reading also causes anxiety. That is, FL learners feel threatened and anxious when they

encounter with unfamiliar scripts and writing systems, and unfamiliar cultural material (Saito et al., 1999).

As for the writing skill, Omaggio Hadley, in an interview with Young (1992), claimed that writing does not create anxiety as learners have the opportunity to go back and reflect on their writing. However, Leki (1999) states that although learners have chance to think about the message their writing conveys, make the necessary modifications regarding vocabulary and syntactic structures or change the content, still most of the learners see writing as a potential source of anxiety.

Regarding the listening skill, Christenberry (2001) points out that it is extremely difficult to teach listening and therefore it may provoke anxiety. Listening happens spontaneously therefore, listeners do not have the opportunity to go back and think about the message as in writing or reading (Graham, 2006; Bekleyen, 2007).

1.3.2. Foreign Language Listening and Foreign Language Listening Anxiety

Listening in general is a complex active process, contrary to common belief that look upon listening as a secondary skill that can be learned after mastering the eventual skill, namely speaking (Chastain, 1988; Mendelsohn, 1994; Vandergrift, 1999). As listening comprehension process cannot be observed or evaluated directly, teachers and learners have the tendency to ignore its primary importance in second language acquisition (Chastain, 1988). Second language acquisition process require three crucial conditions: the necessity and the motivation to learn a language, access to the speakers of the language being learned in order to have the opportunities such as receiving feedback, and a social environment in which the learner can interact with the native speakers (Rost, 2002). As it can be understood, listening comprehension plays a vital role in two of the conditions mentioned above. In other words, language learners should grasp what they hear before articulating what they think (Chastain, 1998).

As Vandergrift (1999) puts forward, listening process in general requires “to discriminate between sounds, understand vocabulary and grammatical structures, interpret stress and intonation, retain what was gathered in all of the above, and interpret it within the immediate as well as the larger sociocultural context of the utterance” (p. 168). These processes mentioned are also important for foreign language listening. Listening in a foreign language, as defined by Oxford (1993), is a complex, problem-solving skill and it is more

than just perception of the sounds. Listening includes comprehension of meaning-bearing words, phrases, clauses, sentences and connected discourse. It is usually a hard skill to master in one's own language, let alone in another language.

Until the middle of 20th century, listening was the most neglected skill among FL skills. Listening was perceived as a passive skill as the learners did not produce anything immediately in the classroom, the focus was mostly on speaking skill regarding FL learning anxiety (Vogely, 1999; Nunan, 2002). However, in the last two decades, a number of studies have underlined the importance of FL listening (Graham, 2011; Goh & Hu, 2014; Jafari & Hashim, 2011; K m r, 2010; Kurita, 2012; Siegel, 2014; Yaman & Tulumcu & Demirtař, 2014). In communication process, listening has a crucial part. If the conveyed message cannot be comprehended, the receiver cannot give response, and the communication breaks down (Çapan & Karaca, 2012). Bearing in mind the importance of listening skill in communication, it is underlined that listening is one of the most anxiety-provoking skills (Vogely, 1998). Vogely (1998) asserts that FL listening anxiety, also known as FL listening comprehension anxiety, may sabotage speech production because if the listener cannot grasp the meaning of what is being said, oral interaction does not occur. Krashen, in an interview with Young (1992) indicates that although it is the speaking skill that is mostly associated with FL learning anxiety, listening may create FL learning anxiety as well, especially when the text is incomprehensible to the listener. The investigation of FL listening as an anxiety provoking skill dates back to Horwitz, Horwitz and Cope (1986). Driving from the results of this pioneering study conducted with foreign language learners, Horwitz et al. (1986) concluded that anxiety was mostly associated with speaking and listening skills.

Listening is most frequently used skill in the foreign language classroom and one the most challenging skills for language learners (Vogely, 1999). The sources of this feeling of apprehension are listed as “(1) the nature of the speaking (voice clarity and enunciation, speed of speech, and variation in pronunciation), (2) inappropriate strategy use, (3) level of difficulty of a listening comprehension passage, and (4) fear of failure” (Vogely, 1999; p. 108). Research in the field of L2 listening skills and strategies shows that poor listeners lack effective strategy use and control over listening strategies, and feel anxious when they are expected to comprehend a message in the target language. Therefore, developing effective listening strategies may help learners to overcome the feeling of anxiety (Vogely, 1999; Golchi, 2012). Although teaching learners FL listening comprehension strategies is one of the suggested ways to help learners reduce the level of FL listening anxiety (Vogely, 1998;

Tsiplakides & Keramida, 2009), in FL field, FL listening anxiety and FL listening comprehension strategies have been studied separately by the researchers. The relationship between these two phenomena have not been investigated thoroughly. Based on the scarcity of the studies in the area, this study will focus on the relationship between FL listening anxiety and FL listening comprehension strategy use, and identify the FL listening comprehension strategies used by learners with high and low anxious students. In order to understand the relationship between FL listening anxiety and strategy use first of all, FL listening comprehension strategies will be introduced.

1.4. Foreign Language Learning Strategies

In the early 1980s, the nature of the classroom environment shifted from teacher-oriented to student-oriented. Since then, there have been a growing interest in understanding how learners manage their own learning. Consequently, the learner behaviors and thought processes which contribute to learning have been identified and called as learning strategies (Gerçek, 2000). As one of the pioneering researchers in language learning strategies area, Oxford (1990) defines learning strategies as “the specific actions taken by the learner to make learning easier, faster, more enjoyable, and more transferable to new situations” (p. 8). Although learning strategies have been defined and classified by many scholars (Ellis, 1994), these definitions meet on a common ground: they all define learning strategies as “behaviors and techniques that contribute to language learning” (Gerçek, 2000). All FL learners use FL learning strategies whether consciously or unconsciously, while dealing with activities or processing new information in the classroom (Akbal, 2010).

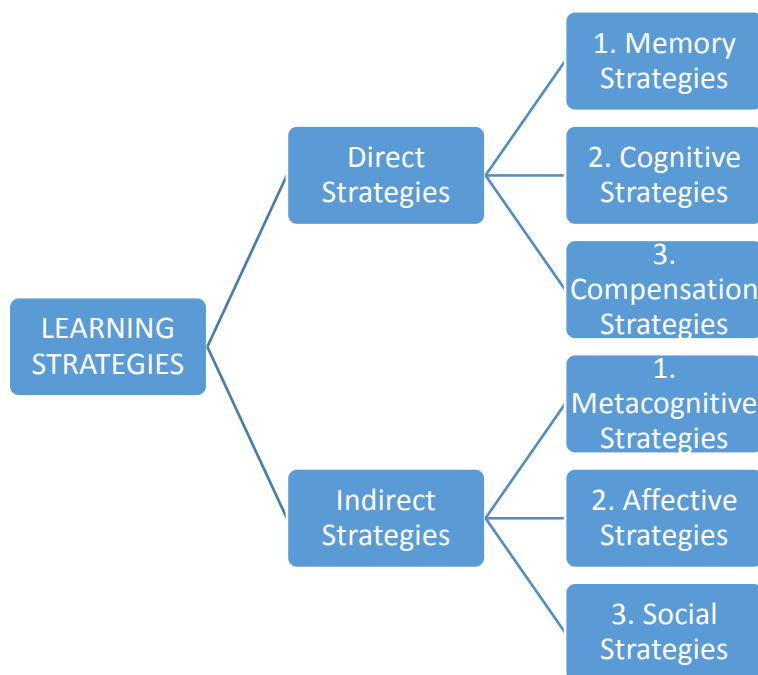
After providing a brief introduction to the learning strategies with respect to educational psychology, language learning strategies in EFL/ESL field should be mentioned. Oxford (2001) defines language learning strategies as:

“(Language learning strategies are) operations employed by the learner to aid the acquisition, storage, retrieval and use of information, specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situations.” (Oxford, 2001: 166)

FL learning strategies help learners in various ways. According to Oxford (1990, p. 9), language learning strategies “allow learners to become more self-directed, expand the role of

language teachers, are problem-oriented, involve many aspects, not just cognitive, can be taught, are flexible, and are influenced by a variety of factors” . Oxford (1990) divides language learning strategies into two basic systems: direct strategies and indirect strategies. The types of language learning strategies categorized under direct strategies and indirect strategies are given in Figure 1.1.:

Figure 1. Oxford’s Strategy Classification System: Overview (Oxford, 1990:16)



As can be seen from the Figure 1.1., each of two main language learning strategy types, namely direct and indirect strategies, consists of three subcategories. Memory, cognitive, and compensation strategies composes direct strategies while metacognitive, affective, and social strategies constitutes indirect strategies. FL listening comprehension strategies originates from these language learning strategies. As the current study focuses on FL listening anxiety and FL listening comprehension strategies, the following section will introduce FL listening comprehension strategies.

1.4.1. Foreign Language Listening Comprehension Strategies

FL listening comprehension strategies are defined as techniques and activities that directly helps understanding and recalling a listening input (Rubin, 1975). FL listening comprehension strategy use have been investigated by many EFL researchers and therefore, many ideas and classifications regarding the FL listening comprehension strategies have been proposed (Akbal, 2010).

In literature, FL listening comprehension strategies have been classified by many scholars. As the FL listening anxiety scale used in this study is based on O'Malley, Chamot and Küpper's (1989) and Goh's (1998) classification systems, these two taxonomies will be introduced. One of the pioneering studies to classify the FL listening comprehension strategies was carried out by O'Malley, Chamot & Küpper (1989). The researchers divided FL listening comprehension strategies into three categories: metacognitive, cognitive and socio-affective strategies. Table 1. illustrates FL listening comprehension strategies classified and defined by O'Malley et. al. (1989).

Table 1. FL Listening Comprehension Strategies (O'Malley et.al, 1989)

FL Listening Comprehension Strategies	Definition
Metacognitive Strategies	
<i>Directed attention</i>	Laying aside all unrelated items or information and to focus on specific parts of the listening task.
<i>Selective attention</i>	Making decisions on the aspects of input to pay attention that will help retention.
<i>Self-evaluation and self-reinforcement</i>	Understanding the conditions that help learning and arranging for the existence of those conditions.
<i>Self-monitoring</i>	Being aware of one's own features and to check, verify and correct his/her comprehension.
<i>Self-management</i>	One's preparations regarding the conditions that helps him/her in his/her learning and comprehension.
Cognitive Strategies	
<i>Repetition</i>	Imitation of a language model including overt practice and silent rehearsal.
<i>Directed physical response</i>	Making connection between the new information and physical action with directives.
<i>Translation</i>	Using the first language in order to understand the second language.
<i>Grouping</i>	Reordering or reclassifying and labeling the material in order to learn effectively
<i>Note taking</i>	Writing down the ideas, important points, and organizing the information as a summary.
<i>Deduction</i>	Making a conclusion from the facts and information presented in the listening context by applying rules consciously.
<i>Imagery</i>	Making connections between the new information and visual concepts for retention.
<i>Auditory representation</i>	Remembering the sounds for words, phrases, or longer language units.
<i>Key word</i>	Retention of new information by means of familiar words in the mother tongue.
<i>contextualization</i>	Placing of a new word in a meaningful language sequence.
<i>Elaboration</i>	Connecting new information to already existing concepts in the memory.
<i>Transfer</i>	Utilizing previous information about a language item to solve the problems in the new concepts of a language item.
<i>Inferencing</i>	Guessing the meanings of new items, predicting the outcomes, and filling in missing information by looking at the context thoroughly.
<i>Resourcing</i>	Using target language materials as reference.
Socio-affective Strategies	
<i>Cooperation</i>	Utilizing verbal signs of the people around the listener to understand the meaning.
<i>Question for clarification</i>	Asking for repetition, explanation or examples from the speaker for in order to comprehend the aural input

As the Table 1. demonstrates, according to the classification by O'Mallet et al. (1989), there are five metacognitive strategy types. These are named as *directed attention*, *selective attention*, *self-evaluation and self-reinforcement*, *self-monitoring*, and *self-management*. As for the cognitive strategies, of 14 strategy types are proposed: *repetition*, *directed physical response*, *translation*, *grouping*, *note-taking*, *deduction*, *imagery*, *auditory representation*, *key word*, *contextualization*, *elaboration*, *transferring*, *inferencing*, and *resourcing*. In addition to metacognitive and cognitive strategies, socioaffective strategy types are labelled as *cooperation* and *question for clarification*.

Another classification of FL listening comprehension strategies was carried out by Goh (1998). According to the researcher FL listening comprehension strategies are divided into two categories: cognitive strategies and metacognitive strategies. These strategies are represented in Table 2.:

Table 2. FL Listening Comprehension Strategies (Goh, 1998)

FL Listening Comprehension Strategies	Definition
Metacognitive Strategies	
<i>Selective attention</i>	Paying attention to particular aspects of language.
<i>Directed attention</i>	Paying all the attention to input and avoiding distractions.
<i>Comprehension monitoring</i>	Controlling and verifying how one comprehends the aural input.
<i>Real-time assessment of input</i>	Determining whether a specific part of the input is crucial for realizing one's comprehension goals.
<i>Comprehension evaluation</i>	Deciding on the accuracy and completeness of one's comprehension.
Cognitive Strategies	
<i>Inferencing</i>	Filling in missing information they cannot hear clearly.
<i>Elaboration</i>	Using prior knowledge in order to comprehend the aural message.
<i>Prediction</i>	Making guesses about the next part of the input such as a word, a phrase, or an idea.
<i>Contextualization</i>	Making connections between the new information and a wider context to maintain a reasonable general interpretation of it.
<i>Fixation</i>	Focusing on a small part of the input in order to comprehend it.
<i>Reconstruction</i>	Using words from the input and sometimes background knowledge to have an understanding of the original input.

As the Table 2. above demonstrates, some similarities and differences are observed between the classifications of O'Malley et al. (1989) and Goh (1998). In both of the taxonomies, selective attention and directive attention are given as metacognitive strategies. Also, self-monitoring and comprehension monitoring refers to the same strategy. They both denote to reflecting upon one's understanding process of the intended message in listening. As for the cognitive strategies, *contextualization*, *elaboration*, and *inferencing* strategies are common. In O'Malley et al.'s (1989) taxonomy, socioaffective strategies are included unlike Goh's (1998) taxonomy.

As already stated previously, FL listening comprehension strategy use has been investigated by the researchers since the importance of listening skill was accepted. FL listening comprehension strategies have been examined in relation to various factor such as FL proficiency level (Al-Shaboul et al., 2010; Bidabadi & Yamat, 2011), FL listening proficiency (Harputlu & Ceylan, 2014), listening tasks and achievement (Ertürk, 2006), and gender (Akbal, 2010; Bagheri&Karami, 2014). The relationship between FL listening anxiety and FL listening strategy use has also been investigated (Gönen, 2009; Golchi, 2012; Han, 2014). However, the relationship between FL listening anxiety and FL listening comprehension strategy use and FL listening comprehension strategies used by students with high and low anxiety have not been investigated in depth.

1.5. Problem and Its Background

In Turkish EFL context, listening is reported to be one of the problematic skills learners experience difficulty. Some learners complain that they have difficulty in comprehending what they listen (Gerçek, 2000). As Krashen (in an interview with Young, 1992) states, the learners feel anxious when they cannot understand what they hear because they feel that they cannot control their linguistic intake. There might be many other problems learners experience while they are dealing with FL listening tasks and these problems may result in FL listening anxiety.

Providing learners with FL listening comprehension strategies is a suggested way to reduce the level of FL listening anxiety (Vogely, 1998). In this sense, the relationship between FL listening anxiety and FL listening strategy use need to be investigated. Therefore, prior to the teaching of FL listening strategies, first of all, identification of the useful FL listening

strategies employed by less anxious learners in terms of FL listening skill would be helpful in assisting learners with more FL listening anxiety.

1.6. Significance & Aim of the Study

The purpose of this study was to investigate the relationship between FL listening anxiety and FL listening comprehension strategy use. Another aim was to identify whether there existed a significant difference between high and low anxious listeners' FL listening comprehension strategy employment. Also, it was aimed to examine how high and low anxious employed FL listening comprehension strategies.

Although FL listening anxiety and FL listening comprehension strategy use has been investigated in FL field, these two phenomena have been considered separately. Both FL listening anxiety and FL listening comprehension strategy use concepts have been associated with listening achievement mostly. The relationship between FL listening anxiety and FL listening comprehension strategy has been of little interest. So far, studies that have been conducted on FL listening comprehension strategy use and FL listening anxiety either determined the frequency of FL listening comprehension strategy use (Gerçek, 2000; Gönen, 2009) or identified the FL listening comprehension strategy use of the learners regardless of their anxiety level (Goh, 1998; Ertürk, 2006).

In a foreign language class, apart from teaching the content of the course, they should also spend time on teaching how to learn the content, namely learning strategies that will help students to increase their understanding of the content (Chastain, 1988). In order to teach learners effective FL listening comprehension strategies to alleviate their anxiety, it is important to identify what strategies will be taught. This study is designed to meet this need by identifying and comparing the FL listening comprehension strategies employed by students with high and low anxiety in depth by utilizing both qualitative and quantitative data collection instruments. It is expected that this study may help FL classrooms move one step closer to being anxiety-free environments. Research questions guiding this study are as follows:

1. Is there any relationship between high and low anxious listeners' FL listening anxiety and FL listening comprehension strategy use?
2. Is there a statistically significant difference between high and low anxious listeners' FL listening comprehension strategy employment?

3. In which FL listening comprehension strategies do high and low anxious listeners differ?
4. How do high and low anxious listeners employ FL listening comprehension strategies?

CHAPTER 2. REVIEW OF LITERATURE

In this section, FL classroom anxiety and its historical development will be presented. Then, as the purpose of this study is to investigate the FL listening anxiety and FL listening comprehension strategy use, the studies related to FL listening comprehension will be represented. Then, this section will go on demonstrating the studies focused on FL listening comprehension strategies. Lastly, the studies investigating the relationship between FL listening anxiety and FL listening strategy use will be introduced.

2.1. Studies on Foreign Language Classroom Anxiety

Anxiety and its effects on language learning in foreign language classrooms has been a concern for researchers since the middle of 1960s (Horwitz, 2001). The studies at that time did not manage to demonstrate any clear cut relationship between anxiety and a learner's achievement in a foreign language (Chastain, 1975; Backman, 1976; Kleinmann, 1977). However, in the middle of 1980s, the findings proved that FL learners experienced a certain type of anxiety in a FL learning situation (Horwitz, 2011). The studies carried out since then, has shown that anxiety has profound effects on foreign language learning. One of the most prominent studies examining the effects of anxiety on FL language learning was conducted by Horwitz, Horwitz & Cope (1986). In their study, the researchers aimed to diagnose the learners who experienced FL anxiety. For this purpose, a total of 225 FL learners were asked to participate in group discussions. The opinions of the students in discussing groups regarding their FL anxiety experiences led to the development of a scale called Foreign Language Classroom Anxiety (FLCAS), which has been utilized by the researchers in the field to determine the learners FL classroom anxiety levels and the sources of this feeling.

The investigation of FL anxiety in learning process gained acceleration in the 1990s. FL anxiety was studied in different contexts, with learners with different backgrounds, and with different methods. Bearing in mind that FL anxiety was mostly examined related to common languages such as English, it was speculated that FL anxiety might also be a predicate for failure in learning less commonly taught languages (Samimy, 1994). From this point of view, Aida (1994) carried out a study in order to investigate FL anxiety experienced by learners of Japanese through FLCAS (Horwitz et al., 1986). The results showed a negative correlation between the learners' language success and FL anxiety in other words, learners with higher levels of success had lower levels of anxiety or vice versa. The researcher concluded that teachers may help learners throughout the learning process by creating learner-

friendly classroom environments. However, changing teaching methodology was not a sufficient way; relationship between anxiety and other variables such as learners' beliefs, self-esteem, motivation, and the use of language learning strategies needed to be investigated for further research.

In the 2000s, the investigation of FL classroom anxiety shifted its context slightly. In addition to inspecting its effect as a phenomenon influencing FL success (Matsuda&Gobel, 2004), its relation to other variables such as context (Kitano, 2001) and proficiency level (Liu, 2006); the learners' perceptions regarding FL anxiety was also examined (Yan & Horwitz, 2008) In their study, Yan & Horwitz asked the students what factors students associated with FL anxiety. Also they were asked about their opinions whether FL anxiety interacted with their FL achievement.

FL classroom anxiety has also been a research context in the recent literature. FL classroom anxiety has been associated with many variables such as language success, proficiency level (Asmari, 2015), gender (Park & French, 2013), motivation (Liu & Huang, 2011; Liu, 2012; Liu & Cheng, 2014; Liu & Chen, 2015), personality types (Dewaele, 2013; Gargalianou, 2015), and emotional intelligence (Shao & Ji, 2013). The Table 3. below summarizes the studies carried out in recent literature.

Table 3. Recent Studies on FL Classroom Anxiety

Variables	Studies
Management of FL anxiety	Tran & Moni (2015)
FL anxiety and personality	Dewaele, 2013 Gargalianou, 2015
FL anxiety and motivation	Liu, 2012 Liu & Huang, 2011 Liu & Chen, 2015 Liu & Cheng, 2014
FL anxiety and emotional intelligence	Shao & Ji, 2013
FL anxiety and gender	Park & French, 2013
FL anxiety and proficiency level	Nahavandi & Mukundan, 2013
Investigation of FL anxiety in different context	Agudo, 2013 (Japanese learners of English) Asmari 2015 (Arabic learners of English) Keijzer & Yin, 2015 (Chinese students of Japanese and English)
Investigation of FL anxiety in different classroom situations	Awan & Azher & Anwar & Naz, 2011
Investigating FL anxiety through different data collection methods	Gkonou, 2013

In addition to the studies given in the table above, Ni (2012) investigated the effects of affective factors, i.e. motivation, self-confidence, and anxiety, as well as how the participants assessed their proficiency in English and how they perceived feedback from their teachers. 45 English majors participated in the study and a questionnaire composed of 10 items questioning the participants' English proficiency level, their views on their class participation, performance, and reasons for getting good or bad grades. The findings demonstrated that affective factors (motivation, self-confidence, and anxiety) plays an important role in learners' language input and intake. As the results suggests; anxiety, among the affective variables, has been found to be one of the effective factors that influence foreign language learning also in the recent literature. Similarly, in Henter's (2014) study, which was carried out in order to assess the relationship between affective factors (motivation, attitude, and anxiety) and language proficiency, a significant relationship was found between language proficiency and attitude and anxiety.

FL classroom anxiety has also been researched in Turkish context recently (Ay, 2010; Subaşı, 2010; Merç, 2011; Karaca, 2012; Yıldırım, 2013; Gürman & Kahraman, 2013; Gürsoy & Akin, 2013; Er, 2015; Şener, 2015). Among these studies, Bearing in mind that the occurrence of FL anxiety may stem from various factors, Ay (2010) carried out a study in order to investigate the relationship between FL anxiety experienced by young adults, language skills (reading, listening, speaking, and writing), and instruction levels. A total of 160 learners consisted of 55 fifth graders, 48 sixth graders, and 57 seventh graders participated in the study. For the purpose of identifying the FL anxiety levels of the participants in relation to the language skills, the researcher adapted FLCAS (Horwitz et al., 1986) by separating the items according to the four skills and translated the scale into Turkish. According to the findings, beginner level learners were found to be more anxious. Also, it was revealed that FL anxiety related to receptive skills (reading and listening) was experienced more by lower level students. On the other hand, advanced level students felt more anxious during activities related to productive skills i.e., speaking and writing. This study is limited in terms of its data collection instruments that is, quantitative data should have been supported by some qualitative data which might be collected through interviews or diaries. Also, the proficiency level of the participants should be determined by a proficiency test rather than relying on their classes in school. However, the study presented valuable information regarding the instruction level and FL anxiety concerning the language skills separately.

2.2. Studies on Foreign Language Listening Anxiety

FL listening anxiety has been found to be a separate phenomenon apart from the general FL classroom anxiety (Elkhafaifi, 2005; Bekleyen, 2009; Serraj & Noordin, 2013). One of the studies investigating the relationship FL listening comprehension and the level of FL listening anxiety experienced in terms of academic success, experience, gender, and course type in Arabic context was firstly examined by Elkhafaifi (2005). This study is significant as it is the first study suggesting a scale specific to FL listening anxiety (FLLAS), which is an adapted version of Foreign Language Reading Anxiety Scale (FLRAS) (Saito, 1999; as cited in Elkhafaifi, 2005) was used. The results yielded a significant positive relationship between foreign language classroom anxiety and listening anxiety (Elkhafaifi, 2005). Also, it was found that both foreign language anxiety and listening anxiety had a significant negative relationship with the other variables addressed above (Elkhafaifi, 2005).

Serraj & Noordin (2013) designed a study in order to demonstrate the possible correlations among three variables; FL classroom anxiety, FL listening anxiety, and FL listening comprehension. In the study, a total of 210 students were distributed FLCAS (Horwitz et al., 1986), FLLAS (Kim, 2000), and an adapted version of IELTS listening proficiency. According to the results of the study, it was concluded that there was a significant negative correlation between listening anxiety and listening comprehension, which means that when participants' listening anxiety increased, their listening comprehension scores decreased. As for the relationship between foreign language anxiety and listening comprehension, a negative correlation was found. In other words, when students' foreign language anxiety increased, their listening comprehension test scores decreased. Finally, the researchers concluded that these two variables, namely foreign language classroom anxiety and foreign language listening anxiety were positively correlated in that the learners' classroom anxiety increased, their listening anxiety increased, too.

FL listening anxiety has been also a concern in Turkish context recently. The research in the area pointed out that Turkish learners of English experience FL listening anxiety to a great extent (Bekleyen, 2007; Bekleyen, 2009; Çapan & Karaca, 2012; Kılıç & Uçkun, 2013; Melanlıoğlu, 2013; Yaman & Can, 2015). Bekleyen (2007) conducted s research with 92 first year students majoring in English language teaching in order to explore the participants' views on their listening comprehension compared to other skills (speaking, reading, and writing), investigate their listening comprehension experiences, and identify the factors that affected their listening comprehension process negatively or positively. In order to achieve the

aims mentioned previously, the researcher developed a questionnaire and also interviewed the participants. The data collected through the questionnaire and the interviews was analyzed quantitatively. According to the results, more than 40% of the participants evaluated their success in listening skill as 'below average' or 'poor'. As for their previous experiences regarding listening performance, most of the participants (70%) asserted that the listening instruction they received in high school was 'below average' or 'poor'. Additionally, the participants said that they involved in listening situations mostly when they listened to their teachers or peers, which was followed by watching English TV channels, listening to English language study CD's, and watching movies at the cinema respectively.

Çapan & Karaca (2012) designed a research in order to examine the relationship between foreign language anxiety and two receptive language skills i.e. reading and listening. Also, the researchers aimed to investigate whether there was a statistically significant difference between male and female participants in terms of their listening and reading anxiety. Moreover, the study tried to observe the relationship between listening and reading anxiety and year of study of the participants. A total of 159 students from different grades participated in this study. They were all undergraduate students at ELT department in a university in Turkey. Of the 159 participants, there were 43 (% 26,4) males and 116 (% 73,6) were females. The research instruments used in the study were FLRAS in order to assess reading anxiety and FLLAS in order to measure listening anxiety. Both questionnaires were administered to the students respectively. The results showed that there was a moderately positive statistically significant relationship between reading anxiety and listening anxiety. In other words, when listening anxiety increased reading anxiety increased, too (or vice versa). As for the relationship between gender and reading anxiety, there was not a statistically significant relationship. Similarly, a statistically significant difference was not found between gender and listening anxiety. However, it was found that there was a statistically significant relationship between reading anxiety and year in study while the relationship between listening and year in study was not found significant. In order to spot the place of the significance, a post hoc test was calculated and the results showed that there was a moderately significant difference between FLRA levels of sophomore and junior students. That is the participants who were in the second grade in ELT department had higher levels of FLRA than those in the third year. Nevertheless, there was not a significant difference between freshmen and sophomores. Therefore, the researcher concluded that most proficient learners were the least anxious. The nonlinear decrease of anxiety among students in terms of their year in

study was attributed to lack of awareness in freshmen, freshmen not being capable of evaluating themselves logically, and courage of freshmen as they did not have much experience in their department.

Kılıç & Uçkun's (2013) was designed to demonstrate the effects of listening text type on the listening anxiety level of the EFL learners. In other words, this study investigated the relationship between the different listening text types and FLLA. Also, it was aimed to examine the relationship between the listening anxiety levels and listening proficiency levels of Turkish learners of English. The participants of the study consisted of 130 (male: 103, female: 27) prospective students of the Engineering Faculty studying in the preparatory English classes of Gaziantep University. The proficiency levels of the students were determined at the beginning of the semester using a placement test prepared by the School of Foreign Languages. Foreign Language Listening Anxiety Scale (FLLAS) and Anxometer were selected as instruments. Also, the students' yearlong listening test scores were used as criteria for their listening proficiency. In order to check the participants' listening anxiety in relation to text type, nine passages from Randall's ESL Cyber Listening Lab were used. The passages consisted of three categories: (1) dialogues from everyday life: reflecting the colloquial use of English, (2) lectures: examples of academic use of English, (3) extracts from radio talk shows: the use of English in the media. The texts included 320 words averagely and follow-up questions which would not only give a purpose to the students for listening to the passages but also help to make the anxiety more obvious to them. At the beginning of the study, the participants received FLLAS in order to check their existing listening anxiety. Secondly, the researchers periodically give the participants three different listening types in order to observe the difference in their anxiety levels. Having listened the different passages, the participants were asked to mark their anxiety level on anxometer immediately.

The result showed that there is a significant negative correlation between subjects' FLLA scores and their listening proficiency scores, which meant that as listening anxiety increases, listening proficiency decreases and vice versa. This correlation is a clear indicator of the relationship between listening anxiety and listening proficiency (Kılıç and Uçkun, 2013). The findings also showed that the anxiety levels measured by the anxometer were significantly difference for the three text types, which indicated that FL learners are sensitive to the differences of listening text type. The researchers attempted an analysis on the average speech rates of the three different text types in order to comment on the possible reason for the differential amounts of FLLA experienced by EFL listeners. The results show that the

speed of delivery which makes these texts difficult to comprehend, thereby leading to anxiety, the sentence length in that trying to follow and make sense of longer sentences is harder, speech rate could be the reasons for different amount of listening anxiety of the participants for different listening texts. This article is an important both theoretical and empirical research summarizing and explicating the effects of different listening text types on listening anxiety.

2.3. Foreign Language Listening Strategies

Gerçek (2000) carried out a study in order to find out whether there existed a difference between FL listening comprehension strategy usage frequency of the learners who received an implicit strategy training and the learners who did not receive any training on FL listening comprehension strategies. For the purpose of gathering data on the participants' FL listening comprehension strategy use, the researcher developed an inventory. Listening Comprehension Strategies Inventory consisted of 20 items including cognitive, metacognitive, and socio-affective strategies. The findings yielded that learners in the both groups used FL listening comprehension strategies at moderate level. Although the participants who attended preparatory school received implicit FL listening comprehension strategies, a significant difference was not found between the two groups. Therefore, the researcher suggested that FL listening comprehension strategies should be taught explicitly in listening classes.

FL listening comprehension strategies are one of the factors that affect FL listening comprehension therefore, the relationship between these variables have been researched by scholars. In order to determine the FL listening comprehension strategies employed by learners from different proficiency levels and find out whether there existed an interaction between FL listening comprehension strategies and the proficiency level (advanced, intermediate, and lower intermediate), Bidabadi & Yamat (2011) carried out a study with 92 Iranian first-year ESL learners. In order to collect data, the researcher adapted Listening Strategy Questionnaire, which was developed by Vandergrift (1997). The results showed that although the advanced group scored higher than the intermediate and lower intermediate group in terms of the frequency of metacognitive strategies employed, Iranian ESL learners from three different proficiency levels (advanced, intermediate, and lower intermediate) utilized metacognitive strategies more than cognitive and socioaffective strategies. For the cognitive and socioaffective strategies, advanced learners exceeded intermediate and lower intermediate learners regarding the number of strategies used. The findings also revealed a statistically significant relationship between the proficiency level and the FL listening

strategies operated. In other words, learners with higher proficiency level benefited from more FL listening comprehension strategies than the learners with lower proficiency levels.

Similarly, Abdalhamid (2012) conducted a research to determine the FL listening comprehension strategies utilized by Arabic ESL learners. 30 participants, consisting of 15 intermediate and 15 advanced learners took part in the study. The participants were asked to listen two texts, answer text-related comprehension questions, and fill out a listening comprehension strategies questionnaire. The questionnaire was adapted from two other relevant questionnaires in the literature. The findings exposed that both intermediate and advanced learners used cognitive, metacognitive, and socio-affective strategies, cognitive strategies being the most used one. As for the relationship between the FL listening comprehension strategies the learners utilized and their achievement in listening comprehension tests, the results demonstrated cognitive strategies contributed most to the listening comprehension, which were followed by socioaffective strategies and metacognitive strategies respectively. Regarding the differences in the FL listening comprehension strategies, advanced learners were found to use cognitive strategies more than the intermediate learners.

FL listening strategies has been associated with many affective variables such as self-efficacy (Kassem, 2015), learning style (Ertürk, 2006; Hsueh-Jui, 2008) anxiety (Golchi, 2012; Yang, 2012) in relation to FL listening comprehension. Kassem (2015) in his study, aimed to determine the FL listening comprehension strategies used by EFL learners as well as the interaction among FL listening comprehension strategy use, self-efficacy, and FL listening comprehension. In order to gather data, 84 Egyptian second-year EFL learners were asked to fill out an adapted version of paper-based Longman TOEFL test (Phillips, 2001; as cited in Kassem, 2015), the Listening Strategy Questionnaire and the Listening Self-efficacy Questionnaire which were developed by benefiting from other relevant questionnaires in the literature. The findings of the study revealed that the participants used FL listening comprehension strategies at moderate level. It was also found that the participants used cognitive strategies at higher levels while metacognitive strategies and socio-affective strategies were used at moderate levels. As regards to the relationship between FL listening comprehension strategy use and FL listening comprehension, the results showed that the learners who used FL listening comprehension strategies more, were more proficient in English or vice versa.

For the purpose of examining the interrelation among the perceptual learning style preferences, FL listening comprehension strategies, and FL listening achievement in relation to the participants' gender and medium of education after preparatory school, Ertürk (2006) conducted a study with 200 intermediate Turkish EFL learners attending the School of Foreign Languages in Dokuz Eylül University. In order to have an insight into the participants' preferences of perceptual learning style, the Perceptual Learning Style Preference Questionnaire which was developed by Reid (1987), adapted and translated into Turkish by Tabanlıoğlu (2003) was used (as cited in Ertürk, 2006). For the purpose of gathering information on the participants' FL listening comprehension usage, Listening Comprehension Strategy Inventory, developed by Gerçek (2000) was utilized. The information regarding the participants' FL listening achievement was collected through Listening Comprehension Test designed by English Language Institute – University of Michigan (1983; as cited in Ertürk, 2006). The findings regarding the perceptual learning style of the participants demonstrated that they preferred three of the styles most, two of whom were related to auditory learning (“understanding better when the teacher tells the instructions” and “learning better when the teacher lectures”) one of whom was related to tactile learning (remembering the learnt item better with the help of building a model related to it). As for the FL listening comprehension strategies used, the results showed that most of the participants employed “asking no questions while listening”, which was in the cognitive strategies category. It was also found that learners chose “attending the listening lessons without any preparation” and “sharing ideas about his/her own comprehension while having a listening exercise, both of whom which fell into metacognitive category. Concerning the relationship between FL listening comprehension strategy use and Perceptual Learning Style Preferences of the learners, a significant positive interaction was found. In other words, learners who used more FL listening comprehension strategies also preferred more learning styles or vice versa.

2.4. The Relationship between FL Listening Anxiety and FL Listening Comprehension Strategy Use

In the literature, FL listening anxiety has been found to be an effective factor on FL listening comprehension. The relationship between FL listening anxiety and FL listening comprehension strategy use has been a little concern for the recent researchers although late studies shows that they affect each other substantially (Gönen, 2009; Golchi, 2012; Yang, 2012; Xu, 2013; Serraj & Noordin, 2013; Moghadam & Ghanizadeh, 2015).

The relationship between FL listening anxiety and FL listening comprehension strategy use has been investigated in relation to FL listening comprehension mostly. One of the studies that examines the interrelationship between FL listening comprehension, FL listening anxiety and FL listening comprehension strategies was conducted by Yang (2012). In this study, 211 participants were asked to fill out the Foreign Language Listening Anxiety Scale (FLLAS), developed by Elkhafai (2005) and the Listening Strategy Questionnaire (LSQ; developed by Luo, 2005 as cited in Yang, 2012). This questionnaire consisted of 24 items and an open-ended question. The strategies included in the questionnaire was taken from Oxford's (1990) strategies taxonomy. The items were grouped into two main categories: direct strategies (memory, cognitive, and compensation) and indirect strategies (metacognitive, affective, and social). Also, in order to determine the participants' listening comprehension, a listening comprehension test was administered. According to the findings, participants experienced FL listening anxiety at moderate level in general. Also, it was revealed that the participants used compensation strategies the most while they employed social strategies the least. As for the relationship between FL listening anxiety and FL listening comprehension strategy use, the results demonstrated a negative correlation especially in memory, compensation, and metacognitive strategies. That is, learners with lower levels of anxiety used memory, compensation, and metacognitive strategies more when compared to students with higher level of anxiety. Additionally, students with lower levels of anxiety were found to do better in proficiency test when compared to learners experiencing higher level of anxiety. This study proved that FL listening anxiety debilitates FL listening comprehension and learners with various anxiety levels differ in the FL listening comprehension strategies they use. However, the listening strategies utilized by learners with high and low level of anxiety needs to be examined in detail.

Golchi (2012) carried out a study in order to in order to explore whether FL listening anxiety and listening strategies used by Iranian IELTS learners are interrelated. Besides, it

was also aimed to identify the listening comprehension strategies used by learners with high and low levels of anxiety. 63 Persian IELTS learners participated in this study. In order to collect data regarding the participants' FL listening anxiety level, the researcher utilized Foreign Language Anxiety Scale (FLLAS) developed by Kim (2000). For the purpose of identifying the listening comprehension strategies employed by the participants, the researcher used Listening Strategy Use Questionnaire developed by Lee (1997) and modified by Ho (2006). Also, the researcher modified the questionnaire by adding more strategies based on Vandergrift's (1997, 2003) cognitive and metacognitive listening strategy classification and O'Malley & Chamot's (1990) language learning strategy classification. The results yielded that FL listening anxiety and FL listening comprehension strategy use demonstrated negative correlation. In other words, when the FL listening anxiety level of the participants increased, their listening comprehension strategy use decreased. As for the difference between the strategies utilized by the learners with high and low levels of anxiety, the results revealed that learners with lower level of anxiety used more metacognitive strategies than learners with higher level of anxiety. However, these two groups of learners with higher and lower levels of FL listening anxiety did not differ in terms of cognitive and socioaffective strategy use. This study is illuminating in relation to identifying the FL listening comprehension strategies used by learners with different anxiety levels. However, it is not clear whether these strategies are employed by the learners to alleviate their FL listening anxiety. The participants should have been interviewed in depth about their awareness regarding the FL listening comprehension strategies they used.

Xu (2013) carried out a study to prove the presence of FL listening anxiety and identify the ways the learners operated in order to cope with the feeling of anxiety during listening. The participants in this study were 178 Chinese students at university level. The participants were firstly interviewed and then asked to fill out the questionnaire. The interview concentrated on the participants' reasons to learn English, the factors that impact their listening comprehension, whether they experienced anxiety during listening and if so, how they portrayed this listening anxiety, their opinions regarding the sources of FL listening anxiety, what kind of ways they used in order to lessen the level of anxiety during listening, and what teachers should do in order to help learners reduce this feeling. For the purpose of determining the FL listening anxiety level of the participants, the researcher used an adapted version of FLCAS (Horwitz, et al., 1986). Also, English Learning Listening Strategy questionnaire (ELLS; Xu, 2013) was developed in order to identify the FL listening

comprehension strategies utilized by the participants. The questionnaire contained items regarding cognitive and socioaffective strategies, excluding metacognitive strategies. The results presented that most of the participants experienced moderate level of FL listening anxiety, and when their FL listening anxiety level increased, their use of FL listening comprehension strategies decreased. Across the three anxiety levels (high, medium, and low), cognitive strategies were found to differentiate significantly especially between learners with high and low anxiety.

Similarly, Moghadam & Ghanizadeh (2015) carried out a study in order to identify the FL listening anxiety levels of the learners and find out whether there existed a relationship between the FL listening anxiety level and the FL listening comprehension strategies the learners used. For this purpose, 200 female Iranian EFL learners at senior high school level were asked to complete Listening Strategy Questionnaire, based on Vandergrift's (2007) listening strategies model, and an adapted and translated version of Foreign Language Listening Anxiety Scale (Elkhafaifi, 2005). According to the findings, the researchers concluded that FL listening comprehension strategies and FL listening anxiety affected each other significantly. In other words, if the FL listening anxiety level of the learner is high, she tend to use less FL listening comprehension strategies or vice versa. Although this study revealed that there exist a relationship between FL listening anxiety and FL listening comprehension use, the researchers did not investigate the differences in terms of FL listening comprehension strategy use of learners with different anxiety level. Moreover, as proficiency is an effective factor in FL listening anxiety and FL listening comprehension strategy use, listening proficiency of the learners should have been controlled by a listening proficiency test in case it intervened.

In Turkish EFL context, the number of studies that investigates the relationship between FL listening anxiety and FL listening comprehension strategies is relatively low. There have been some researches that puts forward some revelations. According to Gönen (2009), researches conducted in the field has pointed out that Turkish learners experience anxiety while listening in English. Therefore, whether the learners employ strategies in order to comprehend what they hear and to what degree they make use of these strategies should be examined (Gönen, 2009). In order to achieve the purpose of determining whether FL listening anxiety and FL listening comprehension strategy use were interrelated and identifying the learners' opinions regarding the FL listening anxiety they experience and FL listening comprehension strategy use, the researcher conducted a study with 60 intermediate level of

Turkish students who were taking class at the School of Foreign Languages at Anadolu University. In order to collect data respecting to the participants' FL listening anxiety, the researcher used a translated version of FLLAS which was developed by Elkhafaifi (2005). For the intent to gain insight into the learners' FL listening comprehension strategy use, LCSII (Gerçek, 2000) was utilized. Moreover, the participants were interviewed about whether they felt anxious during listening, how they dealt with their feeling of anxiety, whether they had an idea about FL listening comprehension strategies, and whether they resorted to these strategies.

The findings demonstrated that more than half of the participants were found to be highly anxious regarding the listening skill. Also, the participants were found to be using FL listening comprehension strategies at moderate level. As for the relationship between FL listening anxiety and FL listening comprehension strategy use, the results indicated that learners with lower level of anxiety used more FL listening comprehension strategies or vice versa. Highly anxious learners were distressed during listening both inside and outside of the classroom and they did not seem to be making use of FL listening comprehension strategies effectively. Moreover, they did not even have a knowledge about these strategies.

Another study in the same vein was carried out by Bekleyen (2009) to observe the effect of listening anxiety on Turkish pre-service English language teachers. Moreover, not only the causes and the effects of the experienced anxiety but also the strategies to cope with this anxiety were investigated. The participants of this study were composed of 71 first-year students majoring in English language teaching at Dicle University in Diyarbakır. The researcher used FLCAS (Horwitz et al., 1986) in order to evaluate the participants' foreign language anxiety for correlating the results with foreign language listening anxiety, which was measured by a Foreign Language Listening Anxiety Scale developed by Kim (2005). Also, the researcher interviewed 54 of the participants in order to examine their opinions regarding the cause and the effects of listening anxiety. Findings suggested that participants experienced higher level of FL listening anxiety in general. Regarding the strategies used to diminish the effects of FL listening anxiety, the participants articulated that they used practicing, asking for help, thinking positively, and doing nothing.

As it can be deduced from the literature, FL listening anxiety is a debilitating factor that interrupts FL listening comprehension. Researches have been done in order to determine the ways that might help to reduce the effect of FL listening anxiety and augment FL listening comprehension. FL listening comprehension strategies have been spotted as one of the ways

to alleviate the feeling of anxiety during listening practices. In FL education context, all learners have been identified to be using FL listening comprehension strategies at some level. However, differences have also been detected in FL listening comprehension strategies used by learners with high and low levels of anxiety in terms of both strategy types and usage frequency. In order to help learners with higher level of FL listening anxiety lessen their anxiety level, first step should be investigate the FL listening comprehension strategies applied by learners with high and low level of anxiety in detail. There have been a little attempt to analyze the ways learners use to ease FL listening anxiety. Therefore, this study aimed to investigate the relationship between FL listening anxiety and FL listening comprehension strategy use. It was also aimed to determine FL listening comprehension strategies used by high and low anxious listeners and analyze how high and low anxious listeners employed these strategies.

CHAPTER 3. METHODOLOGY

3.1. Participants and Setting

This study was carried out at Anadolu University, Department of English Language Teaching in the second term of academic year 2014-2015. 79 first-year students in eight classes participated in this study in order to investigate the relationship between FL listening anxiety and listening strategy use, to find out whether there existed a statistically significant difference between high and low anxious listeners in terms of FL listening comprehension strategy employment, to identify in which FL listening comprehension strategy use high and low anxious listeners differed, and reveal how high and low anxious listeners employed these strategies. At the time of the study first-year students were taking skill courses in which they were required to comprehend what they hear and they needed to utilize a number of strategies to communicate. First year students were selected on the basis of purposeful sampling (Creswell, 2012) as they were available and were doing different listening tasks in and out of the classroom. Parameters such as age and gender were not taken into account for the purposes of the study.

Proficiency level is one of the most effective variables that might influence FL listening anxiety level and FL listening comprehension strategy use. Thus, in order to ensure that the participants had similar FL listening proficiency at the time of the study, a listening section of TOEFL was administered to all first-year students at the department. Box-and-whisker plot presented the data according to their central range and therefore helped us to determine the learners with same FL listening proficiency level. As a result, the participants who got higher and lower scores from listening section of TOEFL (see Appendix A) than the average were excluded from the study. At the end of this analysis, a total of 79 participants were included in order to examine the relationship between FL listening anxiety and FL listening comprehension strategy use, and to reveal FL listening comprehension strategies used by learners with high and low levels of anxiety.

Since this study focuses on FL listening anxiety and how they differed regarding FL listening comprehension strategy employment, information about the activities of the learners related to FL listening needed to be provided. The students in this study were required to listen, read, speak, and write in English in most of their courses. As for FL listening, they were taking the course “İNÖ 136 Listening Comprehension and Note Taking” that was mostly concerned about FL listening skill. In the course syllabus it is stated that the course aims to make students “recognize and use abbreviations and symbols”, “take notes affectively”, and

“mark important notes and organize them”. Hence, they were required to use some FL listening comprehension strategies while dealing with the activities during in-class listening.

The book used in this course was Beglar & Rost’s *Contemporary Topics* (2009). *Contemporary Topics* was based on content-based approach, assisting learners improve their listening, note-taking, and discussion skills. Each unit in the book consisted of seven steps: connect to the topic, build your vocabulary, focus your attention, listen to the lecture, talk about the topic, review your notes, take the unit test, and extend the topic. In each unit, learners were expected to use some strategies such as predicting, guessing, filling in the gaps and making connections, monitoring areas where they don’t understand, asking questions, and responding personally during active listening. Also, the book included a section named *Coaching Tips* on strategies for listening, note-taking, and critical thinking. However, any explicit strategy training was not given to the students within the scope of the course. Apart from this course, the participants needed to master FL listening comprehension in their other classes as well.

The confidentiality of their information regarding participants’ responses and personal information such as their names, gender, and class were guaranteed. For this purpose, a consent form was provided (see Appendix B). From an ethical perspective, Students were informed that their participation was voluntarily. They were told that they could opt out from the study any time they wanted. The participants were also assured that their withdrawal or participation would not affect their course grades.

3.2. Instruments

The purpose of this study was to examine the relationship between FL listening anxiety and FL listening comprehension strategy use, and to further explore FL listening strategies used by the students with high and low anxiety. For this purpose, a mixed method research design was conducted. Mixed method research design requires using both quantitative and qualitative instruments in order to collect data (Bhattacharjee, 2012). In this study, with the help of qualitative and quantitative data collection instruments, data were triangulated. In this way, deficiencies of both types of instruments were counterbalanced and quantitative data were supported from many aspects (Creswell, 2013).

Recent study aimed at investigating the relationship between FL listening anxiety and FL listening comprehension strategy use through both quantitative and qualitative data

collection instruments. The instruments used were Foreign Language Classroom Anxiety Scale (FLLAS) and Listening Comprehension Strategy Inventory (LCSI). Regarding FL listening comprehension strategies employed by learners with high and low levels of anxiety, information gathered through LCSI was supported through qualitative instruments. Instruments in the qualitative section were learner diaries, and guided interviews. Therefore, *explanatory sequential mixed methods model* (Creswell, 2013) was utilized in this study. Explanatory sequential is a popular mixed method model through which the researcher collects quantitative data and analyzes it firstly. Then, qualitative data is collected in order to develop and explain the results of the quantitative data.

3.2.1. Quantitative Data Collection Instruments

To answer the first research question, 1) *Is there any relationship between participants' FL listening anxiety and FL listening comprehension strategy use?*, second research question, 2) *Is there a statistically significant difference between high and low anxious listeners' FL listening comprehension strategy employment?*, and third research question 3) *In which FL listening comprehension strategies do high and low anxious listeners differ?*, quantitative data collection instruments were used. The instruments used for quantitative data collection were Foreign Language Listening Anxiety Scale (FLLAS) and Listening Comprehension Strategy Inventory (LCSI).

a) Foreign Language Listening Anxiety Scale (FLLAS)

In order to identify the level of FL listening anxiety of the participants Foreign Language Listening Anxiety Scale (FLLAS) was used (see Appendix C). FLLAS (Kim, 2000) is based on the adapted second language version of Wheelless' (1975) Receiver Apprehension Test, Foreign Language Reading Anxiety Scale (FLRAS) by Saito, Horwitz and Garza (1999), and data gathered through interviews conducted with students at different levels of English proficiency. FLLAS is a 33-items with a five-point Likert type scale (from 1 “strongly disagree” to 5 “strongly agree”) consisting of four main categories related to listening in FL: fear of spoken English, process-related anxiety, lack of self-confidence, and concern about insufficient prior knowledge.

FLLAS was translated and adapted into Turkish by Kılıç (2007) in order to avoid any problems that might occur as a result of language difficulties. A factor analysis was carried out to ensure the reliability of the scale. As a result of this analysis, nine items (1st, 2nd, 7th, 13th, 15th, 20th, 24th, 27th, and 28th) were omitted from the scale. Therefore, possible range score in translated and adapted version of the scale is from 24 to 120. In the scale, higher scores indicate higher FL listening anxiety level. In the translated and adapted version of FLLAS, four items (6th, 14th, 25th, and 31st) are worded negatively and therefore they are reverse-coded. Also, the factor analysis revealed that foreign language listening anxiety consists of eight factors, which are determined as (Kılıç, 2007, p. 60):

- 1) The effect of topic, time, pace and vocabulary on listening anxiety
- 2) Confidence in listening proficiency
- 3) The role of pronunciation, stress and intonation
- 4) Listening anxiety in authentic contexts
- 5) Listening anxiety in lecture situations
- 6) Fear of incomprehension
- 7) The effect of visuals and thorough comprehension on listening anxiety
- 8) Negative self-evaluation

The reliability value of the Turkish version of the scale was calculated as .86 (Kılıç, 2007). This version of FLLAS (Appendix D) was used in the study. However, in order to ensure the reliability of the scale to be used in this study context, Cronbach alpha coefficient was calculated and it was found as .91. This indicated that FLLAS was a highly reliable scale for the purposes of the study (Özdamar, 2010).

b) Listening Comprehension Strategy Inventory (LCSI)

In order to identify FL listening comprehension strategy use of the participants, FL Listening Comprehension Strategy Inventory (LCSI) was utilized in this study (see Appendix D). Moreover, LCSI was also used to detect how learners with high and low levels of FL listening anxiety differed in their FL listening comprehension strategy use.

LCSI was developed by Gerçek (2000) to identify the FL listening comprehension strategies of foreign language learners. LCSI consists of 20 items with a 5 point Likert scale

(from 1 “never or almost never” to 5 “always almost true for me”). The FL listening comprehension strategies used in the inventory fall into four categories:

- 1) cognitive strategies (elaboration, inferencing, translation, prediction, note-taking, and reconstruction)
- 2) metacognitive strategies (real time assessment, directed attention, arranging/planning for your learning, comprehension evaluation, and comprehension monitoring)
- 3) socioaffective strategies (listen to your body and asking for clarification)

8 of the items in the inventory (1st, 5th, 6th, 11th, 12th, 14th, 19th, and 20th) are worded negatively and are reverse-coded. Possible range score of the inventory is from 20 to 100. In order to achieve reliability of the inventory, test-retest method was used (Gerçek, 2000). The correlation between test/retest score was calculated as .76, which indicated that LCSİ was reliable. In this study, LCSİ was utilized to collect data regarding the participants’ FL listening comprehension strategy. Cronbach alpha coefficient of the scale was calculated to ensure its reliability for the purposes of this study and it was found as .73. This indicated high degree of reliability for this instrument to be used for the purposes of the study (Özdamar, 2010).

3.2.2. Qualitative Data Collection Instruments

Qualitative data collection instruments were used to answer the fourth research question, 4) *How do high and low anxious listeners employ FL listening comprehension strategies?*, and to gain more insight into the nature of the FL listening apprehension participants experienced and FL listening comprehension strategies employed by high and low anxious listeners. These instruments were used to support the data collected through LCSİ comprehensively.

Qualitative data were collected through learner diaries and guided interviews.

a) Learner diaries

In order to gain more insight into the FL listening anxiety the participants experienced and FL listening comprehension strategies employed by the students with high and low FL anxiety, the participants in this study were asked to keep diaries.

Language learning diary is defined as “a type of self-report which allows learners to record on a regular basis numerous aspects of their learning process, including but not limited

to the use of specific language learning strategies” (Oxford, Lavine, Hollaway, Felkins, & Saleh, 1996, p. 20). Collecting personal documents (including diaries) presents researchers valuable data (Creswell, 2012), as they offer information about “the experiences, difficulties, motivations, losses, and gains of language learners” (Ma & Oxford, 2013, p. 101). Learner journals and diaries are less structured and therefore, may provide more accurate data that will not be acquired through interviews or questionnaires (Ma & Oxford, 2013). As identifying FL listening comprehension strategies used by learners with high and low anxiety was one of the aims of this study, diary keeping seemed to be appropriate. In this way, what strategies they used while listening in a FL could be revealed.

The diaries kept by the students focused on the nature of the feeling of anxiety they experienced during FL listening activities, the difficulties they encountered while listening in a FL, and what kind of FL listening comprehension strategies they used to ease their listening comprehension. The participants in the study were not familiar with diary keeping; thus, they were trained on how to keep effective diaries that would unveil their FL listening experience. In this training, sample diaries written by other language learners on their FL learning experiences were provided for the participants in order to guide them about how they can write diaries and show that they can write about any feeling they experience during listening in the target language. Also, guiding questions based on the current literature on FL listening strategy use (Appendix F) on diary keeping were provided for the participants. They were asked to write their diaries regularly right after their listening classes each week. Moreover, they were encouraged to speculate on not only their FL listening practices in school but also all the activities that required them engage in FL listening both inside and outside of the classroom. Besides, they were informed that they could write diaries in their native language in order to avoid any language problems.

b) Guided Interviews

In this study, the qualitative data gathered through guided interviews were used to support the quantitative data on participants’ FL listening anxiety, FL listening comprehension strategy use, and the relationship between these two variables (Appendix G). Furthermore, guided interviews were also used to shed light on how high and low anxious FL listeners employed FL listening comprehension strategy use. In guided interviews, all of the learners with high and low levels of anxiety were asked to participate.

Interviews are one of the most favored qualitative data collection instruments, through which researchers ask general, open ended questions to the participants and record their answers in order to analyze (Creswell, 2012). One of the biggest advantages which conducting interviews offers to the researchers is that interviews obtain beneficial data that the researchers directly observe (Creswell, 2012). Therefore, guided interviews with open ended questions would be appropriate to collect detailed information on participants' FL listening anxiety and FL listening comprehension strategy use.

The interviews were conducted in order to investigate whether learners felt anxious during listening, what they did in order to cope with this feeling of anxiety, what kind of strategies they used in listening classes, and their opinion regarding the relationship between listening anxiety and listening strategy use. These questions were asked to arose the participants' minds by making them remember all the listening activities that required them to use FL listening comprehension strategies. All of the learners with high (14 participants) and low (13 participants) levels of anxiety were asked to attend interview sessions. The interview sessions were arranged and conducted with each student separately at the last step of the data collection procedure. The interviews were held in Turkish so that the participants felt confident and comfortable during the sessions. With respect to ethical considerations, the students were reminded that their participation was voluntarily and the information they expressed would be held anonymously. Also, the interview questions were given to the participants before the sessions so that they would have an idea about the content of the interview sessions. The Table 4. below illustrates which data collection instruments were used to answer each research question.

Table 4. Data Collection Instruments according to Research Questions

Research Questions	Data Collection Instruments
1) Is there any relationship between participants' foreign language listening anxiety and foreign language listening comprehension strategy use?	<ul style="list-style-type: none"> • Foreign Language Listening Anxiety Scale (FLLAS) • Listening Comprehension Strategy Inventory (LCSI)
2) Is there a statistically significant difference between high and low anxious listeners' FL listening comprehension strategy employment?	<ul style="list-style-type: none"> • Foreign Language Listening Anxiety Scale (FLLAS) • Listening Comprehension Strategy Inventory (LCSI)
3) In which FL listening comprehension strategies do high and low anxious listener differ?	<ul style="list-style-type: none"> • Foreign Language Listening Anxiety Scale (FLLAS) • Listening Comprehension Strategy Inventory (LCSI)
4) How do high and low anxious listeners employ FL listening comprehension strategies?	<ul style="list-style-type: none"> • Learner Diaries • Guided Interviews

3.3. Data Collection Procedures

Data collection procedure lasted for eight weeks. The steps given below were followed during data collection process:

- 1) In the first week, all of the first-year students in the department were asked to take the TOEFL exam. According to the results of the TOEFL exam, the participants who got lower and higher scores than the average were excluded in order to create a homogenous group for the study. A total of 79 participants with similar TOEFL scores were determined to participate in the study.
- 2) After conducting the TOEFL, participants were distributed FLLAS and LCSI at the same time in order to avoid missing data.
- 3) Following the distribution of FLLAS and LCSI, participants kept learner diaries for five weeks about how they felt during listening and the strategies they used in order to comprehend any listening text in the target language. The steps below were followed in the implementation of learner diaries:
 - Participants were trained on diary keeping. This training included a presentation (see Appendix H) regarding why the participants were asked to write diaries.
 - They were provided with sample diaries kept by other FL learners in order to help them develop a deep insight about their strategy use.

- Guiding questions on diary keeping based on the literature on FL listening strategy use were provided. How to keep diaries for the purposes of the current research was also discussed with respect to each guiding question. Participants were given colorful papers to motivate them and guiding questions were given on those papers each week.
 - Participants started to write their diaries weekly and these diaries were collected at the end of the each listening course for five weeks. Participants handed in the colorful papers they used for diary keeping to the researcher each week. While collecting the diaries, participants were encouraged to write about their feelings and the strategies they used during listening in the target language.
 - In the diaries, the participants were told to write their diaries on what kind of FL listening activities they have dealt with in and out of the class, and how they have felt during these tasks. Moreover, they were asked which activities made them feel nervous, what they did to overcome this feeling, which ways they used for the activities, and what were their opinions regarding the use of the ways they employed to understand the FL listening tasks, and the feeling of FL listening anxiety right after the listening courses each week. These questions were asked to make participants think about the strategies they used in order to understand what they heard during the listening in target language. Therefore, the analysis of the diaries only included the strategies employed.
- 4) After the collection of the diaries, the participants were divided into three groups (high anxious, moderate anxious, and low anxious) according to the results of the scores of FLLAS. As the purpose of the current study was to investigate the FL listening comprehension strategies used by learners with high and low anxiety, students experiencing moderate level of FL listening anxiety were excluded.
- 5) A total of 28 learners identified as low anxious and high anxious were invited to participate in semi-structured interview sessions. Before conducting interviews, learners were informed about the context of the interview questions. Each student was interviewed separately. The interviews were recorded and confidentiality of the information given by the participants were guaranteed.

In Table 5., the reason and the way of implementation of each data collection instrument are summarized.

Table 5. Summary of Data Collection Instruments and Procedures

Instrument	Aim	How
TOEFL (N= 135)	To create homogenous group in terms of listening proficiency	Carried out with a pen and paper test
FLLAS (N= 79)	To identify FL listening comprehension level of the participants	Distributed to all participants
LCSI (N= 79)	To determine FL listening comprehension strategy use of the participants	Distributed to all participants
Learner Diaries (N=28 (15 high, 13 low anxious))	To gain more insight into the FL listening anxiety the participants experienced and FL listening comprehension strategies employed by the students with high and low FL anxiety	On a weekly basis for five weeks, participants wrote about the ways they used for listening in the target language in and out of the classroom on a weekly basis for five weeks
Guided Interviews ((N=28 (15 high, 13 low anxious))	To shed light on how high and low anxious FL listeners differed in their employment of FL listening comprehension strategy use.	Conducted with each participant one by one

N*= Number of participants

3.4. Data Analysis Procedures

4.4.1. FLLAS & LCSI

In order to answer the first research question, which investigated the relationship between FL listening anxiety and FL listening comprehension strategy use, the mean score and standard deviation of FLLAS were calculated. As the aim was to measure the correlation between FL listening anxiety and FL listening comprehension strategy use, The Pearson product-moment correlation coefficient analysis between FLLAS and LCSI was conducted.

For the second research question, the participants were divided into two categories as high anxious and low anxious according to the mean scores and standard deviations of FLLAS. The reason for dividing the participants into two categories is to identify the FL listening strategies used by the learners with high and low FL listening anxiety.

As for the third research question, in order to determine in which FL listening comprehension strategies (cognitive, metacognitive, and socioaffective strategies) learners

with high and low levels of anxiety differed, Independent samples t-test were calculated between the results of FLLAS and LCSl.

3.4.2. Learner Diaries & Guided Interviews

Regarding the fourth research question, which investigated how high and low anxious listeners employed FL listening comprehension strategies, qualitative data collected through learner diaries and guided interviews were analyzed. For the analysis of the learner diaries and guided interviews, *Content Analysis Method* was used. Content Analysis Method is a systematic coding and categorizing approach utilized for investigating textual information to identify the trends and patterns of words in the text, their use and frequency, contextual relationship and the structures and discourses of communication (Gbrich, 2007). The purpose of content analysis is to reach to the concepts and the relationships that can explain the collected data (Yıldırım & Şimşek, 2006).

In the current study, it was aimed to identify the FL listening comprehension strategies used by high and low anxious listeners. As there already existed FL listening comprehension taxonomies in the related literature (O'Malley et al., 1989; Oxford, 1990; Goh, 1998), a framework including these taxonomies was taken as a basis of the classification of the listening strategies used by the participants in this study. This framework was composed of main categories of FL listening comprehension strategies namely; cognitive, metacognitive, and socioaffective strategies.

The analysis of the qualitative data was carried out according to the steps of the content analysis (Strauss & Corbin, 1990). Any instance of FL listening comprehension strategy use was determined and codes related to these strategies were combined together to form sub and main categories on FL listening comprehension strategies by using the framework identified. Following the coding of all strategies related to FL listening comprehension strategy use, similar codes were grouped together for further comparison to form subcategories. Then, emerging subcategories were placed to fit into the main categories identified as the general framework. The codes which did not fit in the framework were also analyzed according to the basic principles of content analysis and were presented as well. The same steps were followed for guided interviews after transcribing them as well.

In order to ensure the reliability of the results gathered through learner diaries and guided interviews, another researcher, who was trained in ELT theory and practice, was asked

to analyze the qualitative data. The collected data were analyzed by the two raters independently. Inter-rater reliability was calculated by using “[agreement/(agreement + disagreement)] X 100” formula (Tawney & Gast, 1984). The interrater reliability for the current research was found as .87.

CHAPTER 4. RESULTS & DISCUSSION

4.1. Overview of the Study

This study aimed to investigate the relation between FL listening anxiety and FL listening comprehension strategy use. Another aim of the present study was to find out whether there existed a statistically significant difference between high and low anxious listeners' FL listening comprehension strategy use. Furthermore, it was intended to reveal in which FL listening comprehension strategies high and low anxious listeners differed and how both group of learners employed these strategies. For these purposes, research was carried out for eight weeks at the ELT department in Anadolu University. At the beginning of the study, all of the first-year students at the department were asked to take a TOEFL exam in order to prevent proficiency level emerging as an intervening variable. After the results of the TOEFL exam, 79 first-year ELT students at similar listening proficiency levels were asked to participate in the study.

The data collected for the aim of the study were triangulated by using both quantitative (FLLAS and LCSID) and qualitative (learner diaries and guided interviews) data collection methods. In the first week, to identify the participants' FL listening anxiety levels and FL listening comprehension strategy use, FLLAS and LCSID were distributed. In the second week, participants were given training on how to keep learner diaries for the goals of the study. After training on diary keeping, the participants started to write diaries on their FL listening experiences for five weeks regularly and these diaries were collected by the researcher on a weekly basis. For the purpose of the study, according to the results of the FLLAS scores, the participants were divided into three categories; namely, high anxious, medium anxious, and low anxious. In order to shed light on what kind of FL listening comprehension strategies high and low anxious listeners employed and in which manner they used these strategies, learners with higher and lower levels of FL listening anxiety were selected among the three groups for further investigation. Then, all learners with high and low levels of FL listening anxiety were invited to participate in interview sessions. A total of 28 participants with 13 low and 15 high anxiety level listeners regarding listening skill were interviewed separately. Guided interview sessions were recorded with the consent of the participants. Recordings were transcribed verbatim for further analysis.

For quantitative data, firstly, Pearson's product moment correlation coefficient was calculated between FLLAS and LCSID scores of the participants in order to examine the relationship between FL listening anxiety and FL listening comprehension strategy use. In

order to display whether there existed a difference between the FL listening comprehension strategies employed by participants with high and low levels of FL listening anxiety, an Independent samples t-test was run between these participants' LCSIs scores. Next, another t-test was conducted between the LCSIs scores of learners with high and low FL listening anxiety levels in order to determine in which FL listening strategies these participants exactly differed. The results of the statistical analysis were supported with the qualitative data collected through learner diaries and guided interviews. To provide more insight into high and low anxious listeners' FL listening comprehension strategy use, the qualitative data were analyzed through content analysis. In this analysis, since the aim of the study was to identify how high and low anxious listeners' FL listening comprehension strategy use, a theory-driven approach of content analysis was preferred. Accordingly, based on the current literature on FL listening comprehension strategy use and the taxonomies related to it, a main framework was formed for qualitative analysis. This framework consisted of main categories of FL listening comprehension strategies namely; cognitive, metacognitive, and socioaffective strategies. Any instance of FL listening comprehension strategy use was determined and codes related to these strategies were combined together to form sub and main categories on FL listening comprehension strategies by using the framework identified. Each code indicated a strategy use. Following the coding of all strategies related to FL listening comprehension strategy use, similar codes were grouped together for further comparison to form subcategories. Then, emerging subcategories were placed to fit into the main categories identified as the general framework. The codes which did not fit in the framework were also analyzed according to the basic principles of content analysis and were presented as well. As a result of qualitative analysis, how high and low anxious FL listeners differed in their FL listening comprehension strategy use was unveiled. The findings and their possible explanations were discussed in the light of the current research on FL listening anxiety and FL listening comprehension strategy use. The results & discussion section followed the order of the research questions given below:

1. Is there any relationship between high and low anxious listeners' FL listening anxiety and FL listening comprehension strategy use?
2. Is there a statistically significant difference between high and low anxious listeners' FL listening comprehension strategy employment?
3. In which FL listening comprehension strategies do high and low anxious listeners differ?
4. How do high and low anxious listeners employ FL listening comprehension strategies?

4.2. Relationship between FL Listening Anxiety and FL Listening Comprehension Strategy Use

The first research question aimed at investigating the relationship between FL listening anxiety and FL listening comprehension strategy use of the participants. To give a sound answer to this question, first of all, FL listening strategy levels and FL listening comprehension strategy use of the participants were identified. For this purpose, descriptive statistics (minimum, maximum, and mean scores, and standard deviation) of the scores learners got from FLLAS and LCSi were calculated. Furthermore, Pearson's product moment correlation was run between these scores in order to demonstrate the relationship between FL listening anxiety and FL listening comprehension strategy use. Table 6. below shows the correlation between FLLAS and LCSi as well as the descriptive statistics of participants in terms of FLLAS and LCSi scores.

Table 6. Correlation between FLLAS and LCSi

	N*	Minimum	Maximum	Mean	SD	r	p
FLLAS	79	30	103	68.75	16.013	-,588**	.000
LCSi	79	40	87	65.97	8.892		

*N= Number of students

**Correlation is significant at the 0.01 level (2-tailed).

FLLAS composed of 24 items with a 5 point Likert type scale ranging from (1) strongly agree to (5) strongly disagree. Thus, the possible scores one could gain from this scale ranged from 24 to 120. LCSi consisted of 20 items with a 5 point Likert type scale ranging from (1) never or almost never to (5) always almost true for me. Possible scores in this scale varied from 20 to 100. In the current study, all the participants in general felt moderate level of FL anxiety during listening and used FL listening comprehension strategies moderately.

Along with the descriptive statistics, to investigate the relationship between FL listening anxiety and FL listening comprehension strategy use statistically, a Pearson product moment correlation coefficient was calculated. The Table 6.. above demonstrates the correlation between FL listening anxiety and FL listening comprehension strategy use. As it is seen on the table above, a statistically significant moderate negative correlation was found

between FL listening anxiety and FL listening comprehension strategy use ($r = -.588, p < .01$). The findings assert that FL listening anxiety level of the learners increased when their FL listening comprehension strategy use decreased or vice versa. That is, the participants who experienced higher level of FL listening anxiety were inclined to use less FL listening comprehension strategies. On the contrary, the participants experiencing lower level of FL listening anxiety tended to use more FL listening comprehension strategies.

The findings yielded that all of the participants in this study experienced FL listening anxiety at some level. In the studies on FL listening anxiety in Turkish context, Kılıç (2007) and Gönen (2009) has also found that Turkish EFL students experienced anxiety during listening in the target language. Similarly, (Bekleyen, 2009) revealed that first-year ELT students felt highly anxious while listening in FL. Moreover, it was assumed that although Turkish EFL learners received listening as an important skill, they regarded themselves as poor listeners (Seferoğlu & Uzakgören, 2004; Bekleyen, 2007). Thus, feeling unsuccessful in an important skill such as listening might likely to cause anxiety in FL listeners.

One possible explanation for Turkish listeners being anxious might be attributed to lack of effective previous listening experiences of the learners. In Turkish EFL context, teaching English is mostly limited to preparing the students for national exams in order to enter high schools and universities. In these exams, students are expected to answer multiple choice questions, which are based on grammatical knowledge and reading skill. Their listening experiences are quite limited in classroom contexts and out of listening depends on how interested the students are in listening in the target language. Therefore, listening is one of the most neglected skill (Vogely, 1998) and listening instruction in all grades of Turkish educational system is below average or poor (Bekleyen, 2007). As a result, learners might encounter problems and feel anxious when they are expected to listen and understand the intended message in the target language at university level. Although the participants in this study had a certain proficiency in listening skill, they feel anxious at a moderate level during listening in the target language.

As for FL listening comprehension strategy use, the descriptive analysis of LCSII demonstrated that all of the participants in this study used strategies in order to understand the aural input while listening in the target language at some level. Previous studies, consistent with this study, have put forward that FL listeners are aware of FL listening comprehension strategies that might lead them the way to success and use them at a certain extent (Gerçek, 2000; Gönen, 2009, Kassem, 2015). However, the problem is that although all learners make

use of FL listening comprehension strategies to some extent, they may not know when and how to apply these listening strategies. FL listening anxiety might be one of the factors that may affect the employment of the appropriate listening strategies when needed. Hence, identifying the FL listening comprehension strategies used by learners with high and low levels of FL listening anxiety and determine how these FL listeners differed in terms of the employment of the strategies during listening would enlighten the way in understanding how FL listening anxiety steps in the employment of FL listening comprehension strategies. Therefore, whether there existed a relationship between learners FL listening anxiety and FL listening comprehension strategy use needed to be investigated first.

In addition to quantitative findings, the participants were asked to verbalize their thoughts about the possible relationship between FL listening anxiety and FL listening comprehension strategy use. The data regarding the participants' views come from the diaries they kept and the guided interviews conducted at the end of the study. Participants in the study generally stated that there existed a relationship between the strategies they used and their anxiety level in listening. Participants stated that there existed a two-way relationship between FL listening anxiety and FL listening comprehension strategy use. That is, some of the learners stated that were not able to use effective FL listening comprehension strategies due to their high FL listening anxiety. On the other hand, some of the participants stated that the use of effective FL listening comprehension strategies helped them alleviate their feeling of apprehension during listening in the target language. The excerpts from learner diaries and guided interview sessions exemplifies the learners' opinions regarding the interrelationship between FL listening anxiety and FL listening comprehension strategy use:

- (1) “... **I think I use these ways because I am feeling anxious.** Generally, my purpose is to save the moment. I think it would be enough to understand what I heard at the exact moment. I do not try to understand the whole text and when I understand something, I lose track of the rest of the text.”

Guided Interview - High Anxious Student 20

- (2) “**I think anxiety and the ways I use to understand something during listening affect each other.** But I think I do not use the strategies sufficiently. Developing new ways is not something that can happen all of a sudden. I need time.”

Learner Diary - High anxious student 27

- (3) “**In order to overcome the feeling of anxiety, I try not to focus on the accent of the speaker and what is going on around me during listening.** I try to combine the words I can understand with the context

and make the listening material comprehensible. As a result of this, I succeed in listening tasks. I got the highest point in the class. I am a good listener.”

Learner Diary - Low Anxious Student 23

- (4) “... **I would be lost if I did not use any way to understand what I heard. I think I have developed my own ways to comprehend anything I listen.** In my opinion, everyone needs to try all the strategies to create their own way of understanding. We need to choose what suits best to our style.”

Guided Interview - Low Anxious Student 2

As it is seen in the quotations above, participants’ ideas to the related issue also reveal and support this kind of relationship. That is, also the participants thought that FL listening anxiety and FL listening comprehension strategy use affected each other substantially. These comments support the finding that FL listening anxiety of the participants decreased when FL listening comprehension strategy use increased or vice versa. Previous research echoed similar findings about the relationship between FL listening anxiety and FL listening comprehension strategy use (Gönen, 2009; Yang, 2012; Liu, 2013; Tsai, 2013; Xu, 2013; Moghadam & Ghanizadeh, 2015). In these studies, the findings revealed that when FL listening anxiety level was high, the use of FL listening comprehension strategies was low. It can be derived from the findings that FL listeners might be hindered by the feeling of anxiety from the effective use of FL listening comprehension strategies. Conversely, these learners might feel anxious during listening in the target language as a result of not being able to use FL listening comprehension strategies adequately. The direction of this relationship i.e., whether FL listening anxiety effected FL listening comprehension strategy use or whether FL listening comprehension strategy use effected FL listening anxiety, and hence is very difficult to identify. However, one can easily conclude that learners with high and low levels of FL listening anxiety might differ in their use of FL listening comprehension strategies.

As a result, in order to shed more light on the relationship between FL listening anxiety and FL listening comprehension strategy use, it was then of utmost importance to find out whether there existed a difference between high and low anxious listeners in terms of FL listening comprehension strategy employment and further explore in which manner learners with high and low levels of FL listening anxiety employed these strategies. As it would provide valuable insight into the role of anxiety for the employment of FL listening comprehension strategy use, the following sections presented the results regarding the FL

listening comprehension strategies operated by students experiencing FL listening anxiety at higher and lower levels.

4.3. The Differences between High and Low FL Listeners in terms of FL Listening Comprehension Strategy Use

One of the aims of this study was to display the differences in terms of FL listening comprehension strategies used by learners with high and low levels of FL listening anxiety. The second research question aimed at finding out whether there existed a statistically significant difference between high and low anxious listeners in terms of FL listening comprehension strategy employment. In order to answer this question, the participants in this study were grouped according to their FL listening anxiety levels. First, learners were divided into three groups namely, high anxious, medium anxious, and low anxious (*Table 4.2*) with respect to their FLLAS scores by using the formula below (Aydın, 1999):

Low: Mean – Standard Deviation = Lower than this

High: Mean + Standard Deviation = Higher than this

Medium: The scores between Mean – Standard Deviation and Mean + Standard Deviation

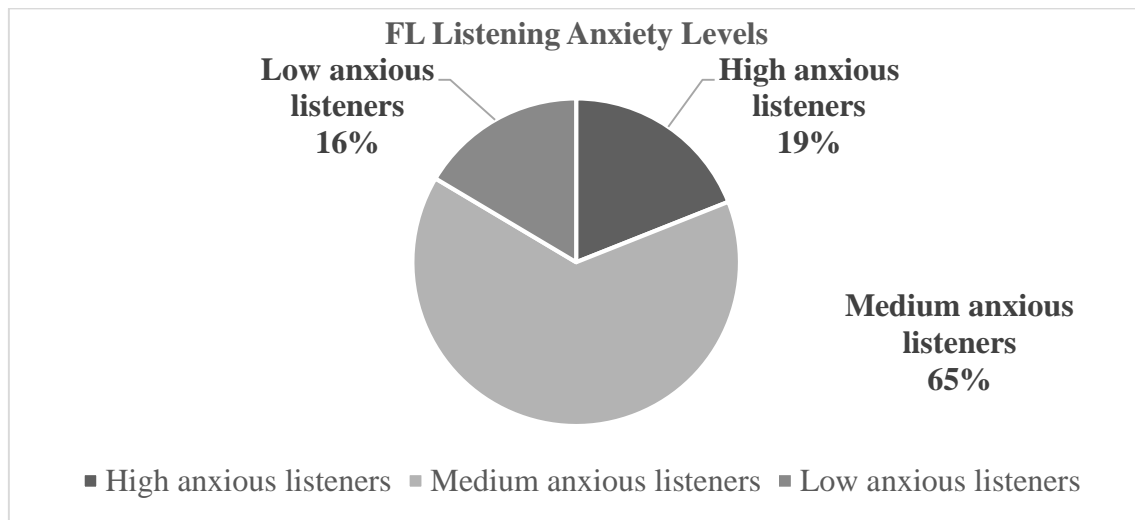
As a result of descriptive analysis by using the formula above, the participants who scored above 84 were labeled as highly anxious. The ones scored between 53 and 84 were identified as moderately anxious and the students scored lower than 52 were classified as learners with low anxiety. The Table 7. below shows the distribution of the high, medium, and low anxious listeners according to their FLLAS scores.

Table 7. The Distribution of the participants according to FLLAS scores

Low		Medium						High		
130	44	56	61	63	66	71	72	80	85	92
37	45	57	61	65	67	72	75	81	85	92
37	48	58	61	65	67	72	75	81	85	93
42	48	60	61	66	69	72	76	82	85	95
42	49	60	62	66	69	72	77	82	86	98
42	52	61	63	66	69	72	78	83	87	100
42		61	63	66	70	72	79	84	87	103
		61	63						91	

As it is visible on table above, 15 of the participants were identified as highly anxious FL listeners while 13 of the participants were determined as learners experiencing lower level of FL listening anxiety. The figure below demonstrates the percentages of the participants' distribution in terms of FL listening anxiety level.

Figure 2. The percentages of participants' distribution in terms of FL listening anxiety levels



As Figure 2. illustrates, moderate anxious listeners constituted 65% of the whole participants. Low anxious listeners formed 16% of all the students in the study while high anxious listeners composed 19% of the 79 participants. In order to determine in which FL listening comprehension strategies high and low anxious listeners differed in their FL listening comprehension strategy use, an Independent samples t-test was conducted between LCSIs scores of the learners with high and low FL listening anxiety. *Table 4.3.* below displays t-test results for this purpose.

Table 8. T-test Results of FL Listening Comprehension Strategy Use according to FL Listening Anxiety Levels

<i>Test</i>	<i>Groups</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>Mean Differences</i>
LCSI	High anxious (n= 15)	57.33	7.952	-6.581*	26	.000	-18.051
	Low anxious (n= 13)	75.38	6.305				

* $p < .001$

According to the Table 8., the results yielded a statistically significant difference between high anxious listeners (M=57.33, SD= 7.952) and low anxious listeners (M= 75.38,

SD= 6.305) with respect to their FL listening comprehension strategy use ($t(26) = -6.581$, $p < .001$). That is, learners with high FL listening anxiety used less FL listening comprehension strategies when compared to learners with low level of FL listening anxiety. Conversely, learners with high FL listening anxiety employed less FL listening comprehension strategies in comparison to the learners with low level of FL listening anxiety.

General descriptive results asserted that all participants regardless of their FL listening anxiety level used FL listening comprehension strategies at moderate level. However, when differences between high and low anxious listeners in terms of their FL listening comprehension strategy employment were statistically investigated, it was clear that high and low anxious listeners differed significantly in their use of FL listening comprehension strategies.

Although there appeared a statistically significant difference between the learners with high and low levels of FL listening anxiety with respect to their FL listening comprehension strategy use in general, it was also crucial to find out exactly in what kind of FL listening comprehension strategies (cognitive strategies, metacognitive strategies, and socioaffective strategies) these participants differed.

4.4. Differences between High and Low Anxious Listeners according to the Main Categories of FL Listening Comprehension Strategies

In order to find out how high and low anxious students differed exactly in which listening comprehension strategy category, another Independent samples t-test was run by considering FLLAS and LCSIs scores. The Table 9. below demonstrates the differences between learners with high and low FL listening anxiety according to the three main categories of FL listening comprehension strategies.

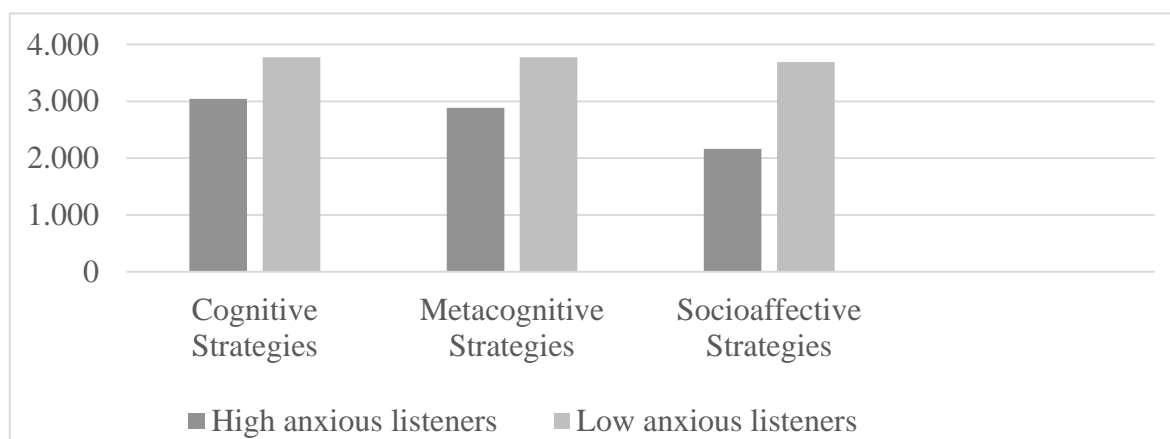
Table 9. T-test Results of the Differences between High and Low Anxious Listeners according to the Main Categories of FL Listening Comprehension Strategies

<i>Main Categories</i>	<i>Groups</i>	<i>Mean</i>	<i>SD</i>	<i>t</i>	<i>df</i>	<i>p</i>	<i>Mean Differences</i>
Cognitive Strategies	High anxious (n= 15)	3.044	.3022	-6.255*	26	.000	-.73333
	Low anxious (n= 13)	3.777	.3175				
Metacognitive Strategies	High anxious (n= 15)	2.883	.5826	-4.465*	26	.000	-.89680
	Low anxious (n= 13)	3.777	.4603				
Socioaffective Strategies	High anxious (n= 15)	2.166	.6986	-4.760*	26	.000	-1.52564
	Low anxious (n= 13)	3.692	.9903				

* $p < .001$

As the Table 9. demonstrates, when we look at the strategy use of learners experiencing higher level of FL listening anxiety, it was seen that they used cognitive FL listening comprehension strategies the most ($M = 3.044$, $SD = .3022$). They employed metacognitive FL listening comprehension strategies ($M = 2.883$, $SD = .5826$) in the second place. Socioaffective strategies were identified as the least used strategy category for high anxious FL listeners in the study ($M = 2.166$, $SD = .6986$). As for the learners experiencing lower level of FL listening anxiety, they used both cognitive ($M = 3.777$, $SD = .3175$) and metacognitive ($M = 3.777$, $SD = .4603$) FL listening comprehension strategies at exactly the same frequency. Regarding socioaffective FL listening comprehension strategies, low anxious listeners utilized these strategies the least ($M = 2.166$, $SD = .6986$). Figure 3. provides a visual demonstration of high and low anxious listeners' FL listening comprehension strategy use.

Figure 3. FL Listening Comprehension Strategy Use of High and Low Anxious Listeners



According to the figure above, both high and low anxious students preferred cognitive strategies the most and this category was followed by FL listening comprehension categories of metacognitive and socioaffective strategies. Although both groups were similar in their preferences of FL listening strategy categories, there was a statistically significant difference between high and low anxious FL listeners' frequency of FL listening comprehension strategy use in each category.

When we consider cognitive FL listening comprehension strategy use of high and low anxious listeners, a significant difference was found ($t(26) = -6.225, p < .001$). That is, learners with lower level of FL listening anxiety used more cognitive FL listening comprehension strategies when compared to learners with higher level of FL listening anxiety. With respect to the metacognitive FL listening comprehension strategies, a statistically significant difference was also found between the learners with high and low levels of FL listening anxiety ($t(26) = -4.465, p < .001$). In other words, students experiencing lower level of FL listening anxiety tended to use more metacognitive FL listening comprehension strategies than the students experiencing high level of FL listening anxiety. In terms of socioaffective FL listening comprehension strategy use, a statistically significant difference was found between two groups as well ($t(26) = -4.760, p < .001$). That is to say, participants with lower levels of FL listening anxiety operated more socioaffective FL listening comprehension strategies as compared to the participants struggling with higher level of FL listening anxiety.

In order to support the quantitative findings regarding the difference between learners with high and low levels of FL listening anxiety for the listening comprehension strategy use, the qualitative data collected through learner diaries and guided interviews were analyzed using content analysis. Throughout this analysis, any instances of FL listening comprehension strategy use of the participants were coded. Each code referred to FL listening comprehension strategy. Similar codes were grouped to form subcategories and then these subcategories were placed within the main category framework (cognitive, metacognitive, socioaffective strategies) of FL listening comprehension strategy use based on the taxonomies existing in the literature. As a result of content analysis, a total of 367 strategies were identified from learner diaries and guided interviews for FL listening comprehension strategy use of high and low anxious listeners. The Table 4.5. below shows the number of strategies related to FL listening comprehension strategy use of both high and low anxious listeners according to three main categories (cognitive, metacognitive, and socioaffective strategies).

Table 10. Distribution of Strategies according to Main FL Listening Comprehension Strategy Categories of High and Low Anxious Listeners

Main Categories of FL Listening Comprehension Strategies	High Anxious Listeners			Low Anxious Listeners		
	Diaries	Interviews	TOTAL	Diaries	Interviews	TOTAL
	N*	N*		N*	N*	
Cognitive Strategies	92	49	141	106	47	153
Metacognitive Strategies	62	34	96	78	36	114
Socioaffective Strategies	31	17	48	36	17	53

N*= Number of the strategies

As it is seen in the Table 10., a total of 367 strategies related to FL listening strategy use experiences were articulated by high and low anxious listeners in learner diaries and guided interviews. When we look at the total number of all codes identified, cognitive strategies were the most used category by all of the learners (180 strategies) regardless of their anxiety level. Metacognitive strategies were the second most preferred category by all of the participants in the study (130 strategies). In general socioaffective strategies were the least used ones by all of the participants (67 strategies).

However, when we look at the Table 4.5. in detail, it is visible that high and low anxious listeners differed in the use of all main categories of FL listening comprehension strategies. For cognitive strategy use, low anxious listeners employed them (99 strategies) more than high anxious listeners (82 strategies). Similarly, for *metacognitive strategies*, low anxious listeners (74 strategies) used more of them when compared to high anxious listeners (56 strategies). The same result was also true for the socioaffective strategies in that low anxious listeners (36 strategies) utilized more socioaffective strategies than high anxious listeners (31 strategies) did. As it was clear from the findings, low anxious listeners outnumbered high anxious listeners in terms of FL listening comprehension strategy use across the three main categories. Hence, the analysis of learner diaries and guided interviews supported quantitative findings in that both high and low anxious listeners employed FL listening comprehension strategies; however, they differed in their use of these strategies. In this sense, it was of prime importance to investigate how high and low anxious listeners employed FL listening comprehension strategies.

4.5. FL Listening Comprehension Strategy Employment of High and Low Anxious Listeners

Cognitive FL listening strategies refer to coping with fundamentals of listening process (Cohen, 2014). That is, these strategies are confined to distinctive listening tasks and require learners handle the learning material more directly (Hardan, 2013). Cognitive FL listening strategies in LCSI involved *elaboration, inferencing, translation, prediction, note-taking, and reconstruction*. Cognitive FL listening strategies are the most commonly preferred strategies by FL learners (Oxford, 1990). Likewise, in this study, quantitative findings yielded that both high (M= 3.044, SD= .3022) and low (M= 3.777, SD= .3175) anxious listeners used cognitive FL listening strategies the most when compared to metacognitive and socioaffective FL listening strategies. Regarding the difference in cognitive FL listening strategy use, t-test results demonstrated a significant difference ($t(26) = -6.225, p < .001$) between high and low anxious listeners.

Note-taking strategy was portrayed as “writing down the ideas, important points, and organizing the information as a summary” (O’Malley et al. 1989). The analysis of the qualitative data demonstrated that although both high anxious and low anxious listeners took notes during listening, the content of what they wrote down differed. The quotations below demonstrates how high and low anxious listeners differed in the employment of *note taking* strategy.

a.

This week, I listened to a discussion in Critical Reading lesson. **While listening, I tried to focus on key words and take notes on numbers and percentages.**

Learner diary – Low anxious listener 18

b.

I used to try to write down everything I heard. I even tried to write down articles because I only understood the articles during listening at that time. But I have learnt that I do not need to write down

everything. Now, I am trying to take notes on the words I catch during listening.

Guided Interview – High anxious learner 14

The excerpts above demonstrated that *low anxious listener 18* took notes of points that she thought would be important for further activities. Effective listeners focus on listening text with a purpose in their minds such as collecting a particular information that might aid them in further tasks. This process is called ‘selective listening’. Note taking is a kind of selective listening, mostly suitable for longer texts (Rost, 2011). On the other hand, *high anxious listener 14* tried to scribe everything she heard during listening and therefore, lost track of the recording. As a result of not being able to listen selectively according to her purpose, her FL listening comprehension anxiety level might have increased. This situation might stem from the fact that the data collection procedure of this study took five weeks. Therefore, high anxious listener 14 might have engaged in different listening activities and he might have learnt to take effective notes. According to the quotation above, high anxious listener realized that she did not have to write down everything. This excerpt highlights that in time with exposure to various listening experiences learners may learn to use strategies effectively this learning of strategy employment may have an affect high anxious learners may learn to use strategies.

Deciding whether FL listening anxiety effected FL listening strategy comprehension use or that listeners felt anxious because they did not use FL listening comprehension strategies efficiently is quite difficult. Therefore, another possible explanation may be that as the learners felt anxious during listening in the target language, they might be panicked and might think that they needed to write down everything in order to understand. Consequently, they might have fallen back in the listening activity. On the other hand, low anxious listeners might take notes on important aspects of the listening recording such as dates, numbers, names etc. As they could anticipate what would be useful in order to comprehend the aural input, they might not have felt anxious.

Translation strategy was described as “using the first language in order to understand the second language” (O’Malley et al. 1989). According to the findings, it was found out that high anxious listeners tried to translate everything they heard into L1 while low anxious listeners tried to understand the listening text as it was. The scripts below illustrates the difference between high and low anxious listeners in terms of their *translation* strategy use.

c.

In order to comprehend what I hear, I try to understand in English instead of trying to translate to Turkish.

Learner diary – Low anxious listener 2

d.

At the beginning of this term, all I did was trying to translate everything my teacher said. It was very exhausting. I constantly fell behind the lesson and that made me feel really anxious.

Guided interview – High anxious listener 15

For translation strategy, *low anxious listener 2* pointed out that they did not translate what they heard into Turkish during FL listening. Instead, he preferred to comprehend the listening recording in the target language. On the other hand, *high anxious listener 15* tried to translate everything he heard in order to handle the listening difficulties. Xu (2013) also found that listening comprehension anxiety correlated negatively with the use of translation strategy. According to him, learner variables such as “intrinsic characters, use of learning strategies, self-beliefs about listening comprehension and commitment to listening tasks” (p. 1378), are one of the factors that might develop differences in learners’ FL listening anxiety. One explanation for this difference might be that as high anxious listeners put extra cognitive effort during listening, which is an online process requiring FL learners to comprehend the message within the immediate moment (Vogely, 1998; Vandergrift, 1999), translating what was heard during listening might cause anxiety. In the related literature, it was also found that less skilled learners translated what they heard during listening tasks (Vandergrift, 2003, Zeng & Goh, 2015). As Vandergrift & Goh (2012) also puts forward, making translation during listening is an ineffective strategy and needed to be eliminated as soon as possible (p. 117).

Metacognitive FL listening strategies in LCSII included *real time assessment, directed attention, arranging/planning for your learning, comprehension evaluation, and comprehension monitoring*. In this study, quantitative findings yielded that both high ($M=2.883$, $SD=.5826$) and low ($M=3.777$, $SD=.4603$) anxious listeners used metacognitive FL listening strategies at the second place. Regarding the difference in cognitive FL listening strategy use, t-test results demonstrated a statistically significant difference ($t(26)=-4.465$, $p<.001$) between high and low anxious listeners.

Directed attention strategy was related to “paying all the attention to input and avoiding distractions” (Goh, 1998). High and low anxious listeners used this strategy in a different fashion from each other. The excerpts below demonstrate how high and low anxious listeners used directed attention during listening in the target language.

e.

In order to understand what I heard during listening, I cleared everything in my head and tried to concentrate on the listening text with all my mind. **I tried not to allow anything to distract me from listening.**

Learner diary – Low anxious listener 6

f.

This week, I tried to listen more carefully in the class. While doing so, I got distracted by the details and therefore I did not feel less anxious. I think this technique did not help me. I think I should change it.

Learner diary – High anxious listener 5

As the scripts above illustrates, high and low anxious listeners employed directed attention strategy at some level. *Low anxious listener 6* asserted that she tried to concentrate on the listening material by not allowing anything to distract her from understanding. However, *high anxious listener 5*'s utterances put forward that although he focused on the listening text, he got distracted by the details. He thought that paying attention did not help him to comprehend the intended message. Not being able to exploit the strategy in spite of using it might stem from the anxiety level of the learner. In other words, listening anxiety level of the student might have lead him to pay too much attention to details with the fear of not being able to understand. However, this fear might have resulted in distraction.

Real time assessment strategy was defined as “determining whether a specific part of the input is crucial for realizing one’s comprehension goals” (Goh, 1998). Learners with high and low levels of FL listening anxiety in this study employed this strategy in a different manner from each other. The quotations below were given to demonstrate the difference in terms real time assessment employment of high and low anxious listeners.

g.

My own ways to understand ... I try to pay more attention if I do not understand the meaning of a word or I cannot comprehend as a result of the style of the speaker. **I try to focus more in order to have a general understanding although there are unknown vocabulary.**

Guided interview – Low anxious listener 1

h.

I had difficulty in understanding the recording we had to listen in the class this week. **I got distracted all the time and therefore the listening text was difficult to understand. Although I tried to listen with complete attention, I lost track as a result of unknown vocabulary.**

Learner diary – High anxious listener 20

According to the utterances of *low anxious listener 1*, it might be concluded that he did not pay attention to unknown vocabulary because he was aware that the words that he did not know did not prevent him to understand the general meaning. He might have thought that unknown words did not matter much in comprehending the text in the target language. However, *high anxious listener 20* cannot manage to avoid unknown vocabulary intervening with the comprehension. She asserted that as a result of unknown words, she got distracted. A possible explanation for this situation might be that hearing unknown words during listening might have resulted in feeling of anxiety. As a consequence of this feeling of anxiety, the learner might not be able to comprehend the intended message.

Socioaffective FL listening strategies in LCSJ included *listening one's body* when they faced with difficulty and *asking for clarification* while listening in target language. Socioaffective strategies were the least preferred strategies by both high ($M= 2.166$, $SD=.6986$) and low ($SD= 3.692$, $SD=.9903$) anxious listeners. With respect to the difference between high and low anxious listeners' socioaffective FL listening comprehension strategy use, t-test results showed a statistically significant difference ($t(26)=-4.760$, $p< .001$).

As it might be anticipated, high and low anxious listeners demonstrated contrast regarding the type of feeling they experienced during listening in the target language. These

feelings might be both adverse such as “stress, tension, worry, fear, and anger” and favorable such as “happiness, interest, calmness, and pleasure” Oxford, 1990, p. 144). The scripts below exhibit how low and high anxious listeners differed in how they felt during listening in the target language.

i.

I generally feel confident during listening if the listening text is not too hard for me. I think that is because the way I take the notes, I do not know... Actually I did not know that I was good at listening in high school. I realized it after entering the university. My grades are better than my friends'. My friends also says that I am good at listening. **I really trust myself. I feel good.**

Interview – Low anxious listener 23

j.

I feel really fussy in listening because I fear that I would not understand the text. I always get the impression that my friends comprehend everything easily and I cannot. **This feeling makes me very upset.**

Interview – High anxious listener 22

For listen to your body strategy, both learners with high and learners with low levels of FL listening anxiety were aware how they felt during listening. However, the nature of this feeling differed between these learners. As it can be deduced from the scripts above, *low anxious listener 23* felt rather comfortable during listening. This state might be due to the fact that they knew what kind of strategies they had to use in order to comprehend the text during listening. They might feel relaxed before the listening activity and have no fear that they would not understand the intended message. In the light of the scripts above, it can be concluded that *high anxious listener 22* were also aware of the psychological symptoms of their feeling during listening in the target language. However, the nature of high anxious learners' feeling is different from the low anxious listeners. They felt apprehension during listening in the target language, which might prevent them from employing effective strategies.

Socioaffective strategies are the least preferred FL listening comprehension strategies by both high anxious and low anxious listeners. These finding is also consistent with the existing literature (Teng, 1998; Bidabadi & Yamat, 2011; Kassem, 2015; Rahimy & Mianmahaleh, 2015).The rationale behind this result might stem from the nature of listening skill. Listening is an active process that requires listeners to comprehend the aural input at the time of listening (Vandergrift, 1999). Listeners may exchange opinions or talk about what they feel while trying to understand the intended message in the target language. Listening itself is a cognitive process and cannot be observed from the outside (Chastain, 1988). Moreover, in EFL context, students may not use clarification request much especially in classroom context. Since these students are generally required to listen input from various sources such as tape recorder, video or the teacher rather, they may not have the opportunity to interact with each other. Therefore, learners might use socioaffective strategies the least.

The results of this study demonstrated that there existed a statistically significant moderate relationship between FL listening anxiety and FL listening comprehension strategy employment. Also, it was statistically revealed that low anxious listeners employed more FL listening comprehension strategies that high anxious listeners did. Further analysis presented that although these both groups of learners employed FL listening strategies at some level, the manner in which high and low anxious listeners employed these strategies differed.

CHAPTER 5. CONCLUSION

5.1. Summary of the Study

The aim of this study was to investigate the relationship between FL listening anxiety and FL listening comprehension strategy use. Moreover, it was aimed to find out whether there existed a significant difference between high and low anxious listeners regarding their FL listening comprehension strategy employment. Also,, it was aimed to explore how learners with high and low levels of FL listening anxiety employed FL listening comprehension strategy use. To achieve this goal, both qualitative (FLLAS and LCSI) and quantitative (leaner diaries and guided interviews) data collection methods were employed. A total of 79 first- year ELT students at Anadolu University participated in this mixed method study design. The whole study lasted for eight weeks in the spring semester of 2014-2015 academic year.

At the beginning of the study, a listening section of TOEFL was administered in order to prevent FL listening proficiency level serve as an intervening variable. The rationale behind implementing only the listening section of the test was to ensure all participants had similar proficiency level in FL listening. For the purposes of the study, in the quantitative part, Foreign Language Listening anxiety Scale (FLLAS) and Listening Comprehension Strategy Inventory (LCSI) were administered to all participants to determine their FL listening anxiety level and FL listening comprehension strategy use. Other than the quantitative findings, to investigate how learners employed FL listening comprehension strategies in various listening situations qualitatively, participants were asked to keep diaries on their listening experiences for five weeks. Participants received a training on effective diary keeping for the purposes of this study.

Upon the completion of diary keeping, participants were divided as high anxious and low anxious according to their FLLAS scores. A total of 28 learners, composed of 13 low anxious listeners and 14 high anxious listeners, were interviewed as the last step of the data collection procedure. Each participant was interviewed about how she/he felt during listening in the target language, what problems she/he encountered and how she/he handled these problems. Furthermore, they were asked about their opinions regarding the relationship between FL listening anxiety and FL listening comprehension strategy use. Interview sessions were also recorded and transcribed verbatim.

In order to investigate how high and low anxious listeners employed FL listening comprehension strategies, first of all, the relationship between FL listening comprehension and FL listening strategy use was identified. For this purpose, a Pearson's product moment correlation coefficient was calculated for the scores participants got from FLLAS and LCSI. The results of this correlation analysis showed that there existed a negative correlation between these two variables. That is, when FL listening anxiety of the participants increased, their FL listening comprehension strategy use decreased or vice versa.

As it was statistically evident that there was a relationship between FL listening anxiety and FL listening comprehension strategy use, how learners with high and low FL listening anxiety level differed in their strategy employment while engaging in a listening activity needed to be investigated. To this end, an Independent samples t-test was carried out between the LCSI scores of the participants with high and low levels of FL listening anxiety. Also, in order to support the findings of this test qualitatively, learner diaries and guided interviews were analyzed through content analysis. The findings yielded that the participants in this study used cognitive strategies the most, which was followed by metacognitive strategies and socioaffective strategies respectively.

In terms of the difference between high and low anxious listeners, learners experiencing lower level of FL listening anxiety were found to be using more FL listening strategies. Also, differences between high and low anxious listeners were found in each FL listening strategy category (cognitive, metacognitive, and socioaffective strategies). For cognitive FL comprehension strategies, both qualitative and quantitative findings demonstrated that low anxious listeners utilized more of these categories when compared to high anxious listeners in general. In the inventory (LCSI), which was used to collect quantitative data regarding the participants' FL listening comprehension strategy use, cognitive strategies included *elaboration, inferencing, translation, reconstruction, note taking* and *predicting strategies*. For metacognitive strategy use, low anxious listeners outnumbered high anxious listeners. Metacognitive strategies were investigated through *directed attention, real time assessment, arranging/planning for learning, comprehension evaluation, and comprehension monitoring* strategies. As it was both qualitatively and quantitatively revealed, low anxious listeners exceeded high anxious listeners in terms of socioaffective FL listening strategy use. These strategies included *listening to one's body* and *asking for clarification*.

As a result, there existed a relationship between FL listening anxiety and FL listening participants. That is, if the learner felt anxious during listening in the target language, her/his

FL listening comprehension strategy use declined or vice versa. Further analysis also proved that low anxious listeners in this study employed more FL listening comprehension strategies than high anxious listener did. Deciphering the participants' utterances in the learner diaries and guided interviews revealed how these two groups of learners employed FL listening comprehension strategies. It was unraveled that, in addition to using FL listening strategies at different levels, high and low anxious listeners employed these strategies in different manners from each other.

One may not easily decide on whether learners used FL listening comprehension strategies more effectively as they felt less anxious during listening in the target language or whether they experienced minor FL listening anxiety as they employed FL listening comprehension strategies efficiently. Making this decision is already beyond the scope of the current study. Yet, it was concluded that high and low anxious listeners differed in their FL listening comprehension strategy use both in quantity and quality. In the light of the results summarized above, some implications about FL listening, the role of FL listening anxiety, and FL listening comprehension strategy use were drawn. In the remaining part of this section conclusions and implications were presented.

5.2. Conclusions and Implications

Before implementing FL listening comprehension strategy training into a FL curriculum, one might consider the effects of some factors to design more effective courses with a focus on effective use of FL listening comprehension strategies. Among these factors, anxiety is one the most effective ones that might affect FL listening. Examining the difference between high and low anxious listeners in terms of their FL listening comprehension strategy use might provide valuable insight to reveal how employment of FL listening comprehension strategies might affect learners' anxiety level during listening or how feeling anxious during listening might cause learners use FL listening comprehension strategies inadequately and less efficiently. The findings of this study can be considered as one of the steps into providing basis for lowering anxiety level of FL learners and augmenting their FL listening comprehension strategy use during listening in the target language.

This study was carried out to investigate how high and low anxious listeners employed FL listening comprehension strategies. It was also hoped that effective FL listening strategy use might play a role in alleviating listening anxiety of the anxious listeners. Contrary to

common belief that looks upon listening skill as a passive skill, listening is the most used skill in the classroom. Listening is one of the most essential skills for survival and interaction both in and out of the classroom. Throughout our lives we listen twice as much as we speak. Also in acquiring L1, children first listen to receive input before producing any output. As listening comprehension process cannot be observed or evaluated directly, teachers and learners have the tendency to ignore its primary importance in second language acquisition (Chastain, 1988). This idiosyncratic nature of listening skill has directed some FL teachers to get the misleading idea as listening cannot be taught in the classroom and therefore learnt personally. However, FL learners struggle with anxiety during listening activities in the classrooms. Some implications based on conclusions of the current research might be proposed to create an anxiety-free classroom atmosphere in which FL listening comprehension strategies might be implemented more effectively.

Participants in this study wrote learner diaries for five weeks. The analysis of these learner diaries demonstrated some changes in terms of high anxious listeners' strategy use. In other words, as a result of being exposed to a variety of listening texts and being engaged in different listening tasks, high anxious listeners managed to develop their FL listening comprehension strategy use. For example, some high anxious listeners asserted that at the beginning of the semester, they used to write down everything they heard because they were afraid of not being able to understand. However, throughout the five week, they observed that writing down everything did not help them. They realized that noting down key words resulted in more effective listening. Consequently, some of the high anxious listeners asserted that they felt less anxious during listening in the target language towards the end of the term. Although analyzing this process is not in the scope of the current study, it might be seen as an evidence for importance of strategy training. Therefore, it might be noteworthy to investigate the effect of explicit FL listening comprehension strategy training on the levels of FL listening anxiety. Explicit strategy training might include the presentation of the FL listening comprehension strategies and giving examples of the employment of these strategies.

Another implication of this research could be suggesting conscious raising of learners' in terms of FL listening comprehension strategies. FL listeners might think that they employ FL listening comprehension strategies but in fact, they might not use them effectively. In this case the learners should be aware of which strategies they need no use and how to employ them. In order to help learners achieve this goal, activities that will make them question whether they use strategies effectively can be designed.

5.3. Suggestions for Further Research

Bearing all the implications recommended above, some suggestions might be proposed for further studies. First and foremost, it needs to be reminded that this study was carried out with 79 first year ELT students in general and, 15 high and 13 low anxious listeners specifically. Hence, further researchers may conduct their studies with participants larger in number

Secondly, it should be kept in mind that this study revealed what kind of FL listening strategies high and low anxious listeners differed and investigated how they employed these strategies. Considering the results of this study as basis, further research might be conducted by implementing the FL listening comprehension strategies, which were used by low anxious listeners, in listening classes. These strategies might be instructed implicitly and the results regarding the effectiveness of this treatment can be discussed whether the students' listening anxiety level decreases and whether they start to use these strategies sufficiently.

Thirdly, it is worth considering that the participants in this study were first year ELT students. As learners' needs may vary in different contexts, further studies might be performed in different contexts such as preparatory schools or institutions teaching foreign languages for specific purposes. High and low anxious listeners in these environments can be detected and the difference between these two groups of listeners in terms of their FL listening comprehension strategy use might be investigated. The findings of this investigation might be taken as basis for designing a listening program integrated with listening strategy training.

As the focus of this study is the relationship between FL listening anxiety and FL listening strategy use, intervention of listening proficiency of the participants was eliminated through TOEFL exam. However, both FL listening anxiety and FL listening comprehension strategy are in a reciprocal relationship with listening proficiency, a study could be designed by including proficiency level.

As mentioned previously, this research took five weeks to investigate and the changes in the strategy employment of the participants was not concern of the current study. Therefore, as a further research, designing a longitudinal study with instruments measuring both FL listening anxiety level and FL listening comprehension strategy use might be proposed. Additionally, the effect of FL listening strategy employment on FL listening anxiety levels of the participants may be examined.

The findings of the current research illustrated that FL listening anxiety and FL listening comprehension strategy employment affect each other, however; the direction of this effect is not easy to determine. In other words, whether being anxious during listening in the target language makes learners use less FL listening comprehension strategies or using less FL listening comprehension strategies makes learners feel more anxious during listening cannot be identified easily. As FL listeners cannot be taught being less anxious, teaching them how to use FL listening comprehension strategies might help them alleviate their feeling of anxiety.

APPENDICES

Appendix A. TOEFL Scores of the Participants

Number	Scores	Number	Scores	Number	Scores	Number	Scores
1	4	38	9	75	13	112	18
2	4	39	9	76	13	113	18
3	5	40	9	77	13	114	18
4	5	41	9	78	13	115	18
5	5	42	10	79	13	116	19
6	5	43	10	80	13	117	19
7	5	44	10	81	14	118	19
8	5	45	10	82	14	119	19
9	5	46	10	83	14	120	19
10	6	47	10	84	14	121	19
11	6	48	10	85	14	122	19
12	6	49	10	86	14	123	21
13	6	50	10	87	14	124	21
14	6	51	10	88	14	125	21
15	6	52	10	89	15	126	21
16	6	53	10	90	15	127	22
17	6	54	10	91	15	128	22
18	7	55	10	92	15	129	22
19	7	56	10	93	15	130	23
20	7	57	11	94	17	131	25
21	7	58	11	95	17	132	25
22	7	59	11	96	17	133	25
23	7	60	11	97	17	134	25
24	8	61	11	98	17	135	26
25	8	62	11	99	17		
26	8	63	11	100	17		
27	8	64	11	101	17		
28	8	65	11	102	17		
29	8	66	11	103	17		
30	9	67	11	104	17		
31	9	68	11	105	17		
32	9	69	11	106	17		
33	9	70	11	107	17		
34	9	71	13	108	17		
35	9	72	13	109	18		
36	9	73	13	110	18		
37	9	74	13	111	18		

Appendix B. Consent Form

Section A. Research Overview

Dear student,

The aim of this study is to investigate the relationship between foreign language listening anxiety and foreign language listening comprehension strategy use and demonstrate the FL listening comprehension strategies used by students with high and low anxiety. The study will be conducted in the second term of the academic year 2014-2015. Within the framework of this study, you will be asked to fill in questionnaires regarding your FL listening anxiety and FL listening comprehension strategy use. Moreover, you will be asked to write diaries on your FL listening anxiety experience and FL listening comprehension strategies weekly. Also, you will be required to make interviews with the researcher. The interviews will be recorded in order to be used to gain more insight on your FL listening anxiety and FL listening comprehension strategy use.

Please feel secure that:

- Your participation is voluntary – you do not have to participate.
- Participation or refusal to co-operate will have no bearing on your course assessment.
- You can always contact the researcher if you have any queries regarding this research.
- Any information provided will remain confidential.
- You will not be identified, unless otherwise agreed.
- Data held on computers and hard copy files will be held securely.
- Data analysis will be available on request.
- Your name and signature are used only as a proof of reading the consent statement below – these will not be used in any other way.
- You can withdraw your consent at any time.

Please complete Section B or C.

Thank you.

Arş. Gör. Gizem BERBER

Section B. Consent Approval:

I have read and understood Section A above. By signing below, I agree that the information that I am going to provide will be used for the research purposes above.

Name-Surname:

Signature:

Date:

Appendix C. Foreign Language Anxiety Scale (FLLAS)

Değerli Öğrenci,

Bu anket, sizlerin yabancı dilde dinleme ile ilgili sorunlarınızın tespitine yönelik olarak hazırlanmıştır. Bu ankettten elde edilen sonuç yukarıda sözü edilen amaçlar dışında başka bir amaçla kullanılmayacaktır. Sorulara vereceğiniz yanıtlar yabancı dil öğrencilerinin yabancı dilde dinlemeye karşı tutumlarının öğrenilmesi açısından önem taşımaktadır. Vereceğiniz kişisel bilgiler kesinlikle gizli tutulacaktır.

Katkılarınız için şimdiden teşekkürlerimi sunarım.

Adı-Soyadı:

Yaş:

Cinsiyet: (K) (E)

Mezun olduğu okul:

Sınıf:

Hazırlık okudum: (E) (H)

Aşağıdaki her bir ifadeyi okuduktan sonra size en uygun olan seçeneği işaretleyiniz.

1	2	3	4	5
Kesinlikle katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Kesinlikle katılıyorum

1. Kelimeler benim telaffuz ettiğimden farklı bir şekilde telaffuz edilirse, anlamakta zorlanırım.

1 2 3 4 5

2. Birisi İngilizceyi çok hızlı konuştuğunda, tüm konuşulanları anlamayacağımdan endişelenirim.

1 2 3 4 5

3. İngilizce dinlerken, konuya aşına değilsem kaygılanırım.

1 2 3 4 5

4. İngilizce dinlerken kaçırdığım kısımları tahmin etmekte zorlanmam.

1 2 3 4 5

5. İngilizce konuşurken konuşan kişinin dudaklarını ya da yüz ifadesini göremezsem endişelenirim.

1 2 3 4 5

6. İngilizce dinleme sınavları esnasında, her kelimeyi anlamazsam kaygılanırım ve kafam karışır.

1 2 3 4 5

7. İngilizce dinlerken, kelimeleri birbirinden ayırt etmekte zorlanırım.

1 2 3 4 5

8. Sınıfta yazılı metin olmadan İngilizce dinlediğimizde endişelenirim.

1 2 3 4 5

9. Bana verilen İngilizce sözlü talimatları anlamakta zorlanırım.

1 2 3 4 5

1	2	3	4	5
Kesinlikle katılmıyorum	Katılmıyorum	Fikrim yok	Katılıyorum	Kesinlikle katılıyorum

10. İngilizce dinlerken kendime güvenirim.

1 2 3 4 5

11. İngilizce dinlerken bazı konularda yetersiz temel bilgiye sahip olduğumdan korkarım.

1 2 3 4 5

12. İngilizcede önemli bilgiler dinlerken, düşüncelerim iç içe geçer ve birbirine karışır.

1 2 3 4 5

13. İngilizcede duyduklarımı düşünecek zamanım az olduğunda endişelenirim.

1 2 3 4 5

14. İngilizce dinlerken, kendimi içeriği anlamadan kelimeleri tek tek çevirmeye çalışırken bulurum.

1 2 3 4 5

15. Duyduğum İngilizce konuşmaların hızını kendim belirleyemediğimde endişelenirim.

1 2 3 4 5

16. Benim dışımda herkesin İngilizce konuşan kişinin ne dediğini anladığını düşünürüm.

1 2 3 4 5

17. İngilizcede dinlediğim şeyi anlayıp anlamadığımdan emin olamadığımda huzursuz olurum.

1 2 3 4 5

18. Bir dinleyici topluluğunun üyesi olarak İngilizce dinlemekten korkmam.

1 2 3 4 5

19. Telefonda İngilizce konuşan birisini dinlediğimde veya böyle bir durumu hayal ettiğimde endişelenirim.

1 2 3 4 5

20. Yeni bilgileri İngilizce dinlemek beni rahatsız eder.

1 2 3 4 5

21. İngilizce dinlerken anlamadığım kelimelerle karşılaştığımda kaygılanırım.

1 2 3 4 5

22. İngilizce vurgu ve tonlamaya alışığım.

1 2 3 4 5

23. İngilizce dinlerken kelimeleri genelde anlarım ancak tam olarak konuşmacının ne demek istediğini anlayamam.

1 2 3 4 5

24. İngilizce bir dinleme parçasındaki anahtar bir kelimeyi yakalayamadığımda, konuyu anlayamayacağımdan korkarım.

1 2 3 4

Appendix D. Listening Comprehension Strategy Inventory (LCSI)

Değerli öğrenci,

Bu envanter İngilizce dinlemede anlamanızı kolaylaştıran yöntemleri belirleme amacı ile hazırlanmıştır. Envanterin öğrencilik başarınızı değerlendirmekle hiçbir ilgisi yoktur. Envanter 20 cümleden oluşmaktadır. Envanterde İngilizce dinlemeye yönelik tutumlarla ilgili olabileceği düşünülen bazı ifadeler yer almaktadır. Lütfen her cümleyi okuyunuz ve cevaplarınızı sizi ne kadar iyi tanımladığını göz önüne alarak veriniz. Nasıl olmanız gerektiğini ya da başkalarının yaptıklarını değerlendirerek vermeyiniz.

Katkılarınız için şimdiden teşekkürlerimi sunarım.

Ad – Soyad:

Aşağıdaki her bir ifadeyi okuduktan sonra size en uygun olan seçeneği işaretleyiniz.

1	2	3	4	5
Hiç yapmam	Genellikle yapmam	Ara sıra yaparım	Genellikle yaparım	Her zaman yaparım

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

1 2 3 4 5

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

1 2 3 4 5

3. Bir dinleme etkinliğini daha kolay anlamak için duyduklarımı Türkçeye çeviririm.

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

6. İngilizce dinlerken sunulan bilgileri anlayamamaktan korkar ve endişelenirim.

1 2 3 4 5

7. Bir dinleme etkinliğini daha iyi anlamak için duyduklarımı Türkçeye çevirmeden anlamaya çalışırım.

1 2 3 4 5

8. İngilizce dinlerken, kendimce anlamlı notlar alırım.

1 2 3 4 5

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

1 2 3 4 5

10. İngilizce dinlerken duyduğum fikirleri zihnimde sürekli düzenler ve daha önce var olan bilgilerimle bağdaştırır, kendi bilgilerime eklerim.1 2 3

4 5

1	2	3	4	5
Hiç yapmam	Genellikle yapmam	Ara sıra yaparım	Genellikle yaparım	Her zaman yaparım

11. Bir dinleme aktivitesi boyunca not almam.

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

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

1 2 3 4 5

20. İngilizce not alırken duyduğum her şeyi yazmaya çalışırım.

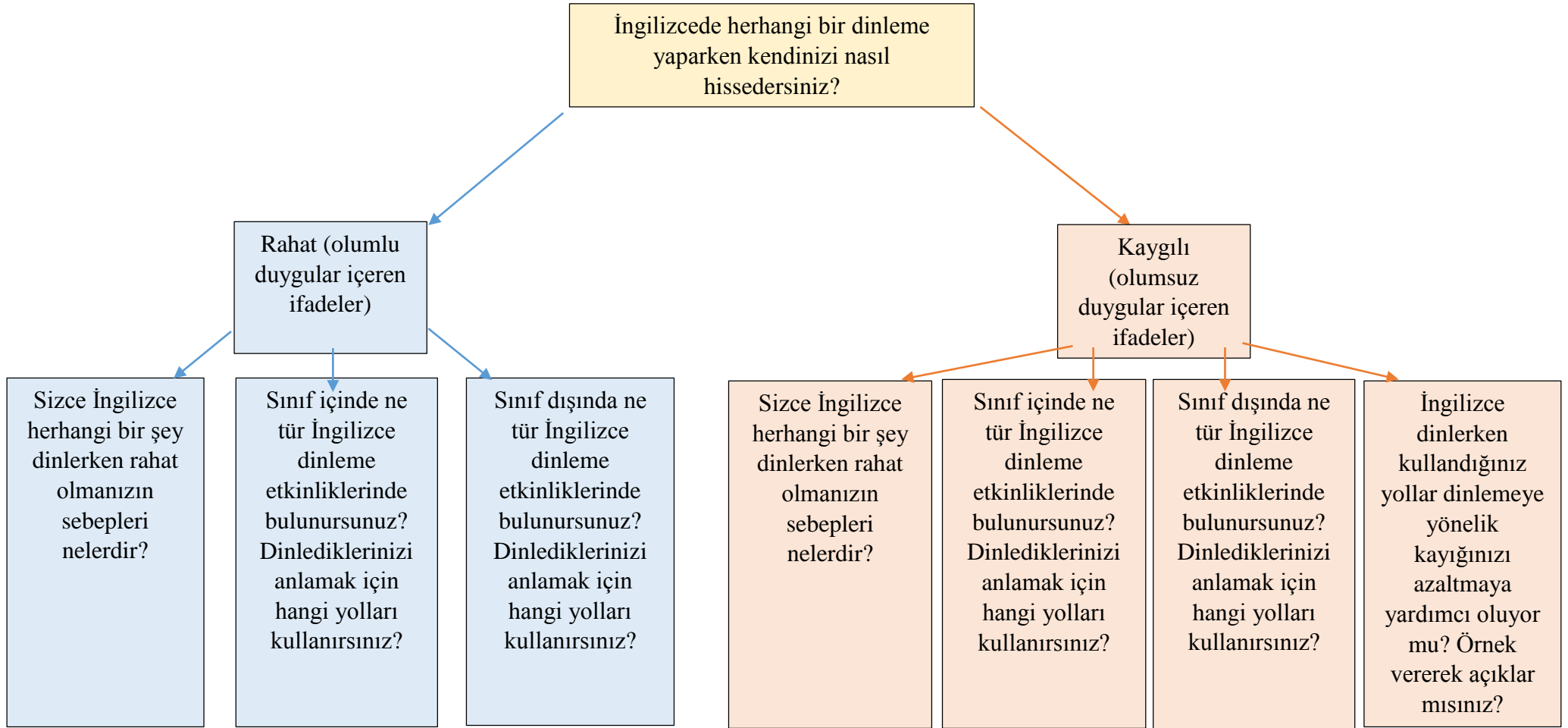
1 2 3 4

Appendix F. Learner Diary Questions

Lütfen bütün hafta yaptığınız İngilizce dinleme etkinliklerini (sınıf içi/sınıf dışı) düşünerek aşağıdaki soruları yanıtlayınız.

1. Ne tür İngilizce dinleme etkinliklerinde buldunuz?
 - a. Sınıf içinde dinlediklerinizi anlamak için hangi yolları kullandınız?
 - b. Sınıf dışında dinlediklerinizi anlamak için hangi yolları kullandınız?
2. İngilizce dinleme yaparken sizi neler kaygılandırdı? Ne tür güçlüklerle karşılaştınız? Bu güçlüklerin üstesinden gelmek için hangi yolları kullandınız?
3. İngilizce dinlerken kullandığınız yollar dinlemeye yönelik kaygılarınızı azaltmaya yardımcı oldu mu?

Appendix G. Guided Interview Flowchart



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