

A COMPARISON OF SHADOWING AND NOTE-TAKING AS TWO WHILE-  
LISTENING STRATEGIES AND THEIR EFFECTS ON EFL LEARNERS



SEZEN BALABAN

AUGUST, 2017




YEDİTEPE UNIVERSITY  
INSTITUTE OF EDUCATIONAL SCIENCES DIRECTORATE


THESIS SUBMISSION and APPROVAL FORM

SUBJECT: A Comparison of Shadowing and Note-taking  
as Two While-Listening Strategies and Their  
Effects on EFL Learners

APPROVAL:

Yrd. Doç. Dr. Zeynep Canlıbel-Acar   
(Advisor) (Signature)

Yrd. Doç. Dr. Evrim Evyik-Aydın   
(Member) (Signature)

Yrd. Doç. Dr. Aysun Kündürcü   
(Member) (Signature)

SUBMITTED BY : Sezen Balaban  
DATE OF THESIS DEFENSE : 22.08.2017  
DATE OF THESIS APPROVAL : 22.08.2017

A COMPARISON OF SHADOWING AND NOTE-TAKING AS TWO WHILE-  
LISTENING STRATEGIES AND THEIR EFFECTS ON EFL LEARNERS

SEZEN BALABAN

MA THESIS

ENGLISH LANGUAGE TEACHING

Yeditepe University

August, 2017

## ABSTRACT

Listening skill plays a crucial role in the development of a foreign language (Scarcella & Oxford, 1992). Additionally, listening skill is considered the main channel through which students make initial contact with the target language and its culture (Curtain, 1991). So as to investigate this ‘least-wondered skill’, innovative ways which have not been explored yet are necessary. To this end, this thesis has aimed at studying the use of two distinct while-listening strategies which are note-taking and shadowing, and the impact of these strategies on learners’ listening comprehension ability, metacognitive awareness in listening, their abilities in the three other skills, and the change in their perceptions of listening and. Specifically, the following research questions were asked: 1. Are there any significant differences between Listening, Speaking, Reading and Writing post-test scores of students who received note-taking training and those who received shadowing training? 2. Are there any significant differences in metacognitive listening awareness levels of students in the note-taking and shadowing training groups? 3.a) In which type of note-taking do students obtain better scores? b) In which type of shadowing do students obtain better scores? 4. What are learners’ general views and perceptions about the use of note-taking and shadowing strategies while listening? 5. a) What are learners’ views and perceptions about each of the six different note-taking strategies? b) What are learners’ views and perceptions about each of the six different shadowing strategies? The study was implemented on eighty-four pre-intermediate level language preparatory class students at a state university in Turkey. Both genders of EFL learners aged between 18-20 exist in the group of participants who received training in note-taking and shadowing. The data collection instruments were learners’ midterm exams of four skills as pre- and post-tests, Metacognitive Awareness in Listening

Questionnaire (MALQ) applied as pre- and post-scale, listening tests applied and learner reflections written after each training session, and learners' overall reflections written at the end of the treatment. Data gathered through those means were analyzed both quantitatively and qualitatively. Statistical analyses were completed with the SPSS program (SPSS Statistics for Windows, Version 21.0.). Shapiro-Wilk test was utilized so as to test whether continuous variables adjust normal distribution. According to normality test results, independent samples t-test or Mann Whitney U test were used for comparisons between the two different training groups. Content analysis was implemented to analyse the qualitative data. Findings show that the shadowing group had better scores in listening and speaking skills, whereas the note-taking group were better in writing. No statistically significant difference was found in reading. In addition, the shadowing group had higher level of metacognitive awareness in listening according to the learner responses to the MALQ items. In terms of within group comparisons, shadowing group made more improvement in terms of four skills as well as metacognitive awareness. Another finding is that Full Shadowing and the Split Page Format were the sessions of each while-listening strategy in which learners had the highest test scores. The qualitative data additionally serves a wide scope of significant findings gathered from learners' perceptions.

*Key Words:* listening comprehension, while-listening strategies, shadowing, note-taking, metacognitive listening awareness

## ÖZET

Dinleme becerisi yabancı dil gelişiminde önemli bir rol oynar ( Scarcella & Oxford, 1992). Dahası, dinleme becerisi, öğrencilerin hedef dil ve kültür ile öncelikli irtibat kurdukları ana kanaldır (Curtain, 1991). Bu ‘az merak edilen dil becerisi’ ni araştırmak için henüz keşfedilmemiş yenilikçi fikirler gereklidir. Bu amaçla, bu tez çalışması iki farklı dinleme stratejisi olarak ‘not alma’ ve ‘gölgeleme’ nin kullanımını, bu stratejilerin öğrencilerin dinlediklerini anlama kabiliyetindeki, üstbilişsel dinleme farkındalığındaki, diğer üç dil becerisindeki ve gerek dinleme becerisi, gerekse kullandıkları strateji ile ilgili algıları üzerindeki etkisi üzerinde çalışmayı amaçlamıştır. Spesifik olarak sorulan araştırma soruları şunlardır: 1. Not alma ve gölgeleme stratejilerini kullanan iki grup öğrencinin dinleme, konuşma, okuma ve yazma son test notları arasında anlamlı bir fark var mıdır? 2. Not alma ve gölgeleme stratejilerini kullanan iki grup öğrencinin üstbilişsel dinleme farkındalık seviyeleri arasında anlamlı bir fark var mıdır? 3.a) Hangi not alma tekniğinde öğrenciler daha yüksek not aldılar? b) Hangi gölgeleme tekniğinde öğrenciler daha yüksek not aldılar? 4. Öğrencilerin dinlerken uyguladıkları not alma ve gölgeleme stratejileri ile ilgili genel fikir ve algıları nelerdir? 5.a) Öğrencilerin dinlerken uyguladıkları altı not alma tekniği ile ilgili fikir ve algıları nelerdir? b) Öğrencilerin dinlerken uyguladıkları altı gölgeleme tekniği ile ilgili fikir ve algıları nelerdir? Bu çalışma, Türkiye’de bir devlet üniversitesinin hazırlık sınıfında alt-orta seviyesindeki 84 öğrenci üzerinde uygulanmıştır. Dinleme sırasında not alma ve gölgeleme stratejilerini öğrenen ve kullanan katılımcılar 18-20 yaş aralığında olup, hem kız hem de erkek öğrencileri kapsamaktadır. Veri toplama araçları öğrencilerin ön test ve son test olarak kullanılan ara sınavları, Dinlemede Üstbilişsel Farkındalık Ölçeği, her strateji eğitimi sonrası uygulanan dinleme testleri ve öğrenciler tarafından yazılan yorumlar, çalışmanın

tamamlanması ile birlikte öğrencilerin yazdığı genel yorumlardan oluşmaktadır. Toplanan veri nitel ve nicel olarak analiz edilmiştir. Verilerin istatistiksel analizi SPSS programı ile tamamlanmış, sürekli değişkenlerin normal dağılımda olup olmadığını ölçmek için Shapiro-Wilk test kullanılmıştır. Normal dağılım sonuçlarına göre, bağımsız örneklem testi ya da Mann Whitney U test iki grup karşılaştırmalarında kullanılmıştır. Nitel veriler ise içerik analizi ile analiz edilmiştir. Bulgular, gölgeleme stratejisini öğrenen ve uygulayan öğrencilerin dinleme ve konuşma becerisinde, not alma stratejisini öğrenen ve uygulayan öğrencilerin ise yazma becerisinde daha başarılı olduklarını göstermektedir. Okuma becerisinde ise her iki grup arasında anlamlı bir fark görülmemiştir. Bir başka bulgu ise gölgeleme stratejisini uygulayan öğrencilerin üstbilişsel dinleme farkındalığı seviyelerinin diğer gruba göre daha yüksek oluşudur. Veriler aynı zamanda Full Shadowing gölgeleme tekniğinde ve Split Page Format not alma tekniğinde her iki grup öğrencilerinin en yüksek notları aldığını göstermektedir. Bu çalışma, bu bulgulara ek olarak geniş çaplı nitel veri ve sonuçlar da sunmaktadır.

*Anahtar kelimeler:* Dinlediğini anlama, dinleme sırasında kullanılan stratejiler, gölgeleme, not alma, üstbilişsel dinleme farkındalığı

To My Parents, and Dr. amlibel Acar.





## ACKNOWLEDGEMENTS

This research study became an MA thesis with the kind and friendly assistance of the greatest thesis advisor of all times, Dr. amlıbel- Acar. Spending all her effort and most of her precious time on this study, Dr. amlıbel- Acar has been more than an advisor. Always being a sophisticated academician, she has been an adorable model to me with her insight, intellectual knowledge, academic background, and most of all- her kind humanly attitudes. This experience with her has made me graduate from a second MA program. I feel this honor to specify my gratitude to her.

I am also grateful to my professors Dr. Eveyik-Aydın and Dr. Kunduracı who considerably supported me during my thesis defense, and shared their suggestions and opinions with me.

Lastly, I would feel the pleasure to thank my precious parents for all they have done during my thesis period. They were considerably supporting, patient, helpful, and willing to encourage me to go after research and education. They have always been beside me as the best parents of all times.

## TABLE OF CONTENTS

Cover Page .....	.....
Approval .....	.....
Abstract .....	iii
Özet .....	v
Acknowledgements .....	viii
Table of contents .....	ix
List of Tables .....	xii
1. Introduction .....	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem .....	2
1.3 Purpose of the Study .....	4
1.4 Significance of the Study .....	5
1.5 Limitations of the Study .....	6
1.6 Definition of Terms .....	6
2. Literature Review .....	8
2.1 Introduction .....	8
2.2 Listening in the Foreign Language .....	8
2.3 Top-down and Bottom-up Processing in Listening .....	9
2.4 Listener Problems and Difficulties .....	10
2.5 Listening Strategies .....	11
2.5.1 Recent Studies on Listening Strategies .....	13
2.6 Metacognitive Awareness in Listening .....	14
2.6.1 Recent Studies on Metacognitive Awareness in Listening .....	16
2.7 Listening Instruction .....	16

2.8 Listening Strategy Instruction .....	18
2.8.1 Recent Studies on Listening Strategy Instruction .....	18
2.9 Note-taking Strategy .....	19
2.9.1 Note-taking Types .....	21
2.9.1.1 Split Page Format .....	21
2.9.1.2 The Cornell Method .....	21
2.9.1.3 The Outlining Method .....	22
2.9.1.4 The Charting Method .....	22
2.9.1.5 The Mapping Method .....	22
2.9.1.6 The Sentence Method .....	22
2.9.2 Recent Studies on Note-taking .....	23
2.10 Shadowing Strategy .....	25
2.10.1 Shadowing Types .....	26
2.10.1.1 Full Shadowing .....	26
2.10.1.2 Slash Shadowing .....	26
2.10.1.3 Silent Shadowing .....	27
2.10.1.4 Part Shadowing .....	27
2.10.1.5 Part Shadowing and Comment .....	27
2.10.1.6 Part Shadowing and Question .....	27
2.10.2 Recent Studies on Shadowing .....	28
3. Methodology .....	30
3.1 Research Context .....	31
3.2 Participants .....	32
3.3 Data Collection Instruments .....	33
3.4 Data Collection Procedures .....	35

3.4.1. Pilot Study .....	37
3.4.2. Note-taking Training .....	39
3.4.3. Shadowing Training .....	41
3.4.3. The Selection of Listening Materials Used During Training Sessions .....	43
3.5 Data Analysis .....	44
4. Results .....	47
5. Discussion and Implications .....	61
REFERENCES .....	73
APPENDICES .....	86
Appendix A .....	87
Appendix B .....	88
Appendix C .....	89
Appendix D .....	90
Appendix E .....	91
Appendix F .....	92
Appendix G .....	93
Appendix H .....	96

**LIST OF TABLES**

Table 3.01.	Distribution of Participants in Terms of Gender .....	33
Table 3.02.	Data Collection Process .....	46
Table 4.01.	The Comparison of Post-test Scores of Groups in Terms of the Four Skills .....	48
Table 4.02.	Pre- and Post-test Comparisons within the Note-taking Group ..	49
Table 4.03.	Pre- and Post-test Comparisons within the Shadowing Group ...	49
Table 4.04.	Post-MALQ Comparisons between Treatment Groups .....	52
Table 4.05.	Note-taking Training Session Test Scores .....	53
Table 4.06.	Shadowing Training Session Test Scores .....	54
Table 4.07.	Overall Perceptions of Note-taking .....	55
Table 4.08.	Overall Perceptions of Shadowing .....	56

## 1. INTRODUCTION

### 1.1. Background to the Study

Listening could be considered as the main channel through which students make initial contact with the target language and its culture (Curtain & Pesola, 1988). In both foreign and second language learning environments, listening skill is thought to play a crucial role in the development of other skills (Barker, 1971). Listening is known as an essential skill which improves faster than speaking and often seems to influence the development of reading and writing abilities in learning a new language (Scarcella & Oxford, 1992). The reason for this is that learners receive input by listening to instructions or explanations prior to responding orally or in writing (Bidabadi, 2011).

Despite the importance of listening practice in foreign language learning, English language classes throughout the world still emphasize the importance of other skills more than listening, which leads to various complexities for learners such as lack of listening comprehension, or deficiencies in responding to the speaker due to misunderstandings. This is also the case in English-as-a-foreign-language (EFL) situations, such as Turkey, where the language is instructed as a subject at school and used mostly inside the classroom. This means out-of-class tasks are not available and Turkish learners of English are not much exposed to listening input outside the class. As a consequence, learners face great difficulty comprehending spoken English when they come into contact with native or non-native speakers of the language.

As a result of various difficulties faced by foreign language learners in listening such as unfamiliarity with native accents, unknown vocabulary items, difficulty in catching the speakers' speed of utterance and unawareness of the target culture; innovative insights into listening have been developed by teachers and researchers. However, literature in this area still involves several gaps for creative and useful developments and applications so as to ease EFL learners' listening comprehension process. Therefore, this study aims to add to the

knowledge base by investigating the application of two distinct while-listening strategies in English preparation classes at a university in Turkey, and their various effects on learners.

## **1.2. Statement of the Problem**

A lot of research is needed to inform and clarify L2 listening skill and instruction. Among others, some topics are in need of systematic scientific exploration. Firstly, the influence of strategic training on listening comprehension and listening metacognitive awareness can be supported with additional research. Moreover, learners' views of training in the application of specific L2 listening strategies will add to knowledge base and aid to provide more useful instructional programs. In addition, there is a lack of information about the influence of strategic listening training on the other three language skills, i.e., speaking, reading and writing. Despite abundant discussion on the importance of L2 skill integration, there is limited research-based support for the relationship between skills.

Recent research literature involves a wide variety of studies implemented on learning and teaching of listening in EFL contexts (Zidong, 1998; Newton, 2008; Bidabadi & Yamat, 2011). There has been considerable interest in improving listening comprehension and applying listening strategies (Chien & Wei, 1998; Teng, 1998; Vandergrift, 1999; Teng, 2003; Chen, 2005). These studies supply a rich background not only on teaching listening to EFL learners, but also on identifying learners' application for and selection of listening strategies as well as teaching learners various listening strategies. However, despite the existence of these studies, there still appear restricted information on discrete listening phases (such as pre-, while- and post-listening) on the application of distinct listening strategies and on the comparison between different listening strategies such as note-taking and shadowing. Additionally, listening strategies with their sub-types have so rarely been investigated.

In addition, despite the considerable body of literature on the use of listening strategies in ELT across a variety of settings, few studies in this field have been conducted in Turkey (Cinemre, 1991; Gonen, 2009; Coskun, 2010). These studies have mainly focused on

learners' listening strategy use and metacognitive awareness in listening. However, little has been done in Turkey, especially at university preparatory classes with the aim of developing learners' comprehension. There also exist some studies which examine listening strategies and their effects on EFL learners, however these studies do not comprise long-term training. The reason for this could be that deficiencies of learners in listening is not considered as a problem during their language learning process unlike speaking.

Furthermore, the institution where this study was conducted also served as an incentive to conduct the present study. The institution's overloaded schedule of language classes does not allow appropriate and thorough implementation. From the perspective of the researcher, who was also an instructor in the institution, the learners needed a lot of exposure to the target language and language strategies which is a typical situation in most EFL language schools. A number of needs analyses and written reflections by former students showed they were willing to learn listening, but did not know how to proceed on the right track with strategies. This study was therefore organized including a systematic training programme to meet learner needs.

Another common weakness in language schools which led to the implementation of this study is that listening skill is not emphasized as one of the main components of a language learning programme. Despite this, learners are required to take several listening midterm exams each semester, and are expected to respond to at least 25-30 questions based on three-four different listening texts. This shows that 'product' rather than the 'process' is considered as important, which in the long term does not help the learners develop their abilities in the L2 skills.

The reason for which two while-listening strategies were selected to use in this research is due to the lack of EFL while-listening strategies in literature. Moreover, note-taking and shadowing were selected as two while-listening strategies since it was aimed to apply the two strategies with their sub-types. With this aim, note-taking and shadowing were



found as the two only while-listening strategies which additionally have at least six specific techniques.

### **1.3. Purpose of the Study**

Due to the need for research on the above-mentioned issues, it has been found avail to conduct a research study and explore the effects of a two-winged while-listening strategy application to shed light on listening instruction at university preparatory classes in Turkey and generating new suggestions for both researchers and teachers. The study also aimed to raise awareness in learners about their own listening processes and to supply them the opportunity to make use of specific strategies during listening. The research questions were specified as:

1. Are there any significant differences between Listening, Speaking, Reading and Writing post-test scores of students who received note-taking training and those who received shadowing training?
2. Are there any significant differences in metacognitive listening awareness levels of students in the note-taking and shadowing training groups?
3. a) In which type of note-taking do students obtain better scores?  
b) In which type of shadowing do students obtain better scores?
4. What are learners' general views and perceptions about the use of note-taking and shadowing strategies while listening?
5. a) What are learners' views and perceptions about each of the six different note-taking strategies?  
b) What are learners' views and perceptions about each of the six different shadowing strategies?

#### **1.4. Significance of the Study**

Beside its contributions to learners at the institution, this study aimed to contribute to the field of EFL listening research and practice in multiple ways. First of all, it involves the application of training of two distinct while-listening strategies on participants. Previous research has mainly focused on the use of solely one listening strategy and its effects on learners.

Another virtue of this study could be that it investigated the effect of two while-listening strategies on not only listening, but also on the three other skills, which does not exist in the previous literature.

Additionally, previous literature displays numerous studies which investigated the effects of one strategy on learners' listening comprehension and their metacognitive awareness in listening. However, the present study comprised two groups of learners who were instructed in two different listening strategies, and were compared in terms of the five constructs of metacognitive awareness in listening. The learners were at the same time made aware of their own metacognition and instructed on how to be conscious about their own language learning process.

A further major contribution of this study is the provision of six training sessions for each while-listening strategy. Such a complex treatment program has not been encountered in previous literature. This treatment programme was an essential contribution to researchers as well as to learners'. In addition to this, the availability and comparison of the test scores and reflections from the six treatment sessions adds to the originality and strength of the study. Seeing this, it will be possible and beneficial for second language teachers to apply different types of L2 listening strategies and training lessons.

Many studies in the literature lack a qualitative aspect. In fact, few studies explore learners' views and opinions. By means of this study, learners found the opportunity to reflect

on their views and perceptions. With this aim, data were collected from participants by means of the reflection papers they wrote after each strategy instruction and practice session. This provided with the opportunity to gather and compare learner ideas not only in terms of shadowing and note-taking, but also various sub-types of shadowing and note-taking. Since detailed qualitative analyses of students' reflections on listening strategies are very scarce, the current study will help understand the ups and downs, and the conversion in learners' attitudes and views towards certain listening strategies.

### **1.5. Limitations of the Study**

Even though this research study has achieved its goals, it has its limitations. The first limit of this study is time. The strategic training in listening was conducted in six weeks since there was only a seven-week period between two midterm exams which were used as pre- and post-tests. Second, only one training could be applied in a week due to the loaded schedule at the institution. A longer training time with more frequent sessions could have considerably effected the nature and the results of the study. An additional limitation could be the available context and language proficiency of the learners. Different results could be obtained in a different setting with students of different language proficiency levels. Finally, tests used to measure student performance were prepared by the institution and the coursebook. The use of the standardized tests can yield different results.

### **1.6. Definition of Terms**

*Bottom-up Listening Strategies:* Listening strategies which focus on listening for details and involve tasks that focus on understanding at a sound or word level (Tennant, 2015).

*Listening Strategy:* A strategy or activity that contributes directly to the comprehension and recall of listening input (Jianding, 2003).

*MALQ:* Metacognitive Awareness Listening Questionnaire which was developed and validated by Vandergrift, Goh, Mareschal and Tafaghodtari (2006).

*Metacognitive Awareness:* Learners' being aware of how they learn (Schraw, 2001).

*Note-taking*: A mixture of comprehending, selecting and writing processes (Ong, 2014).

*Shadowing*: The oral repetition of what is said right after the language spoken (Chung, 2010).

*Top-down Listening Strategies*: Listening strategies which are used to extract the required information from the listening input with the help of prior knowledge or past experiences (Alain, Arnott & Picton, 2001).



## **2. LITERATURE REVIEW**

### **2.1. Introduction**

Listening has been defined in various ways in the literature. According to Underwood (1989), listening is the action of making a meaning of the aural input. Listening is a critical element in the language reception, comprehension and performance of users, whether they are communicating at school, at work or in the community. Through the usual flow of a day, listening is utilized almost twice as much as speaking and four to five times as much as reading and writing (Van Duzer, 1997). Additionally, Curtain and Pesola, (1988) considered listening skill as the main channel through which students make initial contact with the target language and its culture. Although once labelled as a passive skill, listening is essentially an active process of selecting and interpreting information from auditory and visual clues (Mendelsohn and Rubin, 1995).

Most of what is known about the listening process stems from research on native language development. However, as the emphasis on listening comprehension enhanced, so has the inquiry into second language listening comprehension (Duzer, 1997).

### **2.2. Listening in the Foreign Language**

Despite its importance, listening skill in learning English as a foreign language has mostly been put into the background (Vandergrift, 2012). Listening, not only due to the complexity of the process itself, but also owing to the factors that characterize the listener, the speaker, the content of the message, and any visual aspects that accompany the message, is a demanding process (Brown & Yule, 1983). This ‘problematic’ skill (Nowrouzi, 2015) has been considerably defined as one of the four language skills which gets the least emphasis and is commonly taken for granted and ignored in academic contexts. Therefore, due to this and other reasons, most foreign language learners regard themselves as not competent in listening (Graham, 2006).

Listening is one of the four language skills which plays a momentous role in helping language learners acquire vocabulary, develop language proficiency, and enhance language usage (Barker, 1971). Second language listening is additionally a means for the improvement of other skills; however, it is regarded as the language skill which most language speakers are often unaware of, in both its significance and application (Nowrouzi, 2015). In addition to assisting foreign language learners develop their three other skills, listening eases vocabulary and grammar acquisition. In addition to acquiring a variety of words, learners who are considerably successful in the listening process are figured as faster and better learners of the target language (Asemota, 2015). Therefore, listening skill is a field with many benefits for the learners, since they gain an excessive number of language abilities in the target language (Asemota, 2015).

Listening supplies many other benefits to second/foreign language learners such as encouraging them to use their imagination, stimulating them to think and make comments, and challenge them to speak (Asemota, 2015). The most helpful processes in which a language learner gets through with the help of listening strategies are organizing input, predicting information which is involved in the listening context, remembering previous information about the context, identifying a meaning to the input, deciding the necessary input to be kept in long-term memory and checking whether the general message has been comprehended (Brown, 1994).

### **2.3. Top-down and Bottom-up Processing in Listening**

Learners of almost all levels consciously or unconsciously benefit from top-down and bottom-up processes in order to enhance their listening comprehension ability (Peterson, 2001). Top-down processing helps learners to utilize their prior knowledge which is stored in their long-term memory so as to comprehend the new information in an accurate way. According to Carrell and Eisterhold (1983), top-down processing is a reconstruction process in which the listener builds a genuine meaning from the aural input of the speaker with his

background information as clues. The choice of top-down activities depends on the time available, material available, ability of learners and the content of the aural input. Pre-listening activities are of considerable significance in developing top-down processing. Activities such as asking questions, showing pictures, summarization of the listening text by the teacher could be stated as some examples to activate learners' prior knowledge about the content. However, lack of background related to the content hinders top-down processing during listening.

On the other hand, bottom-up processing is about paying attention to the listening input such as analysing words or sounds. The listening input is analysed in accordance with sounds, words, syntax and grammar. In other words, bottom-up processing is identified with listener's linguistic knowledge. Dictogloss, repetition, shadowing, and note-taking could be specified as some examples to practice bottom-up processing in a listening class with the aim of allowing learners to identify and recognize sounds, words, and sentence structures.

Research in L2 processing shows that only linguistic knowledge itself can hardly assist a listener comprehend the text since interpretation with a background knowledge is still required (Rubin, 1994). Therefore, the interactive model connects the former perspectives and generates a bond between bottom-up and top-down models.

#### **2.4. Listener Problems and Difficulties**

Second/ foreign language listening has been defined as a complicated, multidimensional process by Osada (2004). The reason behind this definition is because listening skill involves various sub-skills and necessary taxonomies of these sub-skills are thought as highly important for successful listening in the target language.

According to Renandya and Farrell (2010), listening difficulties of learners exist not only because of the sounds or words which are not easy to catch, but also due to the obligation to understand the general idea or the specific details of the listening text. Besides this, learners need to complete the tasks or listening comprehension questions by the teacher. Different and

harder than reading, listening activities allow for little control of the learners over the aural text, which means some parts or the whole listening text may sometimes be skipped due to the speed of the speaker or message. When a listening activity is given at a critical speech rate, this makes comprehension difficult and sometimes impossible.

Additional learner problems in EFL listening from various aspects have been specified by Gilakjani and Ahmadi (2011). The limited vocabulary knowledge of learners is one of the biggest problems mentioned by these researchers. Furthermore, listeners may lack comprehension signals which make the meaning of the input clearer such as discourse markers (words such as ‘then, next, another’). Concentration can be specified as another hardship for learners, particularly if they encounter an aural text whose content they are not familiar with and for which they have to spend much effort to comprehend.

Babapour and Seifoori (2015) emphasize the main difficulty in EFL listening as not being able to turn back to the listening input again unlike reading comprehension tasks. Therefore, it is challenging for learners to clarify meaning.

## **2.5. Listening Strategies**

A listening strategy could be defined as the art of organizing and ordering activities or tactics for learners’ utmost benefit in listening (Ho, 2006). Gonen (2009) specifies listening strategies as assistants of learners to decode, comprehend and interpret the aural input. Use of strategies influences self-concept, attitudes about learning and perceptions about personal control (Vandergrift, 2006).

There are different lists of listening strategies provided by various researchers. One of them is Vandergrift’s (1997), which is the most widely-used taxonomy and includes three main categories. According to Vandergrift, cognitive, socio-affective and metacognitive strategies are the three categories of listening strategies all of which aim to make learning more efficient (Vandergrift, 1997).



Cognitive strategies involve the manipulation of listening tasks or application of specific strategies. These strategies correlate with understanding, interpreting and keeping the aural input in the short/long-term memories (O'Malley et. Al, 1989).

Socio-affective strategies are associated with strategies utilized by learners in order to reduce anxiety or cooperate with other learners (Vandergrift, 2003). These strategies include affective aspects of listening such as emotions, anxiety, attitudes and motivation.

With respect to metacognitive strategies, this group of strategies concerns learners' own perception of their listening process. Listeners' whole processes of planning, checking, monitoring, selecting, revising and evaluating are included in this category (Vandergrift, 1999). Meta-cognition is described as 'one's thinking of his/ her own cognitive process'. In other words, the term is defined as 'awareness and control of one's cognition which includes knowledge and regulation' (Goh, 2000). Improving one's metacognition in listening allows the learner to evaluate, plan and monitor his/her listening process and find the convenient listening strategies to enhance their listening ability. According to Huang (2005), developing metacognitive listening awareness motivates learners to be actively involved in the listening process and self-regulate their listening.

Metacognition in listening relates to self-regulated learning (Vandergrift, 1999). It includes the attempt to plan, check, monitor, select, revise and evaluate. Metacognitive listening strategies could be discussed through pre-listening planning strategies, while-listening monitoring strategies, and post-listening evaluation strategies. Flavell (1970), who coined the term 'metacognition', categorized metacognitive knowledge as person knowledge, task knowledge and strategic knowledge. As a result of gaining metacognitive awareness, it has been mentioned that learners can pull from their metacognitive knowledge and choose a strategy that will help them succeed in the task at hand (Anderson, 2002). In addition to this, notes and discussions which include learners' verbalization of their own listening process

could considerably contribute to their proficiency in listening comprehension (Gilakjani and Ahmadi, 2011).

Use of listening strategies is a preferred way by successful EFL learners with the aim of managing their own learning (Gilakjani and Ahmadi, 2011). That is, effective listeners are considered to use listening strategies more frequently and properly than inefficient learners. When effective listeners lose their concentration, they soon become aware of this state, which leads them to use attention strategies (involved in metacognitive strategies category). On the other hand, ineffective listeners focus on word knowledge during listening and have difficulty in selecting and deciding the required listening strategy to use in order to assist their problem-solving process in listening (O'Malley et al., 1989). In addition, when effective learners feel negative attitudes towards their listening process, they tend to control their negative feelings with the help of socio-affective and metacognitive strategies (Graham and Macaro, 2008).

### **2.5.1. Recent Studies on Listening Strategies**

A research study on thirty-one Taiwanese students of English was implemented with the aim of discovering how learners generated strategies within time. Listening strategy instruction including strategy awareness-raising, demonstration, practice and discussion strategies was implemented as treatment. Findings exposed that learners owned higher awareness and control over their use of listening strategies as a result of the treatment (Chen, 2009).

In a similar way, a study which was implemented on Iranian freshman students aimed to identify the relationship between their listening proficiency and use of listening strategies in English. Data from this study revealed that all levels of learners initially utilized metacognitive listening strategies, followed by cognitive and socio-affective strategies. This finding could be interpreted as the participants were able to benefit from top-down and bottom-up processing strategies for listening development (Bidabadi and Yamat, 2011).

A further study implemented on university students in Taiwan examined the relationship between listening strategy use of these learners and their listening and reading skills in English. The results demonstrated that low proficiency learners among participants used translation strategies, whereas higher level group preferred inference strategies. Therefore, learners' listening and reading proficiency levels were the deterministic factors in their use of strategies (Chien, 2013).

Similarly, a study by Ghoneim (2013) at a college in Egypt aimed to explore the effect of proficiency levels on L2 learners' use of listening strategies. The think aloud protocol was utilized in order to collect data. Participants were required to state their problems during listening and try to find a convenient strategy to solve their problem. Results indicated that both intermediate and advanced level learners had the same problems. However, advanced learners used top-down strategies, whereas intermediate level learners benefitted from bottom-up strategies.

Some studies have associated listening strategy use with multiple intelligences of learners. A study by Heidari and Panahandeh (2013), which was conducted on Iranian EFL learners could be stated as a sign of significant positive relationship between listening strategies and multiple intelligences of learners. By means of a multiple intelligence questionnaire and a listening strategy questionnaire, it was revealed that there are positive correlations between learners' linguistic intelligence and their cognitive, metacognitive and socio-affective strategy use.

## **2.6. Metacognitive Awareness in Listening**

According to Flavell (1979), metacognition was defined as one's beliefs on his/ her own cognitive segments, directing and reflecting oneself. From a metacognitive listening sight, learners' own view of how they learn and improve this skill was found substantial by researchers Chamot, O'Malley, and Vandergrift (2003). With the aim of relating metacognition and listening skill, these researchers considered it necessary to make their

learners keep diaries and written reflections in order to signify their listening process and abilities (Vandergrift, 2006). As a consequence, MALQ was generated to be utilized for both researchers and learners to express, reflect and assess learners' own listening ability, process and listening consciousness.

MALQ comprises five categories of strategies. This continuum of strategies was initially utilized by A.L. Brown (1978) in foreign language teaching research area with a difference of involving three categories. The present form of MALQ and its five metacognitive listening strategy categories are specified in the following paragraph.

MALQ is a scale comprising 21 items. Participants who are expected to respond to this scale can rank the items from one to six (from 'strongly disagree' to 'strongly agree' options). Planning-Evaluation Strategies (items 1, 10, 14, 20, 21) form the first category in MALQ, and emphasize the listeners' reflection of how they act before, during and after listening. Through this category of items, listeners can specify their cognitive listening process such as having a plan before listening, or thinking about their performance while listening. The second category in MALQ involves Directed-Attention Strategies (items 2, 6, 12, 16). These items are aimed to reveal listeners' ability to concentrate and keep listening to the aural text. Person-Knowledge Strategies category is the third group of strategies in MALQ and involves items 3, 8, 15. The items in this category reflect learners' views about both the level of the listening text and their own proficiency in the target language. The fourth category of strategies in MALQ is defined as Mental-Translation Strategies (items 4, 11, 18). Responding to the items in this category, listeners can state how much they try to translate the listening input as they hear. Problem-Solving Strategies group is the fifth category in MALQ (items 5, 7, 9, 13, 17, 19). Responding these items, learners reflect how they make meaning of the listening input and the ways they try to make it more comprehensible.

### **2.6.1. Recent Studies on Metacognitive Awareness in Listening**

Various research studies exist in the literature on the relationship between learners' metacognitive awareness and listening comprehension proficiency. One example to these studies is a study by Katal and Rahimi (2012). The researchers investigated the comparison between university students' and high school students' metacognitive listening awareness in Iran by means of MALQ. Learner responses to MALQ in terms of its five categories were analysed. Findings showed that high school learners had a higher level of metacognitive listening awareness from the aspect of person-knowledge and mental translation strategies.

A further study by Alvan, Asassfeh and Al-Shboul (2013) examined the same relationship with an additional data collection instrument as learners' listening comprehension tests. 386 learners who were high school students in Jordan participated in this study. Findings revealed that learners had the highest performance in problem-solving strategies, and the lowest performance in person-knowledge category. It was also found that learners had various responses to the categories in MALQ.

An additional study by Katal and Rahimi (2013) focused on the effects of metacognitive instruction on learners' metacognitive awareness in listening and listening comprehension proficiency. 50 learners of English took part in this study and the experimental learners received a 16-week treatment of strategies. As a result, experimental group learners who were at the same listening proficiency level as the control group had better level of both metacognitive listening awareness and listening comprehension ability.

### **2.7. Listening Instruction**

According to Karakas (2002), listening instruction ought to start with a process which includes learners' previous knowledge. Listening can best be enhanced with practice so long as students reflect on their listening process without the threat of evaluation. Using listening activities to only test comprehension leads to anxiety and prevents the development of metacognitive strategies. Orienting students during the process of listening assists them with

the knowledge required to complete their listening tasks; and it additionally motivates them (Vandergrift, 2002). In addition, supplying a relaxing atmosphere where learners remove their anxiety and frustration could lead learners to an effective and meaningful language learning environment.

A student-based learning environment for language teachers to create is suggested by MacDonald, Bager and White (2000). The use of authentic materials, real-life classroom situations, simulated interactions and listening materials which appeal to learners' background knowledge by teachers are considerably suggested aspects of listening instruction. Increasing learner motivation through a demanding process called listening is a challenging but necessary duty of a teacher. For this purpose, putting emphasis on learners' interest, generating an inner belief of success will ease learners to gain intrinsic motivation (Baleghizadeh and Rahimi, 2011). For Gilakjani and Ahmadi (2011), teachers are supposed to remove the obstacles related to cultural knowledge of the listening comprehension text. With this aim, teachers ought to enlighten their learners with the target culture and hereby advance their target language whilst listening. Besides all, teachers' identifying learner problems and their weaknesses in listening could include initial actions. In this manner, focusing on learner factors which affect listening ability would be a time-saving procedure, as well (Field, 1998).

Furthermore, teachers are required to keep up with new technological methodologies. Access to many enhanced forms of technology such as video clips, online lectures, podcasts could be utilised in the most effective way through listening instruction (Patten and Craig, 2007). An EFL listening atmosphere which appeals to learners' interest areas could trigger their willingness for further listening (Gilakjani and Ahmadi, 2011).

One of the most crucial responsibilities of an EFL teacher is stated as getting prepared for any listening instruction. Since listening contexts in real life are based on a situation, teachers are supposed to think, organize and establish a well-prepared listening instruction beforehand (Ghaderpanahi, 2012). In this manner, learners will be exposed to the target

language and start comprehending, thinking critically and interpreting the aural input in the correct way. Along with these key points, teachers' choice of listening materials in a form which catches learner attention and relates their background will supply ease at the acquisition of listening ability (Ghaderpanahi, 2012).

## **2.8. Listening Strategy Instruction**

Most listening courses involve testing listening comprehension proficiency of learners during listening instruction and are far from providing them with particular methods or strategies to help them complete their listening comprehension process successfully (Field, 1998). However, foreign language learners are in a considerable need of ways or strategies to own an awareness of their own listening process. In other words, specific manners which aim to encourage listeners' comprehension, learning or preserving information should be instructed to learners (O'Malley and Chamot, 1990). Therefore, teachers need to widen their strategy knowledge and practice and spend effort to implement strategy-based listening instruction (Vandergrift, 1990). Listening instruction that encompassed pre-, while- and post-listening activities will allow the teacher to move in a more organized methodological manner and therefore apply for the usage of effective listening strategies (Glakjani and Ahmadi, 2011).

### **2.8.1. Recent Studies on Listening Strategy Instruction**

A study by Cross (2010) which was implemented on adult Japanese EFL learners targeted to obtain results from metacognitive listening awareness sessions. The notion for the application of this study followed socio-cultural theory, which brought the necessity to implement peer-peer listening work, as well. The findings indicated that learners had much opportunity to enhance their metacognitive awareness in terms of text awareness, comprehension awareness and strategy awareness. At this point, the significance of metacognition within a socio-cultural perspective, which associated listening awareness and self-regulated listening with socially situated activities, occurs (Cross, 2010).

An additional study implemented to investigate the effect of strategy instruction on Iranian EFL learners tended to increase learners' listening comprehension proficiency. After a seven-week metacognitive strategy treatment, the results of the study showed a remarkable improvement in learners' listening comprehension level (Farhadi, Zoghi and Talebi, 2015).

According to Vandergrift (2007), metacognitive instruction with the help of a 'pedagogical cycle' could be considerably beneficial. Pedagogical cycle is defined as an application of a sequence of tasks which encourages learners to involve actively in the listening process by creating, checking, comprehending, monitoring and reflecting their performance. Pedagogical cycle supplies a wide range of listening tasks and activities for any levels of learners. Through this application, learners gain the opportunity to progress in listening and to form their own style of listening comprehension. One example for the improvements gained as a result of pedagogical cycle is a study administered by Vandergrift (2007). During the study, a pedagogical cycle was applied on a hundred and six high beginner and low intermediate learners. The findings show that all learners who regularly participated in the instruction had crucial progress in their listening performance. In addition, less-skilled learners made greater improvement.

Another study on 20 adult Japanese advanced level EFL learners had similar findings to the prior study (Cross, 2011). A pedagogical cycle including five listening sessions in addition to metacognitive instruction assisted mostly the less-skilled learners to develop their listening ability. News programmes were selected as listening materials. Throughout this procedure, learners were required to discuss, evaluate and share the strategies they followed whilst listening to the news programmes. Pre- and post-tests were given to learners to identify their predicted progress. However, merely one of four more-skilled learners gained progress.

## **2.9. Note-taking Strategy**

Taking notes while listening to a lecture is a routine owned by learners of all ages with the aim of promoting learning and recalling the learning input later (Teng, 2011). If note-



taking is merely considered as writing down the learning material in a short version, the notion of note-taking would be reduced. However, more than writing down any learning material in some form, note-taking should be associated with cognitive processing. This means, taking notes involves steps such as listening, comprehension, analysis, selection and writing original notes (Ozbay, 2005). Therefore, listeners acquire cognitive abilities including evaluation, summarization, interpretation and decision-making.

Note-taking while listening and its effects on improving listening comprehension proficiency was first emphasized by Di Vesta and Gray (1972). The two researchers identified this strategy as two phases: Encoding (the action of taking notes) and reviewing (revising the notes taken). In this manner, the performances of listeners who only encode and who encode and review should be considered separately. A study by Liu (2001) investigated the effects of encoding and in addition to reviewing on learners' listening performance. Data collected through multiple choice tests after note-taking sessions led to the findings that the group who encoded and reviewed their notes demonstrated higher improvement.

Despite note-taking is considered as a highly-beneficial while-listening strategy according to literature, Dunkel (1989) emphasizes the use of taking notes as a useful strategy for learners to recall academic discourse. Hale and Cortney (1994) encourage listeners' taking notes not only because notes supply a memory assistance but also the strategy helps learners to answer post-listening questions and have affective benefits such as feeling in comfort and reducing their anxiety. Howe (1970) supports the use of note-taking since the strategy enhances listeners' attention and helps them comprehend the text better. However, an experimental study by Clark et al. (2014) aimed to investigate the effectiveness of note-taking on test performance and resulted in no difference after note-taking application despite learners felt notes would be useful.

According to Tasi and Wu (2010), competent note-takers are required to utilize shorthand well and other means to catch the significant parts of the aural input. Selecting the

most useful note-taking strategy and taking notes depending on the target of the listening task are regarded to let learners perform better. It is also stated that being a competent note-taker helps learners become a successful listener, therefore the quality of notes taken are of high importance since they reflect the learner's listening ability level (Song, 2012).

### **2.9.1. Note-taking Types**

Several note-taking types mainly exist in recent literature. These types assist foreign/second language learners benefit from a specific format of note-taking instead of noting the exact copy of the text they are exposed to. Utilizing these six distinct note-taking systems, learners are expected to write their notes in an organized way (Hall, 2010).

#### ***2.9.1.1. Split Page Format***

This type of note-taking comprises a sheet which is divided into two parts with a vertical line (Appendix G). The listeners had to take their notes on both sides. Specifically, they were expected to adjust the details about the listening text on the right side of the sheet, and the main ideas and important dates or words onto the left side (Pardini, Domizi, Forbes and Pettis; 2005).

#### ***2.9.1.2. The Cornell Method***

The Cornell method, similar to the Split Page Format, required listeners to draw a vertical line on their note sheets from top to bottom (Appendix G). This method is different from the Split Page Format since the note-taking sheet is divided into three parts. Listening to the text, learners were expected to write their key ideas, brainstorming, diagrams, information from the text on the right side of the sheet, and utilize the left side for key words, headings and key questions. The third part of the sheet was drawn on the bottom part of the sheet and was separated from the other two sides with a horizontal line. This part would include learners' summary of their notes in one or two sentences using their own expressions. The Cornell method is known as simple and effective (Pauk, 1963).

### ***2.9.1.3. The Outlining Method***

Through this organized type of note-taking, listeners were needed to organize the listening input showing the major points and supporting details clearly (Appendix G). Therefore, it was specified that the information which was considered as the most general would begin from the left and other information to more specific would reside intended with spaces to the right. Learners were stated that they could specify the importance of their notes through determining the distance from their major point. By means of this method, it was aimed to make learners actively involve in producing their genuine notes. With this aim, learners were twice told to follow and catch up with the incoming listening input. The outlining method was applied considering that listeners' edition of notes would be easier (Hall, 2010).

### ***2.9.1.4. The Charting Method***

This method required listeners to draw a chart/ columns and head these columns with categories (Appendix G). Therefore, as learners listened to the incoming information, they were expected to insert the input into the convenient category. This method aimed to make note-taking easier for listeners since the amount of useless notes would be reduced through chart completion (Hall, 2010).

### ***2.9.1.5. The Mapping Method***

With the help of this note-taking method, it was aimed to help learners recall the input more easily and allow both sides of their brain work (Appendix G). Therefore, learners needed to organize the aural input through a graphic demonstration of the listening text. Since the method requires learners' relating ideas and content pieces to each other, listeners were allowed to organize their notes with numbers, marks and colors (Hall, 2010).

### ***2.9.1.6. The Sentence Method***

Different than other formats, the sentence method required listeners to write new ideas and information which they found would be helpful to recall for their comprehension

(Appendix G). Numbering was allowed for listeners so that it could be easier for them to review their notes after listening (Hall, 2010).

### **2.9.2. Recent Studies on Note-taking**

As a reference to the efficiency of note-taking in ESL listening, a research study by Hayati and Jalilifar (2009) introduced the relationship between undergraduate university students' note-taking strategies and their listening comprehension proficiency. These learners were aged around their early twenties and intermediate level in terms of their language proficiency. 60 participants were divided as three groups: The first group would take no notes, the second group would be free to take notes without any note-taking instruction and the third group would be instructed on this type and take notes applying the Cornell note-taking method. TOEFL (2005) test was utilized as pre-and post-test so as to measure three groups' listening comprehension level. ANOVA and matched t-tests were employed in order to compare the results of three groups. Findings demonstrated that the Cornell group had the highest listening comprehension proficiency scores since they had acquired a system of note-taking. In addition, some of the learners who took notes during listening specified that they had difficulty in both listening and note-taking. They thought it was demanding to take notes and try to catch the upcoming speech.

Another study which explored note-taking strategies of EFL learners in detail by Teng (2011) investigated Taiwanese EFL college learners' perceptions of EFL note-taking, differences in the categories of note-taking strategies they used, and their individual note-taking strategies. With 63 university students who were divided into two groups as effective and less effective EFL listeners as participants, a questionnaire adopted from Inventory of Note-taking Practices (Ryan, 2001), another questionnaire of note-taking perceptions by Dunkel and Davy (1989) and an interview were applied. Results indicated that most of the participants tried to note down almost whatever they hear, made use of their notes to recall their lecture and all participants found note-taking important.

A further study by Hu and Liu (2012) which explored the effect of note-taking on listening comprehension for lower-intermediate level EFL learners in China investigated how the note-takers think note-taking help them facilitate listening comprehension. Participants were 24 EFL students in China who were English major freshmen and categorized as experimental and control groups. These learners had a twelve week listening class by the researcher. Initial t-test results displayed that both groups' levels were similar and could be compared. Following the t-test, learners had to listen to the same listening text and write a summary of the narrative text. Soon after this, they were expected to fill in a questionnaire focusing on learners' perception of and manner towards note-taking. As treatment, learners were given note-taking instruction and strategies regularly during the twelve weeks. Findings displayed that note-taking has a significant effect on learner proficiency in summary writing. The strategy has also an effect on detail test but it is not significant. 96 % of all learners found note-taking useful and the experimental group completely benefitted from their notes at the point they had to respond test questions. 91 % of the participants consider the significant effect of note-taking on their listening comprehension performance and 74 % of the participants forgot to take notes in the required way since they needed to focus on the listening text. 83 % of learners had unease to comprehend the text and accordingly could not follow the sequence of the text so as to take notes. 70 % of the participants felt nervous since they could not take notes and 61 % of learners were pensive during listening and had inability in comprehending the text and note-taking. 70 % of learners were stressful since they found note-taking important and that they were worried about not being able to take notes. It was also found that note-taking helped learners more in writing the summary of the text rather than answering the detailed questions about the text.

As a result, despite the progress of learners, it was not so easy for them to follow the listening data and take notes since their level was lower-intermediate. They were not supposed to understand and note every piece of the listening text. Although the learners found

note-taking while listening demanding, they still found it avail to enhance their listening comprehension ability.

### **2.10. Shadowing Strategy**

Shadowing is a while-listening strategy which requires learners to repeat the aural input without stopping unlike repetition, while following the in-coming input at the same time (Rongna and Hayashi, 2012). The listener's competency in both speaking & repeating and listening at the same time is considered as a demanding skill (Horiyama, 2013).

Shadowing as a research strategy was first utilized by Ludmilla Andreevna Chistovich in 1950s with the aim of enhancing the power of understanding speech and removing stuttering (Lebedev and Zagoruiko, 1985). As a language learning strategy, shadowing was first originated by the American Professor Alexander Arguelles, who insisted upon the importance of repetition through shadowing on language learning.

It has been stated that shadowing is useful in developing learners' rhythm, intonation and accent of speech (Someya, 1998). Therefore, listeners are expected to approach English prosody through shadowing. For Torikai (2003), learners' level of concentration and recalling proficiency is enhanced with the help of shadowing. According to Tanaka (2004) shadowing highlights the listening, speaking, comprehension and reproduction abilities of learners. A learner who experiences progress in his/her language skills is predicted to be more competent in shadowing, as well.

There are some points which learners and teachers should take into consideration so as to make use of shadowing strategy while listening. Ware (2011) emphasizes the necessity of generating a need for students to use shadowing strategy. This is considered as a motivating factor. An additional concern on the application of shadowing is whether to let students read the text or not during shadowing. It has been argued by Ware (2011) that shadowing without reading is more helpful and allows more intense listening with absolute concentration. Horiyama (2012) proposes that using authentic material which is similar to learners' level of

English could allow them to experience real-life English and have progress in their language skills.

### **2.10.1. Shadowing Types**

Shadowing, which could be defined as an active repetitive listening process (Lambert, 1992), is an actual cognitive task through which makes its listeners more inside the listening input rather than listeners without shadowing (Appendix H).

Shadowing strategy has been subdivided into distinct types by some researchers. One categorization by Wiltshier (2006) considers shadowing types as full shadowing, slash shadowing, silent shadowing, part shadowing, part shadowing+comment, part shadowing+question and ‘about you’ shadowing. In this research study, the first six types of shadowing will be applied in each training session according to Wiltshier’s (2007) model. The reason for the exclusion of the seventh shadowing strategy is merely due to time constraints (Appendix H).

#### ***2.10.1.1. Full Shadowing***

Students are expected to repeat the aural input completely as soon as they hear it. The listeners need to catch up with the speaker’s speed. The main rule is repeating the text exactly as it is uttered. However, considering the possibility that listeners may not catch every piece of input, they are suggested to imitate sounds so as not to disrupt their concentration. This type of shadowing is expected to lead listeners to make the most oral production (Wiltshier, 2006). (Please see Appendix H).

#### ***2.10.1.2 Slash Shadowing***

Through silent shadowing, listeners are asked to apply shadowing with the help of some frequent pauses between the phrases in the input. These pauses supply the opportunity for listeners to have more time to notice the words they hear and repeat. Additionally, this type of shadowing aims to direct learners to making meaning of what they heard. The main aim with this session is to motivate lower level students (Wiltshier, 2006) (Appendix H).

### ***2.10.1.3 Silent Shadowing***

Due to shadowers' difficulty in both listening and shadowing at the same time, silent shadowing is considered as a break to generate a silent listening atmosphere for listeners. In this manner, listeners are expected to do shadowing in the head. This type of shadowing is instructed as a strategy which could be used by learners even outside the classroom whenever they hear an aural input in the target language (Wiltshier, 2006) (Appendix H).

### ***2.10.1.4. Part Shadowing***

Easier than full shadowing and slash shadowing, part shadowing targets listeners to feel less anxious while applying this strategy. Listeners are required to shadow only the last word in each sentence, which supplies ease in both listening and catching the input. Learners are aimed to have less mental load since they have less input to repeat (Wiltshier, 2006) (Appendix H).

### ***2.10.1.5. Part Shadowing and Comment***

Listeners are expected to make comments in addition to their part shadowing. In order to simplify their comment making process, some instruction on how to make comments may be necessary. With this aim, learners are given real-life situations and commentary expressions which help them respond to these situations. This pre-teaching of comment making would be the only way to apply this type of shadowing (Wiltshier, 2006) (Appendix H).

### ***2.10.1.6. Part Shadowing and Question***

Different from part shadowing and comment, shadowers are required to comprehend the input and soon generate a related question. This type of shadowing is considered as more convenient for higher level listeners who can form quick questions (Wiltshier, 2006) (Appendix H).



### **2.10.2 Recent Studies on Shadowing**

A reference to improvements with the help of shadowing was implemented by Chung (2010). Investigating the effect of shadowing on English listening and speaking abilities of Korean middle school students, the researcher had 116 middle school students as participants. Learners were categorized as three groups including 1- listening plus shadowing group 2- shadowing only group 3- listening only group. A treatment of six weeks was implemented on each group. Results showed that shadowing had higher effect on listening performance of shadowing and listening groups since listening only group had lower results and no significant effect on learners' speaking performances was found. Furthermore, shadowing groups had more progress in self-confidence in learning English rather than listening only group. No change in three groups' speaking choices was found and most learners mentioned that shadowing would be useful in their progress of English listening and speaking skills.

According to Hamada (2011), who explored improvement of listening comprehension skills through shadowing with difficult materials, the progress by shadowing led to self-efficacy on learners. The researcher's study was conducted on 44 Japanese high school first-year students who had a nationally average English proficiency. Learners were divided into experimental and control groups. Learners were exposed to a listening comprehension instruction including teacher's explanation of the passage in details and answering listening comprehension questions before doing shadowing. Learners in the control group had exactly the same listening comprehension instruction without shadowing. Findings indicated that the experimental group could comprehend the listening input better than the control group. This shadowing group had further performance in catching the sounds and relating them with their current knowledge, especially when they were exposed to shorter listening texts. Some of the learners still had difficulty in their comprehension of the listening text despite catching the sounds. Most learners still had adversities in giving correct responses in the test. The listening comprehension progress of learners relied on question types and there existed a significant

progress of learners on questions between 1-10. No progress was found between questions 11-20 by the control group, whereas shadowing group did.

A further study by Horiyama (2012) demonstrated similar results after a three month shadowing practice. In this study, data collected through a questionnaire revealed that learners gained positive feelings of achievement, ability to reproduce, self-confidence and high motivation. Furthermore, 80 % of the participants realized that their pronunciation became better. They added that their listening comprehension skill progressed. These learners mentioned that shadowing made them familiar with English sounds and this strategy made them feel practicing speaking English, 92 % of participants thought they utilised their concentration while shadowing and listening rather than usual listening. They could easily keep the listening input in mind through shadowing and had ease to understand it. They thought shadowing was an active action whereas usual listening was passive. These learners also stated that their comprehension, listening and reproduction skills became better after shadowing. As a result, this study related learners' joy of a strategy and its benefits to each other tightly in order to enhance motivation. It was stated that shadowers catch the chance to evaluate their own language skills during the application of this strategy. The study additionally argued that shadowing generates an active learning atmosphere and as long as learner goals are determined, shadowing could assist learners enhance their language skills.

In the light of the literature above, listening in the second/foreign language has mostly been examined from different perspectives such as top-down and bottom-up processing, listener problems, listening strategies, and metacognitive awareness. Hence, various research studies were conducted about L2 listening, and listening strategies of learners. However, the field of listening in English as a second/foreign language embodies little research on note-taking and shadowing and lacks research designed mainly to investigate the comparison of two discrete while-listening strategies and their effects on learners from numerous scopes.

### 3. METHODOLOGY

This research study comprises the exploration of strategic instruction of two while-listening strategies on university preparatory classes at a state university in Turkey. To this end, this study aims to explore the answers to the following research questions:

1. Are there any significant differences between Listening, Speaking, Reading and Writing post-test scores of students who received note-taking training and those who received shadowing training?
2. Are there any significant differences in metacognitive listening awareness levels of students in the note-taking and shadowing training groups?
3. a) In which type of note-taking do students obtain better scores?  
b) In which type of shadowing do students obtain better scores?
4. What are learners' general views and perceptions about the use of note-taking and shadowing strategies while listening?
5. a) What are learners' views and perceptions about each of the six different note-taking strategies?  
b) What are learners' views and perceptions about each of the six different shadowing strategies?

A mixed method design was organized for this research study. Both quantitative and qualitative research methods were utilized to find answers to the research questions above. In addition, this is an experimental study which includes a treatment period of six weeks.

### 3.1. Research Context

The study takes place at the Foreign Languages School of a state university in the Marmara Region of Turkey. The institution serves English preparation education to freshman students before they start their professional education at their own departments. As described in its curriculum, the aim of the institution is mainly to teach 85 % general and 15% academic English. For this purpose, skills-based instruction has been implemented for the past five years. This system includes vocabulary and grammar teaching in addition to four language skills. In order to convert the current preparation programme into a more influential one, the institution tries to make changes on teaching strategies and materials annually. Additionally, correct classification of students according to their English levels at the beginning of the semester is emphasized by the academic staff. Therefore, a proficiency exam which is professionally prepared by the testing office is applied to all students and determines the students' English language levels. Grouped into elementary, pre-intermediate and intermediate levels, all students are exposed to a skills-based English as a foreign language (ESL) education.

The academic or physical surrounding includes an interactive learning environment assisted by smart boards, e-books, computers and a wide variety of course books for every individual class.

The pre-intermediate level classes have seven hours of listening and speaking lessons a week. During these classes, although more time is spent on listening comprehension exercises than speaking activities, the listening comprehension tasks require learners to basically listen to texts and answer comprehension questions afterwards. The listening textbook includes passages which are mainly about social and intellectual topics such as time management, procrastination, being an only child, off-beat jobs. Since the schedule of the preparatory class is overloaded, the time given to the listening tasks does not allow either the

instructor or the learners to focus on the listening process thoroughly. In such a limited time, the instructor can only check whether the learners have responded to the comprehension questions correctly, and the students can assess their listening comprehension proficiency depending on the correct responses they have given to questions. In other words, no time or opportunity in order to examine learners' actions before, during and after listening, to focus on the strategies they use or to evaluate their performance and follow new ways to make progress in their listening process is available.

### **3.2. Participants**

Participants in this study consist of 84 English preparatory class students at the pre-intermediate level. They have learnt English as a foreign language as a subject at secondary and high schools for almost a period of six years before starting their university language preparatory class. All participants were taught English four hours a week at secondary and high school, which shows they have a similar English learning experience. These learners have similar academic expectations from the preparatory class, as well. They intend to learn English primarily to use the language while listening to lectures, making presentations, writing e-mails, and similar tasks. Both genders of EFL learners between the ages 18-20 exist in the group of participants and they will be studying at various departments such as engineering, medicine, and architecture next year. The four classes, where 84 participants were enrolled, were randomly selected. Out of four classes, two groups were randomly assigned into shadowing and two groups were randomly assigned into note-taking training. Additionally, participants' level as pre-intermediate was randomly selected. They had the same instruction in all courses, were exposed to the same schedule every week, and given the same tests for each course on the same date which were determined at the end of the semester. Both groups were taught by the same instructor who was also the researcher of this study.

Distribution of genders in note-taking and shadowing groups is shown in Table 3.01. More male participants exist in the note-taking group, whereas a larger number of females are in the shadowing group.

Table 3.01.

*Distribution of Participants in Terms of Gender*

	Gender	n	f (%)
Note-taking	female	18	43
	male	24	57
Shadowing	female	28	67
	male	14	33
TOTAL		84	100

### 3.3. Data Collection Instruments

Data of this study were collected by means of four main instruments. The first group of data collection instruments were participants' listening, speaking, reading and writing mid-term exams. The first mid-terms were considered as pre-test and their second mid-term exams served as the post-test of this study. Mid-term exams for all four classes were prepared by the testing office of the institution. Their reliability and validity were tested by the institution before implementing them. The skills-based system at this institution allows to schedule separate classes for each language skill, therefore separate skill tests can be implemented throughout the testing week. Listening and reading exams included multiple choice questions, whereas speaking and writing exams required learners' production.

The listening test included 20 multiple choice items. Learners were allowed to listen to the tape twice and read the listening comprehension questions before listening. The speaking tests were applied by two instructors with the help of two tasks. Learners were required to make a dialogue and a monologue after a two-minute preparation. These exams were graded

by teachers by means of two distinct rubrics which were specified by the testing office. A holistic scale, also developed by the testing office, was utilised for grading learners' speaking performances. The scale included categories of fluency, accuracy, pronunciation, vocabulary and content, each of which were 20 points. Reading tests comprised three reading texts with five comprehension check items in each section. The items included true/ false and multiple choice type of questions. Writing tests were divided into two halves, one including close-ended questions and one requiring a paragraph writing task. The paragraph writing task was 60 points with a holistic scale and learners' grammar, vocabulary, spelling, punctuation and organization performances were graded. Due to the institution's policy, the exams can not be made public in this thesis.

The second means of data collection was Metacognitive Awareness Listening Questionnaire (MALQ). Reliability statistics of this scale was analyzed and Cronbach's Alpha was found as 0,635. This scale was applied right after the pre-test and again after the post-test. This questionnaire was generated by Vandergrift, Goh, Mareschal, and Tafaghodtari (2006). With the use of this instrument, this study aimed to discover how much awareness learners had of their own L2 listening process. Participants were expected to express their aims, perceptions and attitude towards their own listening process by means of this instrument. This questionnaire, which examines the close relationship between learners' attitudes and their listening comprehension proficiency (Vandergrift, 2006), was utilized with the aim of exploring self-regulation of participants. The questionnaire included 21 items (please see Appendix D) and was applied in English. This instrument comprised five discrete categories reflecting constructs of problem-solving, planning and evaluation, mental translation, person knowledge, and directed attention (for detailed information on MALQ, please read section 2.6).

As the third data collection tool, learners were administered tests after the training sessions. Learners in both groups were given the same listening comprehension test after each

strategy training session. These tests were parallel in terms of the content and proficiency level to the mid-term exams. Each test comprised 10 multiple choice items prepared by the textbook, and was scored over 100 points.

Finally, as the last data source, students' reflections were collected. Participants were asked to write reflections for each treatment session the strategy that they were trained in general. The reflections aimed to obtain learners' views of each while-listening strategy, and any changes in their attitudes towards listening in general. (For a summary of data collection methods, please see Table 3.02)

### **3.4. Data Collection Procedures**

Data were collected in the fall semester of the 2015-2016 academic year. As can be seen in the details of Table 3.02, data collection process began with the selection and arrangement of participant groups. Following this phase, preparation of listening materials and training sessions were completed. Next, participants were required to fill in a consent form to take part in this research study (Appendix A). Another step was the application of pre-tests and pre-MALQ. Subsequent to this initial data collection, a general information meeting was held with learners. In this meeting, learners were informed mainly about the aims of this study, the schedule, expectations from them, duration of each training session, how their performances and perceptions would be evaluated and the researcher's role in the study as a guide and monitor. It was emphasized that their effort and participation was considerably important so as to obtain reliable findings during and at the end of the treatment sessions. Learners were informed that the treatment sessions would not be included in their listening and speaking classes since every practice session would take at least 25 minutes. This means that all the training sessions were given to participants during extra periods after their classes. The reason for this action was that the researcher had the responsibility of both the institution's pacing and additionally this research study's data collection and treatment sessions. Participants were also assured that they were free to ask any questions in their L1



about the strategy they were to apply. Another crucial point mentioned prior to the training was that learners were in no way allowed to assist each other while answering the questions in the tests of each session. Additionally, learners sought clarification on some points which they wondered about the study, especially whether their results were related to their school grades or not.

There were both common and distinct guidelines for the note-taking and shadowing groups. The note-taking group's guidelines are listed below.

- Seeing the listening comprehension questions and script in advance is not allowed.
- Act quickly while taking notes in order to keep up with the speech.
- Try to make an order of notes, so that you can understand them easily later when you check.
- Listen to the introduction part attentively since the opening part of any speech can give you clues about the general idea.
- Try to form your own style of abbreviations and signs. This style will be time-saving.
- Try to write legibly.
- Leave blanks for the input you have missed so that you can catch them the next time you listen.
- Try to catch phrases which act as sentence connectors or discourse markers such as “First, I'd like to mention..., The important thing is ...” .
- Focus on the speaker's flow of speech since it gives you hints about the important points. The speaker may pause, give examples, change his/ her tone of voice. The speaker may also stress an important point which you should write down.
- Try to be as concentrated as you can. Do not lodge in distractions.
- Do not try to write down every detail you hear.
- Organize your notes so that more crucial ones can be highlighted.
- Go over your notes as soon as your listening session is over so as to organize your notes and understand more clearly.

The shadowing students had similar but not exactly the same guidelines as the note-taking students. Their instructions are listed below.

- Seeing the listening comprehension questions and script in advance is not allowed.
- Remember that shadowing is different from repetition since you are supposed to repeat immediately after you hear the aural input, and continue repeating without stopping.
- Keep in mind that shadowing is not just the repetition of sounds, but it also leads you to a cognitive process. Therefore, try to be an active thinker while listening and shadowing.
- Listen to the tape and try to concentrate as much as you can.
- Try closing your eyes for better concentration to see if it works better than open-eyes shadowing.
- You will listen to the text twice and do shadowing in both times.
- If you cannot clearly understand some parts of the aural input, try to imitate sounds, so that you do not stay disconnected to the flowing speech.
- As you go on practicing, try to increase your shadowing speed and the amount you shadow.

Following this phase, both groups of participants started the training period. For the six consecutive weeks, learners were exposed to listening strategy training sessions for two hours per week where the relevant while-listening strategy was practiced and tested. Each training session included instruction on the strategy, followed by practice activities and a test.

Participants were given a ten-item listening comprehension test at the end of each training session (see appendices B and C for examples). In addition, each session ended with writing a reflection in which participants were expected to write their immediate critique and responses to the specific strategy they had to use.

### **3.4.1. Pilot Study**

Prior to actual data collection, a pilot study was implemented on a sample group of 42 learners. The pilot study was applied so as to foresee the flow of the note-taking and shadowing practice sessions, learners' views, and their performance in applying their listening

strategy. With this aim, learners were required to follow exactly the same order of activities which they would be expected to apply in the following six practice sessions. Initially, they were introduced to the strategy. The two strategies were explained to the learners and two examples for each strategy were shown by means of the Internet. Note-taking students were shown sample note-taking sheet of an EFL student and a video recording of one who was trying to practice his L2 skills. In addition, they were reminded not to write whatever they heard but to take notes in their own words.

On the other hand, shadowing group learners were introduced the shadowing strategy and they were shown two video recordings from the Internet. These videos included a listening text in which a young girl was talking about her daily routine. Shadowing learners were then expected to try shadowing with these texts.

A general type of note-taking and shadowing was included in the pilot study, rather than specific types. Subsequent to the note-taking and shadowing training in the pilot study, both groups had to listen to the same listening text, apply their strategy while listening, and answer the same listening comprehension questions.

The results of the pilot study and the initial reflections by learners showed that the listening comprehension questions needed some change. These students indicated that there were too many content-based questions, in other words, questions which sought specific answers like where the characters in the story went, what they had to eat, or the names of some specific people, objects or places. They additionally mentioned that they comprehended the general idea and the story clearly while listening, however, they found it very difficult to keep in mind the many specific names included in the text. Since both general comprehension and more specific questions were essential to test the participants' comprehension, it was aimed to balance the number of items in the tests. As a result of this, necessary changes were made and the comprehension questions were revised.

The last session of the data collection period comprised learners' overall reflection writing. Here learners were expected to write their final views on the strategy they learned and applied. Lastly, the application of post-tests and post-MALQ was generated and data collection process was completed.

### **3.4.2. Note-taking Training**

Each note-taking training session began with a motivation phase. This first phase was crucial for this research since the participants were not active note-takers. It was stated that learners would be better language learners and would have a better level of comprehension by means of note-taking. Furthermore, learners were reminded that listening was a receptive skill, and needed a supportive assistance so as to organize the data they received. Additionally, since the participants of this study were exposed to a skills-based system and were regularly tested by listening quizzes and midterm exams, they were reminded that improvement of their listening comprehension proficiency with the help of a listening strategy was considerably important for their achievement. Remarks by famous philosophers such as Peter Rogers on the effectiveness of note-taking on success were mentioned with the aim of boosting learner motivation, as well.

The secondary phase of each session comprised note-taking instruction. Participants had a general vision about what note-taking was; however, learners had little vision on how and when to take notes. For this reason, they were exposed to a detailed instruction for note-taking, crucial points about note-taking and note-taking styles with specific explanations. Several samples of note-taking from the Internet were demonstrated to participants with the aim of generating a note-taking attitude on learners. They were clearly specified to differentiate note-taking and writing anything they would hear. In other words, it was specified that it was the learners themselves who would add a meaning to their notes by means of symbols, shapes, charts, signs and make their notes original. They were not expected to catch every aural input and write it in the same form. They were additionally

reminded that it would take some time to develop their note-taking skills through practice. This instruction phase also included some more points which were found crucial to share with participants. They were supposed to listen to the tape twice, at each listening note down what they heard as soon as possible, and were not allowed to see the tape scripts. The most common question which arose in the participants' mind was what they had to do if they could not comprehend the aural input clearly. They were told not to stop taking notes, instead keep noting the upcoming speech.

The next action was modelling so as to exemplify the specific type of note-taking strategy. With this aim, learners were shown videos of young adult foreign language learners who were describing the relevant note-taking style which would support their listening comprehension ability. They were also given note-taking examples by the researcher on the board.

The final phase, which lasted longer than the other parts, was listening comprehension practice. Participants were stated that they would take a listening test after they did note-taking while listening to the text. They were required to listen to the aural input twice, and start taking notes as soon as the speaker started speaking. After implementing this strategy with its specific types twice at each session, learners were given a listening test comprising 10 questions. Since they were not allowed to see the test questions before or while listening, they were told to focus on the listening text and try to record by writing the data based on their training. Each listening test took 5 minutes for participants to answer. They were able to check their responses soon after the test ended. A final part of this practice included learners' written reflections about each note-taking type they practiced. They were not given a limited time to write these reflections.

Subsequent to the six note-taking training sessions, participants were required to write an overall reflection on their views and attitudes towards note-taking as a while-listening strategy.

### 3.4.3. Shadowing Training

Each shadowing training session comprised four parts. Initially, learners were exposed to a motivation phase. In this phase, they were informed that that this was a study and would take some extra time and effort, accordingly would produce positive outcomes. This training was reflected to learners as a contributing factor to their foreign language learning process since it would lead to an awareness and regulation of their listening skill. Furthermore, they were reminded of the importance of language learning strategies and the advantages of being a strategic learner during the listening process. Another point specified to learners was that they would find the opportunity to assess their own listening comprehension proficiency and own a better style to learn and practice their listening ability. The importance of shadowing as a listening strategy was also specified and was mentioned as a means to ease their listening comprehension. This motivation phase was generated at the beginning of the training and lasted for thirty minutes. Learners were told to note down any questions in their mind about the points they would ask and consult.

The second phase involved explanation and instruction of the specific type of shadowing. Shadowing was a new term and strategy to the participants, therefore this phase began by explaining the meaning of shadowing and telling them where this strategy works. In addition, the difference between repetition and shadowing was specified clearly so as to prevent learners' confusion between these two strategies. It was emphasized that shadowing was different from repetition since shadowing required no pauses for listeners to stop and repeat. This was a general explanation of shadowing strategy, and each training session was planned in such an order that would instruct the specific shadowing types and their requirements from learners. The next step included informing students about some features of shadowing strategy which learners had to be cautious about. They were supposed to listen to the tape twice, at each listening, repeat what they heard as soon as possible, and were not allowed to see the tape scripts. The most common question which arose in the participants'

mind was what they had to do if they could not comprehend the aural input clearly. They were told to imitate the sounds as they heard them in such challenging situations. To illustrate, an example from one of the listening practice sessions:

The speaker: “Let’s go to a local pub and celebrate our new house tonight.”

The listener: (3-5 seconds).....“Let’s go to a local pub and celebrate our new house tonight.”

This example shows that the listener waits only a few seconds after the speaker starts speaking. He/she needs to postpone repetition at the least period so that he/she can catch the upcoming speech.

The next step comprised modelling shadowing, and demonstrating learners three video recordings which exemplified the usage of this listening strategy. Each video took four or five minutes and this step was taken each time a new specific shadowing type would be introduced to learners. Since a model video of shadowing could not be supplied for each specific type of shadowing, the researcher showed her learners the videos which she had already prepared with her colleagues. By this means, learners were provided with shadowing samples.

Finally, participants were informed that they would take a listening test after they did shadowing during listening. These practice phases lasted longer than the former parts since participants were in action. They were required to listen to the aural input twice, and start doing shadowing as soon as the researcher clapped her hands a few seconds after the speaker started speaking. After implementing this strategy with its specific types at each session, learners were given a listening test comprising 10 questions. Since they were not allowed to see the questions before or while listening, they were told to focus on the listening text and try to keep the data as much as possible. Each listening test took five minutes for participants to answer. They were able to check their responses soon after the test ended. The final part of each session included learners’ written reflections about each specific shadowing type they

practiced. They were not given a limited time or questions to answer so as to write these reflections.

Subsequent to the six shadowing training sessions, participants were lastly required to write an overall reflection on their views and attitudes towards shadowing as a while-listening strategy.

#### **3.4.4. The Selection of Listening Materials Used During Training Sessions**

Choosing and designing listening materials useful for the application of shadowing and note-taking strategies required a detailed research in literature. Guidelines and specific criteria to determine the appropriate type of listening materials were studied. The listening materials had to be convenient for both shadowing and note-taking since students in both groups had to use the same listening materials. All the materials used in the study were selected considering learners' interests and included real-life topics. The materials comprised monologues as well as dialogues.

All of the listening materials used during the training sessions were selected from the course book 'New English File' pre-intermediate level. The first text was 'The Mystery of Okinawa', a one-page text which gave learners information about an island in Japan and the lifestyle there. The second text was 'Murder in a Country House'. This text included a short introduction in the monologue form which specified a murder story. After the introduction, learners listened to an inspector who had dialogues with four different people. The complete text was 1.5 pages long. The third text was 'A House with a History', which included a house renting story of a couple and their dialogue with the estate agent. This text was nearly a page long. The fourth text was 'Who Knows You Better?', which was a two-part dialogue of a young man with his mother and best-friend. The text was a page long. The fifth text was 'One October Evening', which included a mysterious murder story of a young man. Comprising three distinct parts, the text was made up of dialogues. The final text was 'I'm Jim, So am I'.



This last material was a page-long dialogue between twin brothers who met years after separation in birth. The similarities between two brothers were mentioned in the text.

### **3.5. Data Analysis**

Data for the study were obtained from five different data sources, i.e., midterm exams, MALQ, training tests, and training reflections, overall reflections. Data gathered through those means were analyzed both quantitatively and qualitatively.

Statistical analyses were completed with the SPSS program (SPSS Statistics for Windows, Version 21.0.). Shapiro-Wilk test was utilized so as to test whether continuous variables adjust normal distribution. In terms of continuous variables which adjust normal distribution, statistics were defined as average $\pm$ standard deviation. Additionally, for continuous variables which do not adjust normal distribution, median (minimum: maximum) were stated. According to normality test results, independent samples t-test or Mann Whitney U test were used for comparisons between the two different training groups.  $p < 0.05$  level was considered as statistically significant.

Data for the first research question was collected from learners' Listening, Speaking, Reading and Writing first and second midterm exams, utilized as pre- and post-tests. Mann Whitney U-test was applied for comparisons between treatment groups in terms of their listening, speaking, and writing scores. However, due to the existence of normal distribution in the reading scores, the independent samples t-test was employed to compare the two training groups.

The second research question sought the differences between metacognitive listening awareness levels of shadowing and note-taking participants. Data obtained by means of MALQ, were analysed by calculating the average score for each item. The comparisons between the two treatment groups were done with the help of Mann Whitney U test.

The third research question was concerned with the training session test scores for each group. Class averages for the six practice test scores were calculated for each group of students.

The fourth and fifth research questions intended to analyze learner responses by means of the reflections they wrote after each training session and as an overall reflection at the end of the study. In the analyses, categories were generated depending on participants' statements, which were later grouped under common themes. Percentages and frequencies of each theme were calculated. The written reflections were analyzed qualitatively by two independent raters. The inter-coder reliability was around 90% agreement rate.

Table 3.02.

*Data Collection Process*

Dates	Procedures	
Nov.30 – Dec. 4	The completion of consent forms by participants	
	Pre-tests (Listening, Speaking, Reading, Writing) Pre-MALQ	
	Note-taking groups	Shadowing groups
	General information meeting	General information meeting
Dec.7-13	Pilot Study Note-taking Training Listening Test Reflections on Note-taking	Pilot Study Shadowing Training Listening Test Reflections on Shadowing
Dec.14-18	Split Page Format Training Listening Test Reflections on Split Page Format	Full Shadowing Training Listening Test Reflections on Full Shadowing
Dec.21-25	The Cornell Method Training Listening Test Reflections on The Cornell Method	Slash Shadowing Training Listening Test Reflections on Slash Shadowing
Dec. 28– Jan. 1	The Outlining Method Training Listening Test Reflections on The Outlining Method	Silent Shadowing Training Listening Test Reflections on Silent Shadowing
Jan. 4-8	The Charting Method Training Listening Test Reflections on The Charting Method	Part Shadowing Training Listening Test Reflections on Part Shadowing
Jan.11-15	The Mapping Method Training Listening Test Reflections on The Mapping Method	Part Shadowing and Comment Training Listening Test Reflections on Part Shadowing and Comment
Jan.18-22	Sentence Method Training Listening Test Reflections on The Sentence Method	Part Shadowing and Question Training Listening Test Reflections on Part Shadowing and Question
Jan.25-29	Overall Reflections	
	Post-tests (Listening, Speaking, Reading, Writing) Post-MALQ	

#### 4. RESULTS

The purpose of this study was to explore the use of note-taking and shadowing as two distinct while-listening strategies and the effect of training in these two strategies on learners' performances in the four skills, their metacognitive listening awareness and their perceptions of the strategies in terms of listening in the second language.

Data was gathered with the help of five types of data collection instruments, namely midterm exams (as pre- and post-tests), MALQ (pre- and post-), listening tests administered at each of the six training sessions, overall reflections, and reflections collected after each of the six strategy training sessions. The results will be presented in relation to the research questions.

##### **1. Are there any significant differences between Listening, Speaking, Reading and Writing post-test scores of students who received note-taking training and those who received shadowing training?**

Data for this research question was collected from learners' Listening, Speaking, Reading and Writing midterm exams prepared by the testing office of the institution. The first mid-term exam was used as the pre-test. The first step so as to find the answer to this research question was to clarify whether there was any significant difference between the two groups' pre-test scores before the strategy training sessions. No significant difference was found between the two groups' pre-test scores, which demonstrated that learners' levels were similar prior to the treatment sessions.

The second mid-term exam results were utilized as the post-test of the present study. The Shapiro-Wilk test demonstrated whether there was any normal distribution in the two groups' post-test scores in the four skills. Shapiro-Wilk test results indicated no normal distribution for listening, speaking and writing scores, whereas reading scores were normally distributed for both groups. Therefore, the two groups' post-test scores of listening, speaking

and writing skills were compared by means of Mann Whitney U-test. The Mann-Whitney U test is used to compare differences between two independent groups when the dependent variable is either ordinal or continuous, but not normally distributed. Significant difference was found between shadowing and note-taking post-test scores in terms of all of these three skills. According to Table 4.01, shadowing group learners with 88 median value in listening (p-value <0.0001) and 89 median value in speaking (p-value 0.003) displayed a statistically higher level of achievement, whereas note-taking group learners with 92 median value in writing (p-value 0.003) were statistically more successful.

Different from the other three skills, there was a normal distribution of the post-test scores of reading skill. This necessitated the use of an independent samples t-test. As a result of the t-test, no statistically significant difference between the two treatment groups was realized in terms of reading, as can be seen in Table 4.01.

Table 4.01.

*The Comparison of Post-test Scores of Groups in terms of the Four Skills*

Skill	Shadowing	Note-taking	p
Listening (Median (Min:Max))	88(60:100)	84(56:93)	<b>&lt;0.0001</b>
Speaking (Median (Min:Max))	89(78:100)	86(52:96)	<b>0.003</b>
Writing (Median (Min:Max))	82(45:100)	92(66:100)	<b>0.003</b>
Reading (Average±St.Dev.)	79.98±10.926	80.49±12.168	0.842

Data was also analyzed to examine within group changes between the pre- and pots-tests. To examine within group pre- and pots-test score changes, please see Table 4.02. and 4.03.

According to the comparisons made between the pre- and post-test scores of the note-taking group in four skills, statistically significant differences were found in writing and reading results.

Table 4.02.

*Pre- and Post-test Score Comparisons within the Note-taking Group*

	<b>Pre-test</b>	<b>Post-test</b>	<b>p</b>
Listening Median (Min:Max)	84 (55:100)	84 (56:93)	0.077
Speaking Median (Min:Max)	84 (32:100)	86 (52:96)	0.497
Writing Median (Min:Max)	87 (53:100)	92 (66:100)	<b>p&lt;0.001</b>
Reading (Average±St.Dev.)	70.07±13.48	80.49±12.168	<b>p&lt;0.001</b>

Different from the note-taking results, comparisons between the pre- and post-test scores of the shadowing group revealed statistically significant differences in all four skills, indicating improvement in all language areas.

Table 4.03.

*Pre- and Post-test Score Comparisons within the Shadowing Group*

	<b>Pre-test</b>	<b>Post-test</b>	<b>p</b>
Listening Median (Min:Max)	78 (60:88)	88 (60:100)	<b>p&lt;0.001</b>
Speaking Median (Min:Max)	79 (64:100)	89 (78:100)	<b>p&lt;0.001</b>
Writing Median (Min:Max)	73 (39:91)	82 (45:100)	<b>p&lt;0.001</b>
Reading (Average±St.Dev.)	69.98±13.66	79.98±10.926	<b>p&lt;0.001</b>

## **2. Are there any significant differences in metacognitive listening awareness levels of students in the note-taking and shadowing training groups?**

The answer to the second research question was found through Metacognitive Listening Awareness Questionnaire (MALQ) developed by Vandergrift et al. (2006). Learners in both groups responded to 21 items in the questionnaire both before and after the strategy training period.

In order to analyze the pre-MALQ responses of learners, the normality was determined by Shapiro–Wilk test. As a result of this test, the distribution of the data for the

two groups was not normal. Therefore, Mann-Whitney U test was used to compare the learner responses to MALQ before the treatment. According to comparisons between the two groups, it was found that responses to the items of the scale were not statistically different, which indicates that the two groups were homogenous.

Learner responses to MALQ subsequent to the treatment sessions were analyzed as well. The normality of the data was tested by Shapiro–Wilk test, and the distribution of the data for note-taking and shadowing groups was not normal. For this reason, Mann-Whitney U Test was used to analyze the data from learner responses to post-MALQ scale. As a result, learner responses were found statistically significantly different to items 4, 5, 6, 7, 8, 10, 11, 14, 15, 18, 20 and 21. The median, maximum and minimum values indicate that the shadowing group had higher level responses to all of the statistically significant items in the scale.

Results indicate that there was a statistically significant difference between four of the five items in the planning-evaluation category. This finding shows that learners in the shadowing group had a plan in their mind about their upcoming listening process more than the note-taking group (item 10). Additionally, these learners analysed how they listened and what they needed to do next time more than the other group (item 14). Furthermore, the shadowing group learners questioned their satisfaction with their listening comprehension more than note-takers (item 20) and they were in a more purposeful listening process than the other group (item 21). The second metacognitive awareness listening category was directed-attention strategies, and there were four items in this group. However, a statistically significant difference was found in learner responses to only the sixth item. This finding shows that the shadowing group learners were better than the note-taking group at concentrating on their listening again when they lost their attention. Person-knowledge strategies formed the third category in the scale and responses to items 8 and 15 demonstrate a statistically significant difference between the two groups. In other words, learners who

considered listening as a challenge but not a problem exist more in the shadowing group (item 8), and the shadowing group learners were more relaxed than the note-taking group during listening (item 15). The fourth and only category which reflects statistically significant difference among all its items is the mental-translation strategies group. This result indicates that the shadowing group translated the aural input more than the note-taking group (item 4). In addition, there existed a difference between the two groups which displays that the shadowing learners did translation during listening more than the other group (items 11 and 18). Finally, the fifth category, named as the problem-solving group, included five items and responses to two of these items demonstrated a statistically significant difference between the two groups. This finding indicates that shadowing learners made more use of the words they comprehended to guess the meaning of unknown words than the note-taking learners (item 5). Furthermore, shadowing learners made more comparison between their background knowledge and their listening context more than the note-taking learners (item 7).



Table 4.04.

*Post-MALQ Comparisons between Treatment Groups*

<b>MALQ Categories</b>	<b>MALQ Items</b>	<b>Note-taking Median (Min:Max)</b>	<b>Shadowing Median (Min:Max)</b>	<b>p</b>
<b>Planning-Evaluation Strategies</b>	1. Before I start to listen, I have a plan in my head for how I am going to listen.	5(1:6)	5(2:6)	0,520
	10. Before listening, I think of similar texts that I may have listened to.	3(1:6)	6(6:6)	<0,0001
	14. After listening, I think back to how I listened, and about what I might do differently next time.	5(3:6)	6(5:6)	<0,0001
	20. As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	4(1:6)	6(6:6)	<0,0001
	21. I have a goal in mind as I listen.	5(2:6)	6(6:6)	<0,0001
<b>Directed-Attention Strategies</b>	2. I focus harder on the text when I have trouble understanding.	4(1:6)	4(3:6)	0,216
	6. When my mind wanders, I recover my concentration right away.	4(1:6)	6(5:6)	<0,0001
	12. I try to get back on track when I lose concentration.	4(2:6)	6(1:6)	0,377
	16. When I have difficulty understanding what I hear, I give up and stop listening.	5(4:6)	6(2:6)	0,282
<b>Person-Knowledge Strategies</b>	3. I find that listening is more difficult than reading, speaking, or writing in English.	3(1:5)	2(1:6)	0,742
	8. I feel that listening comprehension in English is a challenge for me.	2(1:6)	5(4:6)	<0,0001
	15. I don't feel nervous when I listen to English.	5(1:6)	6(1:6)	<0,0001
<b>Mental-Translation Strategies</b>	4. I translate in my head as I listen.	5(1:6)	6(6:6)	<0,0001
	11. I translate key words as I listen.	5(3:6)	6(2:6)	0,012
	18. I translate word by word, as I listen.	2(1:6)	6(1:6)	<0,0001
<b>Problem-Solving Strategies</b>	5. I use the words I understand to guess the meaning of the words I don't understand.	5(3:6)	6(6:6)	<0,0001
	7. As I listen, I compare what I understand with what I know about the topic.	4(1:6)	6(4:6)	<0,0001
	9. I use my experience and knowledge to help me understand.	5(1:6)	6(1:6)	0,127
	13. As I listen, I quickly adjust my interpretation if I realize that it is not correct.	5(4:6)	6(2:6)	0,282
	17. I use the general idea of the text to help me guess the meaning of the words that I don't understand.	5(2:6)	1(1:6)	0,158
	19. When I guess the meaning of a Word, I think back to everything else that I have heard, to see if my guess makes sense.	4(2:6)	6(3:6)	0,495

Statistical tests were also run to compare pre- and post-MALQ ratings within groups. According to these tests, findings show that the difference between note-taking learner responses to pre- and post-MALQ is statistically significant in eight out of 21 items (1, 2, 3, 8, 9, 10, 19, and 21). Beside this, shadowing results revealed that this group made a statistically significant improvement in the 19 out of 21 MALQ items (1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 14, 15, 16, 18, 19, and 21). Detailed results can be found in Appendix E and Appendix F.

### 3. a) In which type of note-taking do students obtain better scores?

The note-taking group's average test scores obtained in the six different strategy training sessions are presented in Table 4.05. The means in the table show the groups' average scores. The highest mean score was achieved in the test after the Split Page Format training, while the lowest mean score was obtained in the test of the Charting Method training.

Table 4.05.

*Note-taking Training Session Test Scores*

Note-taking Strategy Type	n	Average Score±Std
Split Page Format	34	87.65±17.78
The Cornell Method	38	81.58±21.38
The Outlining Method	37	76.49±14.95
The Charting Method	35	68.57±15.37
The Mapping Method	38	85.79±12.44
Sentence Method	39	69.23±20.82

### b) In which type of shadowing do students obtain better scores?

The shadowing group's average test scores obtained in the six different strategy training sessions are presented in Table 4.06. The means in the table show their average scores. The highest mean score was achieved in the test after the Full Shadowing Strategy training, while the lowest mean score was obtained in the test of the Part Shadowing training.

Table 4.06.

*Shadowing Training Session Test Scores*

Shadowing Strategy Type	n	Average Score±Std
Full Shadowing	36	83.33±16.04
Slash Shadowing	33	81.21±20.27
Silent Shadowing	36	74.72±14.24
Part Shadowing	25	62.80±18.15
Part Shadowing and Comment	32	73.75±17.55
Part Shadowing and Question	29	65.86±16.37

#### **4. What are learners' general views and perceptions about the use of note-taking and shadowing strategies while listening?**

In terms of overall perceptions of note-taking, the data gathered with the help of reflections written by forty-two students at the end of the data collection period yielded eight different categories of ideas (see Table 4.07). Four of these ideas were related with positive feelings, two were negative and two were neutral. More than half (64 %) of learners think that note-taking strategy is useful:

“This note-taking practice has allowed me to see my mistakes and deficiency in listening comprehension.”

Also, an additional 17% found it enjoyable. Almost half of the students (40 %) felt that they made progress through the use of note-taking

“I realized that I have improved with this strategy.”.

Some students (19 %) were willing to use the strategy outside the language preparatory classes in other fields

“When I ask myself, I realize I have planned to use note-taking during the four years of my university education period.”.

The learners who liked only specific note-taking types consisted of 17 % of the note-taking population while 12 % of learners thought that certain note-taking types would require

certain types of texts. On the other hand, despite the positive opinions, quite a big percentage (42%) of participants also stated that they had difficulty applying the strategy of note-taking.

Those who did not find the strategy very helpful comprised 7 % of learners: “It is not so useful to take notes, I can listen carefully and keep the listening input in my mind, instead.”.

Table 4.07.

*Overall Perceptions of Note-taking*

Ideas	n	f (%)
Find note-taking useful	27	64
Had difficulty applying note-taking (need to concentrate)	18	42
Feel they have improved through note-taking/ have overcome problems	17	40
Apply/ plan to apply note-taking outside the class/ in other tasks/ tests	8	19
Liked some note-taking types not all of them	7	17
Find note-taking enjoyable	7	17
Found different types of note-taking suitable for different types of texts	5	12
Did not find note-taking much useful	3	7

Reflections written by 42 shadowing group participants at the end of the data collection period demonstrate this group’s overall perceptions of the shadowing strategy and its use.

Based on the data, nine different ideas emerged (see Table 4.08). Five of these were positive, three were negative and one was neutral.

Findings show that half of learners (50 %) find shadowing useful

“At first, I thought shadowing was useless. But after some practice, I found the strategy both useful and enjoyable.”

19 % of them felt that they have improved through shadowing

“I applied shadowing lastly during my listening midterm and got a very high score with the help of this strategy.”.

In addition, 17 % liked the strategy and found it enjoyable, while 10 % were hopeful about the future use of shadowing:

“I think I will improve more if I go on applying shadowing.”

7 % mentioned that they started to apply shadowing in other contexts, as well.

On the other hand, about one-fifth (17%) of learners stated that they had some difficulty applying the strategy:

“I tried to catch all the words I heard, but it was too difficult.”.

Very few learners continued to consider listening as the hardest language skill (5 %) while 2 % of participants noted that they wished to have more listening activities and another 2 % stated they did not find the strategy very helpful.

Table 4.08.

*Overall Perceptions of Shadowing*

Ideas	n	f (%)
Find shadowing useful	21	50
Feel they have improved through shadowing	8	19
Had some difficulty applying shadowing	7	17
Find shadowing enjoyable and like it	7	17
Are hopeful about the future benefits of shadowing	4	10
Apply shadowing outside the class/ in other tasks	3	7
Still think listening is the most difficult of all four skills	2	5
Wish to have further listening practices	1	2
Did not find shadowing much useful	1	2

When the general opinions of the two groups are compared, in general the note-taking group made more comments than the shadowing group. There were a total of 59 positive comments in the note-taking group, while there were 43 positive comments in the shadowing group. In addition, there were 21 negative comments in the note-taking group, but 10 negative comments in the shadowing group. Finally, there were 12 neutral comments in the note-taking group, while there was only one in the shadowing group.

Participants in both groups found their strategy useful but with more students in the note-taking group. It was the same percentage of the participants in both groups who enjoyed applying their strategies. However, the number of those who stated that they have improved by means of their strategy, had difficulty in applying the strategy, could apply their strategy in other tasks and found their strategy useless was twice as much in the note-taking group. Furthermore, some shadowing trainees mentioned the future benefits.

### **5. a) What are learners' views and perceptions about each of the six different note-taking strategies?**

Participants' perceptions and views in relation to the six different note-taking strategy types were gathered by means of learner reflections which were written at the end of each note-taking training session. These indicate the participants' positive and negative views about the related strategy.

The first note-taking type was split page format. According to the findings by note-takers, note-taking was found useful mostly when applying this type. One-third of participants (33%) thought the strategy was beneficial. Additionally, 10% of learners thought that the split-page note-taking helped recall the information/ text and aided their comprehension. No such comment was made by learners after the implementation of the other five note-taking types. It was also reported only through the split page format that 10% of learners had or would make progress with practice and experience. Furthermore, merely 10% of learners had difficulty in applying this strategy unlike the findings of the other five note-taking sessions. Learners also made use of key words in the text mostly when using the split page strategy (17%). The final positive side of this strategy was that learners had the least difficulty in understanding the text (2%). However, it was 10% of learners who reported that the listening comprehension questions were difficult.

Cornell note-taking strategy was the second note-taking type applied during training. This session's reflections demonstrated that 19% of learners did not have much difficulty understanding the text as a result of using this strategy. A negative result was that some learners still preferred their own note-taking style after being introduced to taking notes in this format. The third note-taking type was the outlining method. Learners had only positive views about this type. It was found that 19% of participants indicated not experiencing any difficulty

understanding the text as a result of using this strategy. Additionally, 10% of participants found the text enjoyable and catchy during the application of the outlining method.

Among the six note-taking strategies, the fourth type, the charting method, was the one which was liked most by the participants (12%). Furthermore, students stated that the texts which were utilized in this method were comprehended without any problems (26%).

Mapping method was the note-taking type introduced and used in the fifth session. However, no comments were made by learners for this strategy. The final note-taking type was the sentence method. As a result of applying this type of note-taking, many participants indicated that the texts which were utilized were comprehended without any problems (33%). In addition, 19% of participants reported that they would improve their listening ability by means of this method. It was also specified that 12% of participants liked the content of listening materials used while applying this type of note-taking. In contrast to these comments, negative views reflected that nearly one-third (29%) of learners could not complete sentences during this method. Furthermore, irrelevance between their notes and the comprehension questions was noted by 10% of participants.

#### **b) What are learners' views and perceptions about each of the six different shadowing strategies?**

Just like the previous questions, the findings for this research question were deduced by means of learner reflections which were written at the end of each training session. Findings include participants' positive and negative views about six different shadowing strategies. Different amounts of comments were made for different shadowing types; 77 for full shadowing, 50 for silent shadowing, 46 for slash shadowing, 42 for part shadowing and comment, 32 for part shadowing and 28 for part shadowing and question.

The first shadowing strategy applied was full shadowing. According to participants' reflections, after applying full shadowing, almost half (40%) of the learners found the text,

and questions easy to understand. The other shadowing types did not yield such a high percentage of such a comment. Another positive finding was that 26% found the strategy useful. Additionally, it was only the full shadowing practice where participants found it easy to keep the aural input in mind (10%), which was not reported for other shadowing strategies. Furthermore, 12 % of the participants found full shadowing enjoyable. On the contrary, negative views reflected that 24% of learners had difficulty comprehending at first but then got used to the strategy as they applied full shadowing. Learners did not provide this kind of feedback for other shadowing types. 17% of learners who used full shadowing stated that listening and shadowing at the same time was difficult.

The second shadowing session involved the use of slash shadowing. It was seen that about one-third (29%) of learners found this strategy useful. In addition, slash shadowing was considered easy to apply (10%) and enjoyable (10%) by the students.

Silent shadowing was implemented as the third shadowing type. Nearly one third (31%) of learners said that they found the strategy useful. Furthermore, learner reflections demonstrated that 21% of the participants found the text and questions easy to understand through this strategy. However, silent shadowing was perceived as a more difficult strategy than other types of shadowing by learners (14%). 14% of participants said that they benefitted more from loud shadowing types than silent shadowing types. These last two comments were not stated after any other shadowing type. Also, 12% of learners noted that they could not comprehend the text due to insufficient concentration.

Qualitative analyses of the fourth shadowing type, i.e., part shadowing reflected that this type was perceived as easy and fun when participants could concentrate (10%). However, almost one-fifth (19%) of them said that they could not comprehend the text due to insufficient concentration.

The fifth shadowing type was part shadowing and comment and 12% of the students believe that it was useful. But not many positive comments were provided by the participants



for this shadowing type. It was reported that one-tenth (10%) of participants could understand the text only in the second listening while they were applying this strategy. Moreover, 17% of learners found listening and shadowing at the same time difficult as they experienced during this session.

Reflections for the sixth type of shadowing yielded the fewest number of comments. Part shadowing and question type analyses indicated that the text was comprehended easily by many learners (36%). Beside this, 10% found the strategy useful. However, 10% of the shadowing learners reflected that they needed more concentration when applying part shadowing and questions.

## 5. DISCUSSION AND IMPLICATIONS

This section of the thesis includes a discussion of the findings in terms of the research questions, and suggestions for education as well as research.

### **Research Question 1: Are there any significant differences between Listening, Speaking, Reading and Writing post-test scores of students who received note-taking training and those who received shadowing training?**

Results to this question showed that the shadowing group's post-test scores in listening and speaking were statistically higher than the note-taking group's scores. On the other hand, the note-taking group was statistically better in writing than the shadowing group. From the aspect of reading, and the influence of the two strategies on this skill, findings showed no significant difference between the two groups' scores.

In the light of these findings, several points on note-taking and shadowing could be considered. The results obtained as an answer to the first research question prove that shadowing as a while-listening strategy improves participants' listening and speaking skills in English more than note-taking strategy. This superiority in spoken skills is probably partly due to the nature of the shadowing strategy which activates and necessitates the use of speaking. During the six shadowing training sessions, learners were expected to listen and speak what they heard following the speaker, which led to the improvement of these two skills.

The positive effect of shadowing on learners' listening and speaking proficiency levels indicate the beneficial use of this strategy. Shadowing is both an oral and an aural action which is done while listening to the speaker, and seems to directly aid listeners to make progress in listening and speaking skills. This finding could have been obtained since shadowing allows listeners to practice their speaking skill through the repetition of a listening text. Therefore, with the help of an already prepared text, learners in this study found the

opportunity to articulate what they heard as much as they could. By this means, they could have progressed in their fluency and accuracy while speaking.

The significant superiority of note-taking as a while-listening strategy in the improvement in learners' writing skill indicates that note-taking helped L2 learners with their writing proficiency. It was seen that note-taking training supported their writing ability more than shadowing training, most probably due to the fact that participants used the written mode as they took notes.

Further analyses of the data for the first research question showed that there was a definite positive effect of strategy training. In fact, training in both types of strategies resulted in benefits for both groups of learners. Reading and writing scores improved statistically significantly for the note-taking training group, while reading, writing, speaking, and listening scores improved statistically significantly for the shadowing training group.

This finding corresponds to that of Chung's (2010), in which participants who did shadowing had a better performance than the ones who merely listened. Additionally, the current study relates to that of Hamada (2011) where the experimental group, that used shadowing, comprehended the text better than the control group, who had no strategy training. The results are also in accordance with a past study of Hayati and Jalilifar (2009). Hayati and Jalilifar's study aimed to investigate participants of three types, i.e., only listeners, free note-takers and Cornell method note-takers. Their results illustrated that the highest scores were obtained by the group which acquired systematic note-taking training (the Cornell method).

In this study, participants had the chance to take notes in six distinct listening sessions. In each session, they were trained in and were expected to be involved in a process in each of the six note-taking styles. Taking notes, they were also able to progress in writing and concentrating more on bottom-up skills needed during writing.

Based on the findings, learners as well as teachers should be informed that strategic training helps them become better language learners. For this reason, specific programs and

schedules in language lessons should be organized and applied to teach listening strategies. Also, teachers who are teaching at a skills-based system are suggested to apply as many listening strategies as they can, so that they can help their learners become strategic listeners, but also develop in the other language skills. Shadowing is found to be a useful and enjoyable listening strategy for this purpose. Additionally, teachers who wish to make an improvement in their learners' writing ability could make use of note-taking strategy in their listening lessons.

Teachers will feel more efficacious if they widen their listening strategy archive so as to enlighten their learners. The use of different training sessions for listening during frequent periods may be a means for teachers to refresh their learners' listening strategy knowledge. Motivation sessions are highly recommended to teachers since learners should be aware of the importance of using strategies during listening. It is of utmost importance for the teacher to be open to any questions from their students, as well.

Investigating other listening strategies and their effect on L2 language skills of learners is one of the major suggestions of the present work for future researchers. For example, similar studies can be conducted with other oral strategies to be able to detect the superiority of shadowing.

**Research Question 2: Are there any significant differences in metacognitive listening awareness levels of students in the note-taking and shadowing training groups?**

Results of the second research question demonstrated that there were statistically significant differences between the two treatment groups in terms of responses to twelve MALQ items. It was the shadowing group who had higher level responses to all of these items. This finding indicates that shadowing as a while-listening strategy has a bigger influence on L2 learners' metacognitive listening awareness compared to note-taking.

Responses to the MALQ items suggest that shadowing increases learners' self-evaluation of their own listening process. Practicing shadowing could support learners in the

way that they think of their background before listening, their satisfaction about their listening comprehension ability during listening, and analysis of their listening performance subsequent to listening. Findings also indicate that the shadowing group felt better able to concentrate back again after they had confusion.

Further results revealed that it was the shadowing group who felt less nervousness while listening. In other words, shadowing group had a more positive and relaxed attitude towards their strategy. While applying shadowing, it was clear that this group was considerably more willing to apply their strategy, although shadowing group considered L2 listening as a challenge more than the note-taking group.

Shadowing moreover was found to be a more useful strategy in translating the aural input in learners' mind. Shadowing seems to be more helpful than note-taking in supporting learners to find practical solutions to their problems during listening.

In the light of these findings, it is clear that shadowing had a more positive influence on learners' metacognitive awareness in listening than note-taking in this study. The fact that shadowing lead to higher MALQ scores on the part of learners, can be explained through the nature of the strategy. Shadowing requires learners' constant attention, active participation and involvement as well as immediate production, all of which inevitably positively influence and increase learners' metacognitive listening awareness.

As a consequence, learners' metacognitive listening awareness is prominent for their listening comprehension in the L2. Successful listeners evaluate their own listening process, performance and solutions to their listening problems.

Language teachers can use shadowing strategy as a sure way to develop students' metacognitive awareness in listening. How and why shadowing influences MALQ responses, and how shadowing shapes metacognitive awareness are issues that need to be further investigated.

A possible research design that makes use of a think aloud technique would help in clarifying the issue. By means of such data collection tools, learners can easily and practically express their metacognitive listening processes and awareness levels.

**Research Question 3: a) In which type of note-taking do students obtain better scores?**

The split page format was the note-taking type which resulted in the highest average listening comprehension score. This suggests that the Split Page Format among the six note-taking types is the most useful and practical for learners to comprehend L2 listening materials.

The lowest average score was obtained in the charting method session test. This shows that learners had difficulty organizing the listening input within a chart. In addition, they may have not decided which parts of the chart to write into.

All in all, teachers can try out note-taking strategy training by starting with the Split Page Method and leaving the charting method to the end. In the present study, it was not possible to statistically compare scores of the six types of note-taking since they were introduced in consecutive weeks. Future research can be conducted where different note-taking types are experimented simultaneously.

**Research Question 3: b) In which type of shadowing do students obtain better scores?**

It was the full shadowing strategy at which learners were most successful. An explanation which could be made for this finding is that L2 learners are able to use full shadowing more than other five shadowing types. This finding is supported by student views that full shadowing was the shadowing type which learners thought as the easiest among the six shadowing types. They neither needed to stop, nor had to select certain parts to shadow, and this ease might have allowed them to concentrate on the listening material more and comprehend more.

On the contrary, the lowest scores were obtained from the part shadowing and question practice session. Here, learners were expected to shadow only the last word of each

sentence and ask a question afterwards. This style of shadowing might have been difficult for learners since they were responsible for two actions.

As a consequence, teachers are considerably advised to implement the full shadowing listening strategy first if they intend to make progress and get efficiency on their learners' listening comprehension ability.

Just as it is the case with note-taking, future research can be conducted where different shadowing types are experimented simultaneously, to be able to statistically compare the scores for different substrategies. In addition, all strategy types can be tested with different language proficiency levels to see if the same order of scores is obtained by students with various language proficiency levels.

#### **Research Question 4: What are learners' general views and perceptions about the use of note-taking and shadowing strategies while listening?**

Note-taking learners' overall reflections show that learners think that this strategy is useful. Additionally, they enjoyed note-taking, reflect that note-taking can be fun and enjoyable to apply during listening. Learners mentioned that they improved by means of note-taking, which illustrates that note-taking could generate awareness on learners of their own listening process. The finding which gives hope about the use of note-taking outside the class was obtained from one-fifth of the learners, and this demonstrates that taking notes will arouse willingness on learners to use this strategy and benefit from it in their everyday lives. Some participants mentioned that they liked merely some specific note-taking types. This important result confirms that not all learners benefit from the same note-taking style.

In spite of these positive views, nearly half of the group found note-taking difficult. This finding may have occurred due to different factors. They may have had difficulty in catching the listening text and write at the same time, or they may have not found the specific note-taking type easy to apply. Note-taking nevertheless has a highly positive image in learners' minds since only few students found it useless.

The findings of this study from the note-taking group's perspective correspond to that of Hayati and Jalilifar's (2009) where learners found note-taking difficult as well. The finding of Teng (2011) is in accordance with the current study since both groups of participants found note-taking important. Nearly half of the learners in the current study found the strategy important, whereas all learners in Teng's study had the same opinion.

A further previous study (Hu and Liu, 2012) share some findings with the current study. Learners who found note-taking useful and felt they improved with the help of note-taking exist in both studies. Furthermore, almost all of the learners in Hu and Liu's study had difficulty in applying this strategy, whereas almost half of the learners in the current study found it difficult.

Similar to reflections obtained from the note-taking group, nearly half of the shadowing group found their strategy useful, which suggests further use of shadowing. There were also some participants who did not find the strategy useful until they got used to it. This shows that practice is needed for learners to understand the usefulness of shadowing as a strategy. A further finding was that one-fifth of learners felt improvement in their listening comprehension by means of shadowing. Shadowing was defined as 'enjoyable to apply' by some of the learners. In addition, some learners were hopeful about the future use of shadowing, and started to apply the strategy outside the class in other contexts. These explanations reveal that learners did not view shadowing as a short-term in-class activity, but utilized and benefitted from it in other contexts, as well.

The findings also revealed some negative views about the shadowing strategy, where almost one-fifth of the group had difficulty in applying it. Some learners thought listening was still the hardest language skill. Very few students viewed shadowing as useless.

Some shadowing reflections are in accordance with the findings of a previous study by Chung (2010). In Chung's study, the shadowing group learners stated that they gained more self-confidence with the help of shadowing. This finding can be supported with the findings



of this where groups mention the usefulness of this strategy. Furthermore, despite the difference in percentages, there exist learners who were hopeful about the future benefits of shadowing in both groups.

Another previous study by Hamada (2011), which investigated the effect of shadowing on listening comprehension of learners, demonstrates several similar findings to those of the current study. Hamada's findings are consistent with those of the current study since there are shadowing learners who both find the strategy useful and have difficulty applying it.

The results also correspond with the results of a study by Horiyama (2013). Horiyama's participants mentioned that they had a higher level of motivation, self-confidence, feeling of success, ability to reproduce and evaluate themselves subsequent to their shadowing treatment.

Teachers should take necessary actions to provide learners with the best conditions to use note taking and shadowing. Teachers are additionally suggested to be attentive in selecting convenient levels and types of materials for their learners so that they will benefit most from the listening strategies. Reflections of a certain listening strategy can be very subjective and personal. However, they convey important messages about positive and negative sides of a strategy and should be further investigated.

Finally, as a suggestion for future research on this topic, data about learners' opinions can be collected via other means such as closed items to choose from or interview questions. This could lead researchers to obtain more data about the use of the strategy at hand.

**Research Question 5: a) What are learners' views and perceptions about each of the six different note-taking strategies?**

Split page format was the first note-taking type which was practiced by the note-taking group. Findings of this training session reveal that one-third of the learners considered this note-taking type as useful. In fact, split page note-taking was the most useful among all six specific note-taking types. This strategy may have been found easier than the others since it

does not include too many detailed rules to apply while taking notes. Furthermore, one-tenth of learners felt they made progress through this strategy, but also had difficulty applying it, or comprehending the listening text.

The second note-taking strategy was the Cornell method which required learners to write key words, clues and questions in addition to their notes on different parts of the sheet. At this point, the highest percentage of learners revealed that they wished to take notes in their own note-taking style. Despite having a training of the related strategy, learners may still refuse systematic note-taking since they may not feel themselves competent enough at the new strategy.

Findings of the third session were only positive, which were obtained when learners were expected to make an outline of the listening text. Almost one-fifth of learners did not have much difficulty in listening comprehension a one-tenth of them found the text enjoyable. This result indicates a crucial point. To explain, learners evaluate strategies depending on not only their usefulness, but also on their being fun.

The fourth note-taking type was liked most. This finding demonstrates that the group of learners who find a strategy useful and the ones who like it may not be the same percentage, or the same group. Having liked the strategy, almost one-third of learners could easily comprehend the listening text, which partly indicates the importance of learner attitude and motivation towards a strategy.

The mapping note-taking strategy was the fifth note-taking technique applied by learners. Findings about this type of note-taking reveal that more than two third of learners had difficulty comprehending the text and a similar percentage had difficulty applying the mapping technique, while others had no problems comprehending the text. Furthermore, some found the technique substantial, some thought the technique was practical and some of them preferred their own note-taking style.

The final reflections were obtained at the end of the sentence method training. One-third of learners had no problems in listening comprehension. Many students seemed to be hopeful about the future benefits of this strategy and liked the listening content. Despite these positive views, almost one-third of learners could not apply this note-taking type. It is worth noting that the learners who were required to write sentences and ideas, additionally number them as they listened, may have had difficulty in this multitasking during their listening and note-taking process. A further crucial finding is that one-tenth of note-takers had no relevance between their notes and the listening comprehension questions. This finding demonstrates that such multitasking strategies require more treatment of learners. These findings illustrate that there is no one ideal listening strategy for everyone. A strategy which is found useful and easy by a learner may be found quite demanding by another.

**Research Question 5: b) What are learners' views and perceptions about each of the six different shadowing strategies?**

Findings from the full shadowing reflections reveal that this shadowing type is the one whose listening materials and test items were the easiest to comprehend. However, the reason behind this finding is a questionable area since the main factor to lead this ease was not clearly mentioned in reflections. Another meaningful finding is that learners could easily keep the aural input in mind with the help of shadowing, which was specified only after the full shadowing training. This result may have been obtained since learners do not have much difficulty in applying full shadowing, during which learners can easily focus on repeating after every word they hear. Almost one-fifth of the participants found the strategy enjoyable. However twice this percentage had difficulty applying it at first.

The second shadowing training comprised slash shadowing which resulted in one-third of participants who found the strategy useful. This finding suggests that slash shadowing could be more useful than full shadowing since slash shadowing is easier to apply with

frequent pauses and allows learners to make meaning of the input more. This could also be the reason for which one-tenth of learners found it easy and enjoyable.

Silent shadowing was the third shadowing type which led to meaningful findings. This type was found useful by almost one-third of participants. Additionally, one-fifth of those could easily comprehend the text and answer the test items. These findings are in line with the difference in the application of silent shadowing since learners are expected to do shadowing silently, without speaking loudly. This point was considerably controversial since there existed two groups among shadowing learners. One group mentioned the difficulty to concentrate while doing loud shadowing. On the other hand, the second group had difficulty in focusing on the aural input because they concentrated better while doing shadowing aloud.

The fourth shadowing type was part shadowing whose treatment led to surprising results. This type of shadowing expected listeners to shadow only the last word of each sentence. However, results reveal that such an action which eases learners' shadowing process could not be much beneficial. To explain, only few of learners found this strategy fun and enjoyable. In contrast, nearly one-fifth of the group had difficulty in listening comprehension due to their lack of concentration. An explanation which could be made for this finding is that being able to concentrate is more important than the strategy type itself for learners.

The fifth shadowing type which expected learners to do part shadowing and comment to the sentences they heard yielded few positive comments. Almost one-tenth of learners found the strategy useful, whereas nearly one-fifth of them were negative about it. Similar findings were obtained from the reflections written for the sixth shadowing type, part shadowing and questions. An important aspect which leads learners to have difficulty applying these two sub-strategies is that they require learners to do multi-tasking at a time. In other words, they are expected to listen, understand, shadow the text and ask questions or make comments about each sentence, follow the upcoming speech, as well. At this point, shadowing, which is generally found useful, may not make any use to learners. Therefore,

expectations from learners and the selection of the correct shadowing type, comes into prominence. There exist no other research studies which investigated different listening strategies and learners' views and perceptions about each type at the same time in a comparative manner. For this reason, it appears that the current study is the first research study to comprise six specific shadowing strategies and six specific note-taking strategies and learner attitudes towards these types. This is one of the aspects which makes this study a meaningful contribution to the field.

Yet, it could be suggested to start a shadowing practice with full shadowing so that learners can feel they will succeed in listening comprehension by means of this strategy.

For researchers, reflections which were written by participants of this study could be replaced with a listening perceptions questionnaire. Furthermore, actions should be taken to implement research studies which reflect learners' listening process from the teachers' perspective. Data from the teachers' aspect could yield richer original information about L2 listening of their learners.

Finally, this research design could be implemented throughout a longer period with more training sessions so that richer data from learners' listening process could be obtained. More note-taking and shadowing materials and strategies could enrich the treatment sessions and the research design.

As a consequence, raising awareness in learners about strategic listening was a crucial element throughout this study. Therefore, as a suggestion for teachers, learners could be expected to write more reflections about their L2 listening process. Additionally, teachers should be active followers of their learners' listening process.

## REFERENCES

- Ahour, T., & Sakhaei, S. R. (2015). The Effect of semantic mapping strategy instruction on Iranian intermediate EFL learners' listening comprehension. *Theory and Practice in Language Studies*, 5(8), 1754, 2-7.
- Alain, C., Arnott, S. R., & Picton, T. W. (2001). Bottom-up and top-down influences on auditory scene analysis: Evidence from event-related brain potentials. *Journal of Experimental Psychology: Human Perception and Performance*, 27(5), 1072, 1-17.
- Anderson, B. (2002). A principle of hope: recorded music, listening practices and the immanence of utopia. *Geografiska Annaler: Series B, Human Geography*, 84(3-4), 211-227.
- Asemota, H. E. (2015). Nature, importance and practice of listening skill. *British Journal of Education*, 3(7), 27-33.
- Baleghizadeh, S., & Rahimi, A. H. (2011). The relationship among listening performance, metacognitive strategy use and motivation from a self-determination theory perspective. *Theory and Practice in Language Studies*, 1(1), 61-67.
- Barker, L. L. (1971). *Listening Behavior*, 130-139.
- Bidabadi, F. S., & Yamat, H. (2011). The Relationship between listening strategies used by Iranian EFL freshman university students and their listening proficiency levels. *English Language Teaching*, 4(1), 26-32.
- Bozorgian, H., & Fakhri Alamdari, E. (2013). Metacognitive instruction: Global and local shifts in considering listening input. *Education Research International*, 1-6.
- Bozorgian, H. (2014). The role of metacognition in the development of EFL learners' listening skill. *International Journal of Listening*, 28(3), 149-161.
- Brown, G., & Yule, G. (1983). Teaching the spoken language (Vol. 2). *Cambridge University Press*, 26-64.

- Chen, Y. (2005). Barriers to acquiring listening strategies for EFL learners and their pedagogical implications. *TESL-EJ*, 8(4), n4, 2-15.
- Chen, A. (2009). Listening strategy instruction: Exploring Taiwanese college students' strategy development. *Asian EFL Journal*, 11(2), 54-85.
- Chien, C. N., & Wei, L. (1998). The strategy use in listening comprehension for EFL learners in Taiwan. *RELC Journal*, 29(1), 66-91.
- Chien, C. N., & Hsu, M. (2013). The relationship between perceived listening strategies, listening skills, and reading skills among EFL university students in Taiwan. *International Journal of Learning: Annual Review*, 20, 4-9.
- Chung, D. U. (2010). The effect of shadowing on English listening and speaking abilities of Korean middle school students. *English Teaching*, 65(3), 97-127.
- Cinemre, Y. (1991). *An investigation of listening comprehension strategies in intermediate level Turkish EFL students*. (Doctoral Dissertation). Bilkent University, 15-59.
- Clark, M., Wayland, S., Osthus, P., Brown, K. G., Castle, S., & BA, A. R. (2014). The effects of note taking on foreign language listening comprehension. *A Technical Report*, 2-6.
- Coskun, A. (2010). The Effect of metacognitive strategy training on the listening performance of beginner students. *Online Submission*, 4(1), 35-50.
- Cross, J. (2010). Raising L2 listeners' metacognitive awareness: A sociocultural theory perspective. *Language Awareness*, 19(4), 281-297.
- Cross, J. (2011). Metacognitive instruction for helping less-skilled listeners. *ELT Journal*, 65(4), 408-416.
- Curtain, H. (1991). Methods in elementary school foreign language teaching. *Foreign Language Annals*, 24(4), 323-329.
- Çetingöz, D. (2010). University students' learning processes of note-taking strategies. *Procedia-Social and Behavioral Sciences*, 2(2), 4098-4108.

- Di Vesta, F. J., & Gray, G. S. (1972). Listening and note taking. *Journal of Educational Psychology, 63*(1), 8-14.
- Dunkel, P., Mishra, S., & Berliner, D. (1989). Effects of note taking, memory, and language proficiency on lecture learning for native and nonnative speakers of English. *TESOL Quarterly, 23*(3), 543-549.
- Dunkel, P., & Davy, S. (1989). The heuristic of lecture notetaking: Perceptions of American & international students regarding the value & practice of notetaking. *English for Specific Purposes, 8*(1), 33-50.
- Farhadi, S., Zoghi, M., & Talebi, Z. (2015). Intermediate EFL learners' listening performance viewed in the light of metacognitive strategy instruction. *Modern Journal of Language Teaching Methods, 5*(3), 140-146.
- Field, J. (1998). Skills and strategies: Towards a new methodology for listening. *ELT Journal, 52*(2), 110-118.
- Flavell, J. H., Friedrichs, A. G., & Hoyt, J. D. (1970). Developmental changes in memorization processes. *Cognitive Psychology, 1*(4), 324-340.
- Flavell, J. H. (1979). Metacognition and cognitive monitoring: A new area of cognitive-developmental inquiry. *American Psychologist, 34*(10), 906, 1-4.
- Flowerdew, J., & Miller, L. (2010). Listening in a second language. *Listening and Human Communication in the 21st Century, 158-177*.
- Ghaderpanahi, L. (2012). Using authentic aural materials to develop listening comprehension in the EFL classroom. *English Language Teaching, 5*(6), 146, 1-6.
- Ghoneim, N. M. M. (2013). The listening comprehension strategies used by college students to cope with the aural problems in EFL classes: An analytical study. *English Language Teaching, 6*(2), 100, 1-10.



- Gilakjani, A. P., & Ahmadi, M. R. (2011). A study of factors affecting EFL learners' English listening comprehension and the strategies for improvement. *Journal of Language Teaching and Research*, 2(5), 977-988.
- Goh, C. C. (1998). *Language Teaching Research*, 2(2), 124-147.
- Goh, C. C. (2000). A cognitive perspective on language learners' listening comprehension problems. *System*, 28(1), 55-75.
- Goh, C. C. (2002). Exploring listening comprehension tactics and their interaction patterns. *System*, 30(2), 185-206.
- Goh, C. C., & Hu, G. (2014). Exploring the relationship between metacognitive awareness and listening performance with questionnaire data. *Language Awareness*, 23(3), 255-274.
- Golchi, M. M. (2012). Listening anxiety and its relationship with listening strategy use and listening comprehension among Iranian IELTS learners. *International Journal of English Linguistics*, 2(4), 115, 2-11.
- Gonen, M. (2009, July). The relationship between FL listening anxiety and FL listening strategies: The case of Turkish EFL learners. In 5th WSEAS/IASME *International Conference on Educational Technologies (EDUTE'09)*, 1-4.
- Goto, T. (2013). Exploring students' learning attitudes to recording shadowing practice in LL and PC classrooms, *International Journal of Social and Cultural Studies*, 6:25-33.
- Graham, S. (2006). Listening comprehension: The learners' perspective. *System*, 34(2), 165-182.
- Graham, S., Santos, D., & Vanderplank, R. (2008). Listening comprehension and strategy use: A longitudinal exploration. *System*, 36(1), 52-68.
- Graham, S., & Macaro, E. (2008). Strategy instruction in listening for lower-intermediate learners of French. *Language learning*, 58(4), 747-783.

- Gur, T., Dilci, T., Coskun, İ., & Delican, B. (2013). The Impact of note-taking while listening on listening comprehension in a higher education context. *International Journal of Academic Research*, 5(1), 93-97.
- Hale, G. A., & Courtney, R. (1991). Note taking and listening comprehension on the test of English as a foreign language. *ETS Research Report Series*, 1991(1), i-26, 9-14.
- Hamada, Y. (2011). Improvement of listening comprehension skills through shadowing with difficult materials. *The Journal of Asia TEFL*, 8(1), 139-162.
- Hamada, Y. (2016). Shadowing: Who benefits and how? Uncovering a booming EFL teaching technique for listening comprehension. *Language Teaching Research*, 20(1), 35-52.
- Harputlu, L., & Ceylan, E. (2014). The Effects of Motivation and Metacognitive Strategy Use on EFL Listening Proficiency. *Procedia-Social and Behavioral Sciences*, 158, 124-131.
- Hayati, A., & Ostadian, M. (2008). The relationship between self-esteem and listening comprehension of EFL students. *Published Research, Faculty of Letters and Humanities*, Shahid Chamran University of Ahvaz, Iran, 1-13.
- Hayati, A. M., & Jalilifar, A. (2009). The impact of note-taking strategies on listening comprehension of EFL learners. *English Language Teaching*, 2(1), 101-111.
- Hayati, M., & Jalilifar, A. (2010). Task-based teaching of micro-skills in an EAP situation. *Taiwan International ESP Journal*, 2(2), 49-66.
- Heidari, F., & Panahandeh, E. (2013). The relationship between Iranian EFL learners' multiple intelligence and listening strategies. *3L; Language, Linguistics and Literature, The Southeast Asian Journal of English Language Studies.*, 19(2), 99-110.
- Ho, H. (2006). *An investigation of listening strategy used among English major college students in Taiwan a case of Chaoyang University of Technology*. (Unpublished Master's Thesis). Chaoyang University of Technology, Taichung.

- Horiyama, A. (2012). The Development of English language skills through shadowing exercises, *Journal of Bunkyo Gakuin University of Foreign Studies*, (12), 113-123.
- Howe, M. J. (1970). Note-taking strategy, review, and long-term retention of verbal information. *Journal of Educational Research*, 63(6), 285-285.
- Hsieh, K. T., Dong, D. A., & Wang, L. Y. (2013). A preliminary study of applying shadowing technique to English intonation instruction. *Taiwan Journal of Linguistics*, 11(2), 43-66.
- Huang, J. (2005). Challenges of academic listening in English: Reports by Chinese students. *College Student Journal*, 39(3), 553, 6-15.
- Iyer, M. S. (2015). Second language listening—investigating. Self-supporting needs. *Language in India*, 15(2), 1-5.
- Karimi, M., & Biria, R. (2014). The impact of motivating Iranian EFL learners via visuals on their listening comprehension. *Theory and Practice in Language Studies*, 4(11), 2322-2330.
- Kassaian, Z., & Ghadiri, M. (2011). An investigation of the relationship between motivation and metacognitive awareness strategies in listening comprehension: The case of Iranian EFL learners. *Journal of Language Teaching and Research*, 2(5), 1069-1079.
- Kassaian, Z. (2011). Field-dependence/independence as a factor affecting performance on listening comprehension sub-skills: The case of Iranian EFL learners. *Journal of Language Teaching and Research*, 2(1), 188-195.
- Kim, S. K. (2008). *The effect of repeated shadowing in Korean EFL classrooms: Focusing on L2 listening and speaking skills*. (Unpublished Master's Thesis). International Graduate School of English, Seoul, Korea, 15-23.
- Jafari, S. M. (2010). On the relationship between listening comprehension motivation and listening comprehension among the Iranian EFL learners. *Indonesian JELT*, 6(2), 29-46.

- Jianding, Y. (2003). Metacognitive strategy training in listening class [J]. *Foreign Language Education*, 4, 017, 4-8.
- Lambert, S. (1992). Shadowing. *Meta: Journal des traducteurs/Meta: Translators' Journal*, 37(2), 263-273.
- Lebedev, V. G., & Zagoruiko, N. G. (1985). Auditory perception and speech recognition. *Speech Communication*, 4(1-3), 97-103.
- Lee, S. P., Lee, S. D., Liao, Y. L., & Wang, A. C. (2015). Effects of audio-visual aids on foreign language test anxiety, reading and listening comprehension, and retention in EFL learners 1, 2. *Perceptual & Motor Skills*, 120(2), 576-590.
- Levels, D. P. *Social Sciences and Humanities*.
- Liu, B., & Hu, Y. (2012). The effect of note-taking on listening comprehension for lower-intermediate level EFL learners in China. *Chinese Journal of Applied Linguistics*, 35(4), 506-518.
- Lotfi, G. (2012). A questionnaire of beliefs on English language listening comprehension problems: Development and validation. *World Applied Sciences Journal*, 16(4), 508-515.
- Marzban, A., & Isazadeh, F. (2012). Discovery listening and explicit strategy-based-instruction models' effect on the Iranian intermediate EFL listening comprehension. *Procedia-Social and Behavioral Sciences*, 46, 5435-5439.
- Mendelsohn, D. J., & Rubin, J. (1995). A guide for the teaching of second language listening. *Dominie Press*, 132-150.
- Mousavi, S. A., & Irvani, H. (2012). The Effect of authentic versus non-authentic aural materials on EFL learners' listening comprehension. *English Language and Literature Studies*, 2(1), 21, 1-5.

- Nezhad, M. Z. *The effect of impulsivity/reflectivity/cognitive style on the intermediate Iranian EFL students' listening skill* (Doctoral dissertation). Shahid Chamran University of Ahvaz.
- Nation, I. S. P., & Newton, J. (2008). *Teaching ESL/EFL listening and speaking*. Routledge, 33-121.
- Noroozi, S., Sim, T. S., Nimehchisalem, V., & Zareian, G. (2014). Developing an instrument for Iranian EFL learners' listening comprehension problems and listening strategies. *Advances in Language and Literary Studies*, 5(3), 63-69.
- Nosratinia, M., Ghavidel, S., & Zaker, A. (2015). Teaching metacognitive strategies through Anderson's model: Does it affect EFL learners' listening comprehension. *Theory and Practice in Language Studies*, 5(6), 1233, 1-8.
- Nowrouzi, S., Tam, S. S., Zareian, G., & Nimehchisalem, V. (2015). Iranian EFL students' listening comprehension problems. *Theory and Practice in Language Studies*, 5(2), 263, 2-5.
- Nunan, D., & Carter, R. (Eds.). (2001). *The Cambridge guide to teaching English to speakers of other languages*. Ernst Klett Sprachen, 7-11.
- Nunan, D. (2002). Listening in language learning. *Methodology in language teaching: An anthology of current practice*, 238-241.
- O'Bryan, A., & Hegelheimer, V. (2009). Using a mixed methods approach to explore strategies, metacognitive awareness and the effects of task design on listening development. *Canadian Journal of Applied Linguistics*, 12(1), 9-38.
- O'Malley, J. M., Chamot, A. U., & Küpper, L. (1989). Listening comprehension strategies in second language acquisition. *Applied Linguistics*, 10(4), 418-437.
- Ong, J. (2014). How do planning time and task conditions affect metacognitive processes of L2 writers? *Journal of Second Language Writing*, 23, 17-30.

- Orii-Akita, M. (2014). The effectiveness of interactive teaching methods in EFL classrooms: A comparison with bottom-up and top-down methods. *Concordia Working Papers in Applied Linguistics*, 5, 464 (Vol. 477), 1-6.
- Osada, N. (2004). Listening comprehension research: A brief review of the past thirty years. *Dialogue*, 3(1), 53-66.
- Oxenden, C., Latham-Koenig, C., & Seligson, P. (2009). *New English File: Pre-intermediate-Student's Book and Workbook*. Oxford University Press.
- Özbay, M., & Çetin, D. (2013). Dinleme becerisinin geliştirilmesinde prozodik farkındalığın önemi. *Sosyal ve Beşeri Bilimler Araştırmaları Dergisi*, (26), 155-175.
- Pandian, A. (2010). On the relationship of multiple intelligences with listening proficiency and attitudes among Iranian TEFL university students. *TESL Canada journal*, 28(1), 97, 2-9.
- Pardini, E. A., Domizi, D. P., Forbes, D. A., & Pettis, G. V. (2005). Parallel note-taking: A strategy for effective use of webnotes. *Journal of College Reading and Learning*, 35(2), 38-55.
- Patten, K. B., & Craig, D. V. (2007). iPods and English-language learners: A great combination. *Teacher Librarian*, 34(5), 40, 1-4.
- Pauk, W. (1963). Does note-taking interfere with listening comprehension?. *Journal of Developmental Reading*, 276-278.
- Peterson, P. W. (2001). Skills and strategies for proficient listening. *Teaching English as a second or foreign language*, 3, 87-100.
- Prince, P. (2013). Listening, remembering, writing: Exploring the dictogloss task. *Language Teaching Research*, 17(4), 486-500.
- Rahimi, A., & Abedini, A. (2009). The interface between EFL learners' self-efficacy concerning listening comprehension and listening proficiency. *Novitas-Royal*, 3(1), 14-28.

- Rahimi, M., & Abedi, S. (2014). The Relationship between listening self-efficacy and metacognitive awareness of listening strategies. *Procedia-Social and Behavioral Sciences*, 98, 1454-1460.
- Renandya, W. A., & Farrell, T. S. (2010). 'Teacher, the tape is too fast!' Extensive listening in ELT. *ELT Journal*, 65(1), 52-59.
- Rongna, A., & Hayashi, R. (2012). *Accuracy of Japanese pitch accent rises during and after shadowing training*. In Proceedings from 6th International Conference on Speech Prosody, 1-3.
- Rubin, J. (1994). A review of second language listening comprehension research. *The Modern Language Journal*, 78(2), 199-221.
- Sajjadi, M., & Zamaniyan, M. (2015). The Influence of the level of proficiency and listening comprehension strategy use of Iranian EFL learners. *International Journal*, 10, 1-4.
- Scarbel, L., Beutemps, D., Schwartz, J. L., & Sato, M. (2015). The shadow of a doubt? Evidence for perceptuo-motor linkage during auditory and audiovisual close-shadowing. *Frontiers in Psychology*, (5) 227, 2-4.
- Scarcella, R. C., & Oxford, R. L. (1992). The tapestry of language learning: The individual in the communicative classroom. *Boston: Heinle & Heinle*, 63-63.
- Schraw, G. (2001). Promoting general metacognitive awareness. In *Metacognition in learning and instruction*. Springer Netherlands, 3-16.
- Sclavi, M. (2014). Shadowing and consensus building: A golden bridge. Qualitative research in organizations and management: *An International Journal*, 9(1), 66-68.
- Seifoori, Z., & Babapour, M. (2015). The effect of metadiscourse awareness on EFL learners' listening comprehension performance. *Modern Journal of Language Teaching Methods*, 5(3), 69-74.
- Siegel, J. (2011). Thoughts on L2 listening pedagogy. *ELT journal*, 65(3), 318-321.

- Song, M. Y. (2012). Note-taking quality and performance on an L2 academic listening test. *Language Testing*, 29(1), 67-89.
- Singhal, M., & Vohra, S. (2011). Importance of developing analytical listening skills while teaching English as a second language to a mixed ability class. Learning community. *An International Journal of Educational and Social Development*, 2(1), 133-138.
- Someya, Y. (1998). *Action research on prosody training consisting of shadowing, prosody reading, and dictation exercises*. Tsuyaku Rironkenkyu, 7(2), 3-21.
- Stanley, J. A. (1978). Teaching listening comprehension: An interim report on a project to use uncontrolled language data as a source material for training foreign students in listening comprehension. *TESOL Quarterly*, 285-295.
- Su, S. W., & Liu, C. H. (2012). Teaching listening comprehension skills: A test-orientated approach. *Journal of Language Teaching and Research*, 3(3), 458-465.
- Talebinejad, M. R., & Akhgar, F. (2015). The Impact of teacher scaffolding on Iranian intermediate EFL learner's listening comprehension achievement. *Theory and Practice in Language Studies*, 5(5), 1101, 1-4.
- Tavakoli, M., Shahraki, S. H., & Rezazadeh, M. (2012). The relationship between metacognitive awareness and EFL listening performance: focusing on IELTS higher and lower scorers. *The Journal of Language Teaching and Learning*, 2(2), 24-37.
- Teng, H. C. (1998). *A study of EFL listening comprehension strategies*, 2-15.
- Teng, H. C. (2003). *Teaching EFL listening strategies to college students in Taiwan*. In Proceedings of 2003 International Conference on English Teaching and Learning in the Republic of China, 385-394.
- Teng, H. C. (2011). Exploring note-taking strategies of EFL listeners. *Procedia-Social and Behavioral Sciences*, 15, 480-484.
- Torikai, K. (2003). *Hajimete no Shadowing. (The first time of Shadowing)*.



- Tsai, C. C. (2013). An investigation into English as a foreign language listening anxiety among Taiwanese senior high school students. *International Journal of Learning and Development*, 3(4), 108-113.
- Van Duzer, C. H. (1997). *Improving ESL learners' listening skills: At the workplace and beyond*. National Clearinghouse for ESL Literacy Education, Project in Adult Immigrant Education, 2-5.
- Vandergrift, L. (1997). The Cinderella of communication strategies: Reception strategies in interactive listening. *The Modern Language Journal*, 81(4), 494-505.
- Vandergrift, L. (1999). Facilitating second language listening comprehension: Acquiring successful strategies. *ELT Journal*, 53(3), 168-176.
- Vandergrift, L. (2002). 'It was nice to see that our predictions were right': Developing metacognition in L2 listening comprehension. *Canadian Modern Language Review*, 58(4), 555-575.
- Vandergrift, L. (2003). From prediction through reflection: guiding students through the process of L2 listening. *Canadian Modern Language Review*, 59(3), 425-440.
- Vandergrift, L., Goh, C., Mareschal, C. J., & Tafaghodtari, M. H. (2006). The metacognitive awareness listening questionnaire: Development and validation. *Language Learning*, 56(3), 431-462.
- Vandergrift, L. (2007). Recent developments in second and foreign language listening comprehension research. *Language Teaching*, 40(03), 191-210.
- Vandergrift, L., & Goh, C. C. (2012). *Teaching and learning second language listening: Metacognition in action*. Routledge, 1-8.
- Ware, J. L. (2011). *Doing extensive listening and shadowing using graded readers with CDs*. In First Extensive Reading World Congress proceedings, 164, 1-3.
- Xu, F. (2011). Anxiety in EFL listening comprehension. *Theory and Practice in Language Studies*, 1(12), 1709-1717.

Yildirim, O. (2015). The Effect of teaching experience on English language teachers' perceptions of learners' listening comprehension problems. *Theory and Practice in Language Studies*, 5(4), 694-699.

Zakeri, E. (2014). The effect of shadowing on EFL learners' oral performance in terms of fluency. *International Journal of English Language Teaching*, 2(1), 21-26.





**APPENDICES**

## Appendix A

**Consent to Participate in an MA THESIS RESEARCH**

**Title of Study:** A Comparison of Two While-Listening Strategies in EFL

**Investigators:** SezenBalaban (Yeditepe University, MA)

**Name:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Phone:** \_\_\_\_\_

**Introduction**

- You are being asked to be in a research study of an MA dissertation by your instructor.
- We ask that you read this form and ask any questions that you may have before agreeing to be in the study.

**Purpose of Study**

- The purpose of the study is to find out the effects of two while-listening techniques in EFL.
- Ultimately, this research may be published as part of a book or presented as a paper.

**Description of the Study Procedures**

- If you agree to be in this study, you will be asked to participate in a listening practice of 5 weeks, fill in a questionnaire and write your own reflections on each listening practice.

**Confidentiality**

- The records of this study will be kept strictly confidential. Research records will be kept in a locked file, and all electronic information will be coded and secured using a password protected file.

**Consent**

- Your signature below indicates that you have decided to volunteer as a research participant for this study, and that you have read and understood the information provided above. You will be given a signed and dated copy of this form to keep, along with any other printed materials deemed necessary by the study investigators.

Subject's Name (print): \_\_\_\_\_

Subject's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Investigator's Signature: \_\_\_\_\_ Date: \_\_\_\_\_



Appendix C

**SHADOWING SESSION 1 – Listening Practice Sheet**

**TYPE OF INSTRUCTION: FULL SHADOWING**

**CONTEXT: The Mystery of Okinawa**

**NAME:**

**NUMBER:**

**DATE:**

**SCORE:**

**LISTENING COMPREHENSION PRACTICE -1-**

**Circle the correct answer. (10 pts. each)**

- 1. Takanashi is a (n) \_\_\_\_\_ person.
  - a) healthy
  - b) ill
  - c) young
- 2. People in Okinawa live a \_\_\_\_\_ life.
  - a) tiring
  - b) long
  - c) retired
- 3. Okinawans eat \_\_\_\_\_ food.
  - a) take-away
  - b) fast
  - c) natural
- 4. Okinawans do not \_\_\_\_\_.
  - a) sing
  - b) dance
  - c) walk
- 5. \_\_\_\_\_ activity is very important for Okinawans.
  - a) musical
  - b) physical
  - c) mental
- 6. Okinawans have a \_\_\_\_\_ life.
  - a) stressful
  - b) boring
  - c) relaxing
- 7. Old Okinawans \_\_\_\_\_.
  - a) stay home
  - b) are ill
  - c) meet friends
- 8. Okinawans are never \_\_\_\_\_.
  - a) positive
  - b) happy
  - c) in a hurry
- 9. Buses in Okinawa are \_\_\_\_\_ on time.
  - a) always
  - b) hardly ever
  - c) often
- 10. Every evening people go to \_\_\_\_\_.
  - a) a cafe
  - b) the cinema
  - c) the beach

**YOUR REFLECTION: What do you think about the listening strategy that you used in this lesson? What effected you positively and negatively during this practice session?**

---



---



---



---



---



---



---



---



---



---

\* Some questions were adapted and modified from the coursebook New English File (see in references).

## Appendix D

**Metacognitive Awareness Listening Questionnaire (MALQ)**

	<b>Strongly Disagree (1)</b>	<b>Disagree (2)</b>	<b>Slightly Disagree (3)</b>	<b>Partly Agree (4)</b>	<b>Agree (5)</b>	<b>Strongly Agree (6)</b>
<b>1.</b> Before I start to listen, I have a plan in my head for how I am going to listen.	1	2	3	4	5	6
<b>2.</b> I focus harder on the text when I have trouble understanding.	1	2	3	4	5	6
<b>3.</b> I find that listening is more difficult than reading, speaking, or writing in English.	1	2	3	4	5	6
<b>4.</b> I translate in my head as I listen.	1	2	3	4	5	6
<b>5.</b> I use the words I understand to guess the meaning of the words I don't understand.	1	2	3	4	5	6
<b>6.</b> When my mind wanders, I recover my concentration right away.	1	2	3	4	5	6
<b>7.</b> As I listen, I compare what I understand with what I know about the topic.	1	2	3	4	5	6
<b>8.</b> I feel that listening comprehension in English is a challenge for me.	1	2	3	4	5	6
<b>9.</b> I use my experience and knowledge to help me understand.	1	2	3	4	5	6
<b>10.</b> Before listening, I think of similar texts that I may have listened to.	1	2	3	4	5	6
<b>11.</b> I translate key words as I listen.	1	2	3	4	5	6
<b>12.</b> I try to get back on track when I lose concentration.	1	2	3	4	5	6
<b>13.</b> As I listen, I quickly adjust my interpretation if I realize that it is not correct.	1	2	3	4	5	6
<b>14.</b> After listening, I think back to how I listened, and about what I might do differently next time.	1	2	3	4	5	6
<b>15.</b> I don't feel nervous when I listen to English.	1	2	3	4	5	6
<b>16.</b> When I have difficulty understanding what I hear, I give up and stop listening.	1	2	3	4	5	6
<b>17.</b> I use the general idea of the text to help me guess the meaning of the words that I don't understand.	1	2	3	4	5	6
<b>18.</b> I translate word by word, as I listen.	1	2	3	4	5	6
<b>19.</b> When I guess the meaning of a word, I think back to everything else that I have heard, to see if my guess makes sense.	1	2	3	4	5	6
<b>20.</b> As I listen, I periodically ask myself if I am satisfied with my level of comprehension.	1	2	3	4	5	6
<b>21.</b> I have a goal in mind as I listen.	1	2	3	4	5	6

## Appendix E

*Pre-MALQ and Post-MALQ Comparisons within the Note-taking Group*

MALQ Categories	MALQ Items	Pre-MALQ Median (Min:Max)	Post-MALQ Median (Min:Max)	p value
<b>Planning-Evaluation Strategies</b>	1	4(1:6)	5(1:6)	<b>0.046</b>
	10	2(1:5)	3(1:6)	<b>0.006</b>
	14	6(2:6)	5(3:6)	0.613
	20	4(2:6)	4(1:6)	0.749
	21	4(3:6)	5(2:6)	<b>p&lt;0.001</b>
<b>Directed Attention Strategies</b>	2	5(2:6)	4(1:6)	<b>p&lt;0.001</b>
	6	4(1:6)	4(1:6)	0.139
	12	5(2:6)	4(2:6)	0.199
	16	2(1:6)	2(1:6)	0.072
<b>Person-Knowledge Strategies</b>	3	4(2:6)	3(1:5)	<b>p&lt;0.001</b>
	8	4(1:6)	2(1:6)	<b>0.003</b>
	15	5(1:6)	5(1:6)	0.882
<b>Mental Translation Strategies</b>	4	5(1:6)	5(1:6)	0.825
	11	5(2:6)	5(3:6)	0.463
	18	2(1:5)	2(1:6)	0.422
<b>Problem Solving Strategies</b>	5	5(1:6)	5(3:6)	0.721
	7	4(2:6)	4(1:6)	0.450
	9	5(1:6)	5(1:6)	<b>0.016</b>
	13	5(3:6)	5(4:6)	0.143
	17	4(3:6)	5(2:6)	0.431
	19	4(1:6)	4(2:6)	<b>p&lt;0.001</b>



## Appendix F

*Pre-MALQ and Post-MALQ Comparisons within the Shadowing Group*

MALQ Categories	MALQ Items	Pre- MALQ Median(Min:Max)	Post-MALQ Median(Min:Max)	P Value
<b>Planning-Evaluation Strategies</b>	1	4(3:5)	5(2:6)	<b>0.006</b>
	10	4(2:6)	6(6:6)	<b>p&lt;0.001</b>
	14	4(2:5)	6(5:6)	<b>p&lt;0.001</b>
	20	4(2:4)	6(6:6)	<b>p&lt;0.001</b>
	21	5(4:6)	6(6:6)	<b>p&lt;0.001</b>
<b>Directed Attention Strategies</b>	2	4(2:6)	4(3:6)	<b>0.027</b>
	6	4(2:5)	6(5:6)	<b>p&lt;0.001</b>
	12	5(1:6)	6(1:6)	<b>0.006</b>
	16	1(1:5)	6(1:6)	<b>p&lt;0.001</b>
<b>Person-Knowledge Strategies</b>	3	2(1:4)	2(1:6)	<b>0.004</b>
	8	2(2:5)	5(4:6)	<b>p&lt;0.001</b>
	15	4(3:5)	6(1:6)	<b>0.024</b>
<b>Mental Translation Strategies</b>	4	5(4:5)	6(6:6)	<b>p&lt;0.001</b>
	11	5(4:5)	6(2:6)	<b>0.022</b>
	18	4(2:5)	6(1:6)	<b>p&lt;0.001</b>
<b>Problem Solving Strategies</b>	5	5(4:6)	6(6:6)	<b>p&lt;0.001</b>
	7	5(2:5)	6(4:6)	<b>p&lt;0.001</b>
	9	6(4:6)	6(1:6)	<b>0.025</b>
	13	4(4:6)	6(2:6)	0.170
	17	5(2:6)	1(1:6)	0.083
	19	5(2:5)	6(3:6)	<b>0.036</b>

## Appendix G

## NOTE-TAKING TYPES

## 1. The Split Page Format

Split Page Note Taking (Pg164)	
The Act of Union 1841	
Act of Union 1841 Aim	- To unite the colonies into one political unit which would give English speaking people control of the colony
Government Changes	<ol style="list-style-type: none"> <li>1. Governor General appointed Executive Council from Elected Legislative Assembly</li> <li>2. Equal Representation from Canada East and Canada West</li> <li>3. Official Government language was English</li> </ol>

From [www.slideplayer.com](http://www.slideplayer.com) (as retrieved in August 2017)

SPLIT - PAGE	METHOD
Primary Ideas	Secondary Ideas
The Great Gatsby - Ch. 5	
Nick invites Daisy over for tea. Gatsby overjoyed	Gatsby offers Nick a job via Meyer Wolfsheimer
Gatsby is nervous for Daisy's tea	It is raining outside

From <https://writingcenter.blogs.unr.edu/> (as retrieved in August 2017)

## 2. The Cornell Method

CUES	NAME, DATE, TOPIC, CLASS
<p>WRITTEN SOON AFTER CLASS</p> <p>ANTICIPATED EXAM QUESTIONS</p> <p>MAIN IDEAS OR PEOPLE</p> <p>VOCABULARY WORDS</p> <p>USED FOR REVIEW &amp; STUDY</p>	<p>NOTES</p> <p>TAKEN DURING CLASS</p> <ul style="list-style-type: none"> <li>= MAIN POINTS</li> <li>= BULLET POINTS</li> <li>= DIAGRAMS / CHARTS</li> <li>= ABBREVIATE</li> <li>= PARAPHRASE</li> <li>= OUTLINES</li> <li>= LEAVE SPACE BETWEEN TOPICS</li> </ul> <p>CORNELL NOTE-TAKING METHOD</p>
<p>← 2 1/2" →</p> <p>↑ 2" ↓</p>	<p>← 6" →</p> <p>SUMMARY</p> <p>WRITTEN AFTER CLASS. BRIEF SUMMARY HIGHLIGHTING THE MAIN POINTS IN THE NOTES ON THIS PAGE. USED TO FIND INFO LATER.</p>

From [www.chegg.com](http://www.chegg.com) (as retrieved in August 2017)

### 3. The Outlining Method

<p>1) Main topic 1</p> <ul style="list-style-type: none"> <li>- Sub topic 1</li> <li>- Sub topic 2             <ul style="list-style-type: none"> <li>a) Supporting facts 1</li> <li>b) Supporting facts 2</li> <li>c) Supporting facts 3                 <ul style="list-style-type: none"> <li>i. Details 1</li> <li>ii. Details 2</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;">-Examples</p> <p>2) Main topic 2</p> <ul style="list-style-type: none"> <li>- Sub topic 1             <ul style="list-style-type: none"> <li>a) Supporting facts 1                 <ul style="list-style-type: none"> <li>i. Details 1</li> </ul> </li> <li>b) Supporting facts 2</li> </ul> </li> <li>- Sub topic 2             <ul style="list-style-type: none"> <li>c) Supporting facts 1                 <ul style="list-style-type: none"> <li>i. Details 1</li> <li>ii. Details 2</li> </ul> </li> </ul> </li> </ul> <p style="text-align: right;">-Examples</p>	<p style="text-align: center;"><i>Body Language and Oral Presentations</i>      Traditional Format</p> <p><b>I. BODY LANGUAGE</b> (conveys your state of mind)</p> <p><b>A. Movement</b></p> <ol style="list-style-type: none"> <li>1. Strive for natural movement.</li> <li>2. Control distracting mannerisms. (pacing, pen-clicking)</li> <li>3. Develop natural style             <ul style="list-style-type: none"> <li>(a) Move forward to stress points.</li> <li>(b) Step back and focus attention on screen.</li> </ul> </li> <li>4. Hold objects so audience can see them. (Never pass them around)</li> <li>5. Avoid excessive and uncontrolled movement.</li> </ol> <p><b>B. Facial Expressions</b></p> <ol style="list-style-type: none"> <li>1. Smile.</li> <li>2. Appear relaxed and friendly.</li> </ol> <p><b>C. Gestures</b></p> <ol style="list-style-type: none"> <li>1. Use natural gestures to emphasize what you're saying.</li> <li>2. Integrate and coordinate gestures with text.</li> <li>3. Examples             <ul style="list-style-type: none"> <li>(a) number of fingers = number discussed.</li> <li>(b) sizes, shapes - tall, short.</li> </ul> </li> <li>4. Use gestures to help pace yourself.</li> <li>5. Use gestures based on audience size.</li> </ol> <p><b>D. Posture</b></p> <ol style="list-style-type: none"> <li>1. Practice good posture.</li> <li>2. Don't prop up against wall or desk.</li> <li>3. Don't sit unless it's part of presentation.</li> </ol>
---	---

From <https://tr.pinterest.com> and [www.utc.edu](http://www.utc.edu) (as retrieved in August 2017)

### 4. The Charting Method

<i>The Charting Method</i> (title)			
<i>Monday March 15, 2016</i> <i>page 1 of 1</i>			
<i>How?</i>	<i>Advantages</i>	<i>Disadvantages</i>	<i>When to use it?</i>
<i>Set up your paper in columns and label headings</i>	<i>Helps pull out the relevant information.</i>	<i>Can be a hard system to learn to use.</i>	<i>If you'll be tested on facts and relationships.</i>
<i>The headings could be categories covered in the lecture.</i>	<i>Reduces the amount of writing required.</i>	<i>You will need to know what content is being covered at the beginning of the lecture.</i>	<i>If content is heavy and presented quickly - such as a history course with dates, people, events, etc.</i>
<i>Insert information (words, phrases, main ideas, etc.) into the appropriate column.</i>	<i>Provides easy review for memorizing facts and studying comparisons and relationships.</i>		<i>If you want to make an overview of the whole course on one big paper.</i>

From <https://sites.google.com/site/notetakingandstudyskills> (as retrieved in August 2017)

### 5. The Mapping Method

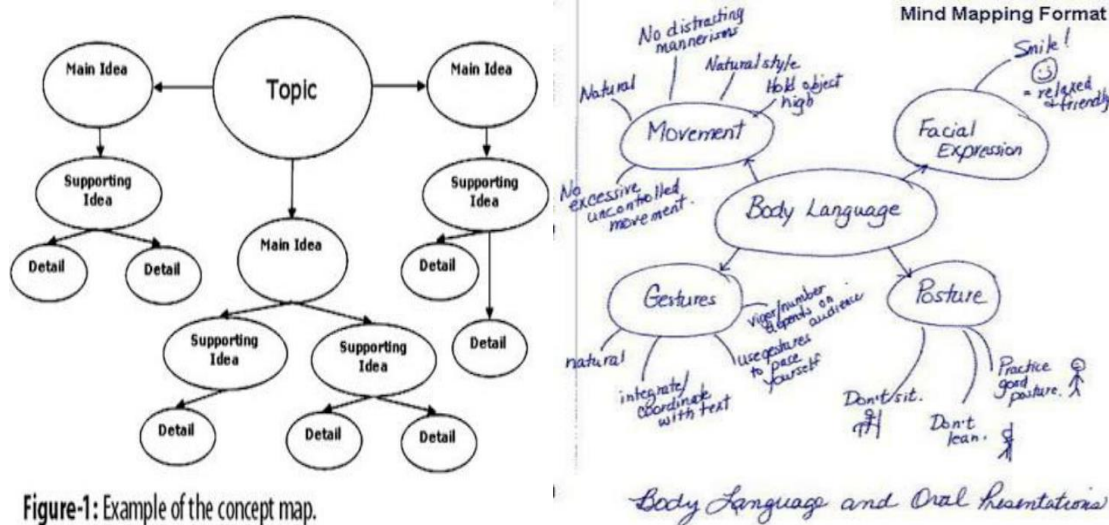


Figure-1: Example of the concept map.

From <http://www.ipma.org.pk> and <http://study-hack.tumblr.com> (as retrieved in August 2017)

### 6. The Sentence Method

## The Sentence Method

Example Lecture: A revolution is any occurrence that Affects other aspects of life, and so forth. Therefore Revolutions cause change. (see pages 29-30 in your Textbook about this).

Sample of Notes: Revolution - occurrence that affects Aspects of life...eg... econ, soc, etc... text pp. 29-30

\*Develop your own set of abbreviations and symbols.

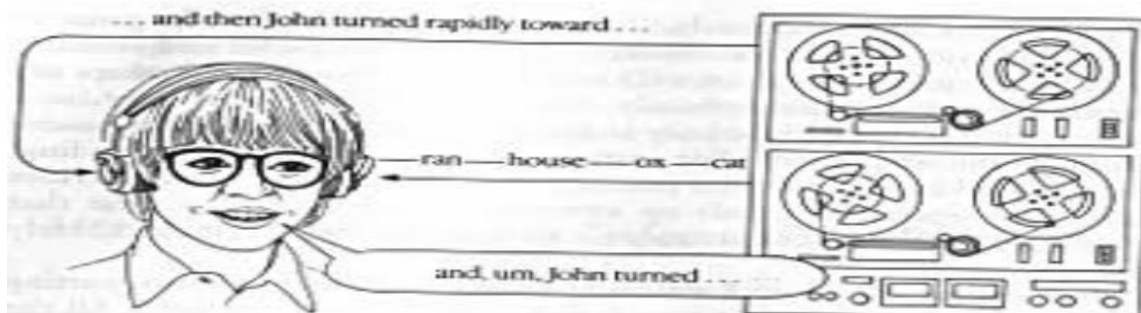
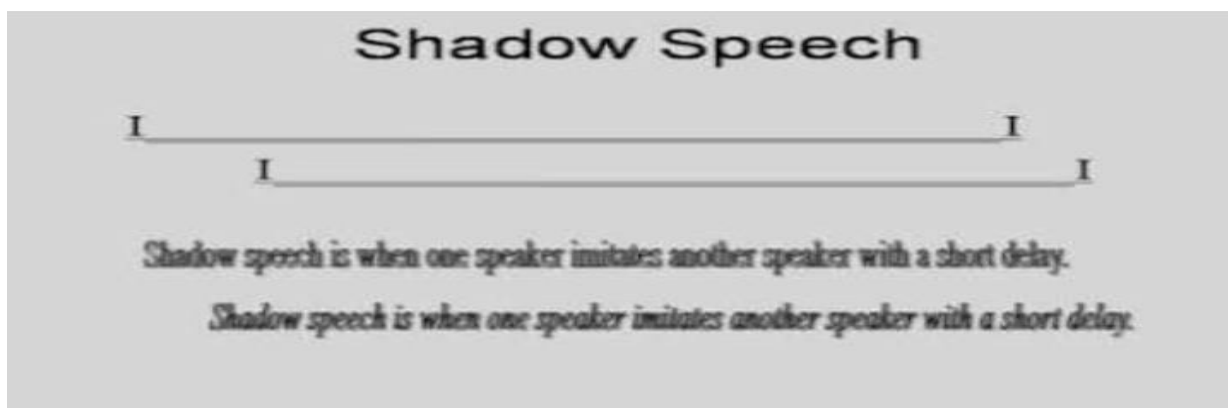
From <http://www.fuzia.com> (as retrieved in August 2017)



## Appendix H

**SHADOWING**

1. Listen to the speaker
2. Start repeating the text from the beginning as soon as the teacher raises her hand



From [www.youtube.com](http://www.youtube.com) and <http://penta.ufrgs.br/edu/telelab/2/lec2.htm>

(as retrieved in August 2017)

**REMEMBER THAT SHADOWING IS NOT REPEATING THE LISTENING TEXT!!!**

**EXAMPLE OF REPEATING**

This is a good way to practice. (Model speech)

This is a good way to practice. (Learner's speech)

**EXAMPLE OF SHADOWING**

This is a better way to practice. (Model speech)

This is a better way to practice. (Learner's speech)

From <http://newsinslowjapanese.com> (as retrieved in August 2017)

**SHADOWING TYPES**

## **Typical Shadowing Guidelines and Specific Instructions for Each Shadowing Session Compiled by the Researcher**

### **1. Full Shadowing**

- Listen to the text and try to shadow whatever you hear as soon as possible.
- Try to catch up the speaker while you are shadowing at the same time.
- Focus on the meaning. Once you comprehend the aural input, your shadowing proficiency will be better.
- This is a cognitively demanding type for you since you are expected to shadow whatever you hear. For this reason, you can practice this type outside the class through shadowing your peers' L2 speech.

### **2. Slash Shadowing**

- Listen to the text, and you will realize that the speaker will naturally give pauses. Here the speech will be separated into meaningful phrases, and you need to make use of these pauses.
- This type will train you to use your time to comprehend and shadow the listening input. Noticing pauses will make your shadowing process easier.
- The speaker will pause many times. Please try to be attentive about the phrases you hear. By this means, it may allow you to be more predictive about the upcoming speech to shadow.

### **3. Silent Shadowing**

- Shadow in your head.
- Imagine you are in a situation outside where you have to comprehend all of what the speaker says but the speaker should not realize you are shadowing. –
- You can apply this type of shadowing outside in any listening and understanding situation wherever you hear the target language.

#### 4. Part Shadowing

- Shadow only the last word of each sentence.
- This type is expected to help you respond to the speaker in daily conversations since you will be focusing on the last word of each sentence by the speaker.
- Be careful and focus on the intonation of the speaker in each sentence.

#### 5. Part Shadowing and Comment

* Oh! I see.	* How lucky you are!
* Wow!	* Are you sure?
* What a nice surprise!	* I can't believe it!
* That's great	* This can't be true!

- Use the comments in the box, as you listen to the text and do shadowing.
- You are expected to shadow the last word of each sentence, and soon add one of these comments to your oral production.

#### 6. Part Shadowing and Question

- The speaker naturally stops at the end of each sentence for a few seconds and you are supposed to shadow the last word. Soon after you shadow the last word, ask a question about that sentence.
- Focus on the listening text as much as possible since you have three actions to do at the same time:
  - 1) shadowing
  - 2) asking a question
  - 3) catching up the upcoming speech
- Try to ask yes/no questions since this will be less demanding and more time-saving than asking wh-questions.
- Here is an example to this type of shadowing:

Speaker: I went shopping.

Listener and shadower: (after 3 or 4 seconds) shopping. Did you go shopping?